

SLOs: Structuring for Success

Increasing Student Achievement, Advancing Teacher Practice



About this document: This document provides sample structures for principals to employ at their sites to facilitate the SLO process. While the three common types of school levels are used, these examples are intentionally illustrative to spark innovative ways to make the SLO process work for any school configuration. A commonality across the structures we have found effective is to have the principal directly involved with a group of teachers throughout the SLO process. This helps maintain an important awareness monitor and inform the overall leadership of SLO implementation.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 36-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 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 16 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.

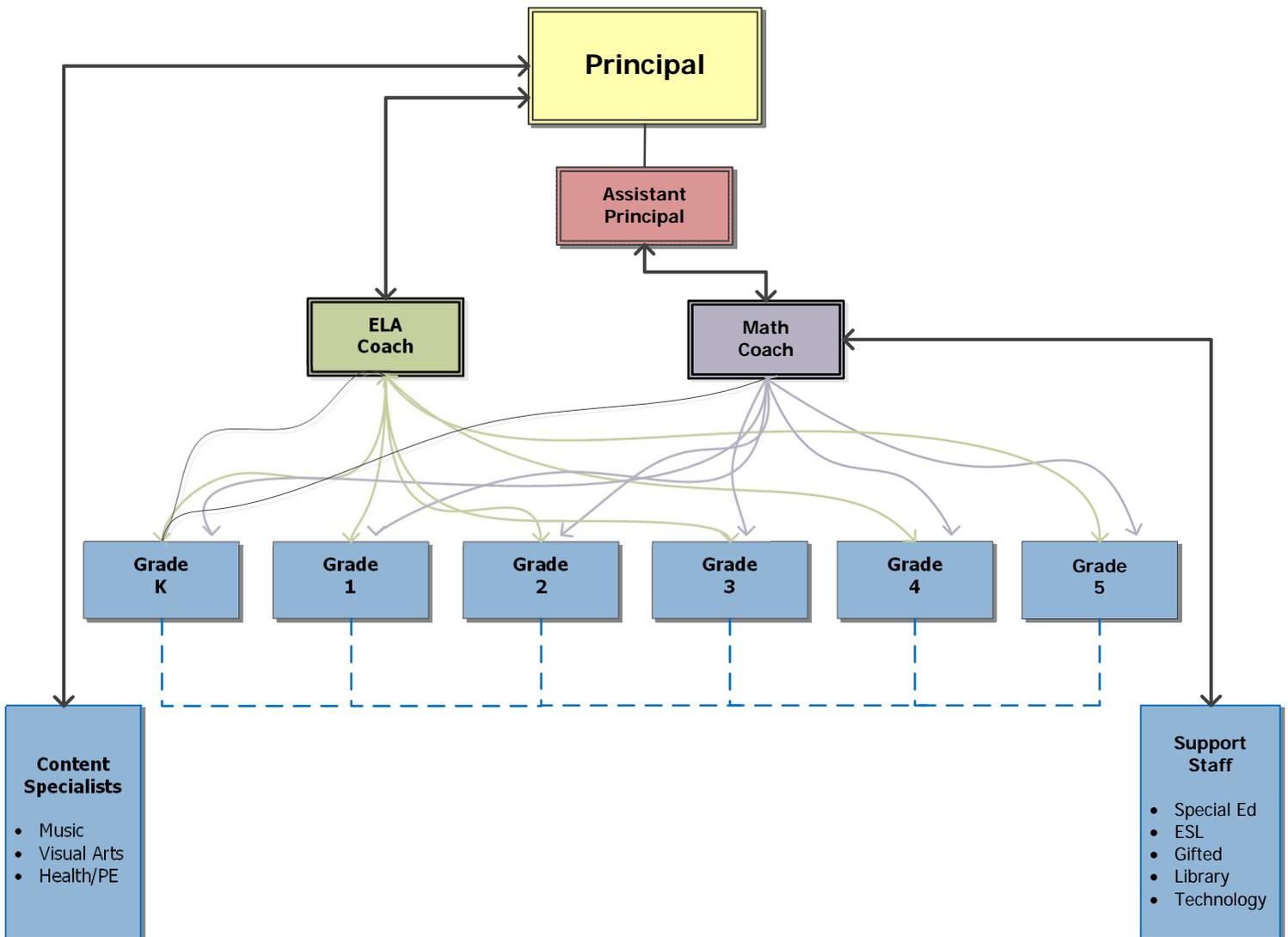
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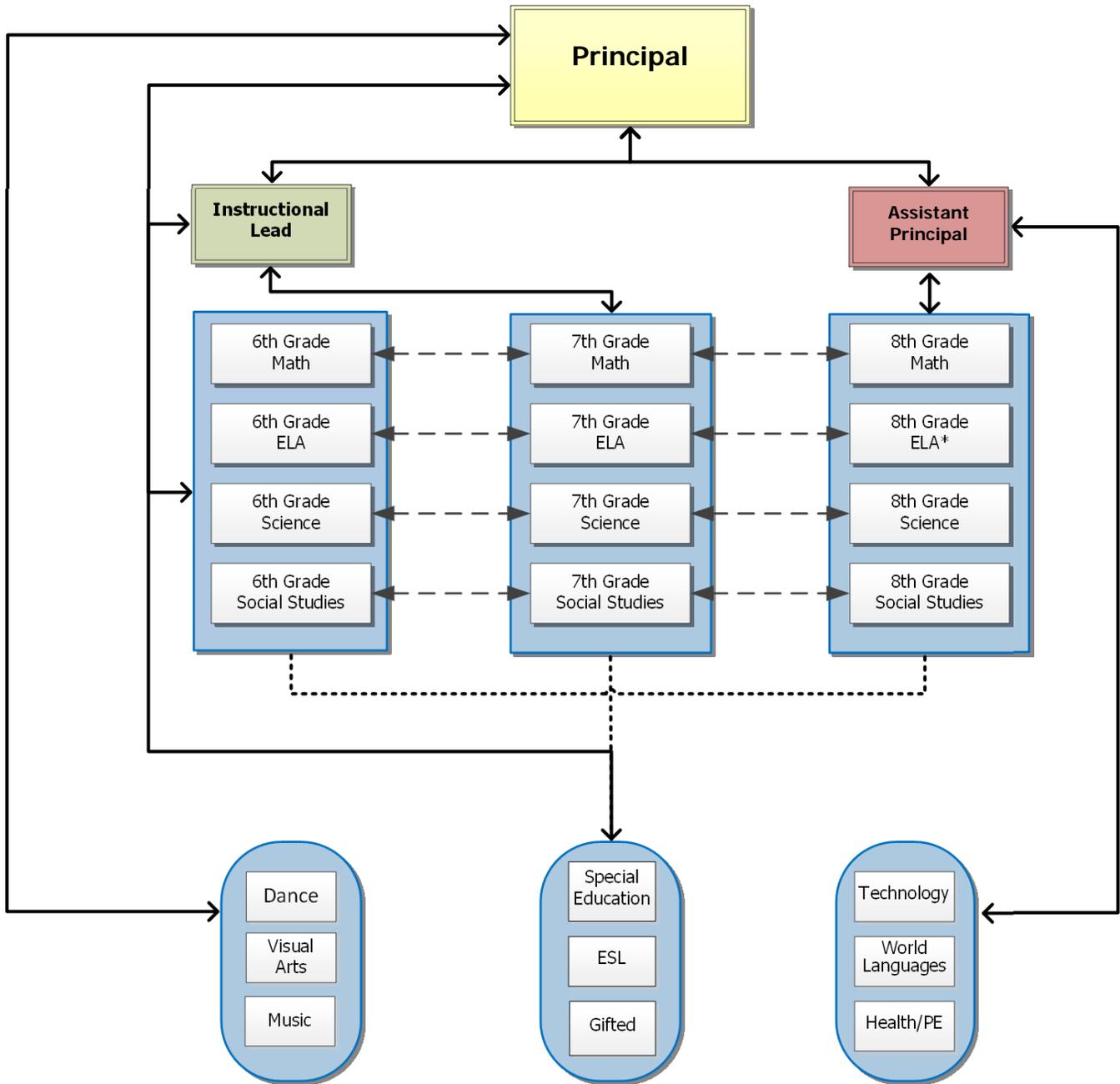
Sample Structure: Elementary School

Below is a sample structure for a K-5 elementary school. Note while leadership of the process has been largely distributed to the assistant principal and the two coaches, the principal maintains the final supervisory role while also working directly with a group of teachers. A sample variation to this structure might have the principal more directly involved in half the grade levels' SLOs (e.g., K-2), and the assistant principal more directly involved in the other half (e.g., 3-5).



Sample Structure: Middle School

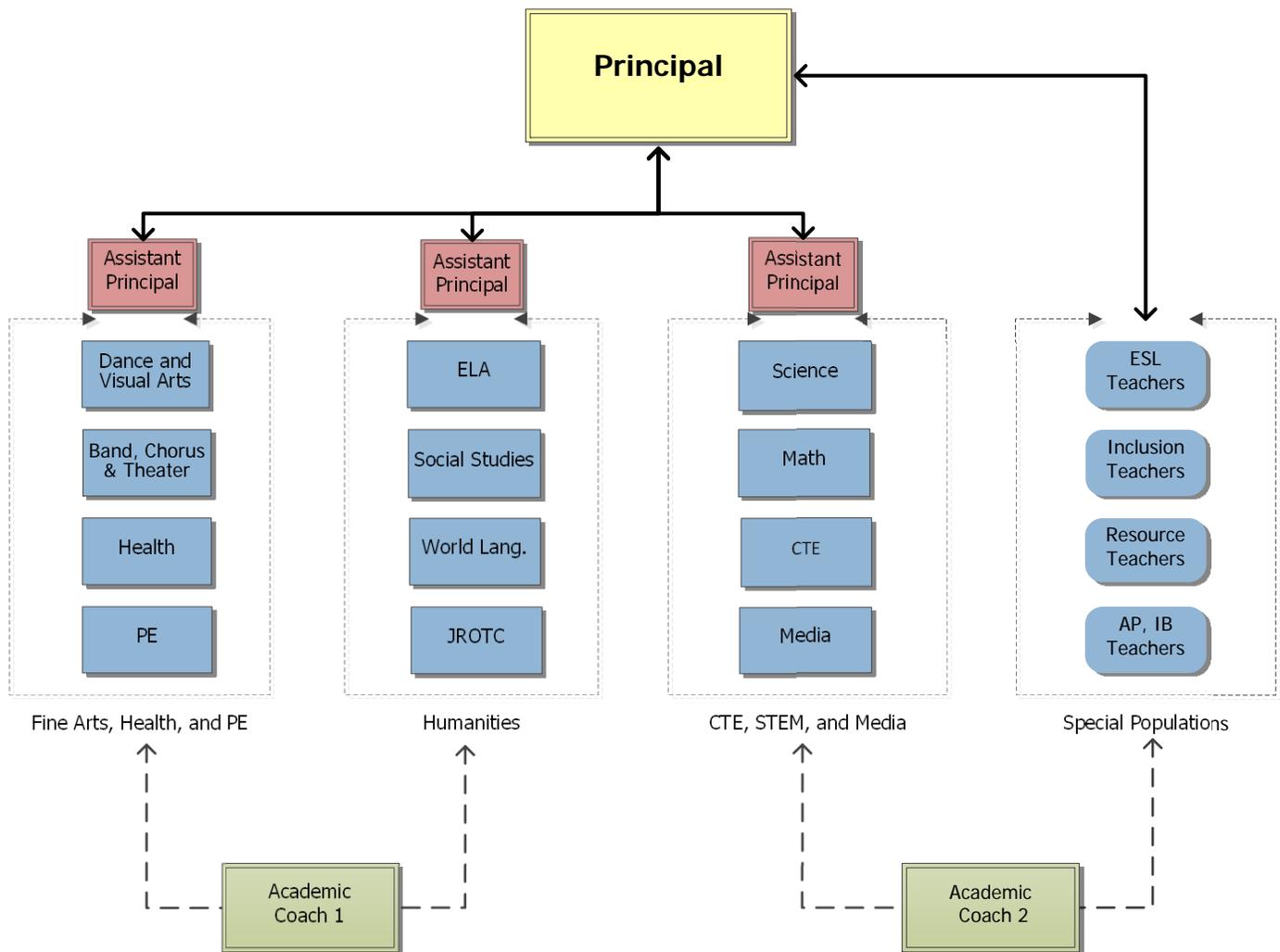
Below is a sample structure for a 6-8 middle school. Note in this structure each of the three leaders (principal, assistant principal, and instructional lead) work with a grade level and specialty group of teachers. A sample variation to this structure might have the leaders assigned by content (e.g., principal takes science and social studies, the assistant principal takes math, and the instructional lead takes ELA) rather than by grade level.



*School Library Media Specialist will have a team SLO with the 8th Grade ELA Department.

Sample Structure: High School

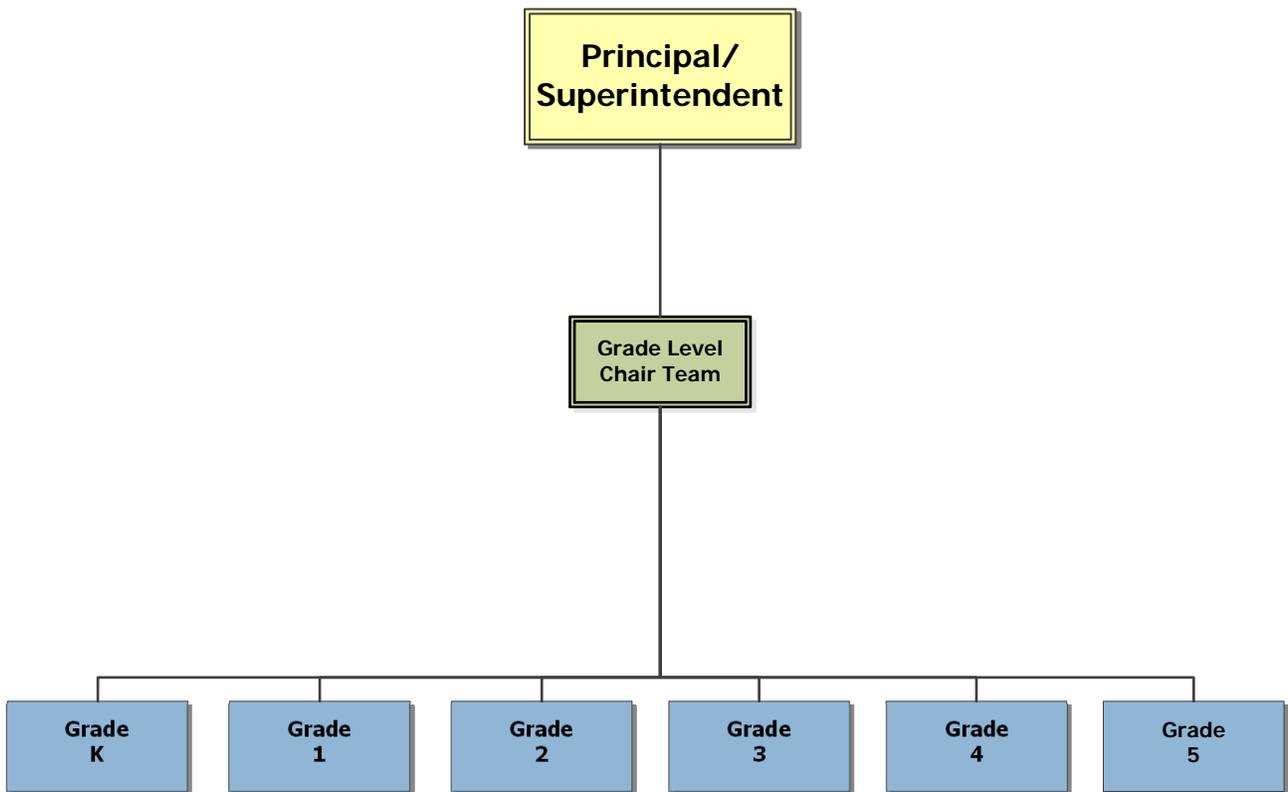
Below is a sample structure for a 9-12 comprehensive high school. Note in this approach, departments are clustered into four groups, with an administrator facilitating the departments within a group, and the coaches each supporting two of the four groups directly. A sample variation to this structure might include alternative arrangements of departments, such as embedding the teachers of special populations with a content-specific group of departments.



Note: Each Department Chair serves as primary contact for communication and first round quality control.

Sample Structure: Small Elementary School

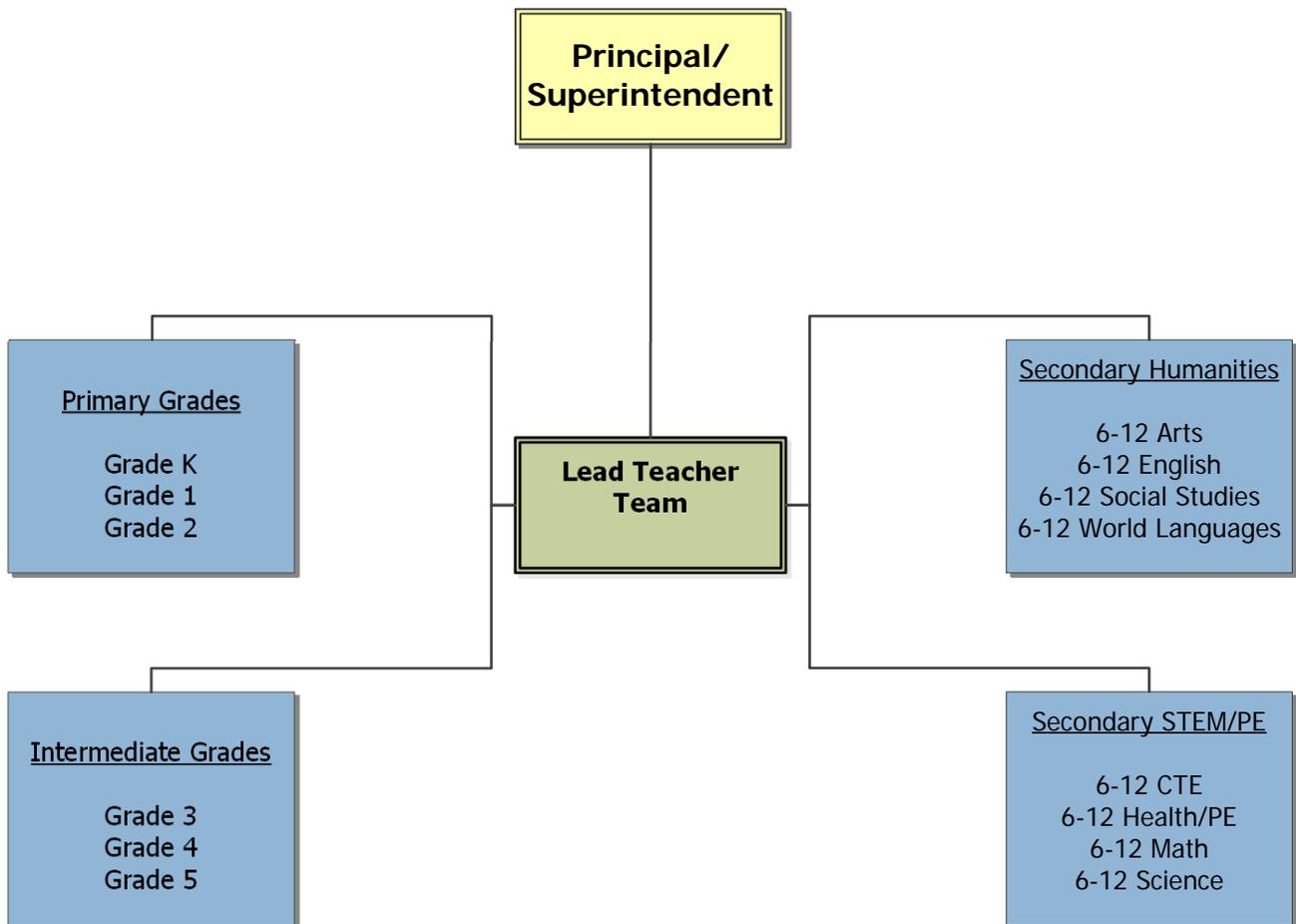
Below is a sample structure for a small K-5 elementary school. In this approach, the six grade level chairpersons form a team that review the SLOs vertically to help ensure alignment, comparability, and rigor. A sample variation to this structure might have each grade level chairperson review just his/her own grade level's SLOs, with the principal/superintendent ensuring the alignment, comparability, and rigor for each grade level individually.



Note: Teachers of special education, English language learners, or single subjects each team with a grade level.

Sample Structure: Small K-12 School

Below is a sample structure for a small K-12 school. In this approach, the teachers are grouped at the elementary level by grade, and at the secondary level by content area. Each of the four teams has a lead teacher that serves on the Lead Teacher Team. A sample variation to this structure might have each lead teacher review just his/her own team's SLOs individually.



Note: Teachers of special education and English language learners integrate with a teacher or team listed above.