

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

(with Guiding Questions)

Teacher:	
School:	
Evaluator:	

STEP ONE: SLO DEVELOPMENT

Prioritize Learning Content: <i>Identify standards and content.</i>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p> <hr/> <ul style="list-style-type: none"> How will you help teachers determine the most important learning that needs to occur? How will you ensure that prioritized learning is aligned to content standards?
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Identify the Student Population: <i>Describe the context of the class.</i>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p> <hr/> <ul style="list-style-type: none"> What will affect the most students? Know your kids Learning disabilities Behavior issues ELL Other <p>Teachers should provide a comprehensive description of their class, group, and student population. Note: Teachers are required to write 1 SLO.</p> <p>Guiding Questions: Explain how you selected the target population (class, group, grade level) for your SLO? Is there data to support your decision? What other types of learning goals are your teachers already setting...can SLOs align to those goals?</p>
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Interval of Instruction: <i>Specify the time</i>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.</i></p>
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<p><i>frame in which growth with be measured.</i></p>	<ul style="list-style-type: none"> • The School Year • How long will you measure the growth? • A semester class? • 9 weeks? • Other <p>Guiding Questions: Have you provided enough time for your students to master the learning?</p>
<p>Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i></p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p>
	<ul style="list-style-type: none"> • State the scores • These scores are expected to be low • Where are my students starting • Bring in multiple measures if possible • Name the assessments used <p>Guiding Questions: How did you select/develop your baseline assessment? How do your baseline assessment and post-assessment compare?</p>
<p>Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i></p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p>
	<ul style="list-style-type: none"> • After looking at all data – choose one assessment for your SLO • Where did you get the assessment? • How does this assessment connect to the content? <p>Guiding Questions: Describe how the goal attainment will be measured. Is your assessment aligned to priority content & standards? Does your assessment measure what it was designed to measure? Does your assessment produce an accurate and consistent picture of what students know & do? Can you administer / score your assessment in a timely fashion?</p>
<p>Growth Goal: <i>Establish</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p>

<p><i>expectations for student growth.</i></p>	<ul style="list-style-type: none"> • How far can you take students from where they start? • Rubric standard, gain scores, or other... • Use the SMART goal format • Can be measured using rate, percentage, number, level of performance <p>Guiding Questions: Explain how your SLO is both rigorous and realistic? How did you determine what type of growth goal to use? How did you determine the growth measurement method? Have you addressed growth for all students?</p>
<p>Provide Rationale: <i>Describe how your SLO benefits student learning.</i></p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p> <ul style="list-style-type: none"> • <i>How does this benefit student learning?</i> • <i>Why this goal?</i> • <i>Defend your choice?</i> <p><i>Teachers should describe alignment. Data + standards + strategies + assessment + student learning + student needs = ALIGNMENT</i></p>
<p>Learning Strategies: <i>Describe your plan to meet student needs.</i></p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p> <ul style="list-style-type: none"> • What's the plan for success? • Tutor time? • How will you help? • Will others be involved? • Will you use groups? <p>Guiding Questions: Do you use a variety of research based strategies that align to the content, WEBB Level, and students' needs? Are the strategies congruent with district curriculum methodology (if identified)?</p>

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP THREE: ONGOING COMMUNICATION

<i>Progress Update:</i> Describe student progress toward the growth goal.	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <ul style="list-style-type: none"> Can meet with groups of teachers to discuss SLOs at one time Meet with the evaluator Sign and date Explain your data and growth plan Revise if necessary On track? How will you know where your kids are at? Same assessment? Informal data?
<i>Strategy Modification:</i> If necessary, document changes in strategy.	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <ul style="list-style-type: none"> Do I need to adjust? Change up instructional strategies? Keep on keeping on?
<i>SLO Adjustment:</i> If justified, describe changes to the SLO.	<p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p> <ul style="list-style-type: none"> Any reason to change the goal? Did circumstances change? Revise if needed. Sign and Date

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

High Growth: <i>The growth goal was 86% to 100% attained.</i>	<i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i>
Expected Growth: <i>The growth goal was 65% to 85% attained.</i>	<i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i>
Low Growth: <i>The growth goal was less than 65% attained?</i>	<i>What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)</i>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING		
Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFLECTION

Professional Growth: <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i> <ul style="list-style-type: none"> • Were my teachers given enough guidance and support to be successful? • Will my practices change as a result of my staff using this process?
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