

Writing a Quality SLO

INSTRUCTIONAL STRATEGIES & SUPPORTS

High-quality SLOs start with a plan. The SLO plan should provide enough detail to support the peer or evaluator in their review and monitoring of the plan over the course of the interval. This walkthrough uses an example to depict common challenges in the development of the SLO, to provide reflection/coaching prompts, and to demonstrate suggested revision.



Original Example BEFORE:

- I will post the essential question on the wall for learners to return to multiple times over the course of units. As it applies throughout the course of the semester, it will be referred to often. "What role should government play in the potential regulation of the US economy?"
- I will use the news on a regular basis (TV and online) to allow learners to apply what they are learning in class to what is actually happening in our economy. Learners will write about government interventions and what evidence they find to support their conclusions.
- Throughout the SLO interval, I will teach about the banking system, Federal Reserve, and fiscal policy/budgeting and tie them to current issues.

REVIEW & ANALYZE the example using:

The <u>Quality Indicators</u>	Self-reflection or coach prompts
<p>Does the information provided indicate that:</p> <p><i>at the Planning Session</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Strategies reflect a differentiated approach to the target population?<input type="checkbox"/> Collaboration with others- teachers, specialists, instructional coaches, Assistant Principals- is indicated when appropriate.<input type="checkbox"/> Appropriate professional development opportunities are addressed. <p><i>at the Mid-Interval Review</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Strategies were adjusted through the interval based on formative practices, interim assessments, and progress monitoring data.	<ul style="list-style-type: none">• Have you considered new approaches to instruction which might align with and produce evidence of growth?• What new learning/professional development is needed for you to be successful in these strategies?• Who might be a good resource for you in identifying/planning/ implementing new strategies?• Tell me more about the unique needs of the learners within the student population. What accommodations or modifications will need to be considered?



Analysis of the BEFORE

- The initial plan is a good start, but how will the strategies support all learners in successful completion of the growth goal? Differentiation and accommodations/modifications will be needed to address unique learning needs.
- Collaboration with other content teachers and learning strategists will be needed and should be noted (where appropriate).
- In this section of the SLO plan, teachers will reflect on strengths and weaknesses in current practice (informed by the self-assessment of professional practice standards and Professional Practice Goal).



AFTER the review and analysis, the original example of Instructional Strategies and Supports has been rewritten to define differentiation and list possible needed supports.

The Example **AFTER**:

1. **Introduce and build on a key question:** “What role should government play in the potential regulation of the US economy?”

At the beginning of the interval, I will post the question, read it out loud to all learners in the class, and work with them to “unpack” the question so that each of them has a firm understanding of vocabulary and what’s being asked. For the 4 EL learners, I will work with the EL strategist to ensure the question is understood through ongoing key content vocabulary work and visuals (as needed) both in class and during structured study.

The question will be posted for all to see, and I will continue to direct back to this question throughout the course as this question represents a theme in all units of study: banking, Federal Reserve, and fiscal policy/budgeting.

2. **Current Events Analysis:**

As a warm up, I ask the learners to view the morning news clips which feature examples of the key question. At the beginning of the interval, we will view the clip together, and I will model how to capture evidence to the key question using a “think out loud” and a model template on the whiteboard. I will work with the learning strategist to develop appropriately scaffolded templates for my learners who’s IEPs require accommodations. These templates can be used with other learners should observation indicate the need.

Gradually, I will release the process to the learners, and ask that they work in pairs to process the evidence they have collected. Each warm up will end with a quick whip around collecting the evidence and allowing for learners to add/alter their notes accordingly.

3. **Writing Prompt/Practice**

During the course of the interval, I will administer a writing prompt using the key question. Learners will respond to the prompt using evidence collected to date to support their answer. Technology assistance will be provided to assist learners with identified writing needs. Oral interviews will be used for learners with writing/English language writing needs.

Supports Needed:

- My biggest challenge is planning for necessary accommodations during my lesson planning, and having modified templates ready for use as needed. To address this, I have made calendar appointments with the EL and learning strategists to collaborate in making the necessary accommodations for the learners.
- I will work with the other content teachers to understand strategies they are using to support students in identifying evidence to support their opinions.
- I would like to attend a Universal Design professional development workshop that’s offered in our area in November, hosted by WI Chapter of ASCD.
- Lastly, I will use common planning time with Mr. Johnson (teaches one section of Economics) to collaborate on planning, and assessment related to the SLO as this is a team SLO.

