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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.** |
| **Learning Goal***What are the most important knowledge/skills I want my students to know and be able to do?*  | **Learning Goal Statement:** **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**
* **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. **Given a complex problem or problems that reflect the Learning Goal, all students will:**
2. **Gather and Organize Information**
* **Information Seeking Strategies**
* **Extract Relevant Information**
* **Synthesize Information from Multiple Sources**
* **Interviewing Skills**
* **Note Taking**
* **Thinking Maps**
* **Outlining and Citations**
* **Write Drafts**
* **Editing**
* **Other (List)**
1. **Solve Complex Problems (formulate, create, design, synthesize, draw conclusions):**

**(List the complex problems below & strategies used to solve)****1.** **2.****3.** 1. **Defend Their Thinking by Citing Evidence (critique, compare, connect, prove, argue):**

**(State the process to defend thinking)**1. **Other Planned Instructional Strategies for All Students: (List & briefly explain)**

**Strategies to help Almost Ready and Not Ready Students (check all that apply)*** **Chunking**
* **Effective Questioning**
* **Extended Wait Time**
* **Heterogeneous Grouping**
* **Differentiated Grouping (by Skill Level)**
* **Other (List)**

**Strategies to enrich More Than Ready Students (check all that apply)*** **Independent Activities**
* **Community Based Projects**
* **Pursuing Personal Interests**
* **Pose Multiple/Alternate Solutions**
* **Other (List)**
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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. |