

Writing a Quality SLO

LEADERSHIP 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:

- Ongoing job-embedded weekly professional development for teachers that is research-based
- Committed Instructional Leadership
- Balanced Informal and Formal assessment
- The use of highly effective teachers
- The use of strategic, accelerated intervention

REVIEW & ANALYZE the example using:

The Quality Indicators

Does the information provided indicate that:

at the Planning Session

- Strategies reflect a differentiated approach to the target population?
- Collaboration with others- teachers, specialists, instructional coaches, Assistant Principals- is indicated when appropriate.
- Appropriate professional development opportunities are addressed.

at the Mid-Interval Review

- Strategies were adjusted through the interval based on formative practices, interim assessments, and progress monitoring data.

Self-reflection or coach prompts

- Have you considered new approaches to leadership which might align with, and produce evidence of growth?
- Are strategies specific and actionable, or do they lean toward being well-intentioned platitudes (“We’ll double our efforts!” or “We’ll use highly effective teachers!”)
- What new learning/professional development is needed for you to be successful in guiding this new strategy?
- What kind of professional development will you need to provide your staff, so they can implement your strategies?
- Who might be a good resource for you in identifying and planning for new strategies?
- Tell me more about the unique needs of the learners within the population? What accommodations or modifications will be needed to implement/utilize the leadership strategies you have identified?
- How will you know your strategies are working, and what is your plan to change direction or modify strategies based on ongoing outcomes?
- What strategies might you use to engage teachers in thoughtful and culturally relevant discussion?
- Is there a federal identification/notification for the school/district? If so, how do these strategies align with the contributing factor(s) of identification?



Analysis of the BEFORE

- The initial plan addresses several approaches, but lacks specificity in key areas (including frequency and criteria for effectiveness or details defining “strategic”).
- These details are important, as they ensure commitment and support the principal in planning for professional development and other supports needed to be successful in these strategies.



AFTER the review and analysis, the original example of Instructional Strategies and Supports has been rewritten to include identified dates and personnel necessary to achieve these strategies, all necessary to commit to, and carry out a plan of action.

The Example **AFTER**:

- I will utilize Instructional Coaches to present research-based practices throughout the year, starting with beginning of year professional development day and continuing within faculty and team meetings. I will meet with the Instructional Coaches to develop a scope and sequence, and plan for observation and coaching, by Sept. 1, 2018.
- I will engage teachers who have demonstrated effective instructional methods (as identified through improved student assessment scores and walk-through observations) in leadership opportunities within the grade-level team structure.
- I will model professional learning by attending a district professional development opportunity in January. I will continue to lead learning by facilitating a book study featuring the presenter's book. The book study will occur during the second semester.
- I will plan to address strategic assessment within my EE Summary Year Orientation and Planning Sessions with teachers to ensure a balanced approach to assessment. This will help ensure continued evidence collection for purposes of teacher SLOs, and will support my own SLO. I will address and gain commitment to the use of largely formative practices to inform classroom instruction.
- I will convene a group of teachers and learning strategists to review and revise the MLSS structure to identify and plan for improvement around identification of learners needing intervention. This group will meet no later than Oct. 1, and will meet monthly over the course of the school year.

