STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	Physical Science – Energy
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 following standards will be covered: 9-12.P.3.1. Students are able to describe the relationships among potential energy, kinetic energy, and work as applied to the Law of Conservation of Energy. 9-12.P.3.3. Students are able to describe electrical effects in terms of motion and concentrations of charged particles.

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)*
	Three (3) sections of Physical Science, total student population = 60 • 59 - 9th graders, 1 - 10th grader (has never taken Physical Science) • 37 – males, 23 – females • No students on IEP, and no ELLs

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 an time period that is less than the full length of the course.*
	October, 2014 through January, 2015

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)*

A pre-test consisting of 60 multiple choice questions was developed. The same 60 questions will be incorporated into the semester test, and that portion of the semester test will serve as the post-test for this SLO.

SLO Pretest Results				
	Section 1	**Section 2**	**Section 3**	**Total**
# of Students	18	21	21	60
Pre-test Range (points)	18 - 39	15 - 51	12 - 37	12 - 51
Average pre-test score	29	26	27	27

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)*

All assessments are teacher developed:
Formative: chapter quizzes, daily worksheets, small group investigations, discussion
Summative: unit tests, semester tests, project presentations (PowerPoint)

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*

By the completion of the learning unit, students will be able to define energy, distinguish between types of energy, and describe how different forms of energy impact their lives. Finally, students will demonstrate an understanding of the nature of electricity and magnetism. **Targeted Growth**: ***All students will improve their pretest score by 10%.***

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)*

An understanding of the nature and properties of energy is essential as students progress through their high school career. The pretest scores indicate that this unit of study represents an opportunity for growth for all students. As designed, this instructional unit will allow students to learn essential knowledge and then apply this knowledge to a “real world” investigations.

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)*
	Whole group instruction will be used to introduce concepts, and small group investigations will allow students to engage in in-depth study of a variety of "problems" that will require them to engage in independent learning, data collection and analysis, and communication of results. Each 90 minute block will be divided in half. During the 1st half, students will work on worksheets and will receive individual help form the teacher as needed. During the 2nd half of the block the students will work on their small group investigation while the teacher circulates and interacts with each group checking for learning.

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)*
	At the midpoint of the semester all students are making adequate progress toward the learning goal.

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 modifications are necessary

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)*

SLO Student Results Summary

	Section 1	Section 2	Section3	Tot./Ave.
# of Students	18	21	21	60
# Met goal	16	21	21	58
# Did not meet goal	2	0	0	2
Post-test Range (points)	22 - 50	19- 54	24 - 51	19 - 54
Average post-test score	38	38	38	38
Average change	32.3%	43.2%	43.2%	40.2%

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)*

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)*
	I liked the structure of how I set up the SLO and the pre and post data for each section. It was easy to track and understand. I do feel I should set more rigorous goals beyond a gain of 10%. I would like to set different goals for each group or section of students based on their pre-test data. This would allow me to better meet the needs of the varying levels of students.