

Goal Setting: Steps for Writing a Student Learning Objective (SLO)

Step 1 – Review student data

Student data can and should be drawn from a variety of sources that can include

- ✓ Standardized tests like NWEA, SBAC, etc.
- ✓ Pre-assessment data created by individual teachers or departments that may come from earlier grades or from earlier courses

Establish baseline data for most important content standards

- ✓ Where are students now?
- ✓ Look for patterns or trends for lack of achievement, strengths and weaknesses for both whole groups and subgroups
- ✓ Determine high-need areas that could be used for SLO

Step 2 – Consider what important skills/knowledge you would like students to gain by the end of the interval of learning

- ✓ Outcomes should be observable and measurable
- ✓ Outcomes should use active verbs (demonstrate, analyze, write, compare, apply, etc.)

Step 3 – Set the SLO – Write a broad statement that describes your expectation for student improvement and learning related to the most important skills/knowledge you want students to have by the end of the interval of instruction

Effective SLOs meet the SMART criteria:

- S** specific, significant, stretching
- M** measurable, meaningful, motivational
- A** attainable, agreed upon, achievable, action-oriented
- R** realistic, relevant, reasonable, rewarding, results-oriented
- T** time-based, timely, tangible

Step 4 – Establish a timeline for the accomplishment of your SLO based on your interval of instruction ; Includes instructional activities and strategies to accomplish your SLO.

- ✓ Include PD for teacher (e.g. attend a workshop on Collins Writing)
- ✓ Opportunities for collaboration with colleagues
- ✓ Pre-planning formative assessments and/or progress monitoring assessments

Step 5 – Establish what documentation will be used as evidence of completion of activities and strategies:

- ✓ Test results
- ✓ Certificates
- ✓ Assignments
- ✓ Lessons
- ✓ Graphic organizers

Step 6 – Monitor student performance. How will you monitor student learning? What will you do if students are not meeting learning targets? For example:

- ✓ Formative assessments
- ✓ Learning tasks
- ✓ Questioning strategies
- ✓ Group work

Step 7 - Assess performance – administer and assess if students have met your expectation for student improvement and learning related to the most important skills/knowledge you wanted students to have.

Step 8 – Reflect/review – Reflect and review on the attainment of your SLO with your supervisor.

Student Learning Objective Reflective Worksheet

(Complete before the initial Goal Setting meeting with the Supervisor.)

Basis for your Student Learning Objective:

How is your SLO linked to improved student achievement? What reflection data did you use?

My students have met their Target RIT for the NWEA-MAP assessment in reading an average of 65% of the time over the past three school years. I would like to increase that percentage to at least 70%.

What types of activities do you think will help you achieve these skills?

- 1. Attend training on Mc-Graw Hill Reading Wonders*
- 2. Incorporate writing in response to reading in my classroom*
- 3. Incorporate higher Depth of Knowledge (DOK) levels in my ELA instruction*

What is a realistic timeframe for you to accomplish this goal?

*Reading Wonders training – by December
Incorporate writing in response to reading - ongoing
Incorporate higher DOK levels in my instruction - ongoing*

Evidence of accomplishment:

How will you document your progress? What evidence will you share to show what you have accomplished?

*Student data on NWEA-MAP reading assessment
Lesson plans showing writing in response to reading and higher DOK levels in instruction/questioning.*

PROFESSIONAL DEVELOPMENT PLAN - Annual SLO-Setting/Review Form

Teacher's Name: _____

Recertification Date: _____

Teaching Assignment: _____

Building / Grade Level: _____

Beginning of Year

Section I: Student Learning Objective (developed with building administrator/supervisor)

SLO:

Basis for your SLO (check all that apply)

- Student assessment data
- Teacher evaluation data
- Other

Section II: Plan of Action

Mid-Year

Section III: Mid-year Check in (Update on SLO (including any changes discussed with administrator)):

End of Year

Section IV: Evidence of Progress

(shows increased teacher effectiveness and/or improved student learning)

Section V: Reflection

(shows teacher reflection(s) based on initial data, goal's successes and next steps, and/or ideas for a new SLO)

Goal Setting

Administrator: _____

Date: _____

Professional: _____

Date: _____

Goal Review:

Administrator: _____

Date: _____

Professional: _____

Date: _____