Jordan School District
Student Learning Objective (SLO) Statement

General Information

District Name	State Funded Course Number	Course Title	Grade(s)
Jordan School District		Guidance/Behavior	PreK-22

Collaboratively Developed
List SLO Development & Assessment team members and roles:

Principal SLO Approval Sign-off:	Date:

I. SLO Learning Goal

A.	**Selected Standards** Look at the standards associated with your content. Determine what the "big ideas" are for the given instructional period (typically a school year or semester). List the standards and reference number. Where applicable, Utah Core Standards must be identified.	Social Studies K-2: Students will recognize their roles and responsibilities of being a good citizen Objective 1: Demonstrate appropriate ways to behave in different settings.
B.	**SMART Goals** List the SMART goal(s) that target the SLO Learning Goal. **S** - specific, focused on standards and "I can" statements **M** - measurable, can be appropriately and adequately assessed **A** - appropriate, meaningful for students **R** - realistic, achievable within the identified time span **T** - time-limited, can be evaluated within the time span	S – I can increase my rate of on-task behavior M – Pre and post teacher survey and/or observation A – Meets the standards set forth with USOE R – Develop some level of mastery for the standard by the end of the year T- Progress monitoring will occur throughout the year
C.	**SLO (Learning Goal)** Write a description of what students will know and be able to do at the end of the course or grade based on content standards and curriculum. Student will achieve (1-25)% growth to increase their rate of on-task behavior.	

II. Teacher SLO Implementation Plan – Formative, Monitoring

A.	**Strategies For Attaining SLOs** Briefly identify the recommended instructional strategies, artifacts and evidence to be collected and timelines for monitoring student growth.	**Instructional Strategies** - Individual and/or small group instruction - Immediate reinforcement and feedback - Guided practice - Role plays	**Evidence/Artifacts** - Student interviews - Student logs - Observations - Narrative report - Teacher survey	**Monitoring Dates** Beginning/Ending of Year End of term progress reports Regular check-ins

III. Assessment of SLO

A.	**Description of Assessment** A brief description of the pre and post SLO measures should be provided here. It should specifically include sources used in the assessment development. Attach a copy of the pre and post assessments.	Pre assessment – teacher survey, and/or student observation Post assessment – teacher survey, and/or student observation
B.	**Evaluating Student Performance** Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.	Student will achieve (1-25)% growth to increase their rate of on-task behavior.
C.	**Formative Evaluation** Describe what formative evaluations would be recommended to monitor student progress toward the SLO.	Check-ins with the student and/or the teacher, and/or student/teacher completed surveys

IV. Classroom Assessment Data (Classroom teachers input data and information for parts A, B, and C.)

A.	**District Baseline Data or Historical Data/Trends** Baseline data, previous data, or data trends are essential to the SLO since they provide the basis for the SLO growth targets. Provide a description of the data used here.	

B.	**Classroom Baseline Data** Briefly describe data analysis completed after results of pre-assessment are obtained. Analysis includes an item analysis of the pre-assessment using the assessment blueprint.	
C.	**Achievement** Record the actual percentage of students who achieved the growth goal and reflect on student progress. The percentage of students who achieved the growth goal will serve as the student growth portion of the teacher evaluation document.	
Principal Approval Sign-off:		Date: