

# Student Learning Objectives Workbook



## **Objectives**



#### Participants will:

- Define Student Learning Objectives and explain their purpose
- Identify key components and benefits of Student Learning Objectives
- Describe the three phases of Student Learning Objectives implementation

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#### What is an SLO?



**Definition:** A **Student Learning Objective (SLO)** is a growth-based tracking tool that uses evidence of learning to measure progress overtime.

**Focus:** Demonstrates **growth over achievement** supporting continuous development for all students.

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## **Benefits of SLOs**



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# **Existing Structures to Support SLOs**



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# **Enabling Conditions**



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## **Key Terms**



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Foundational Skills		
Skill Statement		
Differentiation of Instruction		
Student Mapping		
Targeted Skill Profile		
Skill Levels		
Body of Evidence		
Success Criteria		



## **SLOs Process**



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Set Goals: Skill Statement and Student Mapping			
Level Expectations: Develop TSP for BOY and EOY			
Observe Progress: Gather BOE and Track Progress			
Show Results: Evaluate and Connect Outcomes with TIA and Evaluation Goals			



## **SLO Form: Step-by-Step Process**



A. What is your SLO Skill Statement for this content area/subject?				
Create your skill statement based on what your students should know and what they are able to show?				
Note: An Initial Student Profile (ISP) is no longer required				
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## **Foundational Skills**



В	B. List three foundational skills your students need to successfully learn for this content area/subject				
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2					
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## **Initial Student Mapping**



#### C. Initial Student Mapping

Identify and list students meeting the standard of previous years' performance based on the foundational skills. Use multiple sources of evidence/data to map each student to the appropriate proficiency level.

Quintile 1 - Level 1 Low Did Not Meet Previous Year's Standard Intervention Required	Quintile 2 - Level 2 High Did Not Meet Previous Year's Standard Intervention Required	Quintile 3 - Level 3 Approaching Previous Year's Standard	Quintile 4 - Level 4 Meeting Previous Year's Standard	Quintile 5 - Level 5 Mastered Previous Year's Standard
Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:

Notes			

Note: The TSP may be utilized as a central tool for initial placement.



# **L**evel Expectations: Targeted Skill Profile (TSP)



SLO Skill Statement	
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	
Level 4: Meeting Standard Above typical skill	
Level 3: Approaching Standard Typical skill	
Level 2: High Did Not Meet Standard	
Below typical skill	
Level 1: Low Did Not Meet Standard Well below typical skill	

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# Let's Rate the Targeted Skill Profile



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## **O**bserve Progress: Body of Evidence (BOE)



escribe what you will include in the body of evidence (BOE) that will establish students' skill levels at the end of the erval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.
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# **S**how Results: End of Year (EOY)



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Uses the Body of Evidence (BOY) to determine student End of Year (EOY) skill level.l	
Determine to which skill level on the (Targeted Skill Profile) TSP each students work aligns.	
Appraiser review the Body of Evidence (BOE) and approves assigned skill levels as part of EOY teacher appraisal conference.	
Determine if student met their targeted growth or not.	



# **Key Takeaways: Growth over Achievement**



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## **Objectives**



#### Participants will:

- Write concise, measurable SLO skill statements aligned with TEKS and success criteria
- Identify foundational skills needed for long-term student growth
- Apply student mapping techniques using historical and current data

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Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:

Notes	

Note: The TSP may be utilized as a central tool for initial placement.





# Level Expectations: Targeted Skills Profile and Growth Goals

## **Objectives**



#### Participants will:

- •Understand the Targeted Skill Profile (TSP) as a framework for identifying Beginning of Year (BOY) and End of Year (EOY) skill levels.
- •Set realistic growth goals using quintiles and performance data.
- •Use the Targeted Skill Profile (TSP) to monitor and track student progress effectively.

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# **L**evel Expectations: Targeted Skills Profile and Growth Goals



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#### **L**evel Expectations: Targeted Skills Profile and Growth Goals



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# **L**evel Expectations: Targeted Skill Profile (TSP)



D: What are the expected skill	s students need to know and	d show across all five le	evels by the end of the year
b. Willat are the expected skill	students need to know an	a silow acioss all live it	veis by the cha of the year

a. Complete the Targeted Student Skill Profile below, create a progression rubric that would describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval. This Targeted Skill Profile will be utilized to measure student performance at each check-in to determine growth at the end of the interval.  SLO Skill  SLO Skill  Statement  Level  Targeted Skill Profile (TSP)  Level 3:  Meeting Standard  Above typical skill  Level 3:  Approaching Standard  Typical skill  Level 4:  High Dat Not Meet Standard  Below typical skill  Level 5:  Low Util Not Meet Standard  Well below typical skill  Level 5:  Low Oth Not Meet Standard  Well below typical skill	L		
Level :  Mastering Standard Well above typical skill  Level 2: Meeting Standard Above typical skill  Level 3: Approaching Standard Typical skill  Level 4: Hgb Did Not Meet Standard Below typical skill  Level 4: Level 4: Level 4: Level 5: Low Did Not Meet Standard Well below	a.	this particu middle leve	lar group of students' performance will look like at the end of the interval. For example, the description at the I describes what you expect to be a typical skill level at the end of the interval. This Targeted Skill Profile will be
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Level 1: Mastering Standard Well above typical skill  Level 2: Meeting Standard  Above typical skill  Level 3: Approaching Standard  Typical skill  Level 4: High Did Not Meet Standard  Below typical skill  Level 5: Low Did Not Meet Standard  Standard  Standard  Well below			
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Meeting Standard  Above typical skill  Level 3: Approaching Standard  Typical skill  Level 4: High Did Not Meet Standard  Below typical skill  Level 5: Low Did Not Meet Standard  Well below		Mastering Standard Well above	
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Low Did Not Meet Standard Well below		Standard Below typical	
		ow Did Not Meet Standard Well below	

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#### **L**evel Expectations: Targeted Skills Profile and Growth Goals



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## **Targeted Skill Profiles Levels (TSP)**



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Quintile 5 (Level 5): Mastered Previous Year's Standards	
Quintile 4 (Level 4): Meeting Previous Year's Standards	
Quintile 3 (Level 3): Approaching Previous Year's Standards	
Quintile 2 (Level 2): High – Did Not Meet Previous Year's Standards	
Quintile 1 (Level 1: Low – Did Not Meet Previous Year's Standards	



### **Instructional Planning**



#### E. How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

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# **L**evel Expectations: Targeted Skills Profile and Growth Goals



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# **L**evel Expectations: Targeted Skills Profile and Growth Goals



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#### **L**evel Expectations: Targeted Skills Profile and Growth Goals



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## **Objectives**



#### Participants will:

- •Build a comprehensive BOE aligned with SLO Skill Statements and foundational skills
- •Implement effective progress monitoring strategies to document and adjust instruction.
- •Promote student growth through accountability and active involvement.

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## **Objectives**



#### Participants will:

- •Evaluate End-of-Year Student Growth using the BOE and TSP
- •Reflect on Instructional Impact to identify successes and areas for improvement
- •Align SLO Outcomes with TIA and T-TESS Goals

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