



## Student Learning Objectives (SLO) Tips – August 2017

### Timely Resources for SLOs

1. [SLO Quick Start Guide](#)
2. [SLO Administrator Handbook](#) / [SLO Teacher Handbook](#)
3. [SLO Teacher Orientation Materials](#)

### **SLO Implementation**

Whether at a district, campus, or team level, the early stages of implementing student learning objectives may feel a little uncomfortable. As a result, the SLO implementation process is greatly helped by ensuring all those involved keep these guiding ideas in mind:

- The power of SLOs is in the thinking that drives the process; the SLO form is merely the vessel that captures the thinking.
- The process will probably take longer for the first year or two than in subsequent years. It is better to take a little extra time and reach a level of greater quality than to rush for the sake of a deadline.
- Until educators begin to develop fluency with the process, it is helpful to designate some time every week or so to discuss and work on a specific aspect of the SLO process. District and campus leaders can help by ensuring that time set aside for SLO work is focused on a specific outcome and not detoured by non-SLO issues.
- The SLO process will generate questions about the instructional process, especially as teachers develop their SLO. Those questions are a sign that the SLO process is working by prompting educators to reflect on their instructional choices and the resulting impact they have on student mastery. As educators continue to engage in the SLO process by reflecting on and collaborating with peers about instructional practices, the answers to those questions will begin to emerge as educators strengthen their understanding and their ability to maximize student learning.

### **Teacher Orientation**

Prior to beginning work on crafting an SLO, it is recommended that teachers are provided with an orientation to the student learning objectives process that includes an overview of the process and district-specific information about timelines and other expectations for how the process will be implemented. Even for districts that are not new to the SLO process, it is helpful for new and beginning teachers to be introduced to the process by a leader to help ensure consistency of expectations. Beginning a new process usually involves some feelings of uncertainty. Most of these concerns can be addressed by providing clear communication about expectations, including the SLO Rubric, to enhance transparency. Ensuring a culture of collaborative learning as the organization continues to develop an understanding of SLOs is also essential to effective implementation.

**Please take advantage of your ESCs for support as you work through implementation. You can also contact Linda Johnson at [linda.johnson@tea.texas.gov](mailto:linda.johnson@tea.texas.gov) to talk through any part of the SLO process.**