



Educator Example SLO aligned to the [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year](#)



The following example of an **Educator SLO** is aligned to the [Flexibilities](#) for the 2020-2021 school year and integrates understanding of student needs related to Social-Emotional Learning and student academic performance in reading comprehension. This guide represents one approach to setting a goal and is intended as an example. Districts, in accordance with their state-approved evaluation plans and the [Flexibilities](#) for 2020-2021, should determine how specific goals/objectives will be set after assessing their unique priorities and student needs.

Student Learning Goals/Objectives Development Guide						
Grade: 7 Content Area: ELA						
Component	Guiding Questions	Descriptors				
Baseline/ Trend Data	What data were reviewed to assist in establishing the student learning goal/objective (consider SEL/Overall Well-Being)?	<ul style="list-style-type: none"> • Previous year iReady Comprehension Scale Scores (Literature and Informational text) • Fall Benchmark iReady Comprehension Scale Scores (Literature and Informational text) • Summer District Student and Family Survey (access and self-regulation questions) • Habits of Mind Self-Assessment Rubric - For the last two years, the school has been leveraging Habits of Mind (Costa & Kallick, 2008) thinking dispositions that can serve to support social, emotional, and cognitive behaviors and impact student learning. Two Habits of Mind (perseverance and metacognition) were targeted for both baseline data analysis and in the instructional strategies for learning • Qualitative data from student profiles • September formative assessment (across ELA, SS, Science) samples from student portfolio • Cumulative record review • Culture and Climate survey data • District survey data 				
Student Population	<p>Who is included in this student learning goal/objective?</p> <p>Why is this target group/class selected?</p>	<p>For the group of 110 seventh graders shared in Team A, I collaborated with colleagues gathering the following baseline data, organizing students into bands of performance:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Measure of Success</th> <th>i-Ready Comprehension (Literature)</th> </tr> </thead> <tbody> <tr> <td>Number of Students Above Level</td> <td>15.4% (17)</td> </tr> </tbody> </table>	Measure of Success	i-Ready Comprehension (Literature)	Number of Students Above Level	15.4% (17)
Measure of Success	i-Ready Comprehension (Literature)					
Number of Students Above Level	15.4% (17)					



Educator Example SLO aligned to the [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year](#)



		<table border="1"> <tr> <td>Number of Students On Level</td> <td>43.6% (48)</td> </tr> <tr> <td>Number of Students 1 Level Below</td> <td>31.8% (35)</td> </tr> <tr> <td>Number of Students 2 Levels below</td> <td>9% (10)</td> </tr> </table>	Number of Students On Level	43.6% (48)	Number of Students 1 Level Below	31.8% (35)	Number of Students 2 Levels below	9% (10)				
Number of Students On Level	43.6% (48)											
Number of Students 1 Level Below	31.8% (35)											
Number of Students 2 Levels below	9% (10)											
		<table border="1"> <thead> <tr> <th>Measure of Success</th> <th>i-Ready Comprehension (Informational)</th> </tr> </thead> <tbody> <tr> <td>Number of Students Above Level</td> <td>12.7% (10)</td> </tr> <tr> <td>Number of Students On Level</td> <td>37.2% (41)</td> </tr> <tr> <td>Number of Students 1 Level Below</td> <td>38.1% (42)</td> </tr> <tr> <td>Number of Students 2 Levels below</td> <td>15.4% (17)</td> </tr> </tbody> </table>	Measure of Success	i-Ready Comprehension (Informational)	Number of Students Above Level	12.7% (10)	Number of Students On Level	37.2% (41)	Number of Students 1 Level Below	38.1% (42)	Number of Students 2 Levels below	15.4% (17)
Measure of Success	i-Ready Comprehension (Informational)											
Number of Students Above Level	12.7% (10)											
Number of Students On Level	37.2% (41)											
Number of Students 1 Level Below	38.1% (42)											
Number of Students 2 Levels below	15.4% (17)											
		<p>District Student Survey/Habits of Mind (Costa & Kallick, 2008) The team reviewed student perception data from the district student survey related to questions about access and use of self-regulation strategies in alignment with Habits of Mind:</p>										
		<table border="1"> <thead> <tr> <th>Measure of Success</th> <th>Core habits for self-regulation*</th> </tr> </thead> <tbody> <tr> <td rowspan="2"> Students ratings on questions from Survey Scale 1-Beginning Habit 2-Apprentice Habit 3-Proficient Habit 4-Exemplary Habit </td> <td> Persisting 40% of students (44) identified at 3 or above 60% of students (66) identified as 2 or below </td> </tr> <tr> <td> Thinking about Thinking (Metacognition) 26.3% of students (29) identified at 3 or above 73.6% of students (81) identified as 2 or below </td> </tr> </tbody> </table>	Measure of Success	Core habits for self-regulation*	Students ratings on questions from Survey Scale 1-Beginning Habit 2-Apprentice Habit 3-Proficient Habit 4-Exemplary Habit	Persisting 40% of students (44) identified at 3 or above 60% of students (66) identified as 2 or below	Thinking about Thinking (Metacognition) 26.3% of students (29) identified at 3 or above 73.6% of students (81) identified as 2 or below					
Measure of Success	Core habits for self-regulation*											
Students ratings on questions from Survey Scale 1-Beginning Habit 2-Apprentice Habit 3-Proficient Habit 4-Exemplary Habit	Persisting 40% of students (44) identified at 3 or above 60% of students (66) identified as 2 or below											
	Thinking about Thinking (Metacognition) 26.3% of students (29) identified at 3 or above 73.6% of students (81) identified as 2 or below											
		<p>*For the purpose of this SLO, I broke the group into two levels of performance but additional time will be included working with students based on individual self-assessment results (See Instructional Strategies).</p>										



Educator Example SLO aligned to the [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year](#)



Standards and Learning Content	Which standards are connected to the learning content?	While all 7th grade ELA-Literacy standards are addressed throughout the year, these critical skills have been prioritized for my goal because I can have a high impact on student learning through multiple and ongoing assessment: CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.8 CCSS.ELA-LITERACY.RI.7.9 CCSS ELA-LITERACY.SL.7.1 – 7.1d
Student Learning Goal/Objective Statement	What is the expectation for student growth and development?	In May 2021, all of my students will improve in their ability to draw conclusions/make inferences, summarize/retell, and compare/contrast across different texts
Indicators of academic Growth and Achievement (IAGDs) Growth Targets	How will you measure progress toward your student learning goal/objective? What targets will you establish to demonstrate attainment of your student learning goal/objective?	Using the i-Ready Diagnostic Scale Score Increases to Achieve Specified Years of Growth, I determined targets for student growth as follows: <ul style="list-style-type: none"> ● All students scoring 2 levels below will achieve target growth with 80% achieving the goal by May 2021 i-Ready assessment ● All students scoring 1 level below will achieve target growth with 80% achieving the goal by May 2021 i-Ready assessment ● All students scoring on or above level will achieve target growth with 80% achieving the goal by May 2021 i-Ready assessment Improvements in self-perception related to habits of persistence and metacognition as measured by the Habits of Mind Self-Assessment.
Instructional Strategies/ Supports	What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you	Considering the importance of drawing conclusions and inference making, summarizing and retelling of text, and comparing and contrasting across different texts to the success of student reading comprehension in both literary and informational texts, I will integrate consistent use of: <ul style="list-style-type: none"> ● Formative assessments in all three areas and in all units of instruction. ● Individual and small group conferring (focus on Teach and student demonstration of each skill) ● Graphic and semantic organizers to assess student conceptual understandings and



Educator Example SLO aligned to the [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year](#)



	<p>need to achieve this student learning goal/objective?</p>	<p>relationships between concepts.</p> <ul style="list-style-type: none">• QAR strategies being supported in school-wide PL in 2020-2021 <p>Furthermore, I would like to explore the impact of persistence and metacognition on the reading comprehension of my students. I will integrate:</p> <ul style="list-style-type: none">• Extension activities on both Habits of Mind during (in alignment with Team Colleagues) during Flex Blocks and Advisory• Having students map their thinking processes for selected readings.• Support connections/transference to these skills during individual and small group conferring
--	--	--