

Wisconsin Teacher Student Learning Objective (SLO) Planning and Monitoring Form

Evaluator: [REDACTED]
Practitioner: [REDACTED]

After completing your self-review entries, school or grade level instructional improvement plans, and student data, develop and record a Student Learning Objective (SLO). Identify your instructional strategies and the support you need to help achieve this SLO.

These prompts and entries help guide your SLO development. While you should complete each entry, you do not necessarily need to respond to each of the questions or criteria.

Baseline Data and Rationale

What sources(s) of data did you examine in selecting this SLO? Summarize trends and patterns. 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?

I examined ACCESS for ELLs data and last year's results for the district writing assessment when selecting my SLO. I noticed that overall, my students struggled in the writing domain of the ACCESS.

Learning Content/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?

WIDA Can-Do descriptors in the grade-level cluster 6-8 support my goal. The CCSS for ELA-Writing are relevant to my goal: - Introduce claim(s) and organize the reasons and evidence clearly. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Provide a concluding statement or section that follows from the argument presented.

Student Population

Which students are included in the target population? How does the data analysis support the identified student population?

The students I selected for my target population are my sixth and seventh grade ELL students.

Targeted Growth

Have you identified the starting point for each target student? How did you arrive at these growth goals?

I identified the starting point for each target student by using their ACCESS writing scores from last school year. I determined growth targets by giving the students a pre-writing assessment at the beginning of the school year and scoring the assessments using the WIDA writing rubric.

Time Interval

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

I have my students for ELL Intervention 40-45 minutes a day for the entire school year.

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?

I will give my students writing assessments upon completion of each chapter in our ELL textbook. I will also use the WIDA writing rubric to score my students on these formative writing assessments throughout the school year. Students will then take the district writing assessment at the end of the school year and be evaluated using the WIDA writing rubric.

SLO Goal Statement (SMART criteria)

Specific, Measurable, Attainable, Results-based, Time-bound:

By June 2015, 80% of sixth and seventh grade ELL students will demonstrate one level of growth in their ability to write in English as measured by the WIDA Writing Rubric.

Instructional Strategies and Supports

What professional development opportunities support this goal? What instructional 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?

Attendance at the ~~ELL Intervention~~ meetings throughout the school year support this goal. I will have the students practice "Must Know" words and test them every four weeks. I will have students respond to a writing prompt after each reading in their ELL textbook. I will model the writing process periodically and show samples of student work. I will collaborate with classroom teachers to support the learning needs of my students.