**Simplified SLO: Priority Standard and Instructional Strategy**

| **Teacher Name:** Click here to enter text. | **School:** Click here to enter text. |
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| **SLO Evaluator Name:** Click here to enter text. | **SLO Interval (circle): Year or Semester** |
| **Grade Level:** Click here to enter text. | **SLO Content Area/Focus Class:** Click here to enter text. |
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| **I. Student Population and Baseline**a. What do I already know about the students in my focus class?*Information could include the number of students, a description of students with exceptionalities (e.g., learning disability, gifted and talented, and/or language learner status), easily accessible reports of last year’s performance, information from the Rally Analytics platform, etc. This should not require reflection, not extensive research on the part of the teacher.*Click here to enter text.b. What do I know about the support my students will need to be successful in this class/content area?*Response could include information from LEAP pre-assessments or summer academic recovery camps.*Click here to enter text. |
| **II. Priority Standard and Learning Objective** a. Identify one to two high priority content standard(s) and indicators or [SC Profile of a Graduate Competencies](https://ed.sc.gov/instruction/personalized-learning/feature-box/competency-based-education/sc-competencies-prototype/) that will provide the basis of the SLO learning objective.*If focused on ELA or Math, consider using one of the SCDE priority standards to be released in early September. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.*Click here to enter text. b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval?*The Learning Objective should be aligned with course- or grade-level content standards or* [*SC Profile of a Graduate Competencies*](https://ed.sc.gov/instruction/personalized-learning/feature-box/competency-based-education/sc-competencies-prototype/)*. The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using the or existing data team structures or the Rally platform.*Click here to enter text.c. What evidence will tell me that a student has met this learning objective?*Consider what formative and summative assessment data is already collected as part of your course that can be used to measure this objective. Multiple measures and incorporation of existing assessments are encouraged. This evidence can be connected to existing data team/PLC structures or work with the Rally platform.* Click here to enter text. |
| **III. Instructional Strategies**a. When I consider my professional practice and growth, what is one instructional practice that will be my focus connected to this professional goal? Why?Click here to enter text. b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?Choose one indicator.  |
| **IV. Conference Reflection (End of Year Conference)** a.Evidence that students met the student learning objective.Click here to enter text. b. Reflection on DataHow does the data inform my instructional practice, goal setting, or my professional development plan for next year?Click here to enter text.c. [SLO Rating](https://docs.google.com/document/d/1pGyyE270xZpRCIKYAUC5XKWcxfIFK2q_MKiChZfpZFA/edit)  |

| **Conference** | **Date** | **Signatures** |
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| SLO Preliminary Conference |  |  |
| SLO Mid-Course Conference*Can be incorporated into a department, grade-level, PLC, or other collaborative meeting* |  |  |
| SLO Summative Conference |  |  |