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| Targeted Instruction through SLO Implementation | January  2013 | |
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# Student Learning Objectives Committee Members

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# Frequently used terms

**Academic skills:** something in a core subject matter course which requires training and experience to do well

**Action research**: “Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change.”[[1]](#footnote-1)

**Area of emphasis:** an academic skill, concept, behavior, or content area that is the target of intervention

**Area of strength:** an academic skill, concept, behavior, or content area in which a student or group of students has already demonstrated proficiency

**Assessment:** a method of evaluating student performance and/or attainment; for SLOs, it is crucial that the assessment be aligned with the area of emphasis targeted in the SLO

**Attainable:** a goal that can be accomplish or achieved if effort is applied

**Barrier**: anything which stands in the way of learning

**Baseline data**: information gathered before an educational intervention begins. It is used later to provide a comparison for assessing the impact of the intervention

**Behavior:** the way a student responds in a situation or to a specific set of conditions

**Best practices**: teaching method, tool or intervention that has consistently shown results superior to those achieved with other means. Often, it is used as a benchmark to measure the quality of other practices

**Challenging**: demanding cognitive, physical or psychological effort of a stimulating kind

**Collaboration**: the act of working together with one or more people in order to achieve something

**Common Core**: “ . . . State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”[[2]](#footnote-2) “The stated goal of the English & Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects standards is to ensure that students are college and career ready in literacy no later than the end of high school. There are five key components to the standards for English and Language Arts: Reading, Writing, Speaking and Listening, Language, and Media and Technology. . . . The mathematics Standards include Standards for Mathematical Practice and Standards for Mathematical Content.”[[3]](#footnote-3)

**Concept**: a broad abstract idea or a guiding general principle, for example, one that determines the way nature, reality, or events are perceived

**Data/Information**: including, but not limited to behavior, previous performance, subgroup performance, attendance, developmental needs, exceptionalities, strengths and weaknesses

**Differentiation**: providing a variety of ways for students to acquire content based on knowledge of students’ prior performance, strengths, weaknesses, etc.

**Effectiveness**: causing the desired or intended result

**Feedback**: information provided to stakeholders about performance, should be continuous or, if periodic, frequent

**Gain**: as it refers to learning, movement in a positive direction that shows improvement in an academic skill, concept, behavior, or content area

**Interval**: the period of time it takes for something to occur; in this case, the period of time it will take to achieve the SLO

**Intervention**: a planned activity or sequence of activities undertaken for a specific purpose

**Knowledge of students**: in addition to information obtained from baseline data, behavior, previous performance, subgroup performance, attendance, developmental needs, exceptionalities, strengths, weaknesses, preferences, learning styles and/or cultural diversity

**Measure/measurable**: a standard used for determining the size or extent of learning gains

**Method**: a way of teaching according to a plan

**Post-assessment**: assessment which occurs after instruction or an intervention; used to measure the extent to which students have mastered the material and/or to determine gains from the previous assessment

**Pre-assessment**: assessment which occurs before instruction or an intervention; used as baseline data along with a post assessment to measure the extent to which students have mastered the material and/or to determine learning gains

**Professional development:** “. . . skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.”[[4]](#footnote-4)

**Progress monitoring**: “Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.”[[5]](#footnote-5)

**Rationale**: the justification or underlying reasons that explain something

**Reflection**: the process of reconsidering previous actions or decisions

**Relevance**: having a logical connection with, bearing on, or importance for real world issues, present-day events, or the current state of society

**Research-based strategies**: research recommendations connected to practice to improve instruction

**Skill**: something which requires training and experience to do well

**Stakeholders**: people with a direct interest, involvement, or investment in education, for instance the parents, students, teachers, administrations and/or the community

**Student/educator contact time**: only students who have been in contact with the educator 85% of the time they have been assigned to the educator are used in computing SLO results. This computation is to take into consideration both the student’s and the educator’s absences.

**Student leaning objective (SLO):** a specific, measurable goal that an educator develops for a group of students. It must be based on student data, aligned to Common Core standards/benchmarks (when applicable), and evaluate student learning gains.

**Student needs**: in addition to those needs covered my Maslow’s hierarchy of needs (shelter, safety) other needs such as

**Student success**: achievement of educational goals by learners as planned or intended

**Targeted growth**: a positive change in students’ knowledge, skills, behavior or disposition that is measured against baseline data

**Target group**: a group identified to be the participants or recipients of the planned intervention

**Timeline**: a list of events in chronological order

**Tool**: something designed as a means to accomplish a specific task

# SLO Framework Sample Document



## Explanation of SLO Framework

The SLO Framework is the official document which displays the SLO as identified by the educator. It includes specifics of who is targeted as well as what, when and how the identified objective will be achieved. The SLO must be detailed enough to reflect the educator’s ability to design and implement effective interventions for the target group. The document also includes educator feedback upon completion of the SLO process to reflect upon, not only the results, but also the implementation process. Each category used in the Framework’s Pre-Implementation and Post-Implementation is listed below with a brief explanation.

**Student Learning Objective –** a specific, measurable goal that an educator develops for a group of students. It is based on student data, aligned to Common Core Standards (when applicable) and evaluated by student learning gains.

**Target Group –** the group identified to be the participants or recipients of the planned intervention. It should define the needs of the group based on a broad range of data.

**Area of Emphasis –** an academic skill, concept, behavior, or content area that is the target for intervention (and, when appropriate, is relevant to the Common Core Standards).

**Assessment/Measurement –** the tool or method of evaluating student performance and/or attainment that will provide the standard for determining the size or extent of learning gains. This category should include a variety of indicators relevant to measurement including, but not limited to, justification for the choice of measurement, alignment with the identified area of emphasis, and the way progress will be monitored.

**Methods/Tools/Interventions –** the identification of a planned way of teaching, accomplishing a specific task, activity or sequence of activities to accomplish the SLO. The explanation should include the reason these were chosen and the way the teacher will differentiate if necessary.

**Length of Instruction/Interval –** an indication of the period of time required to implement instruction or the intervention, including assessment. This category incorporates a timeline of specific instructional or coaching events using identified tools and justification for the time allotted.

**Targeted Growth –** the amount of expected positive change in students’ knowledge, skills, behavior or disposition that will be measured against baseline data.

**Reflection –** the educator’s feedback on the SLO implementation and results, including data collected, who met or did not meet the target, and the way results will impact future instruction or interventions.

**Note**: The SLO and the results of the SLO process will be scored by rubrics.

# SLO Planning, Implementation and Evaluation Document

|  |  |
| --- | --- |
| **Volusia County Schools Student Learning Objectives Planning, Implementation, and Evaluation Documents**  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Academic Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **PRE-IMPLEMENTATION CATEGORIES:** | |
| **Category** | **Guiding Criteria** |
| **Target Group**  What student group(s) is/are targeted?  Why is this group targeted?  What knowledge of students must be considered before addressing this student learning objective? | The educator:   * Clearly identifies target group. * Defines needs of the identified group based on a broad range of data and information (including, but not limited to: behavior,   previous performance, subgroup performance, attendance,  developmental needs, exceptionalities, strengths and  weaknesses ...)   * Provides a detailed explanation for the reason the target group was selected. |
| **Area of Emphasis**  What academic skill, concept, behavior, or area will be targeted?  Why did you choose this? | The SLO:   * Identifies specific skill(s), concept(s), behavior(s) and/or area(s) that is (are) being targeted. * Provides an explanation for the importance of the area of emphasis to the students’ success. * Is clear and concise. * Is based on multiple sources of data, if applicable. * Is challenging, yet attainable. * Is measureable. * Clearly aligns with School Improvement Plan and/or is appropriate for the subject area. * Clearly integrates Common Core Standards or Benchmarks (when appropriate). |
| **Assessments/Measurement**  How will you measure the targeted growth?  What pre- and post- assessment/  measurement/data will be used?  Why was this particular assessment/  measurement/data chosen? | The educator:   * Identifies how targeted growth will be measured. * Identifies pre and post assessment data that will be used. * Clearly explains how assessment measures the growth/gain/change expected. * Clearly explains how the assessment aligns with the identified area of emphasis. * Explains why assessment data was chosen. * Explains how differentiation will be utilized in assessment (if applicable) * Explains how continuous feedback will be provided to stakeholders to monitor progress * Explains how the assessment clearly measures the growth/gain/change expected. * Explains how the assessment clearly aligns with the indentified area of emphasis. * Clearly explains rationale for multiple assessments/measurements (if applicable) |
| **Methods/Tools/Interventions**  What method, tool(s) and /or intervention(s) will you use to accomplish this objective?  Why did you choose this/these?  How will you differentiate? | The educator:   * Identifies specific methods/tools/interventions that will be used to accomplish objectives. * Clearly defines rationale for why methods/tools/interventions were used. * Provides a rationale for why it is developmentally appropriate. * Identifies alternate methods/tools/interventions to address barriers (if applicable) * Provides a rationale for when a change of method/tool/intervention needs to take place * Consistently provides feedback to all stakeholders on the effectiveness of the methods/tools/ interventions. |
| **Length of Instruction/Interval**  How long will you focus on this objective?  Why is this identified length of time appropriate? | The educator:   * Identifies the length of time needed to teach the content and skills addressed in the objective. * Identifies a clear timeline for instruction and assessments. * Provides sufficient time for content complexity. * Identifies timeline for expected growth * Offers a clear rationale for identified interval. |
| **Targeted Growth**  What are the needs of the students?  What pre-assessment data was used to determine this need?  What amount of growth is expected? | The educator:   * Identifies and provides an analysis of specific data used to determine expected growth. * Identifies and provides a rationale for the specific amount of growth expected for the target group overall and for subgroups. * Considers areas of strength and identifies needs of the target group based on specific data. * Uses knowledge of past performance (when available) to determine targeted growth. * Provides an explanation for why the goal is challenging. * Provides an explanation for why the goal is attainable. * Identifies the students who meet the contact time requirements and of these students shows at least 75% meet the targeted growth based on post-assessment data. |
| **POST IMPLEMENTATION CATEGORY:** | |
| **Reflection**  Which students met the target?  What interventions are planned for students who did not meet it?  How will the data collected improve instruction and/or influence practice?  **NOTE:** Completion of the Reflection section will be required and will be scored on the rubric as part of the total SLO score. | The educator:   * Identifies which students met the specific learning target. * Identifies possible intervention and/or strategies for students that did not meet the specific learning target. * Thoroughly explains and reflects on any extenuating circumstances that may have negatively influenced a student’s ability to meet the identified specific learning target. * Reflects on how the data collected will help improve and/or influence further teaching practices. * Provides a detailed analysis of pre/ post data and the overall effectiveness of the SLO implementation. * Identifies a plan for follow-up and support. * Identifies a plan for professional development and/or collaboration with various stakeholders. |

## Overview of SLO Planning, Implementation and Evaluation

**Step 1:** Conduct an initial assessment. Collect and record the assessment results to use as baseline data.

**Step 2:** Analyze and evaluate assessment results.

**Step 3:** Decide if there is additional data that can be used to augment the initial assessment results.

**Step 4:** Write a Student Learning Objective (SLO) based on the identified data. (Refer to SLO Planning Guide.)

**Step 5:** Discuss the SLO plan with the School-based Administrator.

**Step 6:** Implement the SLO. (For the pilot, 9 week timeline for Elementary, 6 weeks for Secondary.)

**Step 7:** Reassess and revise SLO with administration as necessary.

**Step 8:** Conduct final assessment(s). Collect and record the assessment results.

**Step 9:** Analyze data and compare it to baseline data.

**Step 10:** Complete the SLO Planning, Implementation, and Evaluation document.

**Step 11:** Meet with the School-based Administrator to discuss results.

## Explanation of SLO Planning Process

**What is a Student Learning Objective?**

A Student Learning Objectives (SLO) is a statement that specifies what students will know, be able to do, or be able to demonstrate once they have completed or participated in a program, activity, course, project, or unit of study. Objectives are usually expressed as knowledge, skills, attitudes or values.

**What are the characteristics of a good SLO?**

A good SLO specifies a learning gain by students that must be observable and measurable.

**How do SLOs help students and teachers?**

Using SLOs to guide learning:

* Enables students to better understand where they can go to learn specific knowledge, skills, attitudes, or values.
* Helps students be able to explain what they can do and what they know.
* Enables students to articulate what they have learned and are learning.
* Helps teachers understand ways to better facilitate student learning.
* Provides teachers with feedback regarding student performance.

**How do educators get started with SLOs?**

1. Educators ask themselves, “What are the most important things a student should know, be able to do, or demonstrate after participating in or completing my class or program?” and list their answer to this question.
2. They review information they have available on students with whom they are working.
3. Based on data, they choose an item from the list they have generated that merits special attention based on knowledge of their students’ strengths and needs.
4. Using the information below, they write a Student Learning Objective that targets a specific group of students and emphasizes an academic skill, concept, behavior or content area.

**Helpful Hints**

* Make objectives as specific, focused, and clear as possible. General outcomes are difficult to measure!
* Work with one or two colleagues to draft SLOs. Incorporating different perspectives helps.
* Consult outside resources.
* Revise statements with others who work with similar groups of students.
* Clearly differentiate SLOs, which are measures of what students have learned, from assessment of student satisfaction and program evaluation.

**Action Verbs**

The use of action verbs is imperative because they result in overt behavior that can be observed and measured. Examples of action verbs include:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Analyze | Apply | Argue | Arrange | Assemble | Assess |
| Calculate | Categorize | Choose | Classify | Compare | Compile |
| Compute | Create | Criticize | Critique | Defend | Define |
| Demonstrate | Describe | Design | Develop | Differentiate | Discuss |
| Distinguish | Estimate | Examine | Explain | Formulate | Identify |
| Illustrate | Indicate | Interpret | Label | List | Locate |
| Manage | Memorize | Order | Operate | Organize | Plan |
| Practice | Predict | Prepare | Propose | Question | Rate |
| Recognize | Repeat | Report | Reproduce | Review | Revise |
| Schedule | Select | Solve | State | Translate | Use |
|  |  | Utilize | Write |  |  |

Certain verbs are unclear and call for covert, internal behavior, which cannot be observed or measured. These types of verbs should be avoided in SLOs. Examples of verbs to be avoided include:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Appreciate | Become aware of | | Become familiar with | | Comprehend |
|  | Know |  | Learn |  | Understand |

Examples of objectives that begin as general and difficult to measure and are revised to become more specific and easier to measure:

By the end of this unit, students will:

. . . appreciate the benefits of exercise.

. . . value exercise as a stress reduction tool.

. . . be able to explain the way exercise affects stress.

By the end of this unit, students will:

. . . be able to access resources at the University of Rhode Island.

. . . be able to develop and apply effective problem solving skills that would enable one to adequately navigate through the proper resources within the university.

. . . be able to identify the most appropriate resource that is pertinent to their university concern.

By the end of this unit, students will:

. . . develop problem-solving skills and conflict resolution.

. . . demonstrate the ability to resolve personal conflicts and assist others in resolving conflicts.

. . . be able to assist roommates in resolving conflicts by helping them negotiate agreements.

By the end of this unit, students will:

. . . have more confidence in their abilities.

. . . demonstrate critical thinking skills, such as problem solving as it relates to social issues.

. . .demonstrate the ability to analyze and respond to arguments about racial discrimination.

**Student Learning Objective Template**

As a result of students participating in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Examples:

As a result of participating in conflict resolution training, at least 16 of the 20 students in the target group will demonstrate their ability to successfully mediate in a disagreement among peers.

By the end of the unit on English language conventions, 10 of the 12 targeted students will score 75% or better on the grammar portion of the Council of Teachers of English 7th grade language arts assessment.

**Student Learning Objective Checklist**

After creating an SLO, use this checklist to double check its completeness.

1. Does the SLO support the program’s objectives?
2. Does the SLO describe what the program intends for students to ***know*** (cognitive), ***think*** (affective, attitudinal) or ***do*** (behavioral, performance)?
3. Is the SLO worthwhile or important?
4. Is the SLO detailed and specific?

Is it measurable or identifiable?

Is it a result of learning?

1. Do you have or can you create an activity to enable students to achieve the desired SLO?
2. Can the SLO be used to make decisions about ways to improve the program?

## Explanation of SLO Approval Process

During the SLO pilot in the fall semester 2012, the approval process for SLOs will be:

The educator creates a Student Learning Objective.

The educator reviews the Student Learning Objective with the school-based administrator.

The Student Learning Objective is submitted to the SLO committee for feedback and final approval.

## Explanation of SLO Implementation

During the SLO pilot in the fall semester 2012, the implementation process for SLOs will be:

Educators will receive SLO training.

Educators may work with curriculum specialists to find assessments which align with their SLO.

Educators will gather data using multiple measures (classroom assessments, diagnostics, district-level data, state test data, etc.).

Based on knowledge of students and data, educators will write SLOs. (Use the SLO Planning, Implementation and Evaluation and SLO Score Form documents included above.)

SLO will go through the approval process. (See above.)

Educators will administer a pre-assessment if need be.

Educators will begin implementing their planned interventions.

Throughout implementation, educators will monitor progress and midway through the project will report at the progress monitoring meeting for each school. Throughout implementation, elementary educators will meet with their school-based administrator three times during the month of October. Middle and high school will meet twice.

Educators will keep anecdotal feedback during the process, which will be submitted anonymously at the conclusion of the pilot.

At the conclusion of the pilot, educators will meet with their school-based administer for a post-implementation conference in which they will reflect on the process and the results of their chosen intervention.

# SLO Scoring Rubric



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## SLO Scoring Form

|  |  |
| --- | --- |
| **Volusia County Schools Student Learning Objectives**  **Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Academic Year** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **School** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Subject Area** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date Submitted** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Progress Monitoring Conference Dates & Initials** \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ | |
| A **Student Learning Objective (SLO)** is a specific, measureable goal that an educator develops for a group of students. It must be:   * based on student data * aligned to Common Core standards/benchmarks (when applicable) * evaluated by student learning gains | |
| **Student Learning Objective:** | |
| **PRE-IMPLEMENTATION CATEGORIES: An overall score of 20 and no individual category score lower than 3 are required prior to implementation.** | |
| **Target Group** | **Score:** |
| **Area of Emphasis** | **Score:** |
| **Assessments/Measurement** | **Score:** |
| **Methods/Tools/Interventions** | **Score:** |
| **Length of Instruction/Interval** | **Score:** |
| **Targeted Growth** | **Score:** |
| **Pre-Implementation Conference Date(s) & Initials:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **SLO Approved for Implementation:** \_\_\_\_\_ Yes \_\_\_\_\_ No  **Educator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Administrator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **TOTAL PRE SCORE:** |
| **POST IMPLEMENTATION CATEGORY** | |
| **Reflection** | **Score:** |
| **Post Implementation Conference Date(s) & Initials:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Educator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Administrator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **TOTAL POST SCORE:** |

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