

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Integrated Math
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> <hr/> <p>A.CED.2 – Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.4 – Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p> <p>F.IF.8 – Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>A.REI.6 – Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>A.REI.10 – Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p>
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<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> <hr/> <p>I will be addressing my 2 sections of Integrated Math 2 that I teach. The total number of students will be 47. These classes represent a mixed level of learning abilities and are a fair representation of a general classroom setting. Three students were absent or not enrolled during the pre-assessment time so they are not included in this data.</p>
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<p>Interval of Instruction: Specify the time frame in which growth will be measured.</p>	<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 an time period that is less than the full length of the course.</i></p>
	<p>The interval of instruction will start at the beginning of the year (8/25/2014), until Unit 1 is completed (10/10/14). The content covered in Unit 1 is essential throughout the class, and therefore needs to be addressed right away. Due to the integrated nature of the curriculum, it is not fitting to have a goal that extends longer than one unit of study.</p>
<p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p>
	<p>Standard 2 has more Level 4 (green) ranking than any other standard, but not all students are at this level. Standard 5 has a decent percentage of students at a Level 4 (green) but then the rest are generally at a Level 2 (orange). For standards 1 and 3, the majority of my students are starting at a Level 3 (yellow) ranking. Standard 4 has the majority of students at a Level 2 (orange) and the last Standards 6 and 7 have the lowest scores, with most students scoring at Level 1 (red) and Level 2 (orange). Standard 8 was not assessed on the pre-assessment, but combining the content on the pre-assessment and the content they will see, it was an applicable Math 2 topic that we wanted to document. It helps us to see if the prerequisites on this pretest really do assist in the new material the students learn.</p>

<p>Select or Develop an Assessment: Describe how the goal attainment will be measured.</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>
	<p>I will be giving a pre assessment that we created made up of problems that cover 7 learning targets. They will be graded on a 4 point rubric scale, where 1 represents very little knowledge of the standard or no attempt, 2 represents that students are progressing in the knowledge on the standard, 3 represents a proficient understanding of the topic, and a 4 represents an advanced understanding of the topic. I will then be giving the post test in 3 settings that span from the end of Unit 1 through a created linear equation unit adapted to ensure the learning of underlying concepts that are built upon in this Math 2. The end of the linear equation unit will include a quiz we created to assess the standards. The Unit 1 test was one that was edited from a test we used last year, but was edited to include a better on our power standards for Unit 1. Once the data is collected, the scores will assigned to a color in an excel document that will better enable me to see the progress of each student. The scoring rubric will be 1:red, 2:orange, 3:yellow, 4:green.</p>

Growth Goal: <i>Establish expectations for student growth.</i>	<i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i>
	<i>I expect 85% of my students to be at a level 3 (yellow) or level 4 (green) in 5 of the 8 learning targets.</i>

Provide Rationale: <i>Describe how your SLO benefits student learning.</i>	<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><i>We found that when teaching Math 2 for the first time last year, students needed more work on linear equations to be better able to complete our work with systems of linear equations. We added an entire week within the pacing guide to help cover this topic and then tied it to our Math 2 content that we need to teach and expand on the require standards. These standards were identified as power standards by our Math 2 district group that met over the summer. These standards are Common Core based.</i></p> <p><i>Having an idea of where my students are as when they begin the year/unit gives me a chance to design my content to better meet their needs and know which areas they need help in. It is my job to teach the Math 2 content, but to be more effective I can be sure they have the underlying skills that are needed to do the more difficult content. When I have the final data, not only will I be able to look into each individual student, but it will help me as a teacher to know how effective my teaching strategies are and help me make future adjustments.</i></p>

Learning Strategies: <i>Describe your plan to meet student needs.</i>	<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>Students will be getting multiple in class opportunities to discover and learn the content, some of which they have already been introduced to. This refresher for some students will enable them to deepen their understanding and practice of the underlying basic linear concepts that are necessary for Math 2 success. We will work in groups to discover the topics, have teach led instruction, and provide scaffolding for students who require more structure. Students will encounter application based problems that apply the math they are learning. They will be given notes and review for the tests to help them stay organized and be able to study for the assessments.</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>After the first quiz my students are on track to reaching level 3 (yellow) or level 4 (green) in 5 of the 8 learning targets.</p> <p style="padding-left: 40px;">Target 1: More students are at Level 3 (yellow) but some moved to Level 4 (green)</p> <p style="padding-left: 40px;">Target 2: More students are at Level 4 (green) but not all students</p> <p style="padding-left: 40px;">Target 3: More students are at Level 3 (yellow) but some moved to Level 4 (green)</p> <p style="padding-left: 40px;">Target 4: Half the students that were at level 2 (orange) are now at Level 3 (yellow)</p> <p style="padding-left: 40px;">Target 5: Half the students that were at level 2 (orange) are now at Level 3 (yellow)</p> <p style="padding-left: 40px;">Target 6: All the students moved up one level but this was the target that started off at Level 1 (Red) so they are now at Level 2 (orange) or Level 3 (yellow)</p> <p style="padding-left: 40px;">Target 7: All the students moved up one level but this was the target that started off at Level 1 (Red) so they are now at Level 2 (orange) or Level 3 (yellow)</p> <p style="padding-left: 40px;">Target 8: Majority of the students are at a Level 3 (yellow)</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>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/>

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>Target 1: 34 out of 47 students hit level 3 or 4 Target 2: 34 out of 47 students hit level 3 or 4 Target 3: 34 out of 47 students hit level 3 or 4 Target 4: 34 out of 47 students hit level 3 or 4 Target 5: 34 out of 47 students hit level 3 or 4 Target 6: 28 out of 47 students hit level 3 or 4 Target 7: 28 out of 47 students hit level 3 or 4 Target 8: 34 out of 47 students hit level 3 or 4</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"/>	X	<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 students seemed to be really growing. Looks like target 6 and 7 needs to have more focus next year as these are the two targets that the students did the worst on. I will find better ways to teach these two targets so my students will have a deeper understanding of them.</p>

