SLO Template

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| CLASSROOM CONTEXT | |
| Analysis of Student Performance  (Stage 1)  Describe the data sources used (NWEA, DIBELS, Unit test, etc.) that provide evidence of a potential instructional concern that warrants significant academic support.  Describe your analysis of the data and areas of concern with respect to at least **one** academic standard. **If these data are not available, talk with your Mentor Teacher to gather any information on students’ needs.** |  |
| Identification of Instructional Need & Identification of Target Population  (Stage 1)  Based on the data collected above identify the instructional needs and how it will relate to your goal, essential question and standards. What research was conducted on students (Individualized Education Plan [IEP], English Language Leaner [ELL]) and rational for selecting the target group. |  |
| Goal Statement  A description of the enduring understanding or big ideas students will possess at the end of the learning plan based on grade level content standards and curriculum. |  |
| Essential Questions  Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the goal (enduring understandings). They need to go beyond *who, what,* and *where.* They need to lead to the *how* and *why.* |  |

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| PRE- AND POST-ASSESSMENT PLAN (STAGE 2 SLO RUBRIC)  The various tools/assessments which will be used to measure student achievement toward a specific goal. | | |
| Describe the pre- and post-assessment (such as performance task and rubrics) that measure students’ understanding of the goal.  Attach pre- and post-assessment tools. |  | |
| How will you ensure the assessments are valid and reliable data? If using a proprietary assessment provide information on the tool and why it was selected. If the tool is not proprietary discuss how you will ensure content validity and reliability? |  | |
| Assessment Window  Assessment window should not be included as part of the learning plan activities. Pre-assessment should be administered well in advance of instructional delivery. Post-assessment should be administered after the last day of formal instruction. | Pre-Assessment Date: | Post-Assessment Date: |
| Baseline and Trend Data  After administering the pre-assessment, describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students. How was the assessment done? What were the results of the data gathered? |  | |

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| ACHIEVEMENT TARGET (STAGE 1 SLO RUBRIC) | |
| Achievement Target Type  Select the type of growth that will be used for the SLO. Please complete in Tk20. | \_\_ Tiered  \_\_ Uniform Growth Target  \_\_ Individualized Growth Target (Half-Split Target) |
| Identify actual performance (e.g., grades, test or rubric score) targets from the baseline data collected. Include patterns and themes and qualitative data collected. The data should be presented in a table format. |  |
| Achievement Target  (See the appendix of the SLO User Guide for examples). |  |

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| INSTRUCTIONAL PLAN OUTLINE (STAGE 2 SLO RUBRIC)  Outline the daily evidenced based instructional strategies and/or grouping strategies that will be used to teach the content. | | |
| Provide an outline or brief description of instructional strategies to support the learning goal  (Theory or research that supports the selection of the strategies) |  | |
| Instructional Window | Start Date:  (First formal instruction after the  administration of the pre-assessment) | End Date:  (Last day of formal instruction before  administration of the post-assessment) |

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| REFLECTION (STAGE 3 SLO RUBRIC – REFLECTION ONLY)  Identify the results of the pre- and post-assessment of the targeted population.  **Complete this section after the implementation of the SLO.** | |
| Record the actual number and percentage of students who met the achievement target in a table. |  |
| What number and percentage of students met the achievement target? Please complete in Tk20. |  |
| Candidate Self-Rating  Based on the data gathered how would you rate your performance? Select one. Please complete in Tk20. | \_\_ Does Not Meet (0% – 69% of students performed worse than expected)  \_\_ Needs Improvement (70% – 79% of students performed as expected but overall the group is below  expectation [need a minimum of 80%])  \_\_ Meets (80% – 94% of students performed as expected)  \_\_ Exceeds (Over 95% of students performed better than expected) |
| Reflective Narrative  What did you learn about the process?  Based on the data gathered and self-rating what do you believe were challenges or changes you would have made in the delivery of instruction that will support the learning outcome?  What was the rationale for selecting the learning activities?  Please use the SLO rubric to support the development of the narrative. |  |

Source: Document adapted from SLO template provided by Pennsylvania Department of Education pdesas.org. Some of the categories and descriptions were revised to meet the needs of teacher candidates.