STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	CTE Nutrition/Wellness
School:	High School
Evaluator:	

STEP ONE: SLO DEVELOPMENT

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)*
	The students in this class, as a whole, have tested low on analysis and critical thinking in the language arts state assessment. As teachers, we have observed weaknesses in critical analysis and comprehension, particularly in the area of technical reading. This SLO address three standards: 1. CC9-10RSTLL Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. 2. NW 3.2 Evaluate how resources affect nutritional decisions and planning. 3. ES 1.3 Describe safe practices in work places.

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)*
	Tenth grade Nutrition/Wellness & Employability Fall & Spring Semester: 20 students, 9 girls and 11 boys 1 student is on an Individualized Education Plan (IEP)

Interval of Instruction:	*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.*

Specify the time frame in which growth with be measured.	Fall and spring semesters.
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)* Pre-test was given in December. The results showed that (on a 16 point scale): 25% scored 12 or above 35% scored between 8-10 on the assessment 40% scored 7 or below
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)*
	The specific assessment used to measure goal attainment will be the pre-test used to determine the baseline. This is a form to analyze skills in technical reading evaluated by a rubric. The form and rubric were generated by the English teacher for use in her technical reading assignments. It will be used to assess the current abilities of the students to determine the central ideas of a text and to provide an accurate summary of the text. It will use materials in the areas of nutrition and safe practices in the work-place.

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*
	Students will improve their ability to analyze technical reading materials by reading for information and using text-based evidence. Students will improve their performance by one or more levels in all areas as evidenced by the rubric used. Furthermore, 100% of students who scored 12 or above will score above or maintain their original score on the post-test, and the other students will have improved their overall score by 4 points on the rubric scale.

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)*
	This SLO benefits my students because it enhances the life-skill of being able to read and comprehend technical writing. However, in my observations of this class over the last two years, I have noticed a reluctance or inability to read for information and support conclusions with evidence from the text. I am using the Nutrition/Wellness & Employability class because I both of those areas, the need for reading and understanding information is vital to success in personal life and careers.

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)*
	I will use a variety of technical reading opportunities in both Nutrition/Wellness and Employability to develop reading skills. I currently have several activities that promote skills in this area. I will continue to use them and develop others to improve student skills in this area. Some of these strategies come from workshops I have attended that focused on reading comprehension.

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

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)*
	Through regular classroom activities and assessments, my data shows that students are capable of achieving the goal that I set for them.

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)*
	No adjustments needed

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)*
	None needed

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

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)*

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)*
	16 out of twenty students achieved a 4 point or greater gain on the post-test. Goal attainment: 80%

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)*

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
☐	☒	☐

REFLECTION

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)*
	Including a literacy component as part of my goal worked well. For next year, I would like to work with the English teacher to include a writing component and to further develop the rubric. I would also like to further differentiate my growth goal to accurately measure meaningful growth for all students.