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| **STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE**  SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania’s multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901). |

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| 1. **Classroom Context** | | | | | |
| **1a. Name** | English Teacher | **1b. School** | Donegal High School | **1c. District** | Donegal |
| **1d. Class/ Course Title** | 9th grade Language and Literature (three levels) | **1e. Grade Level** | 9 | **1f. Total # of Students** | Approx. 250 |
| **1g. Typical**  **Class Size** | Approx. 25 | **1h. Class Frequency** | Daily for one semester | **1i. Typical Class Duration** | 80 minutes |

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| 1. **SLO Goal** | |
| **2a. Goal Statement** | Students will read, comprehend, and analyze fiction and authors’ use of elements of literature on grade level texts. |
| **2b. PA Standards** | CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.H, CC.1.3.9-10.K |
| **2c. Rationale** | English/language arts course curricula are designed around grade level texts, and comprehension and analysis of such texts are critical to not only success in the course but also in future reading-oriented endeavors. |

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| 1. **Performance Measures (PM)** | | | | | | |
| **3a.**  **Name** | PM #1: Short Story Exam  PM #2: The Outsiders Exam  PM #3: Literature Portion of Final Exam  PM #4:  PM #5: | | **3b.**  **Type** | District-designed Measures and Examinations  Nationally Recognized Standardized Tests  Industry Certification Examinations  Student Projects  Student Portfolios  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **3c. Purpose** | PM #1: Measure students’ comprehension of literary elements in short story unit context.  PM #2: Measure students’ ability to analyze literature in the context of the given novel referencing previously mastered literary terms (PM #1).  PM #3: Measure students’ skills of analysis across a variety of genres and application of literary terms in expression of analysis.  PM #4:  PM #5: | | **3d. Metric** | Growth (change in student performance across two or more points in time)  Mastery (attainment of a defined level of achievement)  Growth and Mastery | | |
| **3e.**  **Administration**  **Frequency** | | PM #1:Once a semester  PM #2:Once a semester  PM #3:Once a semester  PM #4:  PM #5: | **3f.**  **Adaptations/**  **Accommodations** | | IEP  ELL | Gifted IEP  Other |
| **3g.**  **Resources/**  **Equipment** | | PM #1: Laptops, access to Moodle assessment  PM #2: Laptops, access to Moodle assessment  PM #3: Laptops, access to Moodle assessment  PM #4:  PM #5: | **3h.**  **Scoring Tools** | | PM #1:Answer key, Essay question scoring rubric  PM #2:Answer key  PM #3:Answer key  PM #4:  PM #5: | |
| **3i. Administration & Scoring Personnel** | | PM #1: 9th grade teachers  PM #2: 9th grade teachers  PM #3: 9th grade teachers  PM #4:  PM #5: | **3j.**  **Performance Reporting** | | PM #1: Individual student scores via Powerschool, group analysis via Moodle  PM #2: Individual student scores via Powerschool, group analysis via Moodle  PM #3: Individual student scores via Powerschool, group analysis via Moodle,  PM #4:  PM #5: | |

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| 1. **Performance Indicators (PI)** | | | |
| **4a.**  **PI Targets:**  **All Student Group** | PI Target #1: Students will attain 70% of the possible points of the test.  PI Target #2: Students will attain 70% of the possible points of the test.  PI Target #3: Students will attain 70% of the possible points of the literary terms section of the final exam.  PI Target #4:  PI Target #5: | | |
| **4b.**  **PI Targets:**  **Focused Student Group**  **(optional)** | PI Target #1:  PI Target #2:  PI Target #3:  PI Target #4:  PI Target #5: | | |
| **4c.**  **PI Linked**  **(optional)** |  | **4d.**  **PI Weighting**  **(optional)** | |  |  | | --- | --- | | **PI** | **Weight** | | #1 |  | | #2 |  | | #3 |  | | #4 |  | | #5 |  | |

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| 1. **Elective Rating** | | | | |
| **5a. Level** | ***Failing***  0% to 69 % of students will meet the PI targets. | ***Needs Improvement***  70% to 79% of students will meet the PI targets. | ***Proficient***  80% to 94% of students will meet the PI targets. | ***Distinguished***  95% to 100% of students will meet the PI targets. |

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_ Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_

| **5b. Rating** | Distinguished (3)  Proficient (2)  Needs Improvement (1)  Failing (0) | **Notes/Explanation** |
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PERFORMANCE MEASURE

TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

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| **Performance Measure** | | | | | |
| **a.** | **Performance Measure Name** | Short Story Unit Exam | | | |
| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | 9th grade Language and Literature (three levels) | c. | **Grade(s)/ Level** | 9 |
| **d.** | **PA Standards** | CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.H, CC.1.3.9-10.K | | | |
| **e.** | **Performance Measure Purpose** | Measure students’ comprehension of literary elements in short story unit context. | | | |

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| 1. **Administration (Teacher)** | | |
| **1a.** | **Administration Frequency** | Once a semester |
| **1b.** | **Unique Task Adaptations/ Accommodations** | IEP Accommodations (as needed) |
| **1c.** | **Resources/ Equipment** | Laptops, access to Moodle assessment |

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| 1. **Process (Student)** | | |
| **2a.** | **Task Scenarios** | Question Types: Matching, Multiple Choice, Short Answer, Essay |
| **2b.** | **Process Steps** | Unit test |
| **2c.** | **Requirements** | Unit test |
| **2d.** | **Products** | Unit test |

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| 1. **Scoring (Teacher)** | | |
| **3a.** | **Scoring Tools** | Answer key & Essay rubric |
| **3b.** | **Scoring Guidelines** | Rubric |
| **3c.** | **Score/ Performance Reporting** | Individual student scores via PowerSchool, group analysis via Moodle |

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| **Performance Measure** | | | | | |
| **a.** | **Performance Measure Name** | The Outsiders Unit Exam | | | |
| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | 9th grade Language and Literature (three levels) | c. | **Grade(s)/ Level** | 9 |
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| **Performance Measure** | | | | | |
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| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | 9th grade Language and Literature (three levels) | c. | **Grade(s)/ Level** | 9 |
| **d.** | **PA Standards** | CC.1.3.9-10.A, CC.1.3.9-10.B, CC.1.3.9-10.C, CC.1.3.9-10.D, CC.1.3.9-10.H, CC.1.3.9-10.K | | | |
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**Differentiated Supervision**

Model Selection Form

**Check the box in front of your chosen differentiated supervision model.**

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| **Teacher:** | | |
|  | **Self-Directed/Action Research** | An individual teacher works independently on professional growth concerns in the areas of research, special teaching projects, or any other areas of personal interest related to his/her goal. |
|  | **Cooperative Professional Development** | This is a collaborative process in which two or more teachers agree to work together for their own professional growth and to meet the common goals they established. This process may take place in an individual classroom, in a team teaching set up, or in an interdisciplinary cooperative setting. |
|  | **Portfolios** | Portfolios require professionals to examine their own practice, in relation to the Danielson rubric, along with their established goals, and share their self-observations through writing or discussions with colleagues. Resources, data collection tools and the results of the reflective sessions will be used in formative and summative assessments. |
|  | **Reflective Peer Observation** | This is a confidential process through which teachers share expertise and provide one another with technical assistance, feedback, and support during experimentation with new practices or during analysis or traditional teaching practices. |

**How will your method of differentiated supervision help your reach your SLO goal?**