

## Student Learning Objectives Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement of the SLO. In addition, teachers are encouraged to use this tool as a guide to improve the quality of their SLOs as they are crafting them.

<b>SLO Skill Statement</b>	
<ol style="list-style-type: none"> <li>1) Represents a foundational skill that is specific to the content area</li> <li>2) Persists throughout the course</li> <li>3) Measurable through a demonstration of student skill</li> <li>4) Focus on it will improve the teacher's practice (teacher dependent)</li> <li>5) The skills captured are clearly defined and appropriately focused (teacher dependent)</li> </ol>	
<b>Initial Skill Profile</b>	
<ol style="list-style-type: none"> <li>1) Articulates skills for the beginning of the year</li> <li>2) Differentiates between levels</li> <li>3) Descriptors align to skill statement (potentially through subskills)</li> <li>4) Can be assessed in multiple ways</li> <li>5) Specific to the teacher's experience and expectations (teacher dependent)</li> </ol>	
<b>Targeted Skill Profile</b>	
<ol style="list-style-type: none"> <li>1) Articulates skills for the end of the year</li> <li>2) Differentiates between levels</li> <li>3) Descriptors align to skill statement</li> <li>4) Can be assessed in multiple ways</li> <li>5) Targets are specific to the students in the teacher's class (teacher dependent)</li> <li>6) Reflects high, yet reasonable, expectations for student growth (teacher dependent)</li> </ol>	
<b>Plan, Monitor, Collaborate</b>	
<p><b>Plan</b></p> <ol style="list-style-type: none"> <li>1) Considers highest and lowest performing students in planning</li> <li>2) Challenges all students regularly</li> </ol> <p><b>Monitor</b></p> <ol style="list-style-type: none"> <li>1) Assesses student progress on SLO at least twice per semester</li> <li>2) Assessments are aligned to SLO in content and rigor</li> <li>3) Adjusts pedagogy and lesson plans based on assessment results</li> </ol> <p><b>Collaborate</b></p> <ol style="list-style-type: none"> <li>1) In alignment with district and campus expectations for collaboration</li> </ol>	