## 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 |