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| **Educator Name** |  |
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**Directions:** This **planning template** is designed to assist with professional development for 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/cert/Educator-Effectiveness-Project/Resources.aspx>. For efficiency purposes, educators may choose to use the **Utah *online* SLO template** also available at this site. Instructions and examples are imbedded into the online template for convenience.

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| **Course/Grade Level Information** | |
| Course Name | Civics |
| Brief Course Description and Number of Students | The National Council for the Social Studies defines social studies as "the integrated study of the social sciences and humanities to promote civic competence." For students to become fully empowered participants in democracy, attention must be paid to this "civic competence." The social studies, including history, geography, economics, political science, sociology, psychology, anthropology, are central to the mission of public schools.  This SLO example provides a framework for any social studies course in Utah to implement an action-based component for a Civics SLO. |
| Grade Level(s) | Grades K-12 |

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| **Process, Implementation Timeline, and Sign-Offs** | |
| Names and current job positions of those developing this SLO | Robert Austin - USOE: State Social Studies Specialist  Becky Hatch - Geography Teacher at AMES Charter School  Elaine Tucker - Content Literacy Specialist Alpine District |
| Administrator/Supervisor Name and Title |  |
| Administrator/Supervisor sign-off of initial SLO |  |
| Date final SLO is due to determine educator effectiveness rating |  |



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**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. 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 effect 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 under the educator’s control.

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| **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. | |
| **Proposed SLO Learning Goal** | |
| Write the proposed SLO **Learning Goal** then complete the planning information. | “SOCIAL STUDIES-IN-ACTION” Projects  Throughout the school year, students participate individually and collectively in “Social Studies-In-Action” projects by investigating a local, national, or global issue, proposing an action-based project, implementing their plan, and reporting with a reflection and presentation on the process and efficacy of the plan.  SMART   * Specific: Focus is on the big idea of “Civic Engagement”, the C3 Framework, and social studies content * Measurable: Scoring Guides (appropriate for middle level) are included to assess the components of: (1) Action-Research Process; (2) Reflection Writing, and (3) Oral Presentation * Appropriate: “Social Studies-In-Action” projects are adjustable to any age or content. They can be adjusted to best meet the individual students. * Realistic: Teachers can adjust this process to meet any time-constraints they may feel   Time Limited: Time is flexible based on the needs and interests of students (see below) |



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| **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. | |
| **Planning Information for Writing the Learning Goal** | |
| Identify the big idea supported by the Learning Goal. | In order for students to engage as active citizens, they need to understand their rights and practice their responsibilities in a democratic society. |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards). | Civic Engagement (There are many content standards from each grade level for civic engagement. Teachers should select the applicable content standards and record below.)  Standard \_\_:  Standard \_\_:  Standards\_\_:  **Literacy Core Standards: Speaking and Listening – Presentation of Knowledge and Ideas**  Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  **Literacy Core Standards: Writing – Production and Distribution of Writing**  Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to ask, purpose, and audience. |



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| **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. | |
| Explain why this Learning Goal is important and meaningful for students to learn. | Civic engagement is an essential and central goal of social studies education. Students must be able to practice civic responsibility in authentic ways if they are to be ready to take on the role of active participant in our democratic republic. It is essential that students learn that all people can lead, can play a role in making their community a better place, and can see how they are interconnected to others. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured. | The Learning Goal requires a DOK Level 3 or 4 for students to be able to conduct independent or group research, create a needs analysis and implementation plan, and then take action. They will evaluate and reflect on this action. This authentic process will be a performance evaluation of the big idea.  The Learning Goal may be at a DOK Level 2 for younger students depending upon the amount of scaffolding, group work, and level of expectations. |
| Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal. | In order to accomplish this learning goal, students need to be able to be instructed on:   * Increased awareness of local, national, or global issues via current events and class discussions * Understanding the process of planning and organizing an action project, setting goals and managing time * Conducting research on the significance of an issue * Writing reflections * Orally presenting information * Reviewing and understanding resources on local volunteer needs and options   Strategies will include whole-class, small group, and individual instruction. Scaffolding is provided through modeling and whole-class projects, with the ultimate goal of individual initiative and implementation. |
| Identify the time span for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year). | Based on the depth and breadth of the proposed “Social Studies In-Action” projects, the process could take between 2-4 weeks or longer.  Teaching students about the process and initial modeling could take 1-2 months. The time span, however, needs to be flexible based on the needs of the students and the extent of the project(s). |



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| **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. | |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | Having the time span be flexible provides for the individual learning needs and interests of students. Some students may choose several “small” projects through the year, while some may choose to extend their projects over several months, or even year-long. |
| **Final SLO Learning Goal** | |
| From the SMART review above, finalize the **SLO Learning Goal**. | Students will individually and collectively engage in an action-based civics project that focuses on either a local, national, or global issue. Students will create a plan, implement the plan, write and/or present a reflection on the process, efficacy, and results of the plan, including an understanding of their civic rights and responsibilities gained through this project. |



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**Document Assessment(s) and Scoring:** Use the planning information below to develop and tailor the description and use of **Assessment(s) and Scoring.**

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| **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** and/or criteria to be used. | A Service Learning rubric will be used to evaluate student engagement in the Social Studies in Action process. The 4-point analytical rubric evaluates student understanding of   1. Meets actual community needs 2. Is coordinated in collaboration with community 3. Is integrated into academic curriculum 4. Facilitates active student reflection 5. Uses new academic skill/knowledge in real world settings 6. Helps develop sense of caring for and about others 7. Improves quality of life for person(s) served.   In addition, a 4-point analytic rubric for Reflection Writing in Civic Engagement will be used. This rubric evaluates:   1. Awareness of purpose of social studies-in-action 2. Application of course concepts to social studies-in-action 3. Responsibility to community 4. Impact on student’s personal life 5. Critical thinking   Finally, a 4-point presentation rubric will be used to evaluate students’ ability to present their work. |
| Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal. | Formative and summative data will be collected throughout the school year based on learning and project needs. Also data is based on the various components for the identified assessment.  Data can be collected through:   1. Interviews 2. Observations 3. Reflections 4. Presentations |

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| 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). | | The information collected will indicate whether students are able to remain on task, develop a written plan, and/or work in teams. This information will determine the need and strategies used in differentiated instruction. |
| **Assessment(s) for the SLO** | | |
| Describe the **Assessment(s)** (i.e., performance tasks and their corresponding **scoring rubrics**) that measure the level of students’ understanding of the Learning Goal[1](#_bookmark0). | The assessment selected/developed for this Learning Goal is (teacher should record below):  Possible examples of specific action-based projects include the following and should be selected or elaborated upon based on the level of the students:   * Write letters to advocate for the preservation of an important historic or cultural site * Conduct interviews and collect oral histories of local veterans of any war and donate the tapes and transcripts to the local library or historical society * Conduct interviews at local nursing homes about residents’ lives and donate the tapes and transcripts to the local historical society * Conduct an oral history of a teacher that may soon retire; submit oral history to the school library and the community library * Write articles about historic places, events, and people for the local paper * Create walking or driving tours of historic places in the community and submit them to the local historical society or chamber of commerce; create a website to further publicize these places * Research information to help complete a National Register of Historic Places nomination | |

1 Assessments and scoring rubrics need to be rated as high quality using the Utah Assessment Review Tool.



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| **Assessment(s) for the SLO** | |
| Describe the **Assessment(s)** (i.e., performance tasks and their corresponding **scoring rubrics**) that measure the level of students’ understanding of the Learning Goal[1](#_bookmark0). | * Research and write a local cultural journal to document unique historical aspects of the local community * Create a photographic project documenting the transformation of a local historic area (ex. A building, park, town, Main Street); donate the project to the local library or historical society * Research the school’s physical building: how has it changed over time and why? Create an exhibit to display in the school’s lobby or to display in the local town hall * Write songs and poems about local history and historic places and create an original CD; distribute the CD at local community events * Create a podcast about your area’s local history or about an individual local historic site; inform local historic preservation offices, local historic societies, and local museums about the podcast and encourage them to use it at their organization * Research/collect traditional local food recipes and identify historic places (restaurants, county fairs) where these foods have been served; create cookbooks with the recipes, photographs, and stories about the places and cultures identified with the recipes. Donate the cookbooks to the local historical society, but also consider persuading the historical society, chamber of commerce, and restaurants to use them as a fund-raiser to preserve places associated with community food ways * Design a plaque or monument to dedicate to the town or the first inhabitants; propose the implementation of this plaque or monument at a local town meeting * Identify the American Indian tribe or tribes that originally inhabited the area where their community is located and, in consultation with representatives of the original tribes that still live in the local area, create interpretive historic panels documenting the tribes’ histories; arrange to have panels displayed somewhere in your local community * Contact the National Trust for Historic Preservation and determine if your community is eligible for the “Main Street” commercial district revitalization program; provide information to the local government and chamber of commerce * Brainstorm ideas about how the community might better promote local historic sites and tourism; present these ideas to the local historical society and chamber of commerce. |

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**Establish Targets:** Use the planning information to guide you to establish SLO **Targets**.

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| **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 **expected Target outcomes** for students’ understanding of the Learning Goal. | Students’ previous performance on reading and informational writing from previous grades’ class work and/or the state tests will be used to place students into high, average, and low-performing groups. In addition, baseline data can be gathered through class discussions, writing prompts from early in the school year, interviews as to any previous experience, and student’s willingness to share verbally with others. |
| 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 their starting points prior to instruction and learning. | Based on the above information the percentage of students in the three groups are as follows:   |  |  | | --- | --- | | **Level** | **Starting # or %** | | Low |  | | Average |  | | High |  | |
| **Expected SLO Targets** | |
| Using students’ starting points, identify the **number or percentage of students** expected at each **Target** based on available data about their performance(s). Include any appropriate subgroups. | |  |  | | --- | --- | | **Level** | **Expected # or %** | | Low |  | | Average |  | | High |  | |

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| **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 | | |
| Explain how these **Target outcomes** demonstrate ambitious, yet realistic goals for measuring students’ **understanding of and progress toward** the Learning Goal. | | The targets will be adjusted for subgroups in which all of the students will demonstrate growth of at least one proficiency level on the rubric. |
| **Adapted SLO Targets (as needed based on Mid-Year Conference)** | | |
| If SLO Targets are adjusted, list outcomes for end of year Learning Goal. |  | |
| **Actual Outcomes for Targets: Targets** were used to project levels of growth and proficiency toward the Learning Goal. Record the actual outcomes at the end of the instructional period for the whole class as well as for different student subgroups, as appropriate. | | |
| 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. | |  |  | | --- | --- | | **Level** | **Actual # or %** | | Low |  | | Average |  | | High |  | | |
| Please provide any comments you wish to include about actual **Target** outcomes, progress, and proficiency levels. | | |



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**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) | | | |