

SLO Preliminary/ Approval Conference Video

Evaluator: Good morning Austin, how's the start to your school year?

Austin: It's been good so far, but I must admit that getting ready for this SLO process has been a learning experience!

Evaluator: It has been for all of us, but I am looking forward to learning more about what's going on at the classroom level, and strengthening our collective efforts to strengthen student achievement across the building. So, thank you for your efforts!

Austin: So, I worked with the instructional coach on the development of my SLO and submitted the SLO Plan to you last week, along with a copy of my assessments and my class roster. I'm hoping you got that?

Evaluator: Yes, I did. I appreciate your turning those into me on time, as it's allowed me to review your SLO plan and better understand your students in preparation for this meeting.

Austin: Great.

Evaluator: I'm going to review the plan today, and will ask that you make some minor adjustments. It's important to note that we are all learning. Most everyone is making modifications to their plan. Be patient with yourself and the process....Let's start by talking about what you discovered about your students.....

Austin: Let me tell you about what I found in my baseline data....I focused my SLO goal on reading.

Two reasons- it supports the literacy goals of the building, and philosophically I believe that if we can strengthen literacy skills, we've built skills that can transfer to any content.

Since we use MAP assessment, I figured I'd start there. I looked at my student's performance on the MAP assessments from last year. Nothing glaring, but was concerned that MAP shows a composite of several literacy subskills.

That pushed me to look at DIBELS as well. DIBELS gets at more specific reading skills. It was here that I saw more of a distribution of skills/abilities in my students.

Evaluator: I saw the secondary assessment – DIBELS in your assessment framework. Using two to three assessments is best practice as it allows students to demonstrate growth in a variety of ways... Tell me more about what you found there....

Austin: I found concerns around word recognition and fluency....Four students are at risk, four of them need to increase speed but are not quite recognizing their sight words, and two are above benchmark.

Evaluator: The use of multiple data sources is good practice. In this case DIBELS showed a different picture as the DIBELS as it measures oral reading and reading comprehension, whereas MAP is targeting solely what they understand. Is there other data that drew you to fluency?

Austin: Yes! In the first weeks of school I have been observing reading circles. As the students read out loud I notice there is room for growth in this area for most of the students. I have a couple of advanced readers that I will need to consider, but....

Evaluator: I noticed the same thing in your MAP scores and DIBELS scores- you have a large range of student abilities and you pointed this out as you developed your growth targets. Based on what you see, how far below the “typical students” do you think the “below average” students are performing?

Austin: I am not sure. They have to be reading more like first graders, but that is not that atypical.

Evaluator: Exactly. I’d like to hear more specifically about what skills they do have in reading so that we can reference the standards and figure out exactly where they need to go next. For example, Student 1 scored a 166 on the MAP at the beginning of first grade. These lower performing students are scoring in this vicinity, if not lower! You may need to determine the skills in the kindergarten and first grade standards to pick up where these low scoring students are- Their MAP and DIBELS indicate they need intensive intervention.

Austin: I will admit. I got hung up here. I will investigate and get back to you...

Evaluator: I want us to schedule another meeting when you figure this out. We need to close the gap. Do you know if they are in the process of an evaluation from the psychologist?

Austin: Two of the students are receiving interventions....but I am unsure of the status of an evaluation. I will connect in with the psychologist to determine status.

Evaluator: That will be helpful in understanding what is going on for these kids. Now, let’s focus on your kids that are reading at grade level, how will you know your students are making progress in between the Map and DIBELS assessments?

Austin: Oh! Well, I’ve listed some of those in my plan. I will use running records, observations, and spelling tests to support high frequency reading vocabulary.

Evaluator: I would like to see an analysis of the Fountas and Pinnell data on these students as well. It’s an assessment we have available. You can collect their overall level as well as fluency and comprehension rubrics to monitor those skills.

Evaluator: Now, let’s look at your instructional strategies to determine what additional supports you might need. I notice here you plan to use flexible grouping. What will that look like?

Austin: Hmmmm...I will admit I struggle here. I’ve tried it, and will continue to try it, but am having a hard time getting students to work independently when I’m not working with their group.

Evaluator: Let’s talk a bit more about the strategy of flexible grouping...How much time do you devote to setting up the routines and procedures that support flexible grouping?

Austin: One lesson at the beginning of the year, and then a quick reminder before we begin...

Evaluator: I recommend you connect with Jane three doors down. She uses flexible grouping regularly. Particularly anchor activities designed to enrich and provide added practice in novel ways. She may provide some insight. I’d be happy to support you if you would like to go observe her class.

Austin: That would be great.....

Evaluator: How do you plan to address the students that are already advanced in this skill? You have two students that are already scoring highly on MAP, and are off the chart with DIBELS. I see you have addressed some strategies to support those students. Talk about that...

Austin: Yes, well I think I will need to go to above grade level text, and add supplemental vocabulary and above grade level sight words to their reading practice and spelling practice.

Evaluator: Solid thinking...I might suggest you loop in with the Gifted and Talented Strategist to see if he has any additional data on the students, or suggestions of additional strategies...

Austin: Yes, I have a meeting set up with him already. I had planned to do exactly that!

Evaluator: Let's take a look at the SLO review rubric I used to review your SLO. First of all, your plan represents a solid start. There are many areas of strength within your plan. A couple of areas that need an adjustment. In particular, I would like you to describe your students in each of your groups in terms of what they can do now, and what you want them to be able to do at the end of the year. You mentioned you have recordings of the students as well?

Austin: Yes I have them of student seven and eight...

Evaluator: Yes, you sent them to me. Let's play them.....

Austin: These recordings are of student 7 and 8. Student 7 is reading with expression and is self-correcting. I am not yet sure why he is missing some words. They are sight words. Student 8 is a slow reader, but is pretty accurate. She needs to practice re-reading the same text several times to work on her words per minute.

Evaluator: It encourages me that you are going to look further into student 7, and you seem to have a solid plan for student 8. I bet a lot of the students who's DIBELS between benchmark and the risk indicator have similar needs.

When you come back in, I encourage you to choose one student from each of the target bands as a "profile student" one that represents what you would describe as typical performance within each target band. The strategies you identify to support each of those individual profile students will support all students in the same growth trajectory.

Then, continue to record at mid interval, and post interval. This additional evidence will help support your SLO outcomes.

After our review, if you could please make the adjustments and resubmit, I will approve for implementation in order for you to get started. Is it possible you could make those by week's end?

Austin: Yes, I think so.

Evaluator: Lastly, I'd like you to think about how you are going to document progress. I see you have included a spreadsheet with the baseline MAP and DIBELS data. Continue to use a spreadsheet. It will help us to easily monitor the progress of each of the students throughout the interval....