

Student Learning Objectives Form

| | | | |
|--------------|-------|----------------|------------|
| Teacher Name | JROTC | Date | 12/20/2024 |
| School | | Appraiser Name | |
| Grade | 9-12 | Subject Area | JROTC |

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

The focus area encapsulates the primary skills that JROTC aims to develop, setting clear expectations for both personal growth and group dynamics in leadership contexts.

b. What is the SLO Skill Statement for this content area/subject?

Students will demonstrate the ability to apply leadership competencies, such as decision-making, communication, and problem-solving, in both team-building exercises and leadership roles. They will identify and practice key leadership attributes, including responsibility, vision, and integrity, while also demonstrating effective team member qualities such as cooperation and accountability.

c. What led to the decision to focus on this content area/subject and the SLO Skill Statement?

Leadership and teamwork skills are fundamental to the public service field, playing a crucial role in effective governance. Strong leadership is essential for ensuring good planning, efficiency, transparency, and accountability in public service. Problem-solving and leadership abilities are particularly critical for the successful completion of Leadership Education and Training (LET) within the Junior Reserve Officers' Training Corps (JROTC), which emphasizes the development of leadership competencies. These skills are pivotal in preparing my students to navigate challenges and drive positive outcomes in both individual and collaborative efforts.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

U1C3L1: Team Building and Drill; U2C1L1: Elements of Leadership; U2C1L2: Leadership Attributes; U2C1L3: Leadership Competencies; U2C3L1: Team Member Qualities; U2C3L3: Taking Charge: Leadership Responsibilities;

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

| Initial Student Skill Profile | | |
|-------------------------------|---|----------------------------------|
| SLO Skill Statement | Students will demonstrate the ability to apply leadership competencies, such as decision-making, communication, and problem-solving, in both team-building exercises and leadership roles. They will identify and practice key leadership attributes, including responsibility, vision, and integrity, while also demonstrating effective team member qualities such as cooperation and accountability. | |
| Level | Descriptors | Number of Students in this level |
| Well above typical skill | Students consistently demonstrate exceptional leadership skills across all areas, applying advanced decision-making, communication, and problem-solving strategies with ease. They actively lead teams, guiding others with clarity, responsibility, and vision. They consistently model integrity and foster an environment of accountability and cooperation in team-building exercises. Their leadership is proactive, with a strong sense of initiative, and they inspire peers to achieve group goals. They also reflect deeply on their leadership roles and continuously seek to improve. They require minimal to no guidance from the teacher. | 1 |
| Above typical skill | Students often demonstrate strong leadership competencies, effectively applying decision-making, communication, and problem-solving skills in most team-building activities and leadership roles. They take responsibility for their actions and consistently exhibit integrity and vision in their interactions. They demonstrate cooperation and accountability within teams and can guide others toward achieving shared goals. While they are proficient in leadership roles, they may need occasional guidance from the teacher as well as, may still have occasional areas for improvement in terms of consistency or confidence. | |
| Typical skill | Students adequately apply leadership competencies, such as decision-making, communication, and problem-solving, in most team-building exercises and leadership roles. They understand and practice leadership attributes like responsibility, vision, and integrity, but may not always display them with full confidence or consistency. They participate in team activities with a basic level of cooperation and accountability, fulfilling their role as a team member and leader when required. They show reasonable understanding of leadership but may need T guidance and further practice in consistently applying these skills in various situations. | |
| Below typical skill | Students struggle to consistently apply leadership competencies, such as decision-making, communication, and problem-solving, in team-building exercises or leadership roles. While they may show some understanding of leadership attributes like responsibility, vision, and integrity, they often need guidance in practicing these qualities effectively. They demonstrate limited cooperation and accountability in teams and may struggle to assume leadership roles. Their ability to work with others may be hindered by challenges in communication or conflict resolution, requiring additional support from the teacher to improve. | 2 |
| Well below typical skill | Students rarely demonstrate the ability to apply leadership competencies, such as decision-making, communication, and problem-solving, in team-building exercises or leadership roles. They show minimal understanding or practice of leadership attributes like responsibility, vision, and integrity. Cooperation and accountability are often lacking, and students may struggle to fulfill basic team roles. They require significant support and guidance from the teacher to develop basic leadership and teamwork skills, and their ability to work effectively with others is limited. | 6 |

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

My 6th period class - 9 Students (9-12)

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

We completed a series of assignments focused on the development of the aforementioned skill sets. Students engaged in activities designed to enhance their understanding of the importance of teamwork and leadership. Additionally, they analyzed the key elements of leadership that are essential for success in the public service field.

c. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete:

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

| Targeted Student Skill Profile | |
|--------------------------------|--|
| SLO Skill Statement | Students will demonstrate the ability to apply leadership competencies, such as decision-making, communication, and problem-solving, in both team-building exercises and leadership roles. They will identify and practice key leadership attributes, including responsibility, vision, and integrity, while also demonstrating effective team member qualities such as cooperation and accountability. |
| Level | Expectations |
| Well above typical skill | Students demonstrate advanced leadership competencies in all areas, consistently applying decision-making, communication, problem-solving, and critical thinking in both individual and team-based tasks. They lead with confidence, inspiring others through their vision, integrity, and responsibility. Their leadership is proactive, and they model exemplary teamwork, fostering accountability, cooperation, and respect in all team settings. They independently navigate complex challenges and effectively manage group dynamics, continuously reflecting on and improving their leadership practices. Their ability to motivate and guide peers is exceptional, often taking initiative to lead projects and mentor others. |
| Above typical skill | Students demonstrate strong leadership competencies in most areas, applying decision-making, communication, problem-solving, and team management skills effectively in various scenarios. They consistently exhibit leadership attributes such as responsibility, vision, and integrity, though there may be occasional areas where they need to refine their approach. They are dependable in team settings, actively contributing to cooperation and accountability. While they may not always take the lead, they effectively guide others and manage group dynamics. They reflect on their leadership development and continue to refine their skills through practice and self-assessment. |
| Typical skill | Students apply decision-making, communication, and problem-solving skills in team-building exercises and leadership roles with adequate consistency. They demonstrate an understanding of leadership attributes such as responsibility, vision, and integrity, but may still require guidance in applying them confidently in more complex or high-pressure situations. They contribute to teamwork with a reasonable level of cooperation and accountability but may sometimes struggle to take on leadership roles without support from the teacher. They show growth in their leadership abilities, but there are still areas for further development. |
| Below typical skill | Students have made limited progress in applying leadership competencies such as decision-making, communication, and problem-solving in team settings. While they understand the basic concepts of leadership attributes like responsibility and integrity, they often struggle to consistently apply these qualities in practice. Their teamwork skills—such as cooperation and accountability—are developing, but they still need significant guidance from the teacher to take on leadership roles. They may find it challenging to manage group dynamics, and their decision-making may be inconsistent. They are still learning to navigate and reflect on their leadership practices. |
| Well below typical skill | Students demonstrate minimal application of leadership competencies like decision-making, communication, and problem-solving in team-building exercises or leadership roles. They struggle to identify or practice key leadership attributes such as responsibility, vision, and integrity, and may exhibit difficulty in fulfilling even basic leadership or team member responsibilities. Their cooperation and accountability are limited, and they may need significant support from the teacher to engage in team dynamics. Their ability to reflect on their leadership practice or improve through feedback is still in the early stages. They require considerable guidance to make progress. |

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.
- c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

I used formative assessments, summative tests, peer/self-assessments, classroom observations, and historical performance data, and a comprehensive view of each student's skill level in both leadership and teamwork competencies.

- d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

I will use multiple data sources to assess their progress such as classroom participation & observation, written & oral exams, peer & self-assessment, performance in building activities, and historical performance data. These measures provide a complete picture of student abilities. This will help me ensure that student progress in their leadership skills.

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

- I will differentiate instruction by grouping high-performing students with those who may need additional support, facilitating peer assistance and collaborative learning.
- I will consistently assess student understanding through frequent check-ins to monitor their progress in mastering the targeted skills.
- I will collaborate with colleagues on a weekly basis to discuss student progress and ensure alignment in supporting their development.

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

| Comments | Decision |
|---------------------|---|
| | <input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit |
| Teacher Signature | Date |
| Appraiser Signature | Date |

| Revision Comments (if required) | Decision |
|---------------------------------|---|
| | <input type="checkbox"/> Final Approval |
| Teacher Signature | Date |
| Appraiser Signature | Date |