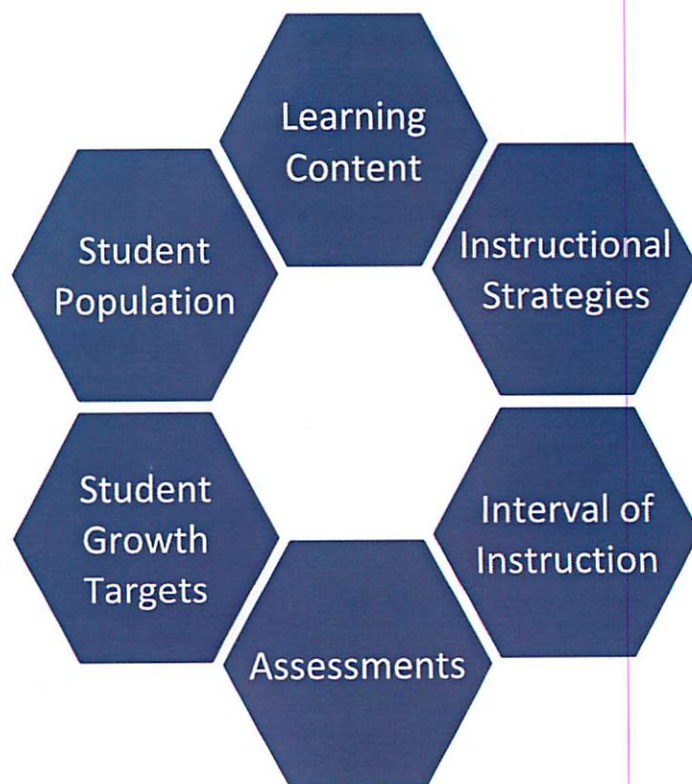


Student Learning Objectives

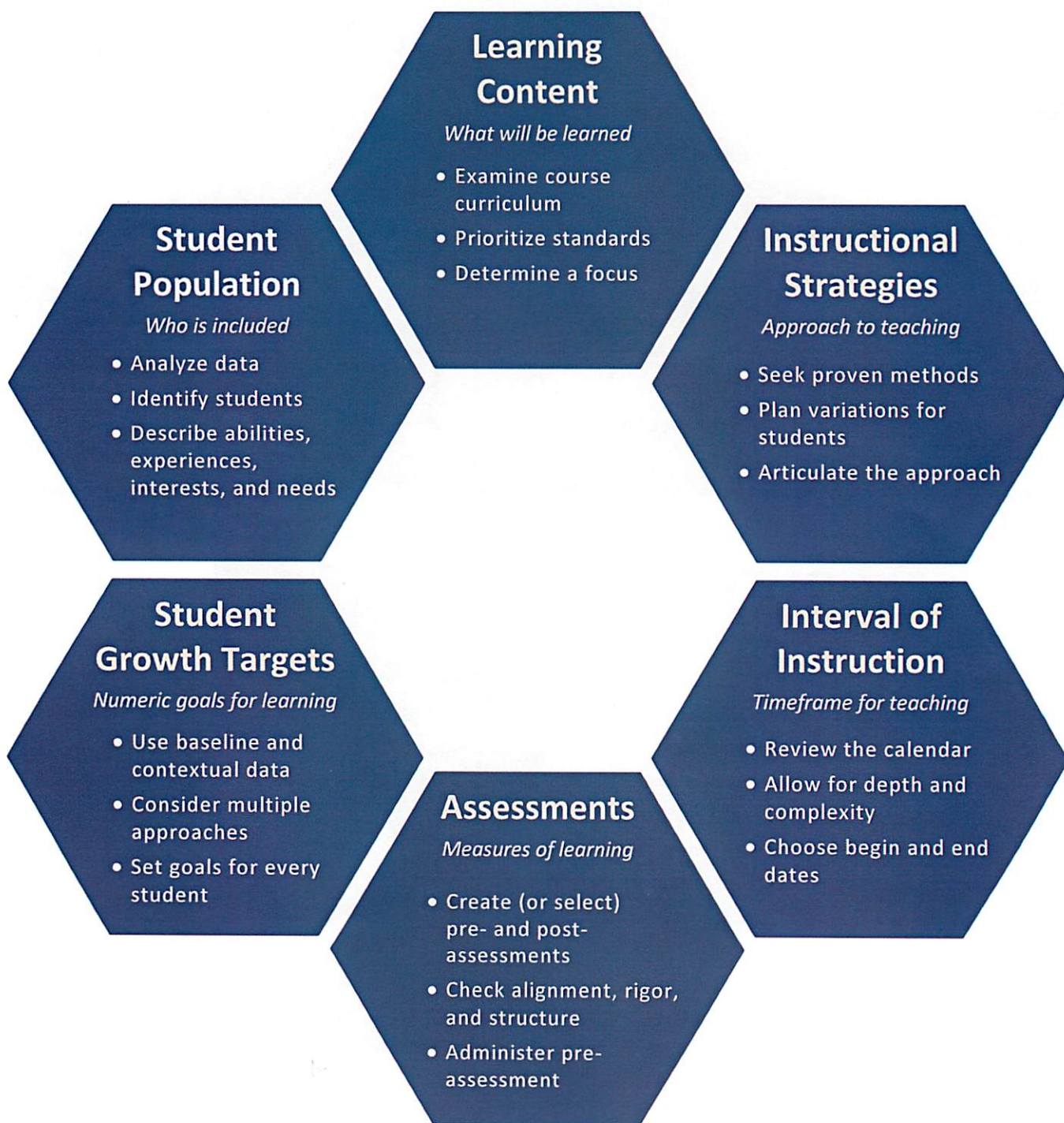
*Increasing Student Achievement,
Advancing Teacher Practice*



The Community Training and Assistance Center (CTAC) introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with Denver Public Schools in 1999. CTAC expanded the work of SLOs to Austin Independent School District and Charlotte-Mecklenburg Schools. SLOs are now implemented in more than 30 states across thousands of school districts in the United States. CTAC provides technical assistance to school districts and states based on 14 years of research and practice.

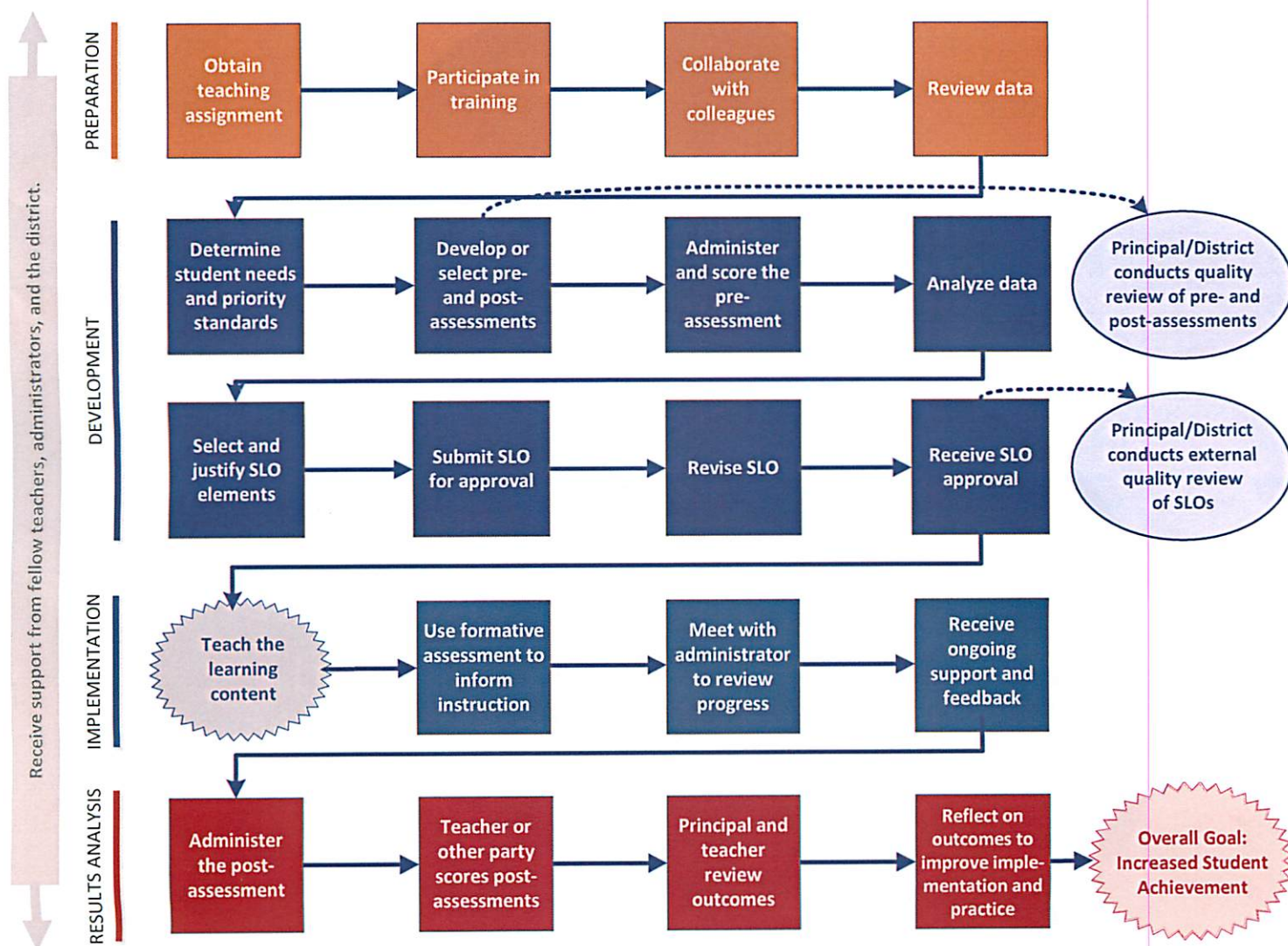


Six elements comprise the construct for an SLO model. Each element reflects research-based aspects of professional practice, including the bulleted developmental tasks. While each element serves a vital purpose, the elements also work together interdependently to form a cohesive goal for student learning.



STUDENT LEARNING OBJECTIVES Process Phases in Action

To complement the SLO construct, important actions in the SLO process are also included in an SLO model, which are clustered into phases. These phases typically span an entire course length (e.g., year, semester). Unless otherwise indicated, the actions below refer to steps educators take in an SLO process.



Improved practice is only possible to the extent that effective support exists. Three key domains of supporting professional practice are needed throughout an SLO process to successfully advance educator practice and student learning.

