TEACHER EXCELLENCE INITIATIVE

DALLAS INDEPENDENT SCHOOL DISTRICT

Student Learning Objective (SLO) Form

Teacher's name		**Date**	
School		**Appraiser**	
Grade		**Subject**	

What is the focus of my SLO?

What is the SLO Skill Statement?

What led to the decision to focus on this skill?

What TEKS correspond to the skills statement?

Who are my students, and what do I think they will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		
SLO Skill Statement		
Level	**Descriptors**	**Number of students at this level**
Well above typical skill		
Above typical skill		
Typical skill		
Below typical skill		
Well below typical skill		

Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach. • Elementary self-contained classroom teachers: select your entire class. • Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade, and subject).

How did you use the pre-test and multiple sources of evidence/student work to map students to the Initial Student Skill Profile?

Match your students to the descriptors in the Initial Student Skill Profile.

List the total number of students at each level in the right-hand column of the Initial Skill Profile table above. Also, record the level for each individual student on the Student Growth Tracker.

What are my expectations for these students?

Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels that students will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below.

Targeted Student Skill Profile	
SLO Skill Statement	
Level	**Expectations**
Well above typical skill	
Above typical skill	
Typical skill	
Below typical skill	
Well below typical skill	

What sources of student work/data did you use to map current students to the Targeted Student Skill Profile? Be sure to consider attendance, current student work, and the student descriptions on the Initial Skill Profile to establish a target for each student covered in the SLO. Record these targets on the Student Growth Tracker.

How will I guide students toward growth?

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.?

The question listed below should be answered during the SLO Goal Accomplishment submission.

What did you learn from the process about your practice?

How did you adjust instruction during the year? Did the changes help to improve student learning? What did you learn about your own pedagogy?