

Student Learning Objective (SLO) Template for Teachers

Teacher's Name _____ School _____ Date _____

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students. 7th Grade Mathematics Curriculum provided by the district to meet the objectives of the PARCC PBA and EOY assessments.</p>
<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO.</p> <p><u>Data Review:</u></p> <ul style="list-style-type: none"> • MSA Math score from last academic year (2011-12), which places all eight students are at the basic level. • District summative assessment (2011-12) data with 6 sub-scores will be examined to determine areas of weakness. • District-wide PARCC diagnostic assessment administered at beginning of school year (2012-2013) to further identify the areas of weakness. <p><u>Baseline Evidence:</u></p> <p>Data contained in the IEPs of these eight students indicates they have been below proficient since grade 3 on the annual mathematics test. By using data from the subscores of the annual and benchmark assessments, instruction can be targeted to address these areas of weakness. Concentrating on raising each subscore will translate to an overall higher composite score. With continued progress on improving subscores, these students will eventually move from basic to proficient on the annual state test.</p>
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO. Eight students from my 1st period, 7th grade mathematics class. Each student currently has an IEP. At the completion of grade 6 they scored at the basic level. They need to be on-grade level by the completion of grade 7.</p>
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO.</p> <ul style="list-style-type: none"> • Focus on content from the grade 7 <i>Major Clusters</i> of the Maryland CCSC – Analyze proportional relationships and use them to solve real-world problems; Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers; Use properties of operations to generate equivalent expressions; and Solve real-life and mathematical problems using numerical and algebraic expressions and equations. • Combined with content from the CCSC <i>Supporting and Additional Clusters</i> from grade 7. • Standards for Mathematical Practice will be included in every lesson activity, as appropriate for content.
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO. School year 2012-2013 (one year)</p>
<i>Target</i>	<p>6. Describe and explain the expectations for student growth for students included in this SLO.</p> <ul style="list-style-type: none"> • Exceeds Target: 80-100% of students increase each of their 6 subscores by at least 20 points on the grade 7 district summative assessment in mathematics. • Meets Target: 70-79% of students increase 5 out of 6 of their subscores by at least 20

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	<p>points on the 7th grade district summative assessment in mathematics</p> <ul style="list-style-type: none"> • Does not meet Target: Fewer than 69% of students increase 5 out of 6 subscores by at least 20 points on the 7th grade district summative assessment in mathematics
<i>Evidence of Growth</i>	<p>7. Describe what evidence will be used to determine student progress or growth.</p> <ul style="list-style-type: none"> • District benchmark assessments will be used to monitor improvement in the areas of weakness. • The 6 subscores of the district-wide summative assessment administered at the end of the school year. • Only the scores of students with an attendance rate of more than 90% will be used.
<i>Strategies</i>	<p>8. Describe and explain the key instructional strategies selected for implementation to support students in reaching the growth target for this SLO.</p> <p>Using the Baseline Evidence and data from the Scholastic Math Diagnostic Tool, I will be able to identify the foundational gaps in knowledge for each subscore for each student. This information will allow me to differentiate their instruction in these ways:</p> <ul style="list-style-type: none"> • Determining the investigation exercises to develop conceptual understanding, • Asking the students to provide oral and written justification of the mathematics, • Reinforcing the development of the mathematics vocabulary, and • Continually linking prior knowledge to daily objectives. <p>I will use graphic organizers, co-teaching, pencasts, and mathematics stations during instruction to target these foundational areas.</p> <p>My page on our school's website will include written and electronic resources for all parents to use to support the mathematics standards.</p> <p>All students will be invited to weekly "Brown Bag with the Teacher" events to "brag" about what they have learned in mathematics.</p>
<i>Teacher Professional Development (PD) and Support</i>	<p>9. Describe and explain the professional development opportunities that will support your instruction for this SLO.</p> <p>Through the Central Office of my school system my Coordinator of Mathematic and her Resource Specialists conduct PD sessions for middle school mathematics teachers to improve our understanding of the CCSC, middle school mathematics content, and integrating the SMP with content instruction. I plan on attending all of these sessions.</p> <p>Describe and explain any additional materials or resources that will support your instruction and assist students in meeting the growth target for this SLO.</p> <p>I belong to a professional learning group of teachers at my school who also teach the same content/grade that I do. We are available to one another regularly to discuss instructional strategies and modify lessons for specific learners (such as my eight students at basic). Members of the group share resources, such as www.parcconline.org, www.illustrativemath.org, www.achievethecore.org, and www.corestandards.org, among</p>

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	<p>others.</p> <p>I am a member of NCTM and MCTM, and I attend local and regional conferences, my schedule permitting.</p>
<p><i>Target Results</i></p> <p>To be completed by the teacher prior to the End of Instructional Interval Conference</p>	

<i>Activity</i>	Date	Teacher's Signature	Principal's Signature
<p><i>Initial Conference</i></p> <p>Include comments as needed.</p>			
<p><i>SLO Approved</i></p>			
<p><i>Mid-Interval Review</i></p> <p>Include comments or mid-interval adjustments if applicable.</p>			
<p><i>End of Instructional Interval Conference</i></p> <p>Include comments as needed.</p> <p>Score SLO using chart below.</p>			
<p><i>Final Rating & Score</i></p> <p>Total possible points for this SLO _____ points</p>	<p>Choose one:</p> <p>Insufficient Attainment of Target (33% x total possible points) = _____ pts</p> <p>Partial Attainment of Target (67% x total possible points) = _____ pts</p>		

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	Full Attainment of Target (100% of total possible points) = _____ pts
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Additional comments:

**cc. Teacher
Principal**