



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 designed to cultivate increased capacity of student engagement related to key social and emotional learning competencies. 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: 5th Grade Team - 4 teachers and 107 students		
Content Area: SEL Development Related to Civil/Civic Discourse		
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"> • School Culture and Climate Survey (Spring 2020) • Panorama Social-Emotional Learning Survey (September 2020) • Observations/Anecdotal and scoring from school rubric for Collaborative Discourse • DESSA Mini (Universal Screener) • DESSA Full (For targeted students) • Anecdotal Data (Teacher data regarding nurse visits, attendance, contacts with families)
Student Population	<p>Who is included in this student learning goal/objective?</p> <p>Why is this target group/class selected?</p>	<p>The School Climate Survey review over the summer was shared with the staff during our Back to School PL. My team and I met to discuss student objectives in early September and determined one of the areas of greatest importance to us especially with uncertainty about teaching models (face-to face, remote, hybrid) was ensuring we could build student skills associated with “civil/civic discourse” and positive interactions/building community. We then gave the Panorama SEL Survey to understand student perceptions and used a Collaborative Discussion Rubric to focus our outcomes and strategies. We consulted with our School Psychologist who provided us with the DESSA Mini 1 which we used to determine what the best areas of concentration and support. 22 students were identified and were administered the Full DESSA to support increased understanding of student needs. Based on this we organized the following data on our students*:</p>



		<p>DESSA (categories related to SLO):</p> <ul style="list-style-type: none"> 64% of students assessed (14 of 22) are demonstrating need for intervention need T-Scores on full DESSA 36% of students assessed (8 of 22) are demonstrating typical T-Scores on full DESSA <p>Panorama SEL Survey: Based on aggregate results of selected questions from the following student survey for selected competencies (Supports and Environment: School Safety, Sense of Belonging, Engagement, and Social Awareness):</p> <ul style="list-style-type: none"> 39.3% of students (42) are responding favorably to these questions indicating a need for strategies that support community, communication, and sense of safety and belonging among students <p>Based on staff responses to related questions:</p> <ul style="list-style-type: none"> 100% (4 of 4) are responding favorably <ul style="list-style-type: none"> Anecdotally, we also continue to show a need to support positive learning environments based on collective feedback from administration on CCT 1.a.1 <p>Collaborative Discourse Rubric *For the purpose of this SLO, we broke the results into two levels of performance and identified two critical indicators on the school rubric for Collaborative Discussion:</p> <p>Communication</p> <ul style="list-style-type: none"> 73% of students observed (78) fall into Emerging/Developing 27% of students observed (29) fall into Proficient/Advanced <p>Contribution of Ideas</p> <ul style="list-style-type: none"> 85% of students observed (91) fall into Emerging/Developing 15% of students observed (16) fall into Proficient/Advanced
<p>Standards and Learning Content</p>	<p>Which standards are connected to the learning content?</p>	<p>CASEL: Relationship Skills CCS SL5.1, SL5.1a CCSS.MATH.PRACTICE.MP3 NGSS Science & Engineering Practice 7 (Alignment to the <i>CCT Rubric for Effective Teaching 2017- 1a, 2a, 3a, 3b</i>)</p>



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<p>Student Learning Goal/Objective Statement</p>	<p>What is the expectation for student growth and development?</p>	<p>100% of the students identified will increase in capacity to engage in civil and civic discourse regardless of learning model.</p>
<p>Indicators of academic Growth and Achievement (IAGDs)</p> <p>Growth Targets</p>	<p>How will you measure progress toward your student learning goal/objective?</p> <p>What targets will you establish to demonstrate attainment of your student learning goal/objective?</p>	<p>Panorama-Based IAGD IAGD - 100% of the students assessed (42) will show favorable responses to aggregate identified questions on the Panorama SEL Survey (Supports and Environment: School Safety, Sense of Belonging, Engagement, and Social Awareness) in the May, 2021 implementation.</p> <p>DESSA-Based IAGD IAGD - 100% of 5th grade students assessed (22) will show increases into the Typical range (41-59) or Strengths range (61-71) in at least 2 of 8 categories directly aligned to the SLO on the full DESSA by Spring, 2021.</p> <p>Collaborative Discourse Rubric-Based IAGD 100% of the 5th grade students will move to Proficient or Advanced based on teacher scoring of the Collaborative Discourse Rubric in April, 2021.</p>
<p>Instructional Strategies/ Supports</p>	<p>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored?</p> <p>What professional learning/supports do you need to achieve this student learning goal/objective?</p>	<p>The team has committed to the following strategies:</p> <ul style="list-style-type: none"> ● Participate in Yale -Brackett SEL Course and identify and implement strategies covered in the course ● Collaborate with the School Psychologist to guide T1 and T2 interventions and understand T3 interventions he may be using with identified students (DESSA Strategies) ● Model (communication & SEL): listening/positively disagreeing/sharing, empathy) ● Small group alignment to identified target areas on DESSA ● Team calibration activities during PLC/Inquiry Teams using the Collaborative Discourse Rubric ● 1:1 conferring and small group instruction ● Provide stems/sentence frames/facial expressions (with masks)



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		<ul style="list-style-type: none">● Integrate varied texts to focus on perspective taking and understanding emotions and feelings● Integrate project-based learning● Integrate identity projects (lessons on bias, stereotypes)● Teach and use protocols to give opportunities to share, collaborate, communicate (morning meeting, 4-corners, Socratic) with ongoing feedback/self-reflection/individual and group debriefs after protocols/processes● Synchronous – Meets breakouts, remote book clubs, mixing groups live and at a home● Asynchronous – Sharing tools with peer feedback (Padlet & Flipgrid)
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