

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

### Timely Resources for SLOs

1. [SLO Steps 3 and 4 Learning Module](#)
2. [SLO Student Growth Tracker](#)
3. [Conference Guidance for Appraisers](#) / [BOY Conference Video](#)

### **Developing the Targeted Skill Profile**

The Target Skill Profile (TSP) is developed after the ISP has been crafted and the students in the selected class have been mapped onto it. This ensures that the TSP is tailored to the teacher's current class.

The skill descriptors on the TSP should reflect an enhanced proficiency in the focus area, not just an increased score on a specific measure. Prior to setting a growth goal for each student, the teacher should consider what they know about the student both from the current year as well as historical student performance data and other student-specific data that could impact their performance. This information is used to set rigorous yet attainable growth targets for each student. Teachers who are new, or new to an assignment, may need additional help with this process. After determining a growth goal for each student, the ISP and the TSP levels for each student can be entered onto the Student Growth Tracker or a similar tool.

As teachers develop the TSP and set growth goals for each student, they should also decide what performance measures will be used to determine student mastery of the SLO at the end of the course or year. Teachers should work with their team and other teacher leaders to carefully review the selected measures to ensure they are aligned with the indicators identified in the TSP. As teachers continue to reflect on their SLO throughout the year, these measures should be reviewed periodically to confirm alignment with the SLO target.

### **SLO Approval Conference**

The SLO Approval Conference formally marks the beginning of a year-long dialogue between the teacher's primary appraiser and the teacher. The SLO approval process should include a review of each teacher's SLO Form, Student Growth Tracker (SGT), and other documentation the appraiser may want to see, such as samples of end-of-year performance measures selected by the teacher. Appraisers should establish a process for teachers, especially those who are new, to receive feedback from peers and teacher leaders, such as master teachers, to refine the SLO prior to submission for approval. The SLO Quality Tool provides guiding questions to assist teachers and appraisers in reviewing and refining the SLO.

The SLO approval conference may be held in conjunction with other regularly scheduled meetings and may involve a group of teachers who share a common SLO focus rather than meeting with each individually. As a reminder, although teachers can share a common SLO focus, each teacher's students are different, so their SLOs should ultimately be different, too, particularly in relation to student expectations on the Targeted Skill Profile.

The SLO approval process should also include a discussion of the SLO rating rubric that will be used to evaluate the teacher's work at the end of the SLO interval. It is important to remind teachers that ratings are based on teacher practice and student growth, not solely student growth. During the approval process and throughout the year, remind teachers that an integral part of the process involves teacher reflection and adjustment in response to evidence of student progress collected throughout the year. The SLO process captures a teacher's ability to develop and adjust instruction to evolving student needs.

**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.**