

Weber School District - Student Learning Objectives (SLOs)

Educator Name:

School Name:

School Year:

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| <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: Independent verbal and signing requests in family education groups and home environment</p> <p>Standard(s): Early Childhood 0-3 Developmental Checklist</p> <p>Student Learning Goal: Child will independently sign and/or verbally request at circle and/or snack in Family Education Group and at snack or meal times at home.</p> <p>Time Span for SLO Cycle: 1 academic school year</p> |
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| <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> <ul style="list-style-type: none"> Family Education Group referral form completed by Early Intervention Therapists which documents the lack of requesting. Parent report during initial interview at home prior to beginning Family Education Group All documented on progress note |
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| | <p>Progress monitoring: How will you evaluate each student's depth of understanding and achievement during instruction?</p> <ul style="list-style-type: none"> Anecdotal observations during Family Education Group Weekly interview with parent All documented in weekly written progress notes |
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| | <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>Child will use signed or verbal request, without adult hand-over-hand assistance, when verbally asked if they want an object, activity or food item or they spontaneously request in the Family Education group or home setting.</p> |
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| Learning Target(s) | | | |
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| Level | Baseline Data | Expected Target(s) | Outcome Data |
| Highly Proficient 8 out of 10 opportunities | | | |
| Proficient 6 out of 10 opportunities | | | |
| Approaching Proficiency 4 out of 10 opportunities | | | |
| Below Proficient 0 out of 10 opportunities | | | |

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| <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"> • Therapist will provide 20+ opportunities during each weekly group 50-minute session for child to make requests. • Therapist will model and teach parents to model the signed/verbal response the child needs to give when the child wants an item or activity. <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> <ul style="list-style-type: none"> • During group activities, the child will be exposed to peers who will be signing and/or verbally making requests. • Child will receive verbal praise and celebration when using requesting skills • Child will be immediately reinforced by receiving the object/activity requested |
| <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> <ul style="list-style-type: none"> • Therapist will use a Picture/Exchange System which is a more concrete beginning to requesting. • Therapist will provide Signing Time video for use at home to promote signing by child and parents. <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 style="text-align: center;">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> <p>What changes could be made to your instructional practice to address the needs of all (low, average, high) students?</p> |