

SLO Instructions

All JSD educators will be asked to demonstrate student academic growth through a Student Learning Objective (SLO) as part of the yearly evaluation process. All SLOs must include 1) a Utah State Core Standard, 2) A pre and post assessment, 3) a target wherein 50% of students show growth. Departments and/or teams will choose to use an existing SLO or a common assessment. This will best be completed through the PLC process. PLCs provide opportunities for educators to collaborate regarding student learning objectives. Site Administrators will approve SLO selection and determine the process for providing evidence of completion. One option is to use the “Student Growth Performance Form” as follows:

- Fill out the top portion of the form
 - Using an existing SLO
 - SLOs can be accessed from the [JSD Student Learning Objectives website \(http://learning.jordandistrict.org\)](http://learning.jordandistrict.org) Password: jdslo2015
 - SPED SLOs can be accessed from the Student Learning Objectives website or from the [Special Education Website \(http://specialed.jordandistrict.org/staff/forms/\)](http://specialed.jordandistrict.org/staff/forms/).
 - Fill in approximate scheduled date of pre-assessment and post-assessment administration
 - Using a common assessment
 - Identify the core standard addressed
 - Create a learning goal that describes what students will know and be able to do at the end of the unit or course. Remember the SMART acronym to create a goal that is:
 - 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 of at least 3 weeks or more
 - T - time-limited, can be evaluated within the time span of at least 3 weeks or more
 - Fill in the approximate scheduled date of the pre-assessment and post-assessment administration.
- Share form with administrator for approval.
- Keep the form on file to use to complete your evaluation. It is not required that all assessments be administered before your evaluation. Share what has been completed.
 - Educators on a full JPAS – Share the form as evidence during your evaluation
 - UETS-Based JPAS (Classroom teachers) – Share the form during the professional interview portion of the evaluation as part of Indicator 54.
 - Specialized Subgroups – Visit [SLO website \(http://learning.jordandistrict.org/\)](http://learning.jordandistrict.org/) or [JES website \(http://jes.jordandistrict.org/\)](http://jes.jordandistrict.org/) for specific indicators.
 - Educators on an Interim evaluation – Record information from the form in the “Beginning of year -- Professional Growth Plan” section of your JPLS Interim Evaluation.
- Administer the pre-assessment and the post-assessments at the designated time as recorded on the Student Growth Performance Form. Record scores using classroom gradebook, MasteryConnect, or the SLO tracking form from the SLO website.
- Complete the bottom portion of the form as follows:
 - Record the number of students taking BOTH the pre- and post-assessment.

- Record the number of students showing growth from the pre-assessment to the post-assessment.
- Indicate if target of 50% of students showing growth was met.
- Record any comments or reflection regarding the process or the results.

NOTE: The target for student growth has changed. The JSD target for student growth is that the majority of the class (50% or more) demonstrates growth from the pre-assessment to the post-assessment.

- Report student growth to evaluator
 - Educators on a full JPAS – Make a copy of the completed form. Give original form to administrator to include in JPAS evaluation folder and keep the copy.
 - Educators on an Interim evaluation – Record information from the form in the “End of Year -- Professional Growth Plan Review and Reflection” section of your JPLS Interim Evaluation.
- If the majority of students do not make growth on the SLO, and the full JPAS has been completed, the principal will notify the JES Office.

NOTE: *Singleton teachers* may choose to complete an existing district SLO or work with their content-area district consultant to create a common assessment with teachers from other schools.

NOTE: *SPED educators* – SLOs should be based on students making progress on their IEP goals. When monitoring progress, you should include all students on your caseload who have an IEP goal that fits within the SLO category you’ve selected, with a minimum of 6 students.