

## Jordan School District Student Learning Objective (SLO) Statement

### General Information

<b>District Name</b>	<b>State Funded Course Number</b>	<b>Course Title</b>	<b>Grade(s)</b>
Jordan School District		Guidance (Only)	PreK-22

### Collaboratively Developed

List SLO Development & Assessment team members and roles:

Principal SLO Approval Sign-off:

Date:

### I. SLO Learning Goal

<b>A</b>	<p><b>Selected Standards</b> 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.</p>	<p>Health. 1:2ab, 2a: Students will demonstrate knowledge skills and strategies related to mental and emotional health to enhance self-concept and relationships with others. Identify strategies that enhance mental and emotional health.</p>
	<p><b>SMART Goals</b> List the SMART goal(s) that target the SLO Learning Goal.</p> <p><small>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</small></p>	<p>S – I can identify emotions, thoughts, or triggers associated with my depression and/or anxiety in order to develop and utilize coping strategies. 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</p>
<b>C.</b>	<p><b>SLO (Learning Goal)</b> 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.</p> <p>Student will achieve (1-25)% growth to increase their ability to identify emotions, thoughts, or triggers associated with depression and/or anxiety in order to develop and utilize coping strategies.</p>	

### II. Teacher SLO Implementation Plan – Formative, Monitoring

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

<b>A</b>	<p><b>Description of Assessment</b> 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.</p>	<p>Pre assessment – student observations, and/or teacher survey Post assessment – student observations, and/or teacher survey</p>
<b>B.</b>	<p><b>Evaluating Student Performance</b> Describe expected student growth achievement using percentages or rubrics. Attach the specific rubric and/or scoring criteria to be used.</p>	<p>Student will achieve (1-25)% growth to increase their ability to identify emotions, thoughts, or triggers associated with depression and/or anxiety in order to develop and utilize coping strategies.</p>
<b>C.</b>	<p><b>Formative Evaluation</b> Describe what formative evaluations would be recommended to monitor student progress toward the SLO.</p>	<p>Check-ins with the student and/or the teacher, and/or student completed surveys</p>

<b>IV. Classroom Assessment Data</b> (Classroom teachers input data and information for parts A, B, and C.)		
A	<p><b>District Baseline Data or Historical Data/Trends</b>            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.</p>	
B.	<p><b>Classroom Baseline Data</b>            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.</p>	
C.	<p><b>Achievement</b>            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.</p>	
Principal Approval Sign-off:		Date: