

# Sample SLO:

1. Student Learning Goal: a statement of intended learning that describes what students will know, understand or be able to do (inclusive of Standards & Curriculum) by the end of the instructional interval;

## ESTABLISHING A MEASURABLE LEARNING GOAL:

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Population: | <p>Total Number of Students: 28</p> <p>Program Participation IEP: 4 ELL: 14 GT: 1 Other: N/A</p> <p>Additional Information:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Goal:      | <p><u>Student Learning Goal (Write out goal here.)</u></p> <p>Students will write informative/explanatory paragraphs that introduce a topic, group related information, and develop and conclude their topic.</p>                                                                                                                                                                                                                                                                                                                                                                         |
|                     | <p><u>Why is this goal important for students to know and be able to do?</u></p> <p>This is an important goal for students in 3<sup>rd</sup> grade because it is expected that at the 4<sup>th</sup> grade level students will have these skills so that they can work on the next learning progressions for writing. Students without these foundational skills in 4<sup>th</sup> grade will be behind and will continue to struggle. This goal is set based on the expected Common Core Standards for 3<sup>rd</sup> grade Writing as well as some Literacy and Language standards.</p> |
|                     | <p><u>Does the Learning Goal demonstrate: <input checked="" type="checkbox"/> Endurance? <input checked="" type="checkbox"/> Leverage? <input checked="" type="checkbox"/> Readiness?<sup>2</sup> How?</u></p> <p>This SLO goal demonstrates a DOK level 3 for students in 3<sup>rd</sup> grade. This is rigorous and creates a foundation for writing development in subsequent grade levels. Success in this SLO means students are ready for 4<sup>th</sup> grade and can build on the skills learned.</p>                                                                             |

# Slo Example For Special Ed Students

**Festus E. Obiakor, Jeffrey P. Bakken**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the authors' names.

### **Slo Example For Special Ed Students:**

Teacher Evaluation That Makes a Difference Robert J. Marzano, Michael D. Toth, 2013-06-14 In this essential new book best selling author and researcher Robert J Marzano and teacher effectiveness expert Michael D Toth lay out a framework for the next generation of teacher evaluation a model focused primarily on helping educators develop and improve their practice By taking into account multiple accurate data rich measures of teacher performance and student growth the model ensures that all teachers receive fair meaningful and reliable evaluations The book includes Standards rubrics and suggested rating methodologies A detailed five phase plan for implementing the model Guidelines for calibrating evaluation criteria according to teachers experience levels A step by step guide to creating a coaching program for teachers who require intervention and Recommendations for using technology platforms to enable teacher collaboration Teacher evaluation has too often focused on affixing ratings to teachers rather than helping them grow into mastery The practical field tested model proposed in Teacher Evaluation That Makes a Difference has everything your school or district needs to provide teachers and by extension their students with the support necessary for success

### **Defensible Teacher Evaluation**

Rick Stiggins, 2014-03-11 Meaningful teacher evaluation starts with visible student growth Annual standardized test scores cannot provide evidence of student growth needed to evaluate teacher performance But consider student growth in the form of evidence derived from classroom assessment and you're on to something For assessment expert Rick Stiggins this can form the basis for a truly productive teacher evaluation strategy This revolutionary book helps you bring classroom assessment to bear for real school improvement with A plan for teacher evaluation based in part on dependable evidence of student growth Strategies for improving the assessment literacy of teachers and school leaders Five steps for developing and implementing productive local district assessment systems Practical tools that teachers and their evaluators can put to use immediately In this era of aggressive teacher evaluation reform where teachers are charged with preparing ALL students to master 21st century proficiencies the measurement of teacher success must start where learning happens in the classroom Developing a fair practical and effective teacher evaluation system is like climbing a high mountain it's impossible until someone finds a route That's what Rick does in this book He identifies the immense challenges associated with using evidence on student learning as the principal criteria in teacher evaluation and then offers practical guidance for overcoming those challenges He hasn't made the climb easy but he shows us the way Thomas R Guskey Professor of Educational Psychology University of Kentucky Rick Stiggins builds a compelling case for the development of a solid foundation of assessment competence throughout our educational system Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University

**Improving Teacher Evaluation Systems** Jason A. Grissom, Peter Youngs, 2016 This is the first book to gather and address what we have learned about the impacts and challenges of data intensive teacher evaluation systems a defining characteristic of the current education policy landscape Book Features Contributions by scholars working at the cutting edge

of research and pioneering leaders directly involved in the implementation of teacher evaluation systems Examination of the challenges and impact multiple measures based evaluations are having on teaching and learning Empirical research on the reliability and validity of evaluation measures including classroom observation instruments value added measures student surveys and teacher portfolios Contributors include Ryan Balch Marisa Cannata Casey D Cobb Julie Cohen Sean P Corcoran Morgaen L Donaldson Tim Drake Dan Goldhaber Ellen Goldring Bridget K Hamre Gary T Henry Nathan D Jones Venessa A Keesler Susanna Loeb Robert C Pianta Min Sun Andrea Whittaker Grissom and Youngs collect our best research based knowledge on the topic in a smart accessible volume that sets the standard in the field John Tyler Brown University An insightful guide to new teacher evaluation systems The contributions from individual authors couple what we know about measurement quality in these systems with a valuable first look at on the ground implementation Heather Hill Harvard Graduate School of Education One of the most significant recent changes in school district administration has been the widespread development and implementation of teacher evaluation systems based on pupil performance and other measures This book brings together top scholars who identify key issues providing insights into possible benefits and perils Robert E Floden Michigan State University

**10 Models of Teacher Evaluation** David Silverberg, Linda Jungwirth, 2014-02-04 For the first time school districts around the country are being required to adopt formal accountability measures to assess teacher effectiveness In a radical shift teacher quality will be based on outputs student achievement teacher observations rather than inputs years of service degrees attained This change in school culture and practice is an attempt to improve everything from individual student learning to national economic competitiveness It also requires that administrators implement new and rigorous teacher evaluation programs that align with state and federal guidelines Busy administrators lack the training and experience necessary to quickly and efficiently craft a teacher evaluation system that successfully meets the needs of their district Questions like What is the best program for my district or How do I get the teachers on board are being asked by school leaders across the country This book provides real world answers by highlighting 10 diverse model programs from around the country

**Data for Learning** World Bank Group, 2017-09-21 Data are a crucial ingredient in any successful education system but building and sustaining a data system are challenging tasks Many countries around the world have spent significant resources but still struggle to accomplish a functioning Education Management Information System EMIS On the other hand countries that have created successful systems are harnessing the power of data to improve education outcomes Increasingly EMISs are moving away from using data narrowly for counting students and schools Instead they use data to drive system wide innovations accountability professionalization and most important quality and learning This broader use of data also benefits classroom instruction and support at schools An effective data system ensures that education cycles from preschool to tertiary are aligned and that the education system is monitored so it can achieve its ultimate goal producing graduates able to successfully transition into the labor market and contribute to the overall national

economy Data for Learning Building a Smart Education Data System and its forthcoming companion volume shed light on challenges in building a data system and provide actionable direction on how to navigate the complex issues associated with education data for better learning outcomes and beyond Data for Learning details the key ingredients of successful data systems including tangible examples common pitfalls and good practices It is a resource for policy makers working to craft the vision and strategic road map of an EMIS as well as a handbook to assist teams and decision makers in avoiding common mistakes It is designed to provide the how to and to guide countries at various stages of EMIS deployment A forthcoming companion volume will focus on digging deeper into the practical applications of education data systems by various user groups in different settings

**What Really Works With Exceptional Learners** Wendy W. Murawski, Kathy Lynn Scott, 2017-01-20 Your desk reference for success with exceptional students Today s teachers especially the many who work with students with special needs are pressed to know a little something about everything Expertise is needed in different content and pedagogical areas but knowledge of different types of disabilities is required as well Wendy Murawski and Kathy Lynn Scott have assembled another reader friendly What Really Works resource full of experiences and evidence based practices to empower any educator Each chapter is presented in an easy access and practical format suited for busy professionals The editors and authors examine how special educational needs affect Content areas like reading and math Specialization areas like autism and learning disabilities Pedagogical areas like culturally responsive practices and accommodations Other critical areas like legal issues behavior challenges and home school collaboration As education trends promote the inclusion of students with exceptionalities this book is the perfect resource for teachers and administrators who need to know what works and what doesn t

**150 50 PROJECT** Cynthia Price, 2024-03-25 Teacher relationships with students are built through awareness of how to achieve and maintain academic success positive school relationships and community awareness Other areas of significance are students developing skills to lead the school in meetings panel discussions seminars speech contests and positive school rallies that will reflect students input Positive student relationships provide alternative solutions to problems that students encounter at school and in the community

**Handbook of Leadership and Administration for Special Education** Jean B. Crockett, Bonnie Billingsley, Mary Lynn Boscardin, 2018-07-03 The Handbook of Leadership and Administration for Special Education brings together research informing practice in leading special education from preschool through transition into postsecondary settings The second edition of this comprehensive handbook has been fully updated to provide coverage of disability policy historical roots policy and legal perspectives as well as effective collaborative and instructional leadership practices that support the administration of special education It can be used as a reference volume for scholars administrators practitioners and policy makers as well as a textbook for graduate courses related to the administration of special education

**Resources in Education** , 1996 **Legal Issues in School Health Services** Nadine Schwab, 2005-07 Legal Issues in School Health Services offers a legal resource never before available

for education and health professionals and their legal advisors All professionals involved in the development implementation and evaluation of school health services will find this an exceptional tool This book addresses the spirit and letter of the laws the related standards the conflict between them and how they affect the delivery of school health services in regular and special education Special attention is given to pertinent issues for school administrators school attorneys and school nurses in order to foster school practices that are safe and effective Designed as a guide and reference work this book is written by 15 highly credentialed nurses attorneys and educators and offers detailed discussions of the legal challenges that exist in the 21st century

**KEY FEATURES** School nursing practice standards and performance issues Risk management strategies for school administrators school boards and attorneys Multi disciplinary approaches in ethico legal problem solving Collaborative approaches in promoting student learning and success Financial special education record confidentiality and future genetic challenges In depth legal references citations and research plus a comprehensive glossary and table of federal statutes and regulations

**Education Deform** James M. Kauffman,2002 According to James M Kauffman too much of what is said today about educational reform is nonsense that shortchanges students parents and taxpayers This deforms education rather than reforming it The primary objective of this book is to help teachers teacher educators policy makers and parents think more critically about current rhetoric about education Reason and science in the enlightenment tradition are more helpful in reforming and improving education than political agendas Reform should focus on instruction Education must address the full range of learners from those who are mentally retarded to those who are intellectually gifted Special education multicultural education and standardized testing are among the controversial issues explored Extremes of both left and right ideologies are rejected in favor of careful thinking and sound judgment

**Inclusive Education** Lissa A. Power-deFur,Fred P. Orelove,1997 A comprehensive look at inclusion this book provides success stories by administrators and teachers who have found that inclusion is the best way to meet the least restrictive environment needs of their students Complete with checklists in service materials and pre and post evaluation methods this detailed guide will help you meet student needs in a way that complements the educational fiscal and legal outlooks as well as the attitudes of your school division

**Traditional and Innovative Assessment Techniques for Students with Disabilities** Festus E. Obiakor,Jeffrey P. Bakken,2021-08-11 This finely curated collection of thirteen chapters presents ideas and research on different disability topics from key leaders in the field of the assessment of children with disabilities They help us to properly understand and compare traditional and innovative assessment techniques for students with disabilities

**Getting Teacher Evaluation Right** Linda Darling-Hammond,2015-04-28 Teacher evaluation systems are being overhauled by states and districts across the United States And while intentions are admirable the result for many new systems is that goodoften excellentteachers are lost in the process In the end students are the losers In her new book Linda Darling Hammond makes a compelling case for a research based approach to teacher evaluation that supports collaborative models of teacher planning

and learning She outlines the most current research informing evaluation of teaching practice that incorporates evidence of what teachers do and what their students learn In addition she examines the harmful consequences of using any single student test as a basis for evaluating individual teachers Finally Darling Hammond offers a vision of teacher evaluation as part of a teaching and learning system that supports continuous improvement both for individual teachers and for the profession as a whole

**Designing Personalized Learning for Every Student** Dianne L. Ferguson,2001 Explore six promising practices that high schools are using to personalize education guided personalized learning personal learning plans personalized teaching community based learning and personalized assessment Cumulated Index Medicus ,1996

Alphabet Kids - From ADD to Zellweger Syndrome Robbie Woliver,2008-12-15 Alphabet Kids have disorders that are often concurrent interconnected or mistaken for one another for example the frequent combination of ASD OCD SID and ADHD Woliver covers 70 childhood disorders providing information on causes cures treatments and prognoses Chapters include a list of signs and symptoms and true life stories The Wiley Handbook of Teaching and Learning Gene E. Hall,Linda F. Quinn,Donna M. Gollnick,2018-07-31 Provides a comprehensive reference for scholars educators stakeholders and the general public on matters influencing and directly affecting education in today s schools across the globe This enlightening handbook offers current international perspectives on the conditions in communities contemporary practices in schooling relevant research on teaching and learning and implications for the future of education It contains diverse conceptual frameworks for analyzing existing issues in education including but not limited to characteristics of today s students assessment of student learning evaluation of teachers trends in teacher education programs technological advances in content delivery the important role for school leaders and innovative instructional practices to increase student learning The Wiley Handbook of Teaching and Learning promotes new global approaches to studying the process of education demonstrates the diversity among the constituents of schooling recognizes the need for and presents a variety of approaches to teaching and learning and details exemplary practices in education Divided into four sections focused on general topics context and schooling learners and learning teachers and teaching and educators as learners and leaders and with all new essays that look at what has been what is and what could be this book is destined to inspire thoughtful contemplation from readers about what it means to teach and learn Examines teaching learners and learning from a contemporary international perspective presenting alternative views and approaches Provides a single reference source for teachers education leaders and agency administrators Summarizes recent research and theory Offers evidence based recommendations for practice Includes essays from established and emerging U S and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence based ideas for improving and modifying current educational practices making The Wiley Handbook of Teaching and Learning an important book for the global education community and those planning on entering into it

**Implementing Education Policies Developing Schools as Learning Organisations in Wales** OECD,2018-10-23

Wales United Kingdom considers the development of schools as learning organisations as vital for supporting schools to put its new 21st century curriculum into practice A growing body of research evidence shows that schools that operate as learning organisations can react more quickly to Insights in teacher education: 2022 Stefinee Pinnegar,Ramona Maile Cutri,2024-04-22

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