## Teacher: Student Learning Objective (SLGG) Template Checklist

*This checklist should be used for both writing and approving SLGGs. It should be made available to both teachers and evaluators for these purposes.*

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| **Content** | **Context**  | **Interval of Instruction** | **Baseline Data** | **Student Growth Goal Statement** | **Strategies for Improvement** | **Professional Growth Goal** |
| *What content will the SLO target? To what related standards is the SLO aligned?*  | *Which students will be included in this SLO? Include course, grade level, and number of students.* | *What is the duration of the course that the SLO will cover?*  | *What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?* | *Considering all available data and content requirements, what growth target(s) can students be expected to reach?* *What assessment(s) will be used to measure student growth for this SLO?*  | *How will I help students attain the SLO? What specific actions will lead to goal attainment? What strategies will the teacher incorporate into his/her methodology and professional practice?* | *Considering both student data and the teacher’s self-reflection on the Danielson Framework, what would be an aligned professional growth goal that will support my instructional and/or professional improvement?* |
| * Specifies how the SLO will address applicable standards from the following: (1) Common Core State Standards, (2) Oregon Content Standards, or (3) curriculum guides/planned course statements.
* Represents the big ideas or domains of the content taught during the interval of instruction
* Identifies core knowledge and skills students are expected to attain as required by the applicable standards
 | * Includes all students in the class covered by the SLO
* Describes the student population and considers any contextual factors that may impact student growth
* Does not exclude subgroups of students that may have difficulty meeting growth targets
 | * Matches the length of the course (e.g., quarter, semester, year)
 | * Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
* Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses
 | * Ensures all students in the course have a growth target
* Uses baseline or pretest data to determine appropriate growth
* Identifies assessments that will effectively measure course content and reliably measure student learning as intended
* Creates tiered targets when appropriate so that all students may demonstrate growth
* Sets ambitious yet attainable targets
 | * Specific strategies to assisting students to meet the SLO are included
* Specific strategies are listed that will assist the teacher in meeting their professional growth goal
* The strategies to assist students and the professional growth strategies are aligned
 | * Teacher has used their self reflection on the Danielson Framework to determine their professional goal
* Achievement of the teacher’s professional growth goal will improve student learning and engagement
* Teacher includes ways to team with colleagues to successfully achieve his/her goal
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