**STUDENT LEARNING OBJECTIVE PROCESS GUIDE**

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| Teacher: |  |
| School: |  |
| Evaluator: |  |

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| STEP ONE: SLO DEVELOPMENT |

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| ***Prioritize Learning Content:***  *Identify standards and content.* | *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)* |
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| ***Identify the Student Population:***  *Describe the context of the class.* | *How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)* |
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| ***Interval of Instruction:***  *Specify the time frame in which growth with be measured.* | *What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.* |
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| ***Analyze Data and Develop Baseline:***  *Detail student understanding of the content at the beginning of the instructional period.* | *Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)* |
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| ***Select or Develop an Assessment:***  *Describe how the goal attainment will be measured.* | *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)* |
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| ***Growth Goal:***  *Establish expectations for student growth.* | *What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)* |
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| ***Provide Rationale:***  *Describe how your SLO benefits student learning.* | *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)* |
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| ***Learning Strategies:***  *Describe your plan to meet student needs.* | *How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)* |
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| 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:

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| STEP THREE: ONGOING COMMUNICATION |

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| ***Progress Update:***  *Describe student progress toward the growth goal.* | *Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)* |
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| ***Strategy Modification:***  *If necessary, document changes in strategy.* | *Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)* |
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| ***SLO Adjustment:***  *If justified, describe changes to the SLO.* | *Are there circumstances beyond the teacher’s control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)* |
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Teacher Signature:       Date:

Evaluator Signature:       Date:

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| 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**

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| ***High Growth:***  *The growth goal was 86% to 100% attained.* | *What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)* |
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| ***Expected Growth:***  *The growth goal was 65% to 85% attained.* | *What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)* |
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| ***Low Growth:***  *The growth goal was less than 65% attained?* | *What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)* |
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**PRELIMINARY STUDENT GROWTH RATING**

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| **PRELIMINARY STUDENT GROWTH RATING**  Based on final assessment data, the student growth rating is: | | |
| LOW | EXPECTED | HIGH |
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**REFLECTION**

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| ***Professional Growth:***  *Detail what you learned.* | *What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)* |
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