

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> | |
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| 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> | |
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| 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> | |
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| 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> | |
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| 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. |