

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Reading Readiness, Compensatory Skills – Braille/Pre-School, Early-Elementary Blind and Visually Impaired

Baseline Data and Rationale: *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

From a Fall 2015 data collection (*See Artifacts) using The Oregon Project for Blind and Visually Impaired Preschoolers: Skills Inventory, 6th Edition, **two young, totally blind students** are each meeting 33.3% of the Braille Reading Readiness markers under Compensatory Skills (ECC Standard for Blind/VI Students) in the checklist corresponding to their age and/or functioning level.

Both student 1 and student 2 have emerging skills in Braille Reading Readiness. Student 1 is preschool age and functioning in the 3-4 year old level of Braille Reading Readiness. Student 2 is early elementary age and functioning in the 4-5 year old level in Braille Reading Readiness. Objectives linked to reading development in blind children share some commonality with print reading development, but include some distinct compensatory criteria which must be directly taught. These areas include: Positional concept development in relation to self & objects/books, fine-tuned tactile discrimination, use of two hands simultaneously for exploring/identifying real-life objects, and braille reading posture/hand & finger movement. Developing these skills are necessary for eventual attainment of Braille reading ability.

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

I am an Itinerant Teacher of the Visually Impaired/Orientation & Mobility Specialist **servicing students who are blind or visually impaired in districts throughout _____ County.** My instruction and consultation with educational team on behalf of the student, focuses on the expanded core curriculum (ECC) for students who are blind or visually impaired. (*See Artifacts)

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

The student population I work with ranges in age from 3 to 21 and each student's visual and overall functioning is very unique. Service time ranges from daily direct instruction to semester consultation depending on each student's needs. Collaboration with educational teams, including teachers, families, medical professionals and educational assistants is critical to effectively incorporating and monitoring growth in the Expanded Core Curriculum.

In an effort to cultivate emerging Braille Reading Readiness skills (ECC Compensatory Skills) in two of my young, totally blind students I would like to target and track their progress through The Oregon Project for Blind and Visually Impaired Preschoolers: Skills Inventory, 6th ed.

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

Student 1 meets 2 out of 6 Braille Reading Readiness objectives on the 3-4 year old checklist = 33.3%.
Targeted Growth: Student 1 will meet 3 out of 6 objectives = 50%

Student 2 meets 4 out of 12 Braille Reading Readiness objectives on the 4-5 year old checklist = 33.3%.
Targeted Growth: Student 2 will meet 6 out of 12 objectives = 50%

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

Time interval = One Year, September 2014 - May 2015

Student 1 receives 20 mins X 2 times/week of direct instruction from the Teacher of the Visually Impaired.

Student 2 receives 45 mins X 5 times/week of direct instruction from the Teacher of the Visually Impaired.

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, and post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

Completion of checklist from The Oregon Project (Fall 2014), Mid-year (Late Winter 2015) and Final (May 2015) (*See Artifacts).

Observation/anecdotal data collected from other sources (family, child care providers) for evidence of progress toward individual objectives.

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

Student 1 and Student 2 will improve their compensatory Reading Readiness achieved skill levels, as evidenced from The Oregon Project for Preschool Children Who are Blind or Visually Impaired: Skills Inventory, 6th ed. and correspondent to their functioning levels, from 33.3% to 50%.

Instructional/Leadership Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students' progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

Interventions will include: Braille labels throughout environments, real-life object exploration, Braille book exploration/"reading", tactile discrimination activities, braille cell/dot exploration, concept development games.

Resources for intervention ideas:

- The Oregon Project for Preschool Children Who are Blind or Visually Impaired: Teaching Activities Guide, 6th Edition
- Paths To Literacy <http://www.pathstoliteracy.org/instructional-strategies-teaching-braille>
- WI Teachers of the Visually Impaired List serve, including colleague Teachers of the Visually Impaired within WCSEC
- Teacher-created learning games and activities

Resources to Share with families and other educational team members:

- Wonderbaby <http://www.wonderbaby.org/>
- Hadley School for the Blind Classes <http://www.hadley.edu/fe.asp>