

## STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	U.S. History
School:	High School
Evaluator:	

### STEP ONE: SLO DEVELOPMENT

<p><b>Prioritize Learning Content:</b> Identify standards and content.</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>Students will be able to identify key people and events and able to evaluate the impact of these on major events in U.S. History from 1865-1910. Standards U.S.1.1 and 2.1 will be the focus of the SLO.</p>

<p><b>Identify the Student Population:</b> Describe the context of the class.</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 a total of 13 students in this class. One student is on an IEP and has a testing accommodation to have the tests read to the student.</p>

<p><b>Interval of Instruction:</b> 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 is September 1-December 22, which will follow the school calendar for first semester.</p>

<p><b>Analyze Data and Develop Baseline:</b> 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> <hr/> <p>Students were given a teacher-created assessment that included 60 multiple choice questions. This assessment included 10 questions from each section of content 1860-1910, Civil War through the Progressive Era. This will allow me gather information on the students' knowledge of both review and new concepts. The average score was 52%, with a high score of 65% and a low score of 35%.</p>
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<p><b>Select or Develop an Assessment:</b> 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> <hr/> <p>Students were given a teacher-created assessment that included 60 multiple choice questions. This assessment included 10 questions from each section of content 1860-1910, Civil War through the Progressive Era.</p>
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<p><b>Growth Goal:</b> 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> <hr/> <p>100% of my students will earn an 80% or higher on the post-assessment.</p>
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<p><b>Provide Rationale:</b> 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> <hr/> <p><i>This SLO will evaluate students' knowledge of each defined period in U.S. History from Civil War to the Progressive Era. It will measure student aptitude of U.S. History as the United States grew into a world power during pre-WWI.</i></p>
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<p><b>Learning Strategies:</b> <i>Describe your plan to meet student needs.</i></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>Students will participate in formative assessments at the end of each section/topic. This will include written quizzes, class discussions, journal entries, and student work samples, such as homework.</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><b>Progress Update:</b> 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>10 of 13 students have earned an 80% or above on the various formative assessments conducted and student work samples collected.</p>
<p><b>Strategy Modification:</b> 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>I am pleased with the progress of the students so far, but have noticed that students who do not turn in homework have lower scores. They may have the content knowledge, but are getting zeros. They have been placed in a tutoring study hall period to catch up, and any student missing work will need to report to tutoring.</p>
<p><b>SLO Adjustment:</b> 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 style="text-align: center;">The SLO will not be adjusted.</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

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

<b>Expected Growth:</b> <i>The growth goal was 65% to 85% attained.</i>	<i>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</i>
	8-10 students will equal expected growth.  I had 10 students earn an 80% or higher on the post-assessment

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

### PRELIMINARY STUDENT GROWTH RATING

<b>PRELIMINARY STUDENT GROWTH RATING</b> Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

### REFLECTION

<b>Professional Growth:</b> <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i>
	I felt the content and assessment were a good match and went with the curriculum of this course. I need to be more proactive with students who fall behind or don't turn in assignments and hold them accountable for learning the content and contributing to class discussions.