

Student Learning Objectives Form

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|--------------|----------------------|----------------|----------------------|
| Teacher Name | <input type="text"/> | Date | <input type="text"/> |
| School | <input type="text"/> | Appraiser Name | <input type="text"/> |
| Grade | <input type="text"/> | Subject Area | <input type="text"/> |

Step 1: What is the focus for my SLO?

a. Identify the content area for focus in the SLO.

b. What is the SLO skill focus statement for this content area or subject?

c. What led to the decision to focus on this content area and the SLO skill focus?

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.

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. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

| Initial Student Skill Profile | | |
|-------------------------------|-------------|----------------------------------|
| SLO Skill Focus | | |
| Level | Descriptors | Number of Students in this level |
| Well above typical | | |
| Above typical | | |
| Typical | | |
| Below typical | | |
| Well below typical | | |

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).

b. 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:

c. What student work did you use to map students to the Initial Student Skill Profile?

Step 3: What are my expectations for these students?

a. Use information about how students mapped to the Initial Student Skill Profile to describe how, as a whole, students are expected to progress. In other words, what are your expectations for 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 students' performance at the end of the interval. For example, the description at the middle level describes what you expect of the typical student at the end of the interval.

| Targeted Student Skill Profile | |
|--------------------------------|--------------|
| SLO Skill Focus | |
| Level | Expectations |
| Well above typical | |
| Above typical | |
| Typical | |
| Below typical | |
| Well below typical | |

b. Use available data on your current students (e.g., attendance, grades in relevant courses, early 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.

Check here when complete:

c. What evidence will you use to 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.

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.

- a. 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?
- b. What strategies will you use to monitor progress?
- c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet?

Optional Notes

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 |
|---------------------|-------------------------------------|
| | Approved 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 |