

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

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| Teacher: | Math CA |
| School: | 1 st Grade |
| Evaluator: | |

STEP ONE: SLO DEVELOPMENT

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| <p>Prioritize Learning Content: 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>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Understand that the two digits of a two-digit number represent amounts of tens and ones. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>1.NBT1-3</p> |

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| <p>Identify the Student Population: 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>23 students including 2 students with IEPs for math.</p> |

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| <p>Interval of Instruction:</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> |
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| <p><i>Specify the time frame in which growth will be measured.</i></p> | <p>2014-15 school year</p> |
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| <p>Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i></p> | <p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>NWEA/MAP assessment Number and Operations: <21 %ile—6 students 21-40 %ile—4 students 41-60 %ile—5 students 61-80 %ile—6 students >80 %ile—2 students</p> |
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| <p>Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i></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>NWEA/MAP assessment will be used 3 times for benchmarking, Fall (baseline data above), Winter (progress monitoring), and Spring (growth goal). I am using data from the goal area that aligns with my selected NBT indicators, Number and Operations.</p> |
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| <p>Growth Goal: <i>Establish expectations for student growth.</i></p> | <p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> <p>Students in <20 to 40 %ile (10 students) will move to Average %ile range (41-60). Students in Average to High ranges (13 students) will maintain or increase their %ile ranking on Spring assessment.</p> |
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| <p>Provide Rationale:</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> |
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| <p><i>Describe how your SLO benefits student learning.</i></p> | <p>Students performed lowest in this area of the Fall assessment. Skill in number and operations are important for progressing mathematically in all domains. As a district, students in first grade have historically scored low in this area.</p> |
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| <p>Learning Strategies: <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>I will utilize various instructional strategies including journal activities, math talks, real world tasks, calendar math, math centers, and differentiated small groups. Regular formative assessment will help me monitor student progress toward goal.</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

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| <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>Winter benchmark assessment indicates that all students are showing some growth. Of the students who were in the lower %ile ranges on fall testing, 3 remain in the bottom %ile range.</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>Students remaining in the bottom %ile range will need additional instructional time and support. I will be meeting with our Title math teacher to see what additional help might be available.</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 style="text-align: center;">Not 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

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| <p>High Growth: The growth goal was 86% to 100% attained.</p> | <p>What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)</p> |
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| <p>Expected Growth: The growth goal was 65% to 85% attained.</p> | <p>What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)</p> |
| | <p>19 of 23 students achieved the level of progress as written in my growth goal. 4 students did not reach the 41 %ile or higher, but all 4 did show some gain.</p> |

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

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

REFLECTION

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| <p>Professional Growth: Detail what you learned.</p> | <p>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</p> |
| | <p>I would like to research differentiated instructional strategies to implement for next year so that I can provide more intervention for those student who score in the low range while making sure that my average and above students maintain or increase their proficiency.</p> |