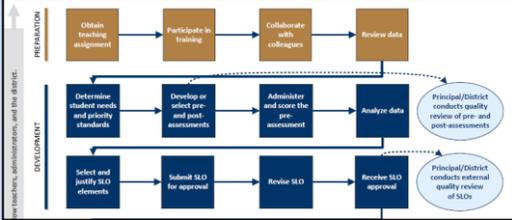
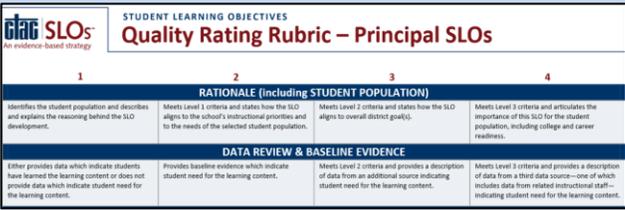
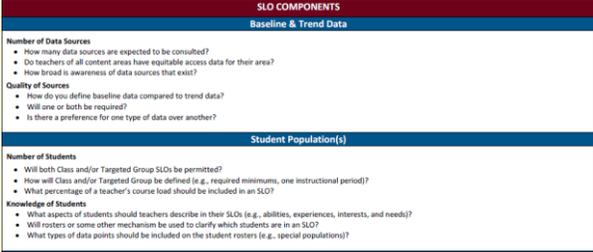
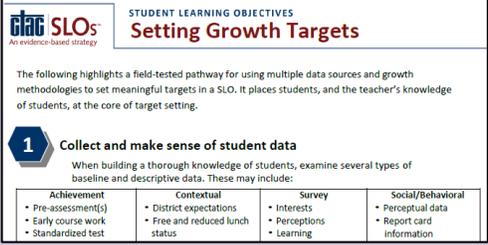


<b>Core</b>	<p><b>SLO Research Excerpts</b></p> <p>These documents provide excerpts from the executive summaries from <i>Catalyst for Change, It's More than Money</i>, and <i>Change in Practice</i>.</p>	 <p>Denver SLO Research from Denver and Charlotte Excerpts from Catalyst for Change and It's More than Money</p> <p>Highlighted below are CTAC's analyses, findings and recommendations. All of the recommendations are crafted to meet the standard of increasing the manageability, fairness and sustainability of Pay for Performance. The report also examines the national implications of Denver's Pay for Performance pilot. The issues are complex and multi-faceted, and are discussed in full detail in the chapters of the report.</p> <p><b>A. Primary Findings</b> <i>Impact on Student Achievement</i></p>																																			
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	<p><b>Planning Instructional Strategies</b></p> <p>This resource guides the developer of an SLO through the important thinking processes associated with teacher growth strategies. This resource supports an educator to develop the SLO at a high quality.</p>	

	<p align="center"><b>Setting Growth Targets</b></p> <p>This document is intended to assist practitioners in the setting and reviewing of student growth targets in an SLO model. It lays out a suggested three-step pathway and provides an example for applying these steps.</p>																			
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<p align="center"><b>Principal Prompts for Evidence-Based Evaluations</b></p> <p>This document provides principals and other school administrators with prompts and guidance to locate, collect, and discuss evidence of practice with teachers</p>	<p align="center"><b>Locating Additional Evidence of Practice by The Framework for Teaching Domain</b></p> <p>Multiple aspects of the SLO process provide principals with ways to collect evidence of teacher practice. While a connection to each component of <i>The Framework for Teaching (FFT)</i> can be made, key opportunities are described below to help principals gather additional evidence and to use the evidence more efficiently.</p> <table border="1"> <thead> <tr> <th>The Framework for Teaching (FFT) Domain</th> <th>Where to Find Key SLO-Related Evidence (FFT components for each domain are found in parentheses.)</th> </tr> </thead> <tbody> <tr> <td>Domain 1: Planning and Preparation</td> <td>           In the developed SLO:           <ul style="list-style-type: none"> <li>Data Review &amp; Baseline Evidence (1b, 4b)</li> <li>Learning Content (1a)</li> <li>Target (1c)</li> <li>Evidence of Growth (1f)</li> <li>Strategies (1a)</li> </ul> </td> </tr> </tbody> </table>	The Framework for Teaching (FFT) Domain	Where to Find Key SLO-Related Evidence (FFT components for each domain are found in parentheses.)	Domain 1: Planning and Preparation	In the developed SLO: <ul style="list-style-type: none"> <li>Data Review &amp; Baseline Evidence (1b, 4b)</li> <li>Learning Content (1a)</li> <li>Target (1c)</li> <li>Evidence of Growth (1f)</li> <li>Strategies (1a)</li> </ul>															
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	<p align="center"><b>Evaluation Prompts for Evaluators of Principals</b></p> <p>This document provides evaluators of principals with prompts and guidance to generate, link, and integrate multiple measures of principal practice.</p>	<p align="center"><b>Linking Evidence to Maryland's Instructional Leadership Framework</b></p> <p>Multiple aspects of the SLO process provide principal evaluators with ways to collect evidence of principal practice. While a connection to each outcome of the <i>Maryland Instructional Leadership Framework (MDILF)</i> can be made, key opportunities are described below to help principal evaluators gather additional evidence and to use the evidence more efficiently.</p> <table border="1"> <thead> <tr> <th>Maryland Instructional Leadership Framework Outcome</th> <th>Where to Find Key SLO-Related Evidence (Specific evidence in practice for each outcome is found in parentheses.)</th> </tr> </thead> <tbody> <tr> <td>Outcome 1: Facilitate the Development of a School Vision</td> <td> <ul style="list-style-type: none"> <li>• <b>Communications:</b> Expectations for aligning SLOs to school vision (1.2, 1.4)</li> <li>• <b>Plans:</b> Use of resources to support SLO implementation (1.4)</li> <li>• <b>Reflections:</b> Use of SLO data to monitor progress toward vision (1.3)</li> </ul> </td> </tr> <tr> <td>Outcome 2: Align All Aspects of a School Culture to Student and Adult Learning</td> <td> <ul style="list-style-type: none"> <li>• <b>Communications:</b> Expectations for aligning SLOs to SIP (2.4)</li> <li>• <b>Conversations:</b> Examples of raising the rigor of teachers' SLOs (2.2)</li> <li>• <b>Plans:</b> Strategy for enlisting administration and teacher leaders (2.5)</li> </ul> </td> </tr> <tr> <td>Outcome 3: Monitor the Alignment of Curriculum, Instruction, and Assessment</td> <td> <ul style="list-style-type: none"> <li>• <b>Conversations:</b> Examples of improved SLO element changes (3.1, 3.3, 3.4)</li> <li>• <b>Feedback:</b> Feedback to teachers on their instruction (3.1, 3.3, 3.4)</li> <li>• <b>Reflections:</b> Comparing SLO data to other student learning data (3.3, 3.4)</li> </ul> </td> </tr> </tbody> </table>	Maryland Instructional Leadership Framework Outcome	Where to Find Key SLO-Related Evidence (Specific evidence in practice for each outcome is found in parentheses.)	Outcome 1: Facilitate the Development of a School Vision	<ul style="list-style-type: none"> <li>• <b>Communications:</b> Expectations for aligning SLOs to school vision (1.2, 1.4)</li> <li>• <b>Plans:</b> Use of resources to support SLO implementation (1.4)</li> <li>• <b>Reflections:</b> Use of SLO data to monitor progress toward vision (1.3)</li> </ul>	Outcome 2: Align All Aspects of a School Culture to Student and Adult Learning	<ul style="list-style-type: none"> <li>• <b>Communications:</b> Expectations for aligning SLOs to SIP (2.4)</li> <li>• <b>Conversations:</b> Examples of raising the rigor of teachers' SLOs (2.2)</li> <li>• <b>Plans:</b> Strategy for enlisting administration and teacher leaders (2.5)</li> </ul>	Outcome 3: Monitor the Alignment of Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <li>• <b>Conversations:</b> Examples of improved SLO element changes (3.1, 3.3, 3.4)</li> <li>• <b>Feedback:</b> Feedback to teachers on their instruction (3.1, 3.3, 3.4)</li> <li>• <b>Reflections:</b> Comparing SLO data to other student learning data (3.3, 3.4)</li> </ul>							
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<b>Integration</b>	<p align="center"><b>Crosswalk to Teacher Observation (completed and blank)</b></p> <p>This document provides a crosswalk between key steps in the SLO process and the expectations of The Framework for Teaching. It is intended for use as both a training and reference tool for teachers and administrators.</p>	<p><i>The SLO process builds on teachers' craft knowledge and frames many existing expectations for educators. For Standards 1 and 2, reflect on how engaging in the SLO process provides evidence of professional practice.</i></p> <table border="1"> <thead> <tr> <th colspan="2">Standard 1: Planning and Preparation</th> </tr> <tr> <th>Component</th> <th>Evidence generated in the SLO process</th> </tr> </thead> <tbody> <tr> <td>1a: Demonstrating Knowledge of Content and Pedagogy</td> <td></td> </tr> <tr> <td>1b: Demonstrating Knowledge of Students</td> <td></td> </tr> <tr> <td>1c: Setting Instructional Outcomes</td> <td></td> </tr> <tr> <td>1d: Demonstrating Knowledge of Resources</td> <td></td> </tr> <tr> <td>1e: Designing Coherent Instruction</td> <td></td> </tr> </tbody> </table>	Standard 1: Planning and Preparation		Component	Evidence generated in the SLO process	1a: Demonstrating Knowledge of Content and Pedagogy		1b: Demonstrating Knowledge of Students		1c: Setting Instructional Outcomes		1d: Demonstrating Knowledge of Resources		1e: Designing Coherent Instruction		
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