

SLOs: Crosswalk to Teacher Observation

*Increasing Student Achievement,
Advancing Teacher Practice*



About this document: This document provides a crosswalk between key steps in the SLO process and the expectations of The Framework for Teaching. It is intended for use as both a training and reference tool for teachers and administrators. A sample one-page completed version is also available.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 35-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 15 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOS.



30 Winter Street • Boston, MA 02108

T: 617.423.1444 • E: ctac@ctacusa.com • www.ctacusa.com

Crosswalk to Teacher Observation

The SLO process builds on teachers' craft knowledge and frames many existing expectations for educators. For Standards 1 and 2, reflect on how engaging in the SLO process provides evidence of professional practice.

Standard 1: Planning and Preparation	
Component	Evidence generated in the SLO process
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
Standard 2: The Classroom Environment	
Component	Evidence generated in the SLO process
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
2e: Organizing Physical Space	

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The SLO process builds on teachers' craft knowledge and frames many existing expectations for educators. For Standards 3 and 4, reflect on how engaging in the SLO process provides evidence of professional practice.

Standard 3: Instruction	
Component	Evidence generated in the SLO process
3a: Communicating with Students	
3b: Using Questioning/Prompts and Discussion	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	
Standard 4: Professional Responsibilities	
Component	Evidence generated in the SLO process
4a: Reflecting on Teaching	
4b: Maintaining Accurate Records	
4c: Communicating with Families	
4d: Participating in a Professional Community	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	

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Reflect back on the evidence of teacher practice generated in the SLO process and identify where the evidence can be located. This will usually be either a phase of the SLO process or an SLO element.

Standard 1: Planning and Preparation	
Component	SLO Element and/or Process Phase
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
Standard 2: The Classroom Environment	
Component	SLO Element and/or Process Phase
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
2e: Organizing Physical Space	

Standard 3: Instruction	
Component	SLO Element and/or Process Phase
3a: Communicating with Students	
3b: Using Questioning/Prompts and Discussion	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	
Standard 4: Professional Responsibilities	
Component	SLO Element and/or Process Phase
4a: Reflecting on Teaching	
4b: Maintaining Accurate Records	
4c: Communicating with Families	
4d: Participating in a Professional Community	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	