SLO T-PESS Crosswalk

Connections between Student Learning Objectives and the Indicators of the Texas Principal Evaluation and Support System (T-PESS) Rubric

SLO Admin Actions	Appraiser Actions	T-PESS Rubric
Establishing Effective Structures	Establishes thorough SLO structures which streamline SLO processes for teachers including explicit plans for all of the following: • Initial orientation and ongoing training • Submissions • Administrative reviews and conferences • Modifications • Approvals • Completion and results analysis • Communication and updates • Progress monitoring (including preparing and storing a valid body of evidence for each student) • Ongoing support • Calendaring of SLO process	1.1, 1.2, 1.4, 3.2
Scheduling Strategically	Adjusts the master schedule: • Considers SLO implications when revising the master schedule • Curriculum calendars for when Skill Statement, ISP, and TSP are due • Posted calendar of BOY, MOY, and EOY SLO conferences	1.3, 5.2
Alignment and Tone-Setting	Collaborates with teachers to ensure that teachers' SLOs reflect the following: • Consistency with school and district priorities and goals • Consistency with school vision, mission, and beliefs • Consistency with campus improvement plan • High expectations for students and teachers • Clear descriptions of skill levels included in the Initial and Targeted Skill Profiles	1.2, 1.4, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1
Training of Staff	Trains staff in the state- and district-established SLO processes ensuring the following: • All affected teachers are trained • District decisions are conveyed • Tone is supportive • Content delivered is accurate • Understanding of participants is strong • School-specific structures are communicated • Expectations are set for high quality SLOs • Communication is clear • Support needs are assessed and addressed • Questions are answered or directed to districts, ESC, or TEA as appropriate	1.5, 2.1, 2.2, 2.3, 2.4, 5.1

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Using Effective Structures	The following is evident from SLO planning documents: ▪ Structures are appropriately flexible and adaptable ▪ Procedures to develop and seek approval of SLOs are clear	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 5.2, 5.3
	The following is evident for SLO development and submission: ▪ Provides clarity for due dates and location of resources ▪ Enforces due dates ▪ Plans time for teachers to develop their Skill Statement, ISP, and TSP, as well as a time for appraisers to approve	
	The following is evident for review of and conferencing around SLO drafts: ▪ Responds in a timely manner ▪ Evaluates critical content ▪ Involves lead teachers and administrators with consistent reviews ▪ Provides appropriately informative responses ▪ Sets high expectations ▪ Holds conferences that are clear in format and purpose ▪ Maintains an atmosphere that supports teacher growth and development ▪ Is transparent in their reflection the structure ▪ Uses SLOs as entry points for improving practice and uses SLOs as a valid measure of student growth	
	The following is evident for requests for SLO modifications: ▪ Process for making changes to SLOs is clear ▪ Process for resubmitting SLOs is clear ▪ Rationale for requesting changes is strong and clear	
	The following is evident for final SLO approvals: ▪ Approvals are timely, and include a rationale ▪ Notification is clear when approved (by whom, and by when)	
Teacher Goal-Setting	Ensures teachers are developing SLO elements and goals reflecting the following: ▪ Attainability ▪ Consistency with district and school goals ▪ Data-informed rationale ▪ High expectations ▪ Tied to a foundational skill of the course	1.3, 1.4, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2
Building Capacity	Maximizes time and builds capacity through the following: ▪ Enlisting lead teachers/ administrators in SLO processing while involving himself/herself as well ▪ Analyzing data for SLOs to determine teacher and student needs ▪ Providing professional development to assist in SLO preparation ▪ Organizing needed support for SLO development	1.5, 2.3, 2.4, 5.1, 5.4, 5.5

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Promoting Systems Change	Promotes continuous improvement through the following: • Using and encouraging empirical and perceptual data to inform practice • Contributing relevant suggestions at appropriate opportunities • Requiring all teachers, regardless of effectiveness, to improve practice based on student work	1.1, 1.2, 1.4, 1.5, 3.2, 3.3, 5.4, 5.5
Building Capacity	Maximizes time and builds capacity through the following: • Enlisting lead teachers/administrators in SLO monitoring • Analyzing data to determine teacher and student needs • Providing professional development support for teachers • Organizing needed support for teachers	1.5, 2.3, 2.4, 3.3, 5.1, 5.4, 5.5
Promoting Systems Change	Promotes continuous improvement through the following: • Providing building-level SLO feedback to district decision makers to help refine the process	3.3
Monitoring and Improving Instruction	Monitors and improves instruction by doing the following: • Allocating resources strategically • Ensuring that necessary formative data is readily available to teachers in a usable format • Assessing teachers and students formatively to ensure learning • Asking questions about teacher and student progress • Coaching teachers instructionally • Reflecting on depth and breadth of instruction in relation to the SLO learning content • Enlisting community partners	1.4, 4.1, 3.4, 4.2, 5.2, 5.3, 5.4, 5.5
Communicating	Maintains ongoing communication about SLOs which includes the following: • Focus on student progress toward SLO goals • Regular updates/meetings about SLO progress • Transparent reflection on SLO progress • High expectations for student performance • Celebration of learning • Probing for challenges to meet SLO goals • Strategies to streamline efforts to assist in SLO completion	1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2
Conferencing with Teachers	Holds both mid-year and ongoing conversations which include the following: • Focus on teacher's pedagogical growth • Clarity in format and purpose • Fair and consistent judgment • High expectations • Safe climate • Use of SLOs as entry points for improving practice	1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5
Integrating SLO Efforts	Establishes SLO discussions seamlessly in the academic context during the following events: • Faculty meetings • Department/team meetings • Classroom observations • School Improvement Team meetings	2.3, 2.4, 4.2, 5.1, 5.3

STUDENT LEARNING OBJECTIVES

SLO Admin Actions	Appraiser Actions	T-PESS Rubric
Promoting Systems Change and Building Capacity	Promotes effective change and capacity through the following: ▪ Contributes relevant suggestions at appropriate opportunities ▪ Collects and uses SLO outcome data to inform next year's SLOs ▪ Reflects on impact of process for reform (including structures) ▪ Uses data to inform broader instructional decisions ▪ Incorporates SLO outcome data into changes in the School Improvement Plan	1.3, 1.4, 2.3, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5
Communicating	Conveys overall judgment of school implementation to supervisor and staff which reflects the following: ▪ Forward-looking reflection ▪ Data-informed decisions ▪ Staff collaboration	1.1, 1.3, 1.4, 1.5, 2.3, 2.4, 3.1, 3.2, 3.4, 5.2
Communicating with Students and Families	Plans communication with families: ▪ Ensures families are aware of how students progressed on the Targeted Skill Profile ▪ Updates on progress at beginning of year, middle of year, and end of year	1.2, 1.4, 3.2, 3.4
Conferencing with Teachers	Holds summative conversations with teachers which include SLO results which reflect the following: ▪ Open dialogue about outcomes ▪ Fair evaluation of SLO goals ▪ Reflection modeling for learning about SLO outcomes ▪ Coaching for next SLO cycle	1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 5.1, 5.3
Ensuring Thorough and Effective Completion	Ensures teachers complete the process as evidenced by the following: ▪ All teachers complete required SLO tasks ▪ Appraiser-Teacher conferencing has occurred ▪ Lead teachers/Administrators are involved in summative conferences ▪ All needed data is collected by teacher, team, and the school	1.3, 1.5, 2.3, 2.4, 3.1, 3.3, 3.4, 5.1, 5.2, 5.4, 5.5