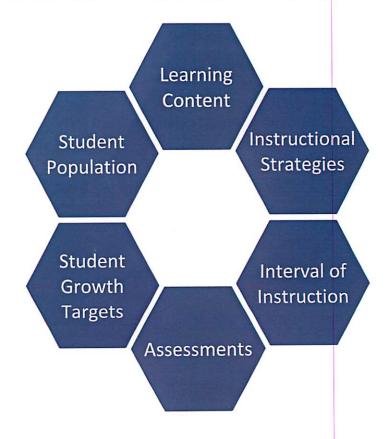
# Student Learning Objectives

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 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.



#### STUDENT LEARNING OBJECTIVES

#### **Elements in Action**

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.

## Learning Content

What will be learned

- Examine course curriculum
- Prioritize standards
- Determine a focus

## Instructional Strategies

Approach to teaching

- · Seek proven methods
- Plan variations for students
- · Articulate the approach

## Student Population

Who is included

- Analyze data
- Identify students
- Describe abilities, experiences, interests, and needs

## Student Growth Targets

Numeric goals for learning

- Use baseline and contextual data
- Consider multiple approaches
- Set goals for every student

#### **Assessments**

Measures of learning

- Create (or select) pre- and postassessments
- Check alignment, rigor, and structure
- Administer preassessment

## Interval of Instruction

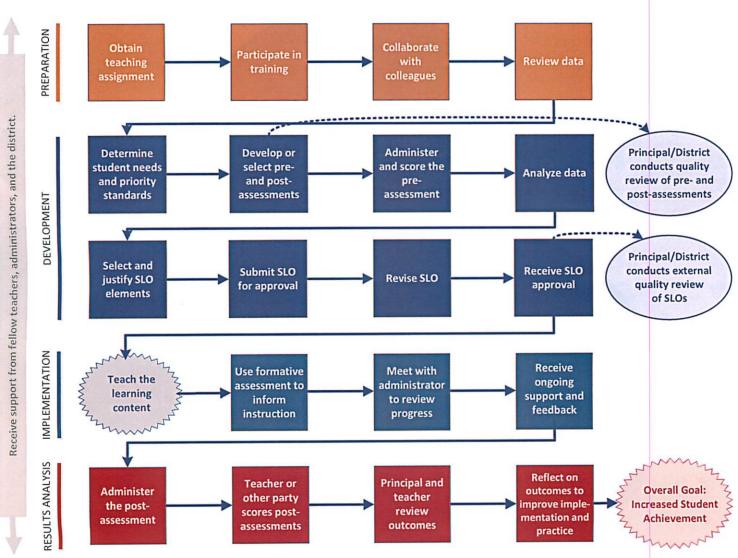
Timeframe for teaching

- Review the calendar
- Allow for depth and complexity
- Choose begin and end dates



#### 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.





#### STUDENT LEARNING OBJECTIVES

### **Effective Support**

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.

