STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Geometry
School:	High school
Evaluator:	

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STEP ONE: SLO DEVELOPMENT

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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)*
	1: Experiment with transformations in the plane. G.CO.1: Know precise definitions of angle, circle, perpendicular line, and line segment, based on the undefined notions of point, line distance along a line, and distance around a circular arc. INDICATOR 2: Prove geometric theorems. G.CO.9: Prove theorems about lines and angles. G.CO.10: Prove theorems about triangles G.CO.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic software, etc.) G.CO.13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. INDICATOR 3: Expressing geometric properties with equations. G.GPE.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line or perpendicular to a given line that passes through a given point). INDICATOR 4: Apply geometric concepts in modeling situations. G.MG.3: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographical grid systems based on ratios).

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)*
	My Geometry Class consist of 20 students. There are 19 sophomore students and 1 freshman student. One student is on an IEP.

Interval of Instruction: *Specify the time frame in which growth with be measured.*	*What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.*
	This will be taught during the first and second quarter. There will be a pre-test over parallel and perpendicular lines and the same post-test given.
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)*
	Class Average: 46.55% 1 student scored 25% or below 13 students scored 25-50% or below 5 students scored 50-75% or below 1 student scored above 75%

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)*
	I am using a teacher developed exam over the unit. Students will take the same test as their pre and post-test.

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*
	100% of the students will show growth and improve their scores as follows: 1 student who scored 25% or below will score 70% or higher. 13 students who scored 25-50% or below will score 75% or higher. 5 students who scored 50-75% or below will score 85% or higher. 1 student who scored above 75% will score 95% or higher.

| **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)* |
| | *I chose my Geometry class and specifically parallel and perpendicular lines because it is a unit where students often have struggled in the past. Parallel and perpendicular lines are an area where a solid understanding is vital for future success in Algebra II and beyond.* |

| **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)* |
| | Students will be using a variety of methods to gain a strong understanding of parallel and perpendicular lines. Students will use precise vocabulary, solve problems involving parallel and perpendicular lines through deductive reasoning, and illustrate the close connection between algebra and geometry in a coordinate plane. The software program, Geometer's Sketch Pad will be utilized extensively throughout this unit and will allow students to explore angle relationships among parallel and perpendicular lines. Proofs will be used to help develop reasoning skills, as well. |

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)*
	Student work samples indicate they are on track for growth, but struggling students will need additional tutoring during study hall or after school or more one-on-one assistance during class work time.

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)*

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)*

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:	*What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)*

The growth goal was 65% to 85% attained.	16/20 students met their individual teacher-set goals, which means I met 80% of my goal.

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
☐	X	☐

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)*
	When I make my SLO next year I would have to make a differentiated goal because the ones who score high already they will not grow as much as the ones who scored low. So I would have to focus on the low scores how much will they grow and then look at the high ones and think about how much will they grow. I will need to create a way to adjust how I set goals for all students-both that score low and high on the pretest.