**Directions:** This template is designed to help educators create Student Learning Objectives (SLOs). A complete SLO must include the information on Learning Goals, Assessments, and Targets found in the sections provided below.

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| **Course/Grade Level Information** |  |
| Course Name | Early Childhood Education 1: Curriculum and Lab |
| Brief Course Description and Number of Students | This course prepares individuals for child-related careers and/or more extensive parenting skills through personal interaction with children. Instruction is given in developing positive relationships with and learning experiences for children, childcare policies and management, guidance techniques, and health and safety concerns. On-site preschool and/or child care experiences will be a major component of the course. Previous completion of the Child Development course is required. Student leadership (FCCLA) may be an integral part of the course. |
| Grade Level(s) | 10-12 |

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| **Process, Implementation Timeline, and Sign-Offs** |  |
| List names and current job positions of those developing this SLO | SLO State Writing Team  SLO Example has been developed by 4 FACS educators and the USOE FACS specialist, Pearl Hart. Shelli Barnum: B.S., 12 years experience Holly Rawlins: M.S., 12 years experience Natalie Hancock B.S., 5 years experience  Carol Larsen: M.A., 5 years experience |
| Administrator/Supervisor Name and Title |  |
| Administrator/Supervisor sign-off of initial SLO |  |
| Date final SLO is due to determine educator effectiveness rating |  |

**Directions for establishing a Learning Goal:** Identify your proposed Learning Goal. Then thoroughly complete the planning information. This planning information should be used to guide the SMART review of the Learning Goal.

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| **SMART Protocol:**  A protocol to determine alignment of a proposed Learning Goal for the SLO. |
| **Specific** –Learning Goal is focused on the big idea and Utah Core content standards.  **Measurable** – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used).  **Appropriate –** Learning Goal is within the educator’s control to effect change and is important and meaningful for students to learn during the identified time span.  **Realistic –**Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified.  **Time Limited** **–**Learning Goal can be applied to an evaluation within the time under the educator’s control. |

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| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level Utah Core content standards and curriculum. |  |
| **Proposed Learning Goal for this SLO** |  |
| Describe the proposed **Learning Goal** for this SLO. | Students will create and implement a developmentally appropriate lesson plan in the preschool setting. |
| **Planning Information for Writing the Learning Goal** |  |
| Identify the big idea supported by the Learning Goal. | Developmentally appropriate lesson plans are a critical component when teaching children. |
| List all Utah Core content standards that are associated with this big idea, (include the text and code of the standards). | STANDARD 5  Students will develop and/or implement age appropriate curriculum for young children.  Objective 1: Identify components of curriculum planning.  a. Identify and/or demonstrate the responsibilities of the lead and support teacher.  b. Understand calendaring, daily scheduling and routines.  c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.  Objective 2: Create DAP learning experiences for preschoolers.  a. Language/literacy activities (fingerplays, stories, show and tell).  b. Math activities (sequencing, sorting, classification, matching, seriation).  c. Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).  d. Science and sensory activities.  e. Music and movement activities.  f. Dramatic play.  g. Food experiences.  h. Free play. |
| Explain why this Learning Goal is important and meaningful for students to learn. | Developmentally appropriate practice is the focus of the National Association for the Education of Young Children (NAEYC). Developmentally appropriate teaching strategies have been developed through research and experimentation. The NAEYC has encouraged all teachers of young children to implement developmentally appropriate practice in their curriculum, as the most effective method of teaching.    Integrated Literacy Concepts  Students will follow a precise multistep procedure when creating, planning, and evaluating their curriculum lesson plans. A variety of formats (questioning, modeling, etc.) will be used in the oral presentation of their lesson. |
| Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards / big idea being measured. | Level four depth of knowledge is required for students to apply and integrate lesson planning and developmentally appropriate practice concepts into a usable lesson plan. |
| Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal. | The teacher will lecture on developmentally appropriate practice for the preschool age child and teach appropriate lesson planning and curriculum design. Multi-media presentations, small group work, class discussion, observations, and learning activities will teach students the concepts of developmentally appropriate practices. |
| Identify the time span for teaching the Learning Goal (e.g., daily class-45 minutes two days a week for the entire school year). | Approximately 6 class periods (80 minutes) will be spent in teaching and learning about developmentally appropriate practice and lesson planning. Approximately 13 class periods (80 minutes) will be spent in applying the lesson planning concepts in the creation of developmentally appropriate lesson plans. Approximately 13 class periods will be spent implementing the lesson plans in the preschool setting. |
| Explain how this time span is appropriate and sufficient for teaching the Learning Goal. | This time span is appropriate and sufficient because it provides students with critical and foundational teaching and learning activities, as well as lab time needed to plan and implement principles taught. |

**Directions for documenting assessments and scoring:** Complete the questions below then use the planning information to develop and tailor the description and use of **assessments.**

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| **Assessments and Scoring: Assessments** should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the Learning Goal of the SLO. The **assessmen**t should be accompanied by clear criteria or rubrics to describe what students have learned. |  |
| **Planning Information for Explaining the Use of Assessments and Scoring** |  |
| Explain how student performance is defined and scored using the **assessments**. Include the specific rubric and/or scoring criteria to be used. | The teacher will use the lesson plan scoring rubric to assess the students’ application of developmentally appropriate practices in their written lesson plans. The student and the teacher will use the lesson plan evaluation form to assess student performance in implementing the lesson in the preschool lab. |
| Describe how often you will collect data to monitor student progress toward this Learning Goal. | Students will submit lesson plans twice a month for seven months. Each lesson plan will be assessed based on the lesson plan rubric. Students will also be evaluated on the implementation of their lesson plan in the preschool setting using the lesson plan evaluation form, as well as informal in-lab observations by the teacher. |
| Explain how will you use this information to monitor student progress and to differentiate instruction for all students toward this Learning Goal (e.g., gifted and talented, ELL, special education). | The teacher will use the lesson plan rubric and evaluation forms to monitor student progress. The teacher will also informally observe in the preschool lab as the students are implementing their lessons and record observations on the lesson plan evaluation form. Students who are struggling to write appropriate lesson plans will be given additional time to review lesson planning concepts and revise written lesson plans to meet all requirements. Students needing additional assistance with understanding developmentally appropriate practice, will also be given additional guidance by the teacher in researching more appropriate activities. Advanced students will be given increased opportunities to teach additional lesson plans, as well as leading the preschool group as a whole in the preschool setting. |
| **Assessments** **for the SLO** |  |
| Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students’ understanding of the Learning Goal[[1]](#footnote-0). | Students will create and implement a developmentally appropriate lesson plan in the preschool setting. The teacher will use the lesson plan scoring rubric to assess the students’ application of developmentally appropriate practices in their written lesson plans. The lesson plan rubric will score students according to the inclusion of concepts, objectives, materials needed, preparation, procedures, closure, and transitions. Once the lesson plan is implemented, the student and the teacher will use the lesson plan evaluation form to assess student performance in the preschool lab. Students will be evaluated on the use of developmentally appropriate teaching strategies, including guidance and interaction with the preschoolers. |

**Directions for establishing Targets:** Thoroughly complete the first two sections of the planning information prior to completing the other sections. This will guide you to know how Targets will be established.

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| **Planning Information for Writing Targets Used to Establish Educator Evaluation Ratings** |  |
| Describe the courses, assessments, and/or experiences used to establish **expected outcomes** for students’ understanding of the Learning Goal. | At the beginning of the course, students will be given a pre-assessment to determine their current knowledge base. The pre-assessment examines students’ knowledge of lesson planning and curriculum design, as well as developmentally appropriate practice. Test bank questions for this pre-assessment are available on the Utah State Core UTIPS website. |
| Identify the **performance** (e.g., grades, test scores, etc.) of students for the identified courses, assessments, or other sources of information to **categorize student levels** as their starting points. | To be determined by classroom teacher once pre-assessment has been administered. |
| Identify your **expected Targets** below and explain how these Targets demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the Learning Goal. | Based on the pre-assessment, students will be grouped into three groups (low, proficient, advanced).  % of students will remain in the low group  % of students will progress or remain in the proficient group  % of students will progress or remain in the advanced group  To be determined by the classroom teacher, after the pre-assessment has been administered. |

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| **Targets:** Identify the expected outcomes by the end of the instructional period for the whole class and / or for different subgroups, as appropriate. |  |
| **Expected Targets for this SLO** |  |
| Using students’ starting points identify the **number or percentage of students** expected at each target of proficiency level based on available data about their performance(s). Be sure to include any appropriate subgroups. | To be determined by classroom teacher once pre-assessment has been administered. |

**Directions:** Complete this section at the end of the instructional period.

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| **Actual Outcomes for Targets:** Identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate. |  |
| Record the **actual** **number or percentage** of students who achieved the Targets. Be sure to include any appropriate subgroups as noted above. |  |
| Please provide any comments you wish to include about actual outcomes. |  |

**Directions for educator ratings**: The table below is to be used by the administrator/ supervisor reviewing the SLO to document the educator rating based on the Targets that were established.

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| **Educator Ratings:** Based on the results of the Learning Goal, Assessments/Tasks, and Targets of this SLO, an educator rating is noted below. |  |  |  |
| ▢ **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | ▢ **Partially Meets**  Based on the students’ starting points, students partially performed as expected. | **▢ Meets**  Based on the students’ starting points, students performed as expected. | ▢ **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator/Supervisor comments: |  |  |  |
| Date | Administrator/ Supervisor Signature |  |  |
| Date | Educator Signature  (the signature does not necessarily indicate agreement with the rating) |  |  |

1. Assessments and rubrics need to be rated as high quality using the Assessment Review Tool. [↑](#footnote-ref-0)