

## 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/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

### Subject Area/Grade Level

#### Family and Consumer Science/High School

**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?)*

By the end of the second term, 2014-2015, 80% of students in the Family, Food and Society Course will earn increase their proficiency to a 85% or better on kitchen math and equivalents as measured by the FCSE Department's Kitchen Math, Measuring and Equivalents Quiz. It is critical that students understand the implications of not following the proper use of food and beverage measurements, including the altering of recipes and applying ingredient substitutions with kitchen math.

From data collected in baseline assessment, \_\_students scored a 80% or below, \_\_scored a 60% or below and \_\_scored a 50% or below. After teaching multiple sections of Family, Foods and Society, assessment and practical lab experiences show a definite lack of attention to the areas of kitchen math, measurement and appropriate application. This lack of knowledge allows for mis-measured and often unsafe ingredient combinations, resulting in a poor final product and unsuccessful practice of the measuring/math skills that are critical in food service.

**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?)*

This course addresses the WI CTE Family and Consumer Sciences standards as follows:

EhS1: students will identify the importance and interrelationships of health, safety, and environmental systems and evaluate the impacts of these systems on organized performance for continuous improvement.

FPS 1: Students will integrate knowledge, skills and practices required for careers in food production and services.

FSDN 1: Students will integrate the knowledge, skills, and practices required for careers in food science, food technology, dietetics and nutrition.

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

There are 20 students enrolled. The student population breaks down as described below:

7 students with an IEP, 10 Male, 10 Female, 0 Hispanic, 0 African American, 1 Asian

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

Over the course of the course, students will demonstrate measurable growth in their understanding and application of kitchen measuring and math applications. Students will be assessed using the FCSE Kitchen Math and Measurement Quiz and practical assessments in the laboratory setting. The goal of the quiz is for the students to attain a minimum of 80% class average and to demonstrate appropriate measurement using the six category rubric for the laboratory setting with a proficient level or higher in all of the categories. Students scoring below 70% will be expected to grow to 70% range. Students scoring in 70% range will be expected to grow to 80% range. Students scoring in the 80-90% range will be expected to grow to 90-100% range.

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

The Family, Food, and Society Course is one term long, consisting of approximately 45 days with 85 minute course periods.

**Evidence Sources:** *(What benchmark assessments will you use (pre-instruction, mid-interval, 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?)*

Students will complete a beginning of course kitchen math and measurement assessment consisting of a quiz and a recipe conversion while in the laboratory setting. The same procedure will be followed at the mid-term, halfway through the course, with the big difference being that students will have already spent approximately 23 days in the classroom and laboratory setting. After this assessment, students who haven't shown considerable improvement will be provided additional individual instruction during ELT (extended learning time). Students will be re-assessed during the last week of the course using the FCSE Kitchen math and measuring

quiz and the application of the recipe individually. Their growth will be reflected in the difference between the scores on the rubrics for the recipe/measuring and their growth on the quiz.

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

**SMART:**

**Specific**—70% of students scoring in 80-100% range

**Measurable**—Yes from Pre and Post evaluation rubric scores

**Attainable**—Yes, multiple chances for practice to improve

**Results-based**—In class pre-assessment sample, would be used to determine the level and needs of this SLO

**Time-bound**—Over the entire term

**Instructional 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?*)

1. I will continue to serve as the HS FCSE Representative to the Western Technical College Foods Advisory Committee.
2. I will continue to attend and participate in the UW-Stout Food Science in FCS Course in the summer of 2015
3. I will present each unit with a review of kitchen math and measurement, assessing student at the course beginning, middle, and end.
4. I will lead students through practical application on our classroom board, through demonstration while in the laboratory setting and on an individual basis as needed during ELT (Extended Learning Time).
5. I will differentiate instruction by offering multiple opportunities each week for review individually, as a student kitchen group of four and as a large class group. Guided Practice Sample Lesson plans Research Projects on developmental levels Preschool Curriculum books for activities and lessons. Text book: Food for Today.