

COURSE SYLLABUS

COURSE: Student Learning Objectives: Implementing SLOs to Improve Instruction and Advance Student Growth

COURSE AUTHOR/ORGANIZATION: William J. Slotnik/Founder & Executive Director, Community Training and Assistance Center (CTAC)

CREDITS: 3 Graduate Professional Development Credits

Course Overview

In this course, you will gain the knowledge and skills to plan and deliver content more effectively by using Student Learning Objectives (SLOs). SLOs are carefully planned goals for what students will learn over a given time period. You will learn a process for planning and implementing SLOs in order to strengthen your practice and improve student learning. This course complements CTAC's face-to-face training and serves as training for K-12 teachers in districts implementing SLOs.

Author Biography/or Description of Organization

William J. Slotnik is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). He has overseen the growth of CTAC into one of the nation's foremost providers of technical assistance, evaluation services, and public policy support in the fields of education and community development. CTAC annually assists more than 90 organizations, school districts and state departments of education. Under his leadership, CTAC introduced Student Learning Objectives (SLOs) nationally through a landmark partnership with the Denver Public Schools and Denver Classroom Teachers Association. CTAC has more than 16 years of experience serving as the nation's leading technical assistance provider, practitioner, and evaluator of SLOs. Mr. Slotnik has provided extensive assistance to state education agency leaders, superintendents, state and local boards of education, unions and leadership teams throughout the United States. He has guided and supported the development of replicable systems of assessment, evaluation, and accountability to determine the performance and effectiveness of school districts, school by school, classroom by classroom, teacher by teacher, and student by student. He has led technical assistance and evaluation initiatives nationally which address such issues as student learning objectives, teacher and administrator evaluation, systemic reform, compensation reform, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools, as well as leadership development and organizational capacity in community-based organizations. He has been the lead or co-lead author of numerous articles and evaluations, (including [It's More Than Money](#), [Catalyst for Change](#), and [Pathway to Results](#), the first comprehensive, longitudinal evaluative studies of the impact of SLOs and

performance-based systems on student achievement, teacher effectiveness, and systems change). Mr. Slotnik regularly provides briefings to members of the U.S. Congress, the U.S. Department of Education, state legislatures and departments of education, and the media.

Course Objectives

In this course, you will learn:

1. how to create SLOs and their benefits to teachers, students, and schools.
2. how a comprehensive look at your students affects your teaching.
3. how to analyze standards for inclusion in an SLO and explore how college- and career-ready standards are used in SLOs.
4. the importance of selecting instructional strategies that are appropriate for the specific learning content you want your students to master.
5. the qualities of assessments and how to determine if they are appropriate for an SLO.
6. six widely used approaches for setting student growth targets and how to set growth targets for a group of students.
7. how real-time teaching is connected to the planning process for an SLO.
8. how to make meaning out of the results of an SLO.

Course Outcomes

By the end of this course, you will be able to:

1. describe how an SLO is put together and how its parts form a cohesive goal for student learning.
2. utilize student data provided by your school or district along with data you collect to craft an SLO.
3. select learning content for your SLO that is focused, coherent, and pivotal.
4. describe an approach to instruction demonstrating confidence that the strategies selected are likely to improve student achievement.
5. analyze and apply assessments to an SLO based on three key features: alignment, rigor, and structure.
6. set student growth targets using appropriate and varied target setting approaches.
7. reflect on practice and assess whether students are learning in ways and at the levels you intended.
8. identify possible implications of SLO outcome data; then, plan for future data based on the information.

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades.		Course grade is determined by the following:	
A	3.4 – 4.0	Reflections	15%
B	2.7 – 3.3	Checks for Understanding	25%
C	2.0 – 2.6	Mid-course Project	25%
F	<2.0	Final Capstone Project	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for Understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

KDS Learning Design

KDS online courses are based on 50 hours of sustained engagement on a given topic, with opportunities for ongoing training and support.

Instruction (40%) - 20 hours	Coaching (20%) – 10 hours	Practice (40%) – 20 hours
<ul style="list-style-type: none"> Model effective practice through video Interactive activities Readings and Reflections Expert and educator interviews 	<ul style="list-style-type: none"> Expert feedback from online coaches on various components of instruction Facilitation Guide & resources 	<ul style="list-style-type: none"> Capstone application project Mid-course application project Scenario-based activities and checks for understanding Application Toolkit

Course Calendar

Unit 1
<p>Objective: In this unit, you will learn what SLOs are and their benefits to teachers, students, and schools.</p>
<p>Outcome: By the end of this unit, you will be able to describe how an SLO is put together, and how the parts of an SLO work together to form a cohesive goal for student learning.</p>
<p>Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.</p>
<p>Readings:</p> <ul style="list-style-type: none"> SLO Research Excerpts: Catalyst for Change and It’s More Than Money. (2015). <i>Community Training and Assistance Center (CTAC)</i>. Retrieved July 9, 2015, from www.ctacusa.com
<p>Assessment: Reflection Questions, Checks for Understanding</p>

Unit 2

Objective: In this unit, you will learn how taking a comprehensive look at your students, including academic information and students' experiences, will affect your teaching.

Outcome: By the end of this unit, you will have broader knowledge about what to consider about students when starting to craft an SLO. You'll also be better able to use the data provided by the school or district with data you collect.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Community Training and Assistance Center (CTAC). (2015). *Selecting Student Population*. Retrieved July 9, 2015, from www.ctacusa.com

Assessment: Reflection Questions, Checks for Understanding

Unit 3

Objective: In this unit, you will learn how to analyze standards for inclusion in an SLO and explore how college- and career-ready standards are used in SLOs.

Outcome: By the end of this unit, you will be able to select learning content for your SLOs that is focused, coherent, and pivotal.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Coleman, D. (2013). *Cultivating Wonder*. Retrieved July 9, 2015, from www.cultivatingwonder.org
- Schmoker, M. (2011). *Focus: Elevating the Essentials to Radically Improving Student Learning* (pp. 43-44). Alexandria: ASCD.
- Community Training and Assistance Center (CTAC). (2015). *Deciding on Learning Content*. Retrieved July 9, 2015, from www.ctacusa.com

Assessment: Reflection Questions, Checks for Understanding

Unit 4

Objective: In this unit, you will learn the importance of selecting instructional strategies that are appropriate for the specific learning content you want your students to master.

Outcome: By the end of this unit, you will describe an approach to instruction demonstrating confidence that the strategies selected are likely to improve student achievement.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Community Training and Assistance Center (CTAC). (2015). *Planning Teacher Growth Strategies*. Retrieved July 9, 2015, from www.ctacusa.com

Assessment: Reflection Questions, Checks for Understanding

Unit 5

Objective: In this unit, you will consider existing assessments and items to determine whether the qualities of the assessments are appropriate for an SLO.

Outcome: By the end of this unit, you will be able to analyze and apply assessments to an SLO based on three key features: alignment, rigor, and structure.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Community Training and Assistance Center (CTAC). (2015). *Developing Quality Assessments*.

Retrieved July 9, 2015, from www.ctacusa.com

Assessment: Reflection Questions, Checks for Understanding

Unit 6

Objective: In this unit, you will learn about six widely used approaches for setting student growth targets, and explore what is involved with setting growth targets for a group of students.

Outcome: By the end of this unit, you will be able to set student growth targets using appropriate and varied target setting approaches.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Community Training and Assistance Center (CTAC). (2015). *Setting Student Growth Targets*. Retrieved July 9, 2015, from www.ctacusa.com

Assessment: Reflection Questions, Checks for Understanding

Unit 7

Objective: In this unit, you will connect real-time teaching to what is planned for students in the SLO.

Outcome: By the end of this unit, you will be able to reflect on practice and assess whether students are learning in ways and at the levels you intended.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

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- N/A

Assessment: Reflection Questions, Checks for Understanding

Unit 8

Objective: In this unit, you will make meaning out of the results of an SLO.

Outcome: By the end of this unit, you will be able to identify possible implications of SLO outcome data and be able to plan for future teaching based on these data.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Readings:

- Community Training and Assistance Center (CTAC). (2015). *SLO Connections for Teacher Practice*. Retrieved July 9, 2015, from www.ctacusa.com

Assessment: Reflection Questions, Checks for Understanding

Unit 9

Objective: N/A

Outcome: N/A

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

Assessment: Capstone Final Project