

Student Learning Objective (SLO) Form

Teacher's name	<input type="text" value="A. Star"/>	Date	<input type="text" value="9/26/2024"/>
School	<input type="text" value="Emerging Leaders"/>	Appraiser	<input type="text" value="B. Golden"/>
Grade	<input type="text" value="Pre-K"/>	Subject	<input type="text" value="ELAR"/>

What is the focus of my SLO?**What is the SLO Skill Statement?****What led to the decision to focus on this skill?****What TEKS correspond to the skills statement?**

Who are my students, and what do I think they will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		
SLO Skill Statement	Students can recognize at least 20 letters and match the upper to the corresponding lowercase letter.	
Level	Descriptors	Number of students at this level
Well above typical skill	Students can name and recognize at least 20 letters and can match the uppercase letter with the corresponding lowercase letter.	2
Above typical skill	Students can name and recognize at least 20 letters and can identify the uppercase letters, but not always the lowercase letters.	3
Typical skill	Students can name and recognize at least 20 alphabets but struggle to differentiate between uppercase and lowercase letters.	8
Below typical skill	Students can name 10-15 letters but are unable to recognize those letters in print or identify them as upper or lowercase letters.	2
Well below typical skill	Students can name at least 10 letters, but they are unable to recognize those letters in print or identify them as upper or lowercase letters.	1

Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach. • Elementary self-contained classroom teachers: select your entire class. • Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade, and subject).

All 16 of my pre-k students will be included in the SLO.

How did you use the pre-test and multiple sources of evidence/student work to map students to the Initial Student Skill Profile?

I reviewed pre-assessment scores, and DOLs from the first few weeks of school to map the students.

Match your students to the descriptors in the Initial Student Skill Profile.

List the total number of students at each level in the right-hand column of the Initial Skill Profile table above. Also, record the level for each individual student on the Student Growth Tracker.

What are my expectations for these students?

Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels that students will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below.

Targeted Student Skill Profile	
SLO Skill Statement	Students can recognize at least 20 letters and match the upper to the corresponding lowercase letter.
Level	Expectations
Well above typical skill	Students can recognize at least 20 letters, match the uppercase with the corresponding lowercase letter, recognize the sounds of those letters, and produce the sounds as well.
Above typical skill	Students can recognize at least 20 letters, match the uppercase with the corresponding lowercase letter, and recognize the sounds of those letters.
Typical skill	Students can recognize at least 20 letters and can match the uppercase with the corresponding lowercase letter.
Below typical skill	Students can recognize at least 10 letters and match the uppercase with the corresponding lowercase letter.
Well below typical skill	Students can name at least 10 letters and recognize those letters in print, but they struggle to match the uppercase with the corresponding lowercase.

What sources of student work/data did you use to map current students to the Targeted Student Skill Profile? Be sure to consider attendance, current student work, and the student descriptions on the Initial Skill Profile to establish a target for each student covered in the SLO. Record these targets on the Student Growth Tracker.

I reviewed pre-assessment results and early student work to map the students to the TSP.

How will I guide students toward growth?

- a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?*
- b. What strategies will you use to monitor progress? How will you document your body of evidence for each student?*
- c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?*

- a. All students will participate in bi-weekly data conferences, and after school tutoring will also be offered where various instructional strategies will be used to help students reach targeted growth goals.
- b. I will monitor progress weekly using the on-line gradebook and on-line Reading platform. Student progress on key pieces of the body of evidence will be documented on the SLO Growth Tracker.
- c. We meet as a grade level team twice a week to discuss student progress, plan any re-teach lessons and share techniques that have been successful with our respective students.

The question listed below should be answered during the SLO Goal Accomplishment submission.

What did you learn from the process about your practice?

How did you adjust instruction during the year? Did the changes help to improve student learning? What did you learn about your own pedagogy?

Through this process, I learned I was not giving my students enough credit. Some were able to a different level based on their dominant language. I learned that I need to be more intentional as it related to setting goals based on language. Additionally, I gained some new instructional strategies to use with my struggling students.