

SLO Connections to the NYS Teaching Standards

Standard I: Knowledge of Students and Student Learning <i>Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	High quality SLOs reflect in-depth knowledge of their students.
2. Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.	Teachers articulate research-based approaches to conveying content in high quality SLOs.
3. Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.	Teachers demonstrate knowledge of student needs through baseline data descriptions.
4. Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.	Teachers must incorporate available knowledge of students to attain their learning objective.
5. Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	Teachers must address factors impacting student learning to bring all students to higher levels of learning.
6. Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	High quality SLOs prepare students for 21 st century citizenship.
Standard II: Knowledge of Content and Instructional Planning <i>Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	Teachers' selections and justification of learning content reflect their depth of content knowledge.
2. Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.	High quality SLOs include content rich in thinking skills and problem-solving.
3. Teachers use a broad range of instructional strategies to make subject matter accessible.	Strong rationales reflect effective instructional approaches to be used to reach targets.
4. Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	Expected goals aligned to specific learning standards are set and measured. Multiple measures of achievement are used in high quality SLOs.
5. Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	Teachers' instruction is informed by the learning content and goals set forth in the SLO.
6. Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	Teachers must make decisions throughout the SLO implementation phase regarding materials and resources.

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Standard III: Instructional Practice <i>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	The learning content defines the standards-based goal students must achieve, with high quality SLOs articulating research-based instructional approaches.
2. Teachers communicate clearly and accurately with students to maximize their understanding and learning.	Teachers must communicate clearly and accurately in order for the stated goals of learning to be achieved.
3. Teachers set high expectations and create challenging learning experiences for students.	The established target(s) reflect expectations, with high quality SLOs having high expectations and requiring rigorous instruction.
4. Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.	Teachers must meet diverse learning needs and engage students to attain their stated goals.
5. Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.	High quality SLOs include content rich in thinking skills and problem-solving.
6. Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	SLOs provide a trajectory against which to base formative assessment results during the SLO implementation to appropriately adjust instruction.
Standard IV: Learning Environment <i>Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	To achieve the stated target(s), teachers need to establish and maintain an effective learning environment.
2. Teachers create an intellectually challenging and stimulating learning environment.	The level of intellectual challenge and stimulation needed in the classroom for a successful SLO is implied through the selection of learning content, evidence, and target(s).
3. Teachers manage the learning environment for the effective operation of the classroom.	Teachers need to consider the many factors of classroom management throughout each lesson for most effectively conveying the learning content.
4. Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.	To achieve the stated target(s), teachers need to establish and maintain a safe and productive learning environment.

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Standard V: Assessment for Student Learning <i>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.	The selection and justification of evidence for an SLO reveals a teacher's use of assessment tools.
2. Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	High quality SLOs reveal a strong, data-informed perspective of student needs and how they will meet those needs.
3. Teachers communicate information about various components of the assessment system.	Teachers communicate their understanding of assessment through their description and justification of evidence.
4. Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.	Comprehensive reflection on assessment occurs during all three phases of the SLO process, be it formative or summative.
5. Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	Teachers should formatively assess in parallel fashion to the summative assessment(s) used as evidence.
Standard VI: Professional Responsibilities and Collaboration <i>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.	Teachers' participation in and completion of the SLO process reflects their level of engagement in established practices and policies.
2. Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	Collaboration occurs during all three phases of the SLO process, with high quality SLOs being strongly aligned to the school and district priorities and goals.
3. Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	Teachers need to work closely with the significant adults in students' lives to advance students towards the stated goals.
4. Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	Teachers' participation in and completion of the SLO process reflects the level of engagement in established practices and policies.
5. Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.	Teachers' participation in and completion of the SLO process reflects the level of engagement in established practices and policies.

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Standard VII: Professional Growth <i>Teachers set informed goals and strive for professional growth.</i>	
Element	Articulation of Connection and/or Evidence
1. Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	Reflection on one's practice in a methodical manner is essential for a successful SLO process.
2. Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.	High quality SLOs reflect on the professional development and/or other resources needed to accomplish the SLO.
3. Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	Working effectively with those in the professional learning community and community at-large strengthens a teacher's development, implementation, and analysis of results of SLOs.
4. Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	A teacher's content knowledge is revealed through the learning content and evidence, with high quality SLOs revealing effective instructional approaches.