

Weber School District - Student Learning Objectives (SLOs)

Educator Name:

School Name:

School Year:

<p>Learning Goal What do you want students to know and be able to do?</p> <p>Specific Measurable Appropriate Realistic Time Limited</p>	<p>STANDARDS: What do you want students to know and be able to do? <i>Points to consider:</i> Is the goal ambitious, yet realistic, for the grade level?</p> <hr/> <p>Big Idea: Family will promote child’s communication development.</p> <p>Standard(s):</p> <p>Student Learning Goal: Families will learn and demonstrate two language development strategies that are used in two daily routines to promote communication skills.</p> <p>Time Span for SLO Cycle: school year</p> <p>Target Audience: Children with developmental language delay unaccompanied by other developmental delay.</p>		
<p>Assessment How will you evaluate each student’s understanding and achievement?</p>	<p>Starting Point: How will you evaluate each student’s depth of understanding and achievement before the instruction?</p> <p>Parent will demonstrate two strategies for communication development in routines/activities during a home visit or demonstrate, in a home visit discussion, an understanding of two strategies he/she has used in a routine or activity.</p> <p>Questionnaire and observation during initial visit with family.</p> <p>Strategies to Improve Communication Form</p> <hr/> <p>Progress monitoring: How will you evaluate each student’s depth of understanding and achievement during instruction?</p> <ul style="list-style-type: none"> • Discussion and observation during home visits • Documentation on family questionnaire <hr/> <p>Expected Targets: How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?</p> <p>Parent will demonstrate two strategies for communication development in routines/activities during a home visit or demonstrate, in a home visit discussion, an understanding of two strategies he/she has used in a routine or activity.</p> <p>Questionnaire and observation during initial visit with family.</p> <p>Strategies to Improve Communication Form</p>		
Learning Target(s)			
Level	Baseline Data	Expected Target(s)	Outcome Data
Able to describe and implement strategies independently			

	Able to describe and implement strategies with minimal level of support			
	Able to describe and implement strategies with high level of support			
	Unable to describe or implement language promotion strategies			
<p>Curriculum & Instruction What learning experiences and teaching strategies best promote understanding and achievement?</p> <p>Consider:</p> <ul style="list-style-type: none"> • whole group • small group • partner • individual • collaborative experiences 	<p>Describe the instructional strategies you will use to achieve the desired outcome. <i>Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?</i></p> <ul style="list-style-type: none"> • Discuss and demonstrate strategies during home visits • Provide written information to reinforce and provide additional information. • Coach parent during activity or routine. • Provide video resources, suggestions for apps, community and online resources. 			
	<p>How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? <i>Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?</i></p> <p>N/A</p>			
<p>Differentiation How will you respond to differing levels of understanding and achievement throughout the learning cycle?</p>	<p>How will you provide additional instructional support for students who don't understand?</p> <p>Ongoing discussion, revision and feedback.</p>			
	<p>How will you extend or deepen learning for students who are already proficient?</p> <p>N/A</p>			
<p>Reflection and Data Analysis How will evidence of student understanding and achievement be used to drive instructional decisions?</p>	<p>Based on your SLO data</p>			
	<p>What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept?</p>			
	<p>What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth?</p>			

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What changes could be made to your instructional practice to address the needs of all (low, average, high) students?