

Evidence of Teaching Practice Generated by Student Learning Objectives

The following document illustrates how activities related to Student Learning Objectives (SLOs) demonstrate teacher practice, as measured by the observation components used in the Washoe County School District (which largely reflect Danielson's The Framework for Teaching). While a connection is provided for each component, those in blue cells are more direct connections.

Observation Component	Connection	SLO Phase: Element or Action
1a: Demonstrating Knowledge of Content and Pedagogy	Teachers demonstrate their content knowledge in selecting focus standards and in selecting an approach for delivering instruction of those standards, which is executed during the interval of instruction.	Development: Learning Content and Instructional Strategies Implementation: Teaching
1b: Demonstrating Knowledge of Students	Students' abilities, experiences, interests and needs of students are described and considered during SLO development.	Development: Student Population
1c: Setting Instructional Outcomes	While the SLO itself is a broad instructional outcome, it captures a teacher's ability to set rigorous yet attainable learning targets.	Development: Student Growth Targets
1d: Demonstrating Knowledge of Resources	Teachers can demonstrate their knowledge of resources in selecting their instructional strategies; teachers also indicate what professional development and/or resources they will seek to attain their SLO.	Development: Instructional Strategies
1e: Designing Coherent Instruction	High quality SLOs reflect coherent selections of learning content, instructional strategies, and assessments.	Development: Learning Content, Instructional Strategies, and Assessments
1f: Designing Student Assessments	The baseline and culminating assessments of an SLO reflect a teacher's ability to design or select high quality student assessments.	Preparation: Designing/Selecting Assessments Development: Assessments, Instructional Strategies
2a: Creating an Environment of Respect and Rapport	Teachers must create an environment of respect and rapport to effectively convey the learning content.	Implementation: Teaching
2b: Establishing a Culture for Learning	Students need to be immersed in the learning content during the interval of instruction.	Implementation: Teaching
2c: Managing Classroom Procedures	Teachers maximize time spent on instruction of the learning content, especially giving prompt feedback to students as their learning progresses.	Implementation: Teaching
2d: Managing Student Behavior	Student behavior must be effectively managed to maximize time spent on learning the content.	Implementation: Teaching
2e: Organizing Physical Space	Effective teachers arrange physical space for student collaboration related to the learning content.	Implementation: Teaching
3a: Communicating with Students	Teachers can share SLO expectations for their learning with students; teachers also communicate clearly during learning experiences to help students construct their learning.	Implementation: Teaching
3b: Using Questioning and Discussion Techniques	Teachers promote students' learning of the content through effective questioning.	Implementation: Teaching
3c: Engaging Students in Learning	Teachers develop engaging learning experiences for teaching the learning content, using important data on students' abilities, experiences, interests, and needs.	Implementation: Teaching
3d: Using Assessment in Instruction	Teachers indicate their approach for formatively assessing students in their instructional strategies, which is executed during the interval of instruction.	Development: Instructional Strategies Implementation: Teaching

Evidence of Teaching Practice Generated by Student Learning Objectives

The following document illustrates how activities related to Student Learning Objectives (SLOs) demonstrate teacher practice, as measured by the observation components used in the Washoe County School District (which largely reflect Danielson's The Framework for Teaching). While a connection is provided for each component, those in blue cells are more direct connections.

Observation Component	Connection	SLO Phase: Element or Action
3e: Demonstrating Flexibility and Responsiveness	Teachers adjust their instruction based on student input and formative assessment during the interval of instruction.	Implementation: Teaching
4a: Reflecting on Teaching	High quality SLOs demonstrate thoughtful reflection on practice during training, selecting the elements, teaching the learning content, and analyzing outcomes.	Preparation: Training Development: All Elements Implementation: Teaching Results Analysis: Reflecting on Outcomes
4b: Maintaining Accurate Records	From development through results analysis, teachers need to maintain accurate records to ensure student learning is documented.	Development: All Elements Implementation: Teaching (Formative Assessment) Results Analysis: Reporting Results
4c: Partnerships with Families	Teachers can gain important insight into a student's abilities, experiences, interests, and needs through families, who should be informed of a student's progress and final results in learning the selected content.	Development: Student Population Implementation: Teaching Results Analysis: Reporting Results
4d: Participating in a Professional Community	Throughout the process, teachers demonstrate their ability to collaborate, give and receive feedback, and focus on results of having students learning the selected content.	Preparation: Training and Designing/Selecting Assessments Development: All Elements Implementation: Teaching Results Analysis: Reflecting on Outcomes
4e: Growing and Developing Professionally	Teachers learn the SLO approach, articulate the professional development they will seek, and reflect to refine their practice.	Preparation: Training Development: Instructional Strategies Implementation: Teaching Results Analysis: Reflecting on Outcomes
4f: Showing Professionalism	Throughout the process, teachers demonstrate their professionalism in meeting due dates, fulfilling required tasks, communicating clearly and ethically, and collaborating effectively with colleagues and supervisors.	Preparation: Training Development: All Elements and Approval Process Implementation: Teaching Results Analysis: Reporting and Reflecting on Outcomes