

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Ag
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>This course serves as an introduction to the coursework included in the Agriculture, Food, and Natural Resources Cluster. Standards addressed include:</p> <p>ITA1.1 Summarize the history and organization of FFA. ITA1.2 Appraise opportunities in FFA. ITA2.1 Describe the types of SAE programs. ITA3.1 Describe major categories of natural resources in America. ITA3.2 Summarize the history of conservation in the U.S. ITA4.1 Examine the animal science industry. ITA4.2 Discuss current topics in animal science. ITA4.3 Explore career opportunities in animal science. ITA5.1 Explain functions and physiology of cells and seeds. ITA5.2 Describe the process of photosynthesis and respiration. ITA6.1 Execute basic economic principles as they relate to production agriculture and agribusiness management. ITA7.1 Illustrate how raw commodities become table-ready food products. ITA8.1 Execute basic principles involved in agricultural systems technology.</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>18 students are currently enrolled, 11 males and 7 females. Two students are on IEP's.</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> <hr/> <p>This class is a full block and runs for one semester. 88 class periods/132 contact hours.</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> <hr/> <p>Pretest scores: <20%--3 students 20-30%--7 students 30-40%--2 students 40-50%--1 student 50-60%--3 students 60-70%--2 students</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> <hr/> <p>Teacher generated standards aligned pre/post test.</p>
<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> <hr/> <p>All students will score 70% or higher on the end of semester test.</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>This course covers a wide variety of agriculture topics with students who have a widely varying knowledge base. As content covered is introductory, students need to acquire knowledge and skill to be successful in higher-level coursework.</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>Various agricultural topics will be covered in units of instruction that include activities, labs, hands-on projects, and worksheets which will provide formative assessment of student progress. Unit tests will provide summative data to measure student progress.</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>Regular assessments (quizzes, tests, and projects) indicate that most students are on track to achieve 70% or better on the final exam. The three students who scored below 20% on the initial assessment are struggling however.</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>Those students who are currently not on track to score 70% or better on the final test as evidenced by their current progress will need additional support. I plan to put together a directed study group to meet twice a week to provide tutoring one-on-one for all students who are struggling. I will request that students who are demonstrating mastery of content volunteer to help tutor those who are not.</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>None necessary 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>14 out of 18 students scored 70% or higher on their final exam. Of the 4 who scored less than 70%, 3 scored between 60% and 70% and passed the course. One student scored less than 60% and will need to retake the course through credit recovery. Growth goal attainment: 78%</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 additional support provided to students during directed study period was helpful for students who were struggling. Scheduling conflicts made it difficult for students to attend on a regular basis, both to receive support and to tutor students. Next year, I would like to develop a consistent schedule that allows all students the opportunity to both receive and give instructional support. I would like to team up with the special education teacher and principal to see where I could get some additional assistance from staff.</p>

