

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: Fine motor development</p> <p>Standard(s): N/A</p> <p>Student Learning Goal: Children will improve their fine motor skills to participate in their activities of daily living including feeding, play skills and dressing skills.</p> <p>Time Span for SLO Cycle: one academic year</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>OT will assess each child utilizing the fine motor and self-help portions of the Early Learning Accomplishment Profile (ELAP) at intake or yearly evaluation.</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"> • Observations • Communications with parents • Goal-specific fine motor activities <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>OT will reassess the each child's fine motor skills utilizing the fine motor and self-help portions of the Early Learning Accomplishment Profile (ELAP) for children who receive OT services and had consistent home visits for at least 4 months.</p>		
Learning Target(s)			
Level	Baseline Data	Expected Target(s)	Outcome Data
<p>Highly Proficient Increase of developmental skill level of 4 months</p>			
<p>Proficient Increase of developmental skill level of 3 months</p>			
<p>Approaching Proficiency Increase of developmental skill level of 2 months</p>			

	Below Proficient Increase of developmental skill level of 1 months			
Curriculum & Instruction What learning experiences and teaching strategies best promote understanding and achievement? Consider: <ul style="list-style-type: none"> • whole group • small group • partner • individual • collaborative experiences 	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> <ul style="list-style-type: none"> • Gross motor activities for general strengthening • Access to adaptive feeding equipment • Positioning devices • Variety of fine motor tasks 			
	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> Meet with parents and collaborate with other therapists for developmentally-appropriate goals.			
Differentiation How will you respond to differing levels of understanding and achievement throughout the learning cycle?	How will you provide additional instructional support for students who don't understand? Collaborate with parents to problem solve and break down tasks for more manageable goals.			
	How will you extend or deepen learning for students who are already proficient? When child reaches age-appropriate skills (fine motor, self-help and feeding skills), he/she will be discharged from occupational therapy services.			
Reflection and Data Analysis How will evidence of student understanding and achievement be used to drive instructional decisions?	Based on your SLO data			
	What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept?			
	What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth?			

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