

Office of Educator Effectiveness

Student Learning Objective (SLO) Template

- This SLO serves as the Professional Growth and Development Plan (Section I only)
- This SLO serves as **one** of multiple goals of the Professional Growth and Development Plan. (Section I and II)

Section I. SLO

Teacher Name: Click here to enter text.	Teacher School: Click here to enter text.
SLO Evaluator Name: Click here to enter text. SLO Evaluator Position/Role: Click here to enter text.	
Grade Level: Click here to enter text.	SLO Content Area: Click here to enter text.
SLO Type: <i>Choose One</i> <ul style="list-style-type: none"> <input type="checkbox"/> Individual <i>(written by an individual teacher)</i> <input type="checkbox"/> Team <i>(team of teachers focus on a similar goal but are held accountable for only their students)</i> 	SLO Approach: <i>Choose One</i> <ul style="list-style-type: none"> <input type="checkbox"/> Class <i>(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)</i> <input type="checkbox"/> Course <i>(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)</i>
SLO Interval of Instruction <i>Choose One</i> <ul style="list-style-type: none"> <input type="checkbox"/> Year <input type="checkbox"/> Semester <input type="checkbox"/> Other <p>If <i>Other</i>, provide rationale (i.e. quarter long course) and indicate days of instruction.</p> <p>Rationale: Click here to enter text. Days of Instruction: Click here to enter text.</p>	Assessment Dates Pre Assessment Date: Click here to enter text. Post Assessment Date: Click here to enter text.

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I.	<p>Student Population</p> <p>Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).</p>
II.	<p>Historical and Trend Data</p> <p>Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.</p>
III.	<p>Baseline Data</p> <p>Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).</p>
IV.	<p>Post Assessment</p> <p>Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.</p>
V.	<p>Progress Monitoring Key</p> <p>How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)</p>
VI.	<p>Learning Goal (Objective)</p> <p>Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measurable.</p>
VII.	<p>Standard (s)</p> <p>Identify the content standard(s) and indicators that align to the SLO learning goal (objective).</p>

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VIII. Growth Targets

A. *Choose One*

- Tiered
- Individual
- Targeted (*Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.*)

B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

IX. Instructional Strategies

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

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X. Conference Reflection

A. Percentage of Students Who Met Growth Targets

_____ %

B. Reflection on Data

How does the data inform your instructional practice, goal setting, or your professional development for next year?

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

Section II. To be completed only if additional goals are needed.

<p>Area to be addressed: (optional)</p> <p>Related ADEPT Performance Standard(s):</p>	<p>Area to be addressed: (optional)</p> <p>Related ADEPT Performance Standard(s):</p>
<p>Goal 2:</p>	<p>Goal 3:</p>

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Strategies: 	Strategies:
Desired Outcome: 	Desired Outcome:
Reflect how these goals are related to your Professional Learning: (Teacher and Supervisor) 	

Evidence that the supervisor will consider in determining progress/goal accomplishment:

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Preliminary performance review *(to be completed by the supervisor on the basis of the evidence)*

___ The educator has *met* the above goal.

___ The educator is making *satisfactory progress* toward achieving this goal.

___ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

The signatures below verify that the teacher has received written and oral explanations of the preliminary performance review.

Teacher _____ Date: _____

Supervisor: _____ Date: _____

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Final performance review *(to be completed by the supervisor on the basis of the evidence)*

- ___ The educator has *met* the above goal.
- ___ The educator is making *satisfactory progress* toward achieving this goal.
- ___ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

The signatures below verify that the teacher has received written and oral explanations of the final performance review.

Teacher _____ Date: _____

Supervisor: _____ Date: _____