

## STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Personal Finance
School:	High School
Evaluator:	

### STEP ONE: SLO DEVELOPMENT

<p><b>Prioritize Learning Content:</b> <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 citizen that lives within his or her income has more control over his or her life while expanding choices. Having the knowledge and skills to understand, implement and evaluate various financial practices can help prevent or limit loss.</p> <p>SD Personal Finance Standards:  Indicator 1: Analyze elements that affect personal income.  Indicator 2: Implement the processes involved in managing personal finances.  Indicator 3: Use an informed decision-making process to manage credit and debt.  Indicator 4: Evaluate savings and investment options to meet long- and short-term goals.  Indicator 5: Use appropriate and cost-effective risk management strategies.</p>
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<p><b>Identify the Student Population:</b> <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>All students enrolled at the time of pre-assessment and post-assessment—15 students including one student on an IEP.</p>
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<p><b>Interval of Instruction:</b> Specify the time frame in which growth will be measured.</p>	<p>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.</p>
	<p>One semester 2014-15 school year</p>
<p><b>Analyze Data and Develop Baseline:</b> Detail student understanding of the content at the beginning of the instructional period.</p>	<p>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</p>
	<p>On Personal Finance pre-assessment, 9 students scored between 60% and 80%, while the remaining 6 students scored less than 60%.</p>

<p><b>Select or Develop an Assessment:</b> Describe how the goal attainment will be measured.</p>	<p>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)</p>
	<p>Teacher created pre- and post-test aligned to Personal Finance standards.</p>

<p><b>Growth Goal:</b> Establish expectations for student growth.</p>	<p>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</p>
	<p>All students will score 75% or higher (C or above) on the Personal Finance post-test at the end of the semester. Modifications will be made for student on IEP in accordance with the IEP.</p>

<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>
	<p>Pretest results will allow me to align curriculum and pace to student needs. Identified content areas will be allocated more instructional time. The purpose of this SLO is to develop student understanding of budgeting best practice and debt management.</p>

<p><b>Learning Strategies:</b> 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>Students will engage in group work and individual projects, and will take regular quizzes and test to monitor progress. Students who need additional instruction or support will receive assistance in study hall, after school, and through flipped classroom resources.</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>
	<p>Currently all students are on track toward meeting growth goal.</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>
	<p>None needed at this time.</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>
	<p>None needed 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

<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>
	11 of 15 students scored 75% or above on the Personal Finance post-test. Of the remaining four students, 3 scored above 60% and one scored 52%. Goal attainment: 73%

<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"/>	<input checked="" 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>
	Given that more than half of my students scored higher than 60% on the pre-test, I need to review the rigor of this assessment and its alignment to standards. Next year, I will differentiate my goal so that all students have to show growth. I would also like to look at the possibility of offering an alternative Dual Credit course for students who score high on the pre-test.