

3 Column SLO Template - **THIS IS A WORKING DOCUMENT ONLY** (All SLO information is entered into the TAP Online System)

To be completed in collaboration with a reflective partner.

	<b>Beginning</b>	<b>Midpoint</b>	<b>Ending</b>
<p><b>Baseline</b> <i>What qualitative and quantitative data points are you using to establish your learning objective?</i></p>	<ul style="list-style-type: none"> <li>Provide a <b>brief overview</b> of the following (without listing individual student information):                             <ul style="list-style-type: none"> <li>Quantitative information (Assessment data/scores)</li> <li>Qualitative information (ELL, IEP/504, Ignite, Academy, Interventions, SEL, etc)</li> </ul> </li> <li>What do you know about students' starting points: strengths and needs within this skill?</li> <li>What assessment(s) or source(s) of evidence provided this data?</li> </ul>	<ul style="list-style-type: none"> <li>Do you have new information regarding your students to inform changes at midpoint?</li> </ul>	<ul style="list-style-type: none"> <li>What did you learn from your collection and/or combination of data and information that helped you form your group and objective?</li> </ul>
<p><b>Student Group/Interval</b> <i>Which specific students have been identified to be included in this objective? Over what interval of instruction?</i></p>	<ul style="list-style-type: none"> <li>List the specific students included in this SLO Process (do not use full student names), include baseline information for <b>each student</b> (quantitative and qualitative)                             <ul style="list-style-type: none"> <li>Type or upload student data, as necessary</li> <li>How did you decide on this grouping?</li> </ul> </li> <li>Define the timeframe for collecting data                             <ul style="list-style-type: none"> <li>Number of weeks, Unit, Quarter, Semester, Year, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Does the student group need to be modified? Please provide evidence to support this decision.</li> <li>Does the Interval of instruction need to be modified? Please provide evidence to support this decision.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the interval of instruction for this group of students.                             <ul style="list-style-type: none"> <li>Was the interval appropriate for the desired goal?</li> </ul> </li> <li>What did you learn about selecting a group of students for a focused target?</li> </ul>
<p><b>Learning Objective</b> <i>What will students learn?</i></p>	<ul style="list-style-type: none"> <li>List specifically what the students will learn                             <ul style="list-style-type: none"> <li>Include how this objective links to applicable standards</li> <li>Include alignment to District Strategic Plan or SIP, if applicable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Does the learning objective need to be modified? Please provide evidence to support this decision.</li> </ul>	<ul style="list-style-type: none"> <li>Did the learning objective function as intended? (ie. objective was too broad, etc)                             <ul style="list-style-type: none"> <li>How might you modify this objective for future use?</li> </ul> </li> </ul>
<p><b>Rationale</b> <i>Why is this objective rigorous and important to student learning and growth?</i></p>	<ul style="list-style-type: none"> <li>Justify the Learning Objective                             <ul style="list-style-type: none"> <li>Why is the objective rigorous and important to student learning and growth?</li> <li>To which part of your curriculum does this relate (from TAP form A)?</li> <li>How does this learning "fit" in the sequence of learning for the identified student group (from TAP form A)?</li> </ul> </li> </ul>		

<p><b>Strategies</b> <i>What methods will you use to accomplish this objective?</i></p>	<ul style="list-style-type: none"> <li>Lesson descriptions, alignment to current PD options, teaching strategies, engagement strategies</li> <li>How will you monitor students' progress toward the learning goal?</li> </ul>	<ul style="list-style-type: none"> <li>Did you modify the instructional strategies being used? <ul style="list-style-type: none"> <li>If so, why were changes needed?</li> </ul> </li> <li>What new instructional strategies will you use and how do you anticipate they will impact learning?</li> </ul>	<ul style="list-style-type: none"> <li>How did modifications to instructional strategies affect the outcome?</li> <li>How might you modify the instructional strategies for future use?</li> </ul>
<p><b>Assessment</b> <i>How will you measure the outcome of the objective?</i></p>	<ul style="list-style-type: none"> <li>How will you assess student performance at the end of the interval of instruction? (Any combination of <a href="#">Type I, II, and III Assessments</a> are appropriate)</li> <li>What formative assessments might be used to monitor progress throughout the interval of instruction?</li> <li>How is the end assessment connected to the information/data provided in the Baseline?</li> </ul>	<ul style="list-style-type: none"> <li>Did you use an assessment to determine any midpoint modifications?</li> <li>What formative assessments are being used to progress monitor?</li> <li>How did you assess student progress?</li> <li>Do the assessment tools accurately measure the skills being taught?</li> </ul>	<ul style="list-style-type: none"> <li>Did the assessment accurately measure the skills being taught? <ul style="list-style-type: none"> <li>Would you modify the assessment in any way? Explain.</li> </ul> </li> </ul>
<p><b>Targeted Growth</b> <i>What is your goal for student growth?</i></p>	<ul style="list-style-type: none"> <li>SMART Goal <ul style="list-style-type: none"> <li>Specific</li> <li>Measureable</li> <li>Attainable</li> <li>Reasonable</li> <li>Timely</li> </ul> </li> <li>Define expected student growth outcomes for individual students or groups of students</li> <li>How did Baseline information/data inform Targeted Growth for the students identified?</li> </ul>	<ul style="list-style-type: none"> <li>Does the targeted growth need to be modified? Please provide evidence to support this decision.</li> </ul>	<p>Reflect on the identified growth targets and observed growth in the Outcome section.</p> <ul style="list-style-type: none"> <li>Was the growth target appropriate for the skills being taught in the timeframe planned?</li> <li>If the targeted growth was modified at Midpoint, were these changes beneficial? <ul style="list-style-type: none"> <li>Why or why not?</li> </ul> </li> </ul>
<p><b>Summary</b></p>		<p><i>(Please use the midpoint conversation with your reflective partner and information provided in the Midpoint column to provide information in the Summary - especially if there were no changes made at Midpoint)</i></p> <ul style="list-style-type: none"> <li>What did you learn?</li> <li>How will this inform future planning and instruction?</li> <li>Did you identify modifications to be made at midpoint?</li> </ul>	<p><i>(Please use the Ending column above to provide information in the Summary)</i></p> <ul style="list-style-type: none"> <li>What did you learn?</li> <li>How will this inform future planning and instruction?</li> <li>Were there any extenuating circumstances that impacted results?</li> </ul>
<p><b>Outcome</b></p>			<ul style="list-style-type: none"> <li>Was the targeted growth achieved? <ul style="list-style-type: none"> <li>What growth was observed?</li> </ul> </li> <li>What did the results tell you about your students?</li> <li>What did the results show about instructional practice?</li> </ul>

