There will be three different conversations. Participants will need their own SLO and the topics chart, prompt chart, and perhaps an SLO quality checklist if you use one in your state. Have participants find a partner. One needs to act as teacher and the other as principal.

**Conversation #1** is the beginning-of-year approval conversation. This goal of this conversation is to put the SLO to a quality test and get the administrator to give her/his approval. After about 7-10 minutes, bring the group back together and ask questions about their observations on the process.

**Did they decide to change the SLO? Did the conversation turn up something they hadn't thought of? Did they feel threatened? What if a principal dictated the teacher's growth goal, assessment, or number of students who should reach the goal to be considered a successful SLO?**

**Conversation #2** will be a mid-year/course check in. Have "principals" raise their hands and keep them up. "Teachers" should get up and migrate to a different principal. Once this is done inform the group that the principals are now the teachers and vice versa. Split the partnered teams into three groups and have each group of teams hold one of these conversations:

1. Two new students moved in and one student moved away since the start of the SLO;
2. One-third of the students on the SLO have not progressed as far as the teacher wanted them to be by now;
3. All but one student have already met the goal.

After 7-10 minutes, debrief.

**What solutions came out of the conversations? Did it feel like real collaboration was going on? How might a teacher handle a principal who says s/he is too busy for a long conversation and just wants to know if things are okay?**

**Conversation #3** will be an end-of-year/course conversation. This may be occurring as part of the teacher evaluation or as a stand-alone meeting. Have "principals" raise their hands and keep them up. "Teachers" should get up and migrate to a different principal. Once this is done inform the group that the principals are once again the teachers and vice versa. Split the partnered teams into three groups and have each group of teams hold one of these conversations:

1. 65% of the students met the SLO growth goal;
2. 89% of the students met the SLO growth goal;
3. All students showed growth, but not at the level stated in the SLO growth goal.

After about 7-10 minutes, bring the group back together and ask questions about their observations on the process.

**What discussion occurred in groups where 65% met the goal? Where 89% met the goal? Why should(n't) a teacher be given credit for growth that doesn't meet the level of the goal? Did this process feel more or less threatening than previous evaluations where growth was not a factor? Why?** **How would you handle a situation where a principal commented that there was no reason why 100% of the students should not have reached the goal?**