

All objective statements must be aligned to content area standards designated by the State of Colorado for the subject and course for which the teacher is setting the SLO.

Career and Technical Education

Teachers should identify two to three standards from the district-approved course syllabi. This should be done at either the substandard or evidence outcomes level (ie. FEMP .01.02 or FEMP .01.02.a). These standards should provide a good overall picture of the majority of what you teach. There are CTE model SLOs currently available for: Writing in CTE, the Design Cycle, and ACE Career Plan; and drafts of Engineering Design, Computer Science Algorithms, Digital Fabrication, Work Experience, and Health Science Careers. All CTE instructors will complete two SLOs for the school year; one SLO should be based on your specific content and one SLO should be based on soft skill development within your CareerConnect course/s.

Dance

Dance teachers need to consider the big ideas and the essential learnings that are central to the dance discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Dance Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the arts content. In addition, teachers, need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (eg. trimester, semester, year). Multiple standards from the Colorado Academic Standards for Dance should be used in each learning objective. Performance criteria will reflect oral and/or written language domains. District Models are provided in the ARE SLO Application bank for grades K, 1st, 3rd, 4th, 6th, 7th, HS Fundamental (2), and HS Extended (2).

Drama and Theatre Arts

Drama and Theatre Arts teachers need to consider the big ideas and the essential learnings that are central to the theatre arts discipline and that will have lasting value beyond the classroom. Teachers should consult the Theatre Arts Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the arts content. In addition, teachers, need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (eg. trimester, semester, year). Multiple standards from the Colorado Academic Standards for Drama and Theatre Arts should be used in each learning objective. Performance criteria will reflect oral and/or written language domains. District Models are provided in the ARE SLO application bank for grades K, 1st, 4th (2), 6th, 8th, HS Fundamental (2), and HS Extended (2).

Early Childhood Education (ECE and Kindergarten)

When selecting the standards for an ECE Student Learning Objective, it is highly recommended that teachers use Teaching Strategies GOLD objectives. This will enable teachers to use assessments and rubrics aligned to nationally-normed, widely-held-expectations for three- and four-year-olds when determining performance criteria, baseline preparedness levels, and when evaluating student growth. It is recommended that GOLD objectives that examine a depth of knowledge requiring higher order thinking skills, such as application or synthesis, across multiple objectives or indicators be selected, rather than selecting an objective that focuses on an isolated or discrete skill. A body of evidence for determining preparedness levels and command levels should include multiple formal and informal assessments that may include observations, anecdotal notes, portfolios or TS GOLD checkpoints. Checklists for helping to determine ECE preparedness levels are available on the SLO website.

When selecting the standards for a Kindergarten Student Learning Objective, teachers should use comprehensive and multi-faceted Common Core State Standards rather than standards that focus on one or two discrete skills. This will enable teachers to meet the needs of students on a full developmental continuum when determining performance criteria and baseline preparedness levels, and when evaluating student growth. A body of evidence for determining preparedness levels and expectation levels should include multiple formal and informal

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assessments such as observations, anecdotal notes, portfolios or the previous year's TS GOLD checkpoints if available.

ELA-S Secondary for ELA-S Resource Teachers who push in to Math, Science, and Social Studies

It is recommended that you choose to partner on your SLO with a teacher you already have a strong working relationship with, and in the content area you have the most experience and/or are licensed.

Select the same SLO as the content teacher. The standards you draw from are the same. The language of the SLO can be in English or Spanish, depending on the bilingualism of your leader/conversational partner about them. If you choose to write or want to reference the standards in Spanish, please refer to the Common Core in Español.

Objective statements and performance criteria are the same as content teacher but can be translated. Add 'in Spanish or English' to the end of both the objective statement and each performance criteria.

The learning progression rubric also stays the same as the content teacher as we are measuring progress on content. Instruction and assessment provides opportunities for students to develop and demonstrate mastery of content concepts in Spanish, English, or both.

Baseline preparedness and body of evidence collected in both Spanish and English will provide the best picture of what a student knows and can do. Decisions about baseline preparedness will be most accurate when based on assessment of what students know altogether in both languages (eg. if a student demonstrates knowledge and skills of the standard in both languages—four, diez, twenty-one, twenty-two, and cien they demonstrate five examples of knowledge of whole numbers.)

ELA-S Secondary for ELA-S Resource Teachers who teach Heritage Spanish Language Arts

Select the same SLO as grade level Language Arts standards. The language of the SLO can be in English or Spanish, depending on the bilingualism of your leader/conversational partner about them. If you choose to write or want to reference the standards in Spanish, please refer to the Common Core in Español.

Objective statement, performance criteria, and learning progression rubric are the same as grade level Language Arts teachers.

Baseline preparedness and body of evidence need to be collected in Spanish. Decisions about baseline preparedness take into account what students know in Spanish.

ELD

For an ELD SLO, use WIDA Standards and WIDA Performance Definitions as the foundational standards because they include specific information on language proficiency development, which is the focus of this SLO. The standards are identified by a progression of language proficiency, not grade level. An ELD SLO will capture the development of language needed in academic settings, but not command of the content itself.

The objective statement expresses language that will be developed first, followed by the academic language context (developing an argument, providing an explanation) as applicable. Please note that academic content is explicitly secondary to language in this SLO.

The performance criteria and learning progression rubric capture the development of 1) complete language (discourse level engagement), 2) function specific language, and 3) form specific language. This structure will support the collection of a body of evidence across different dimensions of language across the year.

Baseline preparedness and body of evidence will be in English.

Note: Native language assessment and interaction can serve to support teacher knowledge of students' literacy skills and levels of bilingualism, but rarely will be directly included in an ELD SLO. Students who have interrupted formal education or low literacy skills in their native language may affect baseline data.

Highly Gifted and Talented

When creating an objective statement, teachers should select a model from the SLO bank (gifted and talented examples are available) and adjust to add appropriate rigor, including for students in magnet programs. Adjustments should include standards that require students to use high-order thinking and may include above grade-level standards when appropriate.

Gifted students may go beyond the scope of a grade level learning standard or performance-based task when that task is adjusted through depth and complexity.

Interventionists

It is recommended that interventionists utilize the “other” profile in the SLO application. This profile allows interventionists to either set SLOs that are based on learning progression rubrics, just like general classroom teachers, or, alternatively, they can set SLOs based on specific targets that they want to meet (this involves differentiated scoring and still uses baseline preparedness levels). The first option is strongly recommended for interventionists who have set caseloads of students that they support all year, while the latter option works well for interventionists who support entire schools or have a more truncated timeline with their students (e.g., six weeks). Intervention teachers may also find the latter option more appropriate if they work with students to reach specific skill goals or if their work as an interventionist centers on exiting students from the intervention program. Interventionists who do not have access to the “other” profile in the SLO Application should email slohelp@dpsk12.org.

Reading Interventionists: When creating an objective statement for students receiving reading interventions, it is highly recommended that teachers select Reading Foundational Skills Standards. For grades K-3, model SLOs for Reading Foundational Skills Standards are available.

Literacy

When selecting the standards for a literacy objective, teachers should use their scope and sequence, if available, and select standards identified as priority standards addressed in multiple units across the year. If applicable, the DPS writing rubrics should be used when determining performance criteria, baseline preparedness levels, and when evaluating student growth.

To support teachers in this work, at least two literacy SLOs have been created for each grade level. In grades K-12, both SLOs can be used in conjunction with the district curriculum or in a curriculum-neutral context. Also, all SLOs can be found in the scope and sequence documents in Schoolnet.

Math

When selecting the standards for a math objective, teachers should use the course level scope and sequence, if available, and either select a major cluster that is identified as a year-long focus or a major cluster that is addressed in multiple units throughout the course. In addition, teachers should select at least one mathematical practice to be used in conjunction with the content standards. Since Math Practices 3 and 4 are district priority standards, consider selecting one of these as the mathematical practice for your math objective. If applicable, the PARCC Performance Level Descriptors should be used when determining performance criteria, baseline preparedness levels, and when evaluating student growth.

Music

Music teachers need to consider the big ideas and the essential learnings that are central to the music discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Music Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the music content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year). Multiple standards from the Colorado Academic Standards for Music should be used in each learning objective. Performance criteria will reflect oral and/or written language domains. District models are provided in the ARE SLO application bank for grades: 1st, 3rd, MS Beginning, MS Intermediate, HS Beginning, HS Intermediate, and HS Advanced.

Physical Education

Physical Education teachers need to consider the big ideas and the essential learnings that are central to the physical education discipline and that will have lasting value beyond the classroom. Teachers should consult the DPS Physical Education Trajectory document for instructional alignment. The learning objective needs to articulate what students will revisit over the course of their lifetime in relationship to the physical education content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year). Teachers should primarily focus on Standards 1 (Movement Competency) or Standard 2 (Health and Fitness) of the Colorado Academic Standards for Physical Education. Performance criteria should include both physical demonstration and cognitive concepts. This will allow for oral and/or written language domains. District models are provided in the ARE SLO application bank for elementary, middle school, and high school.

Science

When selecting the standards for a science objective, it is highly recommended that teachers use the course level scope and sequence (if available), the Colorado Academic Standards, Science and Engineering Practices from the Next Generation Science Standards, and the Common Core State Standard Guidelines for Science and Technical Subjects. As a result of the fact that teachers will be progress monitoring throughout the entire year, it is advised that teachers choose an SLO that is more skill-based and applied through content multiple times throughout the year. For example, an argumentative writing SLO with no direct content correlation can be used throughout the school year and/or appropriate unit of time (e.g. trimester, semester, year); teachers can assign argumentative writing tasks throughout the year and add the content for that unit of study into the task to assess both knowledge and skill. The same learning progression rubric should be used each time.

The model SLOs provided by the District are skills-based and can be easily adapted for any science content. If teachers need assistance or guidance on this process, please contact slohelp@dpsk12.org.

Social Studies

When selecting the standards for a social studies objective, teachers should use the Colorado Academic Standards as the paramount and guiding standard; teachers should combine the chosen Colorado Academic Standard with the appropriate Common Core State Standard to determine year-long reading and writing focus.

The District has provided SLOs for history argumentative writing based on the Colorado Academic Standards. Please use this SLO if looking for a literacy-based SLO to align with a history course. For civics, geography, and economics, adjust the SLO to reflect this statement: All students will be able to construct and defend a written, content-specific argument related to the political, economic, and social influence of ideas throughout time and space, including: clear reasons, relevant evidence from a variety of sources and perspectives, and accurate use of domain-specific language. Modify the language of the objective statement and learning progression to reflect a change in

content; do not adjust the rigor. If teachers need assistance or guidance on this process, please contact slohelp@dpsk12.org.

Special Education Teachers

When selecting standards as the base for the objective statement, consider the collective needs of the population of students. Start with the highest grade level and work from that standard. That standard has a strand that is woven through all grade levels. You can differentiate for the different grade levels within your performance criteria, baselines of function, preparedness groups, and the body of evidence to build your rubrics.

Mild/moderate teachers should be aligning their SLOs based on grade-level standards and working through the strand to look for common skills to focus on with their assigned students. They should be also working with general education teachers and aligning their SLOs, especially if students are with their general education teachers 80 percent of the time.

For center-based teachers, here are suggestions of standards to use for your objective statements:

- AN: social wellness standards and academic standards
- MIA/PLEX: social skill from social wellness standards and communication from literacy standards
- DHH: listening, language and speaking from literacy standards
- MI/MIS: adaptive functioning with focus on communication from literacy standards
- SPED Generalist: literacy skills from literacy standards (unless only teaching math then consider math standards)
- DHH Itinerant and Audiology: listening, language and speaking from literacy standards and expanded core curriculum
- Vision: literacy modality from the literacy standards and mobility from the movement standards and the expanded core curriculum

Specialized Service Providers (SSPs)

(Audiologist, Occupational Therapist, Orientation and Mobility Specialist, Physical Therapist, School Nurse, School Psychologist, School Social Worker, Speech Language Pathologist, Teacher of the Deaf and Hard of Hearing, and Teacher of the Visually Impaired)

SSP groups are provided with predetermined model SLOs that have already been aligned to standards. If you are not choosing one of these predetermined model SLOs then consider using standards that are aligned with your work. For example, a speech language pathologist might consider communication standards under literacy or a school social worker might choose from the social emotional wellness standards under health and PE. Please consult with your department manager or SLO contact to determine the best SLOs for your work. As a reminder, all SSPs must complete two SLOs.

- Use Baseline Groups for SLO: Consider this option if you would like to measure student learning as a group or a population. Examples of this could be: a school-wide initiative or a grade-level goal, such as a substance abuse prevention program or on-track for graduation work. If you select this option, you will not be able to track individual student learning in the system and will be expected to provide a preparedness level and an end of course expectation level for the entire group.
- Use Individual Students for SLO: Consider this option if you would like to measure student learning individually. This is for measuring a student's individual growth, such as academic gains. If you select this option, you will have to search for and select students using their name or student identification number. You will also be expected to provide a preparedness level and an end of course expectation level for each student.

Teacher Librarians and Technology Teachers

When selecting the standards for a technology or library SLO, teachers should refer to the Digital Skills Progression and Standards as linked here: <http://ilt.dpsk12.org/> and give thoughtful consideration on the appropriate tool for the digital task and keeping the student outcomes at the heart of your student learning objective. Data trackers should be used when determining performance criteria, baseline preparedness levels, and evaluating student growth.

Visual Arts

Visual Arts teachers will use the big ideas, enduring understandings, and essential learnings in the arts to develop content that requires students to transfer their knowledge and skills beyond the art classroom. Teachers should consult the DPS Visual Arts Trajectory document for instructional alignment. The learning objective will articulate what students will revisit over the course of their lifetime in relationship to the arts content. In addition, teachers need to ensure that the learning objective is ambitious but achievable within a single year or appropriate unit of time (e.g., trimester, semester, year).

The visual arts content requires the making, thinking, and expression of ideas; therefore, Colorado Academic Standard for Visual Art 3, Invent and Discover to Create, should be included in the development of the learning objective. Teachers should select at least one other visual arts standard to accompany Standard 3 in order to extend students' conceptual understanding through speaking and writing. The inclusion of visual literacy will allow for oral and written language domains in the learning objective. Model SLOs are provided in the ARE SLO application bank for grades: primary, intermediate, MS, and HS.