

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Welding instructor
School:	High School
Evaluator:	

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: <i>Identify standards and content.</i></p>	<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>
	<p>Indicator 1: Understand the basics of metal fabrication, basic metal skill, and designing of plans. Indicator 2: Understand the principles of shielded metal arc welding and the correct operation of metal arc welding equipment. Indicator 3: Understand the principles of metal inert gas welding and the correct operation of metal inert gas welding equipment systems. Indicator 4: Understand the principles of oxyacetylene and the correct operation of oxyacetylene equipment. Indication 5: Understand the principles of plasma arc cutting and the correct operation of plasma arc cutting equipment.</p>

<p>Identify the Student Population: <i>Describe the context of the class.</i></p>	<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>
	<p>There are 20 students in the class, 18 males and 2 females. Three students are on IEP's and two are on 504's. 19 out of 20 students will be starting with no welding experience.</p>

Interval of Instruction: Specify the time frame in which growth will be measured.	<i>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.</i>
	Semester course in which welding is the second 9 weeks.

Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.	<i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i>																																																														
	Pretest consisted of 125 multiple-choice questions and an initial welding task. <table border="1" data-bbox="496 737 1247 1570"> <thead> <tr> <th>Student</th> <th>Pretest (%)</th> <th>Start Weld Score (12 pt rubric)</th> </tr> </thead> <tbody> <tr><td>1</td><td>29</td><td>2</td></tr> <tr><td>2</td><td>31</td><td>2</td></tr> <tr><td>3</td><td>21</td><td>1</td></tr> <tr><td>4</td><td>47</td><td>1</td></tr> <tr><td>5</td><td>46</td><td>2</td></tr> <tr><td>6</td><td>44</td><td>3</td></tr> <tr><td>7</td><td>50</td><td>2</td></tr> <tr><td>8</td><td>35</td><td>2</td></tr> <tr><td>9</td><td>32</td><td>2</td></tr> <tr><td>10</td><td>24</td><td>1</td></tr> <tr><td>11</td><td>50</td><td>2</td></tr> <tr><td>12</td><td>50</td><td>2</td></tr> <tr><td>13</td><td>65</td><td>2</td></tr> <tr><td>14</td><td>31</td><td>1</td></tr> <tr><td>15</td><td>68</td><td>2</td></tr> <tr><td>16</td><td>83</td><td>4</td></tr> <tr><td>17</td><td>91</td><td>8</td></tr> <tr><td>18</td><td>70</td><td>3</td></tr> <tr><td>19</td><td>70</td><td>2</td></tr> <tr><td>20</td><td>82</td><td>3</td></tr> </tbody> </table>	Student	Pretest (%)	Start Weld Score (12 pt rubric)	1	29	2	2	31	2	3	21	1	4	47	1	5	46	2	6	44	3	7	50	2	8	35	2	9	32	2	10	24	1	11	50	2	12	50	2	13	65	2	14	31	1	15	68	2	16	83	4	17	91	8	18	70	3	19	70	2	20	82
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Select or Develop an Assessment: Describe how the goal attainment will be measured.	<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>
	End of Course assessments include post-test of welding procedures and a final weld performance assessment.

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<p>Growth Goal: Establish expectations for student growth.</p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p>
	<p>Students 1-15 will score 70% or higher on the post-test. Students 16-20 will improve their score by at least 5%. All students will score at least 9 out of 12 on their final weld task.</p>

<p>Provide Rationale: Describe how your SLO benefits student learning.</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>
	<p>Welding is a very highly sought after career for many companies and there is a demand for welders in the workforce. If I can train welders for entry level jobs by meeting the standards, they will be able to become highly skilled, sought after workers.</p>

<p>Learning Strategies: Describe your plan to meet student needs.</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>
	<p>I will demonstrate various welds, techniques, positions, and materials to all students and students will have opportunities for hands-on practice. Students will receive individual instruction as needed. I will be available before, during and after class to provide assistance and for students to have additional time for completing assignments. Students on IEP's will receive modifications as necessary.</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

<p>Progress Update: Describe student progress toward the growth goal.</p>	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p> <hr/> <p>Students have completed several welding tasks that are scored utilizing the same rubric as the starting and final welds. All students are on track to complete required practice welds and be prepared for the end of unit final. Content on written final exam is reviewed and assessed as various techniques are demonstrated and practice in class.</p>
<p>Strategy Modification: If necessary, document changes in strategy.</p>	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p> <hr/> <p>No changes needed at this time.</p>
<p>SLO Adjustment: If justified, describe changes to the SLO.</p>	<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> <hr/> <p>No changes needed at this time.</p>

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

<p>High Growth: The growth goal was 86% to 100% attained.</p>	<p><i>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</i></p>

<p>Expected Growth: The growth goal was 65% to 85% attained.</p>	<p><i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i></p>
	<p>Students 1,3, 10 and 14 scored below 70% on the post-test. All other students met their goal. 16 out of 20 students scored 9 or above on their final weld. Post-test: 80% goal attainment Performance: 85% goal attainment</p>

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>

REFLECTION

<p>Professional Growth: Detail what you learned.</p>	<p><i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i></p>
	<p>The performance task that students complete for their final exam is more meaningful than the written portion when it comes to welding proficiency. Next year I would like to expand performance assessment in my welding class and not include the written exam as part of my SLO. I would like to rewrite my rubric to ensure that it is an objective reflection of student work.</p>

