

Student Learning Objectives for Educator Evaluation

Measuring educator contributions to student learning growth



Student Learning Objectives (SLOs) are one option for districts to measure educators' individually attributable impact on student learning growth that does not require the development or adoption of additional local assessments and the calculation of technically rigorous growth metrics.

SLOs are a participatory method of setting measurable goals, or objectives for a specific class/course or professional assignment, in a manner aligned with the subject matter taught and that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the instructional period.

CTLT supports districts and states in **implementing SLOs** by:

- Consulting in the development of policies/practices related to implementing SLOs that integrate the unique local context.
- Co-developing guiding documents (e.g. Handbooks, Examples).
- Providing professional development to educators and educational leaders to build capacity to implement SLOs (on-site and on-line).
- Establishing pilot projects to implement SLOs.
- Providing on-site coaching for educators and educational leaders as they implement SLOs.

Contact CTLT:

303-315-6359

Alyssa.diaz@ucdenver.edu

Julie.obrian@ucdenver.edu

www.ctlt.org



SLOs require educators to:

- Recognize and explain the purpose of SLOs as part of educator evaluation and how SLOs support effective instruction.
- Identify Learning Goals that reflect the “big ideas” of the class/course for the instructional interval (determine appropriate grain size, identify associated standards, evaluate cognitive complexity/Depth of Knowledge, and develop a rationale for the selection).
- Determine how Learning Goals will be measured, what assessment instruments or tasks will be used (recognize the characteristics of quality assessment, align assessment instruments to learning goals and targets, critique assessment tasks and instruments, select quality assessment resources, justify the selection).
- Appropriately score assessment instruments/tasks (recognize different scoring approaches, use high-quality rubrics, score assessment instruments for learning).
- Develop performance targets (select and analyze baseline data, identify performance groups, establish appropriate targets, translate student results into teacher ratings).
- Monitor student learning progress towards Learning Goals (develop learning progressions, identify “critical junctures” to measure student learning, collect data about learning progress, make appropriate instructional adjustments).



School of Education & Human Development
UNIVERSITY OF COLORADO DENVER