

## Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

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### Subject Area/Grade Level

### Early Childhood Special Education (ECSE) Self-contained Classroom/Elementary

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**Baseline Data and Rationale:** *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

Being a productive member of a group requires multiple work-related skills such as listening, responding, turn-taking, focusing attention, problem-solving, and impulse control. Most children this age can demonstrate these skills and are able to achieve at a higher rate academically and socially. Evidence suggests poor work-related skills in kindergarten are linked to behavioral difficulties and lower academic achievement in the primary grades.

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**Learning Content and Grade Level:** *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

The ability to participate successfully in small group activities provides the child access to academic learning in the classroom. The objective, *to actively participate in small group activities for at least 10 consecutive minutes*, is included in the Portage Guide curriculum and aligned with the following standards in WMELS:

- Domain I - Health & Physical Development, C.EL. 1. Uses senses to take in, experience, integrate, and regulate responses to the environment.
- Domain II - Social & Emotional Development, C.EL. 3. Demonstrates understanding of rules and social expectations.
- Domain III – Language Development & Communication, A.EL. 1. Derives meaning through listening to communications of others and sounds in the environment; A.EL. 2. Listens and responds to communications with others; A.EL. 3 - Follows directions of increasing complexity; B. EL 1. Uses vocalizations and spoken language to communicate.
- Domain IV - Approaches to Learning, A.EL. 3. Exhibits persistence and flexibility.

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**Student Population:** *(Which students are included in the target population? How does the data analysis support the identified student population?)*

3 and 4 year old children who have IEPs and attend at least 85% of the scheduled school days (4 days weekly/2.5 hours per day); based on initial formative assessment data derived from several sources of information, this SLO targets 5 of the 11 students in this class who were rated the lowest (“N”) on this objective.

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**Targeted Growth:** *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

For this targeted group of children to progress from not being able to actively participate in small group activities to being able to do so for 10 consecutive minutes, thereby increasing the students’ ability to access academic learning.

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**Interval:** *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

The entire school year

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**Evidence Sources:** *(What benchmark assessments will you use (pre-instruction, mid-interval, and post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

Classroom observation – notes and videos, tallies, and ratings 3x throughout the school year using the *Portage Preschool Tool for Observation & Planning*; data collected from other sources (family, child care providers) for evidence of progress toward this objective.

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**SLO Goal Statement:** *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

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Students who were rated as “N” (“cannot do/not observed”) on Objective 13 of *the Portage Preschool Tool for Observation & Planning (TOP)* and attend at least 85% of scheduled school days, will actively participate in small group activities for at least 10 consecutive minutes by the end of the school year, achieving an “always or consistently” rating on the Portage TOP.

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**Instructional/Leadership Strategies and Support:** *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students’ progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

- Consultation with Occupational Therapist for strategies to support sensory development
- Consultation with Speech & Language Specialist for strategies to build communication skills
- Select from WMELS Strategies for Adults, p. 23-24; p. 37-38; p. 44-49; and p. 70
- Portage Guide (curriculum and assessment tools)
- In-service training with paraprofessionals and volunteers on appropriate implementation of new strategies
- Support/ coaching for families to reinforce learning at home
- Support/coaching for child care providers to reinforce progress toward this objective in their settings, as applicable
- Other strategies including, but not limited to, modeling, scaffolding, positive feedback, and visual supports