

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.

Subject Area/Grade Level

ECSE Self-Contained Classroom/Elementary

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?)*

Baseline data (first checkpoint on the AEPS Strand A, Goal 1: Objectives 1-3) suggest that the target children are not demonstrating object attribute concepts expected of children of this age. This knowledge is foundational for future math and language/ literacy and general academic learning.

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?)*

This SLO is based on the Wisconsin Model Early Learning Standard (WMELS) , Domain V - Cognition and General Knowledge, B. Mathematical Thinking

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

This SLO applies to 10 students, ages 3 and 4, who have IEPs and are enrolled in a self-contained special education classroom. Students' skill levels range from moderately delayed to severely delayed; encompassing all special education categories; and who scored below expectations based on the AEPS baseline data. The students are located in one classroom, morning session, within an elementary school building.

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

Students will increase abilities from no or limited knowledge to demonstrating understanding of color (8 or more), shapes (5 or more) and different size (6 or more) concepts.

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

The duration of this course is one school year, from September 2014- May 2015. Students meet four days per week, two and one half hours per day, for a total of 10 hours per week.

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?)*

The growth targets will be assessed through classroom observation/anecdotal notes, teacher-made tallies, student work samples, family/parent survey and the AEPS with documentation recorded three times through the course of the school year beginning/middle/end)

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

Students who scored below expectations (0 or 1) in object attribute concepts based on the Assessment, Evaluation, Programming System (AEPS) Strand A, Goal 1/Objectives 1-3, and attend at least 85% of the scheduled class days (4-day week /2.5 hours per day), will demonstrate an increase in understanding of colors (8 or more), shapes (5 or more) and sizes (6 or more), scoring a 2, as measured on the AEPS Strand A/Goal 1, by the end of the school year.

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?)*

- **I will use the AEPS Curriculum to drive my instruction.**
- I will provide training/professional development to the paraprofessionals 1x monthly to demonstrate and provide feedback on the evidenced based strategies we will use. These strategies will include WMELS A.EL "Sample Strategies for Adults" as outlined on pages 83-89; and scaffolding techniques such as modeling/demonstration, embedded learning in daily routines, small group & 1:1 instruction, and playful learning during center/choice time.