

Office of Educator Effectiveness

Student Learning Objective (SLO) Template

Section I. SLO

Teacher Name: SAMPLE	Teacher School: SAMPLE
SLO Evaluator Name: SAMPLE SLO Evaluator Position/Role: Click here to enter text.	
Grade Level: 3-5	SLO Content Area: Special Education, ELA
SLO Type: <i>Choose One</i> <input checked="" type="checkbox"/> Individual <i>(written by an individual teacher)</i> <input type="checkbox"/> Team <i>(team of teachers focus on a similar goal but are held accountable for only their students)</i>	SLO Approach: <i>Choose One</i> <input checked="" type="checkbox"/> Class <i>(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)</i> <input type="checkbox"/> Course <i>(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)</i>
SLO Interval of Instruction <i>Choose One</i> <input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester <input type="checkbox"/> Other Click here to enter text.	Assessment Dates Pre Assessment Date: 9/8/14 Post Assessment Date: 4/15/15
I. Student Population Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum). All of my students have significant cognitive disabilities and receive services in the self-contained setting. Based on the group's learning characteristics and curriculum access, one student can identify text and has a basic concept of print. Four students can identify picture symbols within text. One of those students is non-verbal, and utilizes switch-access for student responses to instructional prompts in accessing the general curriculum. Three students are at the pre-symbolic level as they cannot discriminate text, pictures, or picture symbols. In addition, the three students at the pre-symbolic level have no consistent mode of communication in place. For those students who are at the pre-symbolic level, I use objects as awareness to curriculum access. Students in my class receive instruction based on the alternate achievement standards via the CCCs that are aligned to the South Carolina College and Career Readiness Standards. There are four 3 rd grade students, two fourth grade students and two fifth grade students in my class. All students receive speech services, and two students receive physical therapy. Four students receive occupational therapy.	

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II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives. This is the initial school year for students participating in the NCSC Alternate Assessment that is based on a curriculum of alternate achievement standards that are the NCSC Core Connectors aligned to South Carolina College and Career Readiness Standards. As a result, there is no baseline data relative to the NCSC Core Connectors.

III. Baseline Data

Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).

As there is no vendor to appropriately assess the NCSC Core Connectors, a pre-test was derived based on curriculum-based assessment. Because the NCSC Core Connectors for ELA are based on scientific evidence with embedded systematic instructional strategies, it is expected that each student will attain growth in reading content at independent communication level, pre-symbolic, concrete, or abstract level.

There are eight students with significant cognitive disabilities in my classroom within a grade band consisting of third through fifth grade. In September, 2014, these students were assessed with a teacher created pre-assessment based on the National Center and State Collaborative (NCSC) alternate achievement standards for ELA.

Pre-Assessment

Students: ↓	Date: →	
		9/8
A		10%
B		0%
C		20%
D		0%
E		30%
F		20%
G		0%
H		40%

The assessment illustrated the following strengths within my classroom of students:

- 1 of 8 students could identify some words within text as the student has basic concept of print
- 4 of 8 students could identify some picture symbols
- 3 of 8 students have little identifiable mode of communication, though attempts were made to identify items with objects.

Results from the assessment indicated the following areas of weaknesses for my group:

- 5 of 8 could not answer "what" and "who" questions about texts read aloud
- 7 of 8 students could not sequence a familiar story using picture symbols
- 0 of 8 students could summarize theme of story

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IV. Post Assessment

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment. All students within my classroom will take the same pre and post curriculum-based assessment administered by the same administrator in the same setting, similar in structure to the method that the Alternate Assessment is administered. Each student will have their appropriate accommodations for the assessment per their IEP. The growth indicator will measure comparison scores from the pre and post assessment. The assessment will be aligned to district assessments within this grade band.

V. Progress Monitoring

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)

Progress monitoring will be measured by weekly probes. Curriculum based measures will be used to determine progress over time. If the student(s) do not show adequate progress towards their learning goal, instructional strategies and/or supports will be changed in order for the student to make progress toward his or her goal. Results of data collection during the instructional period will be shared with the general education and special education grade level curriculum teams.

VI. Learning Goal (Objective)

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measurable.

Student will demonstrate growth in deriving main idea from literary text.

VII. Standard (s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective). Content will be derived from the NCSC ELA Core Connectors (CCCs) aligned to the South Carolina College and Career Readiness Standards.

ELA Standard:

Meaning and Context grade three-five:

Standard 6: Summarize key details and ideas to support analysis of thematic development.

Grade 3:

6.1 Determine the theme by recalling key details that support the theme.

ELA CCC:

3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 4:

6.1 Determine the development of a theme within a text; summarize using key details

ELA CCC:

4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.

Grade 5:

6.1 Determine and analyze the development of a theme within a text, summarize using key details.

ELA CCC:

5.RL.c2 Summarize a text from beginning to end in a few sentences.

The selected CCCs aligned to the South Carolina College and Career Readiness Standards were chosen based on student strengths and weaknesses from the pre-assessment data to improve growth targets in reading comprehension. The instructional period will include daily reading intervention of 30 minutes and weekly probes to demonstrate growth in access to the general curriculum.

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VIII. Growth Targets

A. Choose One

- Tiered
- Individual
- Targeted (*Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.*)

B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

All students in the class are taught using alternate achievement standards. The alternate achievement standards that are used are the NCSC Core Content Connectors. The basis for this SLO are the South Carolina College and Career Reading Standards via alignment with the NCSC ELA Core Content Connector (CCC) and Reading Standards for Literary Text and grades 3-5: Meaning and Context: Standard 6-Summarize the key details and ideas to support analysis of thematic development. Literacy skills are necessary for students with significant cognitive disabilities to be college, career, and community ready through the life span. Through evidence-based instructional strategies via systematic instruction, the student will access reading content at independent communication level, pre-symbolic, concrete, or abstract level. Analysis of student growth will include ongoing weekly probes as evidence of independent student responses toward content mastery for generalization and maintenance.

IX. Instructional Strategies

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

Students with significant cognitive disabilities are a heterogeneous group of students with varying entry skills/points/levels into reading content. As a result of this challenge, the teacher will learn principles of universal design for learning (UDL) in providing multiple ways that content is to be presented, in the ways students respond or demonstrate knowledge and skills, and providing multiple opportunities for student engagement. This UDL approach should include appropriate accommodations and supports that may include assistive technology, and augmentative/alternative communication. The teacher should read and/or participate in professional learning opportunities (PLOs) to stay abreast of the most current evidence-based practices that may promote action research. In addition, the teacher should reflect daily on formative assessment as progress monitoring to drive planning and instruction. With participation in PLOs, the teacher will be able to improve on writing lesson plans aligned to the South Carolina College and Career Readiness Standards via the NCSC CCC's with principles of UDL and progress monitoring for specifically designed instruction and supports.

The general education and special education grade level curriculum teams collaborated and determined that based on the unique learning characteristics of the students in my class, the best instructional approach would be to align instruction to the grade level standard via the ELA CCCs through a Universal Design for Learning (UDL) approach utilizing a system of least prompts. Through UDL, I will utilize multiple modes to teach content with multiple strategies to engage students in learning, and create multiple ways students can demonstrate what they know. As there are varying baselines among my students, differentiated instruction based on student learning characteristics will include direct instruction with those specifically designed supports for access. For my one student with learning characteristics at the abstract level, I will utilize adapted

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grade level text at a near link that the student can read. For the four students at the concrete level, I will utilize adapted grade level text with picture symbols. For my three students at the pre-symbolic level, I will utilize grade level adapted text and objects for access. If students need more assistance, I will collaborate with my grade level curriculum teams as to additional strategies and/or approaches. For my three students who exhibit little identifiable modes of communication and other students as warranted, I will ask for an assistive/augmentative/alternative communication consultation to improve access to the general curriculum.

X. Conference Reflection

A. Percentage of Students Who Met Growth Targets

_____ %

B. Reflection on Data

How does the data inform your instructional practice, goal setting, or your professional development for next year?

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		