

## Early Childhood Example SLO

This is an example Student Learning Objective (SLO) template that may be adapted to suit the needs of individual school districts. The example SLO template was designed to include guiding questions and statements that are important for both teachers and evaluators to reflect upon throughout the SLO process.

A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time. The SLO process is appropriate for use in all grade levels and content areas and establishes meaningful goals aligning curriculum, instruction, and assessment. This template guides teachers and evaluators through a collaborative SLO process. Portions of this template were adapted from the Center for Assessment *SLO Toolkit*. In addition, domains and components that may align with each element of the template are included from the Danielson Group *Framework for Effective Teaching* to support discussion between teachers and evaluators.

Check boxes are included throughout the template to document the initial discussion and approval of each element. Evaluators may include written feedback concerning each element directly into the template using a different font color.

### Educator Information

Academic Year	2015-2016
Educator Name	Example Teacher
School Name	Example School
District Name	Example District

### Planning Information

Course/Subject Name	Early Childhood
Brief Course Description	The early childhood program includes students ages three through five, and provides students with opportunities to learn and practice the social-emotional, problem-solving, and academic skills that they will use throughout their lives.
Grade Level(s)	Early Childhood
Interval of Instruction	9/1/15 - 2/15/16

### Timeline and Sign-Off

Evaluator Name and Title	Example Evaluator
Initial SLO Evaluator Sign-Off	9/1/15
Midcourse Check-In Sign-Off	11/15/15
Description of changes made during the Midcourse Check-In:	
The growth target for Amy was adjusted from developing to building due to examples of student course work indicating that she is on track to exceed her initial target. In addition, Jodi and Xavier were removed from the SLO population due to an extended school absence.	
Due Date of Final SLO	2/15/16

### Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

#### Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1c Setting Instructional Outcomes
- 1e Designing Coherent Instruction

#### Domain 3: Instruction

- 3c Engaging Students in Learning

<input checked="" type="checkbox"/> Describe the learning goal.	Demonstrate an emerging knowledge and understanding of the alphabet.
<input checked="" type="checkbox"/> What big idea is supported by the learning goal?	The big idea supported by the learning goal is increasing awareness of and competence in emergent reading skills and abilities.
<input checked="" type="checkbox"/> Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	<u>Illinois Early Learning and Development Standards:</u> 4.B Demonstrate an emerging knowledge and understanding of the alphabet.  <u>Preschool Benchmarks:</u> 4.B.ECa With teacher assistance, recite the alphabet. 4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. 4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet. 4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.
<input checked="" type="checkbox"/> Describe the student population.	The student population includes twelve early child students age four. Jamie and David have IEPs for specific learning disabilities in reading and Robert is categorized as and English Learner.
<input checked="" type="checkbox"/> Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	The teacher will provide opportunities for students to engage in center and small group work.

<input checked="" type="checkbox"/> Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	Students will engage in these activities daily for approximately one hour.
<input checked="" type="checkbox"/> Explain how this time span is appropriate and sufficient for teaching the learning goal.	Center and small group work for a particular concept lasts approximately one hour each day. Daily exposure to these concepts will allow students to progress towards mastery of the concept before entering kindergarten.

**Questions to Guide Discussion**

- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured (e.g., cognitive complexity)?

**Element #2: Assessments and Scoring**

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

<b>Domain 1: Planning and Preparation</b> 1d Demonstrating Knowledge of Resources 1f Designing Student Assessments	<b>Domain 3: Instruction</b> 3d Using Assessment in Instruction
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<input checked="" type="checkbox"/> Describe the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students’ understanding of the learning goal.	Examples of student work will be collected in a portfolio throughout the course of the school year. A common rubric will be used to evaluate student progress over time. This rubric will be attached to each example of student work included in the portfolio. In addition, formative assessment will be used to regularly check for student understanding.
<input checked="" type="checkbox"/> Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population.	Assessments will be differentiated for Jamie, David, and Robert according to the accommodations included in student’s individual IEPs. Jamie and David will both receive all directions verbally using visual supports. In addition, Robert will be provided with picture prompts for all directions.
<input checked="" type="checkbox"/> Explain how student performance is defined and evaluated using the assessments. Include the specific rubric and/or	The rubric contains three performance levels that align with the Illinois Early Learning and Development Standards (e.g., exploring, developing, and building).

evaluation criteria to be used.	
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**Questions to Guide Discussion**

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?

**Element #3: Expected Growth Targets**

In order to identify expected growth targets, educators must first identify students’ actual performance through a review of available data reflecting students’ starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

**Domain 1: Planning and Preparation**  
 1b Demonstrating Knowledge of Students  
 1c Setting Instructional Outcomes

<input checked="" type="checkbox"/> Identify the actual performance (e.g., test scores, performance tasks, etc.) to establish starting points (i.e., baseline) for students.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Student</th> <th style="padding: 5px;">Exploring</th> <th style="padding: 5px;">Developing</th> <th style="padding: 5px;">Building</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">Amy</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Daniel</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">David</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Ethan</td><td></td><td style="text-align: center; padding: 5px;">X</td><td></td></tr> <tr><td style="padding: 5px;">Hazel</td><td></td><td style="text-align: center; padding: 5px;">X</td><td></td></tr> <tr><td style="padding: 5px;">Jamie</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Jodi</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Michael</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Ruby</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Robert</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Sara</td><td style="text-align: center; padding: 5px;">X</td><td></td><td></td></tr> <tr><td style="padding: 5px;">Xavier</td><td></td><td style="text-align: center; padding: 5px;">X</td><td></td></tr> </tbody> </table>	Student	Exploring	Developing	Building	Amy	X			Daniel	X			David	X			Ethan		X		Hazel		X		Jamie	X			Jodi	X			Michael	X			Ruby	X			Robert	X			Sara	X			Xavier		X	
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- ☒ Using students' starting points (i.e., baseline) identify the number or percentage of students expected at each growth target based on their assessment performance(s) (i.e., expected growth). Be sure to include any appropriate subgroups.

Student	Exploring	Developing	Building
Amy		X	
Daniel		X	
David		X	
Ethan			X
Hazel			X
Jamie		X	
Jodi		X	
Michael		X	
Ruby		X	
Robert		X	
Sara		X	
Xavier			X

**Questions to Guide Discussion**

- Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal (i.e., baseline data).
- Explain how these expected growth targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.

**Element #4: Actual Outcomes**

**Domain 3: Instruction**

3e Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

4a Reflecting on Teaching

4b Maintaining Accurate Records

- ☒ Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.

Student	Exploring	Developing	Building
Amy			X
Daniel		X	
David		X	
Ethan			X
Hazel			X

	Jamie		X	
	Michael		X	
	Ruby		X	
	Robert		X	
	Sara		X	

Please provide any comments you wish to include about the actual outcomes:

All students met their identified growth targets.

<b>Required for Evaluator</b>	
<input checked="" type="checkbox"/> Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.	One hundred percent of students met their identified growth targets. Therefore, the appropriate teacher rating is Excellent.

**Element #5: Teacher Rating**

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Teacher</i>		