

Quincy Public School District No. 172
Student Learning Objective Template
2014-15 School Year- No Stakes

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. The SLO process supports the measurement of student growth using multiple and varied assessments over multiple points in time. This process provides more valid and reliable evidence of the influence that educators have on student learning. This template guides educators and evaluators through a collaborative SLO process.

Educator Information	
Academic Year	
Educator Name	
School Name	

Planning Information	
Course/Subject Name	
Brief Course Description	
Grade Level(s)	
Interval of Instruction*	

Timeline and Sign-Off	
Evaluator Name and Title	
Initial SLO pre-conference	
Midpoint Check-In	
Due Date of Final SLO	
Final SLO post conference	

*Period of time associated to SMART goal for student growth. (i.e. weeks, months)

Element #1: Student Growth Goal

Student growth is defined as a demonstrable change in student performance on multiple assessments over multiple points in time. **The difference between student attainment and student growth should be kept in mind while completing this element.** This element aligns with the following *The Framework for Teaching* (Danielson, 2013) domains and components:

<u>Domain 1: Planning and Preparation</u> 1a Demonstrating Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes 1e Designing Coherent Instruction	<u>Domain 3: Instruction</u> 3c Engaging Students in Learning
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Educator presents to evaluator during pre-conference	
State the student growth goal.	
Which content standards are supported by this student growth goal? <i>List all standards that apply.</i>	
Why is this student growth goal important and meaningful for students to learn? (How does it demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?)	
Describe the instruction and strategies you will use to teach this student growth goal.	
Identify the time span for teaching the student growth goal (e.g., daily class-45 minutes for the entire school year). Is this time span appropriate and sufficient for teaching the goal?	

Element #2: Assessments and Scoring

Assessments and scoring procedures should be used to support and measure the growth goal. Consider how the assessment and scoring procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students. This element aligns with the following *The Framework for Teaching* (Danielson, 2013) domains and components:

<u>Domain 1: Planning and Preparation</u> 1d Demonstrating Knowledge of Resources 1f Designing Student Assessments	<u>Domain 3: Instruction</u> 3d Using Assessment in Instruction
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Educator presents to evaluator during pre-conference	
Describe the assessments and scoring procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the student growth goal.	
Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.	
How often will you collect data to monitor student progress toward student growth goal?	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this student growth goal?	

*During the no stakes implementation phase, multiple measures over multiple points in time is not required but can be utilized. A pre and posttest is required during the no stakes implementation. After the no stakes implementation phase, multiple measures over multiple points in time will be required (i.e. common assessments, unit tests, etc.)

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting students' starting points (i.e., baseline). After the expected growth targets are identified, both the educator and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time. This element aligns with the following *The Framework for Teaching* (Danielson, 2013) domains and components:

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes

Educator presents to evaluator during pre-conference	
Identify the baseline data used to establish starting points for students. Data chart may be utilized.	
Using students' baselines, identify the expected growth (i.e. # or % growth, rubric cell movement, etc.) for all students* identified in the student growth goal.	
Describe the assessments, and/or provide a copy.	
Explain how the expected growth targets were selected.	

*Expected growth for students can be identified in tiers or subgroups. At least 75% of the total population of students must be identified in the expectations for growth.

Element #4: Actual Outcomes

This element aligns with the following *The Framework for Teaching* (Danielson, 2013) domains and components:

<u>Domain 3: Instruction</u> 3e Demonstrating Flexibility and Responsiveness	<u>Domain 4: Professional Responsibilities</u> 4a Reflecting on Teaching 4b Maintaining Accurate Records
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Educator presents to evaluator during post conference	
Record the outcome (actual number or percentage of growth) for all students identified in the student growth goal. Data chart may be submitted.	
Please provide any comments you wish to include about the actual outcomes:	

Element #5: Teacher Rating

Final rating measures to be determined by the Performance Evaluation Reform Act (PERA) Joint Committee for the 2016-17 school year.

Educator presents to evaluator during post conference	
Did students exceed, meet, show minimal growth or have no growth as established by your student growth goal? Write a reflection on how the data demonstrates students' growth in your classroom.	

References

Center for Assessment. (2013). *SLO Toolkit*. Retrieved from www.nciea.org.
Danielson, C. (2013). *Framework for effective teaching*. Princeton, NJ: The Danielson Group.

Note. Portions of this template were adapted from the Center for Assessment SLO Toolkit and the ISBE student learning objective template.