**Directions:** This professional development **planning template** is designed to assist educators as they learn to create Student Learning Objectives (SLOs). A complete SLO must include the information on **Learning Goals, Assessments, and Targets** found in the sections below. The recommended **Utah SLO Template** for district, school, and educator use is available at [http://schools.utah.gov](http://schools.utah.gov/cert/Educator-Effectiveness-Project/Resources.aspx). Educators may choose to use the **Utah SLO Template and SLO Development Guide** available at this site.

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| **Course/Grade Level Information** |
| Course Name |  |
| Brief Course Description and Number of Students |  |
| Grade Level(s) |  |

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| **Process, Implementation Timeline, and Sign-Offs** |
| Names and current job positions of those developing this SLO |   |
| Administrator/Supervisor Name and Title |  |
| Administrator/Supervisor sign-off of beginning of year or semester SLO |   |
| Date final SLO is due to determine educator effectiveness rating |  |

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| **Section 1: Establish a Learning Goal:** Write your proposed **Learning Goal**. Then thoroughly complete the planning information. The planning information is used to guide the **SMART** review process. Finalize your **Learning Goal** (as needed) once you have completed the **SMART** review. |
| **SMART Review:**  Use this protocol to determine alignment of the SLO **Learning Goal**.  |
| **Specific** – Learning Goal is focused on the big idea and Utah Core content standards.**Measurable** – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used).**Appropriate –** Learning Goal is within the educator’s control to affect change and is important and meaningful for students to learn during the identified time span.**Realistic –** Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.**Time Limited** **–** Learning Goal can be evaluated within the time span under the educator’s control. |

| **A Learning Goal** describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum. |
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| **Proposed SLO Learning Goal**  |
| Write the *proposed* SLO **Learning Goal,** and then complete the planning information. |  |
| **Planning Information for Writing the Learning Goal** |
| Identify the *big ide*a supported by the Learning Goal. |  |
| List all *Utah Core* content standards that are associated with this big idea, (include the text and code of the standards).  |  |
| Explain why the Learning Goal is important and meaningful for students to learn. |  |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards and big idea being measured. |  |
| Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach the Learning Goal. |  |
| Identify the *time span* for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year, weekly units). |  |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. |  |
| **Final SLO Learning Goal**  |
| From the SMART review above, finalize the **SLO** **Learning Goal**. |  |

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| **Section 2: Document Assessment(s) and Scoring:** Use the planning information below to develop and tailor the description and use of **Assessment(s) and Scoring.** |
| **Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned. |
| **Planning Information for Determining Assessment(s) and Scoring** |
| Explain how student performance is defined and scored using the chosen **Assessment(s)**. Include the specific **scoring rubric(s)** and/orcriteria to be used. |  |
| Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal. |  |
| **Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned. |
| Explain how you will use this information to **differentiate instruction for all students** toward the Learning Goal (e.g., gifted and talented, ELL, special education). |  |
| **Assessment(s)** **for the SLO** |
| Identify what **proficiency** looks like to meet the Learning Goal.   |  |
| Describe the **Assessment(s)** (i.e., performance tasks and their corresponding **scoring rubrics)** that measure the level of students’ proficiency toward the Learning Goal[[1]](#footnote-1). |  |

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| **Section 3: Establish Targets:** Use the planning information below to guide you to establish SLO **Targets**.  |
| **Targets** are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.  |
| **Planning Information for setting Targets used to establish Educator Evaluation Ratings** |
| Describe the courses, past assessments, and/or experiences used to establish **baseline data** that will inform expected Target outcomes for students’ understanding of the Learning Goal. | Baseline Data: |
| Identify the **past performance** (e.g., grades, test scores, etc.) of students in the identified courses, assessments, or other sources of information to **categorize student levels** **as** **starting points** prior to instruction and learning. | Starting Points: |
| **Expected SLO Targets**  |
| Using students’ starting points, identify the **number or percentage of students** **expected** for each **Target** group based on available data about their performance. Include any appropriate subgroups.  | Expected Growth: |
| Describe the **high, average, and low** levels of growth and proficiency required for students to be placed within the **expected targeted groups**. | Proficiency Levels: |
| **Targets** are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different student subgroups, as appropriate.  |
| Explain how these **Target outcomes** demonstrate ambitious, yet realistic growth for measuring students’ **understanding of and progress toward** proficiency of the Learning Goal.  | Rationale for Expected Growth: |
| **Adapted SLO Targets (as needed based on Mid-Instructional Period Conference)** |
| If **SLO Targets** are adjusted, list revised Targets for end of instructional period Learning Goal. | Revised Targets: |

**Directions:** Complete this section at the end of the instructional period (i.e., year, semester, course, grade level). This section records the final outcomes for your SLO **Targets**.

| **Actual Outcomes for Targets:** Record the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.  |
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| Record the **actual** **number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above. | Actual Outcomes: |
| Provide any comments you wish to include about actual **Target** outcomes, student progress, growth, and proficiency levels. |

**Establish Educator Ratings**: Use the table below to review the SLO with the administrator/ supervisor and document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

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| **Educator Ratings:** Educator rating results are based on the **SLO Targets.** |
| [ ]  **Does Not Meet**Based on the students’ starting points, students performed worse than expected. | [ ]  **Partially Meets**Based on the students’ starting points, students partially performed as expected. | **[ ]  Meets**Based on the students’ starting points, students performed as expected. | [ ]  **Exceeds**Based on the students’ starting points, students performed better than expected. |
| Administrator/Supervisor comments: |
| Date | Administrator/ Supervisor Signature |
| Date | Educator Signature(the signature does not necessarily indicate agreement with the rating) |

1. Assessments and scoring rubrics need to be rated as high quality using the *Utah Assessment Review Tool.* [↑](#footnote-ref-1)