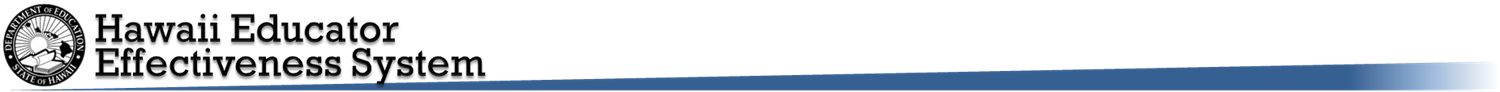
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**STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE**

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

|  |
| --- |
| **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)** |
| **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):** |

**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. |