



## Student Learning Objectives (SLO) Tips – November/December 2017

### Timely Resources for SLOs

1. [SLO Step 5 Learning Module](#)
2. [Conference Guidance for Appraisers](#)
3. [SLO Student Growth Tracker](#)
4. [SLO / T-TESS Crosswalk](#)

### SLO Phase 2

At the core of the SLO process is a continuous cycle of planning, teaching, collecting and analyzing data to monitor progress, and adjusting instruction to ensure every student in the selected class is on track to meet the goal set by the teacher. This phase of the SLO process begins once the SLO has been approved and continues for the duration of the year until reaching the designated EOY assessment window.

While the initial steps of the SLO process prompts teachers to think through how best to sequence and scaffold instruction for students at all levels, Phase 2 of the process is where teachers can really begin to test their assumptions and refine their understanding of how to differentiate instruction to ensure significant growth for every student. To provide teachers with the support needed to work through this phase of the SLO process, it is important to continue to prioritize regularly scheduled opportunities for structured discussions with colleagues to review data and share ideas for improving instruction.

Phase 2 is also where campus and district leaders may begin to gain more perspective on how current systems can be refined to improve student outcomes. For example, as teachers are repeatedly collecting and reviewing data to help improve instruction, administrators may notice that the process could be strengthened by easier access to data or better alignment between assessments and instruction. Administrators may also want to review the SLO calendar to consider any changes to assessment window(s) to better support campus implementation. Over the course of Phase 2, administrators may also notice reoccurring challenges for teachers that may suggest areas where more professional development is needed across the campus or district.

Encouraging teachers to remain focused on the Phase 2 teaching loop of *planning, teaching, assessing, analyzing, and adjusting* will increase the impact of the SLO process on teacher development which will impact student growth this year and beyond.

**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.**