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**STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE**

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| **Teacher Name:**  | **School:**  | **Complex:**  |
| **Grade:**  | **Content Area:**  | ***Course Name:***  | ***Period:*** |

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| **Student Population:**  |
| Total Number of Students \_\_\_\_\_ Males \_\_\_\_\_ Females\_\_\_\_\_ SPED Inclusion \_\_\_\_\_ SPED Pullout \_\_\_\_\_ ELL \_\_\_\_\_ GT \_\_\_\_\_ Other Groups \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_Additional Information:  |

Interval of instruction necessary to address goal: \_\_\_ yearlong \_\_\_ semester \_\_\_ other (for quarter, track or trimester courses only)

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| **SLO Components** | **For a complete description of SLO components and guiding questions, use the “Student Learning Objective Technical Guidance and Planning Document” supplement.** |
| **Power/Priority Standard***What are the most important knowledge/skills I want my students to know and be able to do?*  | **Power/Priority Standard:****Learning Targets:****Aligned Standards/Benchmarks:** **Rationale:****Depth of Knowledge level (underline level):** 1 2 3 4 |
| **Assessments***How will I know if my students have met the learning goal?* | **Assessment Plan (check all that are applicable):*** **Student Work Samples**
* **Informal Observations**
* **Student Self-Assessment**
* **Peer Assessment**
* **Formative Assessments**
* **Summative Assessments**
* **Common Formative Assessments**
* **Common Summative Assessments**
* **Grades**
* **Other (Briefly Explain)**
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| **Expected Targets***What are my learning expectations for each student?* | **Results from the record sheet.** Total number of students at start: Number of students who transferred/withdrew: Total Number of Students Who Met or Exceeded Expectations: Percentage of Students Who Met or Exceeded Expectations: |
| **Instructional Strategies***What strategies will I use to help all students meet the target?* | **Instructional strategies for various readiness level and content:**1. **MoHS Success Standards**
2. **Gather and Organize Information (e.g. note taking, thinking maps, outlining and citations):**
3. **Solve Complex Problems (e.g. formulate, create, design, synthesize, draw conclusions):**

**(State the complex problems below & strategies used to solve)**1. **Defend Their Thinking by Citing Evidence (e.g. critique, compare, connect, prove, argue): (How will students demonstrate and defend their thinking and?)**
2. **Other Planned Instructional Strategies for All Students: (List & briefly explain)**

**7 Instructional Strategies:*** **Examples and Exemplars**
* **I Do, We Do We Do We Do, You Do**
* **Concert to Pictorial to Abstract**
* **Think-Pair-Share**
* **Writing**
* **Questioning Strategies**
* **Descriptive Feedback**
1. **List accommodations for assisting students that are “Almost There” and “Not There Yet” (e.g. chunking, UDL, extended time):**
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**SLO Rating Scale**

*Teacher should attach the class record for students assessed. Teacher should also have available accompanying student assessments and scored rubrics.*

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| **Rating rubric for teachers with a class of 5 or more students.** |
| **☐ Highly Effective** | **☐ Effective** | **☐ Developing** | **☐ Ineffective** |
| At least 90-100% of students met or exceeded expected target. | At least 75-89% of students met or exceeded expected target. | At least 60-74% of students met or exceeded expected target. | Fewer than 60% of students met or exceeded expected target. |
| **Rating rubric for teachers with a class of 4 or fewer students.** |
| **☐ Highly Effective** | **☐ Effective** | **☐ Developing** | **☐ Ineffective** |
| Based on individual growth outcomes, all students met expected targets and some exceeded the targets. | Based on individual growth outcomes, all students met expected targets. | Based on individual growth outcomes, some students met or exceeded expected targets. | Based on individual growth outcomes, no students met expected targets. |