### Student Learning Objective (SLO) Template *This template should be completed while referring to the SLO) Template Checklist.*

Teacher Name: Content Area and Course(s): Agriculture Education – Ag Business Grade Level(s): 9-12 Academic Year: 2013-2014

**STEP 1 Baseline and Trend Data**

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

* What data will be used to summarize student information – test scores from previous years, results of preassessments?
* What are the students strengths and weaknesses?

|  |
| --- |
| * Source of Information about students:
	+ Students in this course have had a minimum of two previous years of enrollment in Agricultural Education class.
	+ Students enrolled in Agricultural Education will integrate all three components of a successful Ag Ed program: Classroom Content, FFA, and SAE. The in-depth programming of Ag Ed is a year-round program that has high levels of interaction in the three-component model.
		- The Agricultural Business classroom content will be evaluated by a pre-test which will account for baseline data will founded upon a pre‐assessment by the 27th of September. The classroom growth targets are based upon a pre-test that is vetted and approved by content and assessment experts.
		- Summer visits will provide the opportunity to conduct SAE rubric evaluation with the student and parent/guardian. The students SAE records will be kept on Agriculture Experience Tracker (AET). This data is collected via AET to be culminating formative assessments for each students during the nine weeks then graded by rubric at the end of the time period for a summative evaluation of growth to formulate current growth and project growth for the next year. The SAE rubric is created by the Ohio Department of Education. The students self-assessment will account for 50% and the teacher evaluation will account for 50%
		- The FFA rubric will measure growth of student’s demonstration of premier leadership, personal growth, and career success based upon 21st century skills rubrics that are vetted and approved by the Buck Institute. The students self-assessment will account for 50% and the teacher evaluation will account for 50%
	+ Each Agriculture Class is a separate, individualized course.
	+ (Data will be added here to identify how students have performed on should be stated how these students have performed in the past and how other past groups of students performed).
* Draws upon trend data
	+ I have no hard data yet, however my perception data and previous year’s of experience as an educator demonstrate to the lack of mastered agricultural business content, 21st century skills, and record keeping knowledge of SAE projects. I will begin collecting trend data that will be usable in three years.
	+ Student’s prior-year score from the students that took the previous course the previous year will be tested at the end of the previous year and create baseline data for the student growth targets in the current year in FFA and SAE. Over the three-year period I will collect baseline data to utilize as trend data.
	+ During the summer months, I have also done Standards-Based Student Visits with students and their parents/guardian. This will consist of taking the standards that apply to the visit and the students will need to self-assess themselves to determine the benchmarks and indicators that they are currently working towards mastering.
	+ Keeping data logged on the Agriculture Experience Tracker (AET) for each year that they are enrolled in agriculture education. Each nine weeks, each student’s AET will be graded with a rubric for formative assessments with a year-end evaluation for summative growth measures.
* Summarizes the teacher’s analysis of baseline data by identifying students strengths and weaknesses
	+ Need to with baseline data collected.
* State when not available
	+ n/a
 |

**Student Population**

*Which students will be included in this SLO? Include course, grade level, and number of students.*

* Will this SLO apply to all students, or subset of students?
* Which Students will be included in this SLO?
* Does this SLO address all or a subgroup of students?

|  |
| --- |
| * Includes all students in the class covered by the SLO
	+ This SLO will apply to all students, grades 11-12 enrolled in the Agricultural Business Course.
		- 22 – Juniors
		- 15 - Seniors
* Describes the student  population and considers any contextual factors that may impact student growth
	+ All modifications will be integrated into projects related to their FFA, SAE project/Agri Science Fair Project for students that are gifted and on 504’s and IEP’s.
	+ Background the student brings into the classroom adds with student population.
		- # of students on 504
		- # of students on IEP
		- # of Gifted students
* Does not exclude subgroups of students that may have difficulty meeting growth targets
	+ No students were excluded
* State that all students are included
	+ No students were excluded
 |

**STEP 2 Interval of Instruction**

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

|  |
| --- |
| * Matches the length of the course (e.g., quarter, semester, year)
	+ The duration of this course/SLO will encompass August 16 through April 15.
* Length of the class & Days of the week
	+ The class is 55 minutes that meets five days per week
	+ Due to frequent learning opportunities with authentic audiences I meet students curricular needs with a blended classroom combining classroom instruction with virtual educational opportunities.
 |

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

* What national or state standards are addressed by the course?
* What are the essential skills and content knowledge that students will need in order to be successful next year?
* In which of the essential skills and content knowledge are the students struggling?
* What are the specific academic skills, concepts, or behaviors that this SLO will target?
* Why is this skill or content knowledge important?

|  |
| --- |
| * Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations
	+ This course focuses on key topics in Agricultural Business developed by the Ohio Department of Education, which also includes FFA and SAE as components.
* Represents the big ideas or domains of the content taught during the interval of instruction
	+ The target areas will include: Students will learn the components of **agricultural business** by developing a business plan, applying marketing and sales techniques, and identifying business structures. Students will learn about leadership and management styles and the impact they have on business. Students will learn that agro-security, finance, career development, and human resources are important components of business management. These overarching concepts will be representative of the following standards for this SLO.
	+ **Benchmark: 3.1 Marketing**
	+ Level 1: Promote a product or service using basic strategies for packaging, display and publicity
	+ Level 2: Develop and market a product or service to maximize profits and optimize cost
	+ **Benchmark: 3.3 Management**
	+ Level 1: Select and organize resources to develop a product or a service to be rendered
	+ Level 2: Analyze performance of an enterprise and reallocate resources to achieve goals
	+ **Benchmark: 3.6 Information Management**
	+ Level 1: Select and use a computer and computer application for a specific purpose
	+ Level 2: Integrate software applications and use multiple software options to create a product, document or presentation
	+ **Benchmark: 3.7 Communication Skills**
	+ Level 1: Integrate a variety of communication techniques to gather and convey information to an individual or small group
	+ Level 2: Conduct a business meeting using decision-making techniques
	+ **Benchmark: 3.11 Research and Analysis**
	+ Level 1: Conduct a study or survey, select descriptive statistics, create graphical displays and draw conclusions
	+ Level 2: Conduct a problem-based study applying scientific methodology and using descriptive statistics to communicate and support predictions and conclusions
	+ Students will gain premier leadership, personal growth, and career success through the FFA & SAE (Supervised Agricultural Experiences)
		- Students with an **SAE** learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories: **Entrepreneurship**: Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales); **Placement**: Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory; **Research and Experimentation**: Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods); **Exploratory:** Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian. These overarching concepts will be representative of the following standards for this SLO.
		- **Benchmark: 3.4 Finance**
			* Level 1: Budget and monitor income and expenses of an enterprise
			* Level 2: Analyze fiscal status of an enterprise and reallocate resources to maintain/increase profitability
			* **Benchmark: 3.5 Purchasing and Inventory**
			* Level 1: Maintain accurate inventory of assets
			* Level 2: Manage inventory based on budgeting and sales forecasting
		- **FFA** makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. These overarching concepts will be representative of the following standards for this SLO.
		- **Benchmark: 3.7 Communication Skills**
		- Level 1: Integrate a variety of communication techniques to gather and convey information to an individual or small group
		- Level 2: Conduct a business meeting using decision-making techniques
		- **Benchmark: 3.8 Business Leadership**
			* Level 1: Determine appropriate leadership style for a specific situation and apply to the situation
			* Level 2: Use multiple leadership concepts to change situations and enhance effectiveness in the change process
		- **Benchmark: 3.9 Emotional Intelligence**
			* Level 1: Exhibit desirable personal and professional appearance, attitudes, behaviors, and work habits
			* Level 2: Exhibit techniques to control emotional reactions to people and situations
* Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
	+ In addition, this SLO is aligned with the course and unit descriptions of Agricultural Business as provided by Ohio Department of Education.
* Aligned to Agricultural Education Standards
	+ Yes, it is aligned to Ag Ed Standards from ODE
 |

**STEP 3** **Assessment(s)**

*What assessment(s) will be used to measure student growth for this SLO?*

* Is this assessment the best way to measure student progress toward the objective?
* Does the assessment allow all students to demonstrate developmentally appropriate growth?
* Do these assessments follow state and district guidelines?
* If planning to use multiple assessments to measure growth, how will the measures be combined?
* How will you ensure that the assessments are graded in a fair and unbiased manner?
* Will multiple teachers use the same assessments to ensure comparability?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended
	+ The assessment to measure student growth will be as follows:
		- Classroom Content - It will include an end‐of‐course performance based assessment that will be measured by a rubric that has been vetted and approved by content and assessment experts.
		- FFA – Rubrics from the Buck Institute will measure 21st century skills gained in leadership, career development, and human resources that is based upon project based learning. As the FFA Association aligns Career Technical Student Organizations to content standards and measures mastery these assessments will be included.
		- SAE – Rubrics from the Ohio Department of Education on “Guidelines and Expectations for SAE Programs in Ohio”. After a student has the begun to implement their SAE program and students are recording their data onto the AET and be evaluated by the rubric.
		- Capstone Project – Students will complete a science fair research project, related to their future career interests that will be graded with the National FFA Science Fair rubric.
	+ After evaluating data and seeing trends with students for their growth I have set an achievement level at proficient level with a minimum threshold score plus a minimum gain. The capstone project will demonstrate additional growth through the measurement of content standards mastery.
	+ To ensure that the summative rubric assessments are fair and unbiased the Classroom, FFA, SAE, and Capstone Project will be self-assessed with 50% of the score arriving from the student’s self-assessment and 50% from the teacher’s evaluation.
* Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course

|  |  |
| --- | --- |
| Pre-Assessment Baseline Score Range | Target Score Range on Post Assessments |
| 41-50 | Score a 65 or growth of 18 points whichever is greater, plus 65 or higher on capstone project |
| 51-60 | Score a 68 or growth of 18 points whichever is greater, plus 70 or higher on capstone project |
| 61-70 | Score a 73 or growth of 15 points whichever is greater, plus 75 or higher on capstone project. |
| 71-80 | Score a 85 or growth of 15 points whichever is greater, plus 80 or higher on capstone project. |
| 81-90 | Score a 95 or growth of 15 points whichever is greater, plus 85 or higher on capstone project. |
| 91-100 | Score a 97 points plus 90 or higher on capstone project. |

These tiered targets include a minimum threshold score plus a minimum gain on the capstone project.* Provides a plan for combining assessments if multiple summative assessments are used
	+ The classroom rubric will be weighted as 34%, the SAE rubric will be weighted as 33% of the portfolio, and the FFA rubric will be weighted as 33%. The capstone rubric will be a stand-alone component.
* Follows the guidelines for appropriate assessments
	+ Per their Gifted, IEPs and 504s, all accommodations will be followed for all students will disabilities.
 |

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

* How was baseline data used to inform the growth target?
* Are tiered targets appropriate for the student population included in the SLO?
* Are expectations ambitious yet attainable?

|  |
| --- |
| * Ensures all students in the course have a growth target
	+ All students have growth targets that are tiered to measure growth that will align with the target score growth that includes a minimum threshold score plus a minimum gain on the capstone project as a part of demonstration of growth.
* Uses baseline or pretest data to determine appropriate growth
	+ The multiple pretests will serve as the basis to determine appropriate growth measures based upon baseline score ranges.
* Sets developmentally appropriate targets
	+ Measures are appropriate from pre-test evaluation that is based upon multiple assessments on the Classroom Content, FFA, and SAE plus the students’ own self-assessment therefore these are appropriate measures to determine appropriate growth.
* Creates tiered targets when appropriate so that all students may demonstrate growth
	+ There will be six tiered targets as directed in the section above.
* Sets ambitious yet attainable targets
	+ These ambitious, yet attainable targets ensure all students will show growth based upon the six-tier target system.
* Numbers on the growth Target
	+ There are numbers based upon the growth targets above.
 |

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

* How will this target address student needs?
* Why is the target important?
* What baseline data informed this target?
* How does this target relate to school and district goals and priorities?
* How will attainment of this target help the student learn necessary content for future grade levels?

|  |
| --- |
| * Demonstrates teacher knowledge of students and content
	+ The targets combine the measurement of classroom content, FFA, and SAE that are critical to the real world success of students in the next stages of their lives. The 21st century skills, agricultural content, and entrepreneurship/placement skills taught in the content of the Agricultural Business program to give students the applicable strategies to reduce the workforce skill gap and prepare students to be career and college ready.
	+ Students in this class have taken two to three years of the Agricultural Education classes I teach. This class combines relevant agricultural content with content and life skills from FFA and SAE in a year-round curriculum. Long-term interaction with the students, as well as, their parents/guardians and employers lends to a strong connectivity to the in-depth knowledge of each students.
* Explains why target is appropriate for the population
	+ Agricultural Business is a hands‐on course and students cannot be assessed just by a post‐test. A large portion of the summative assessments will be the performance-based tasks in the three core component areas: Classroom Content, SAE, and FFA. The growth targets are above proficient and challenge students to grow.
* Addresses observed student needs
	+ Students in Agricultural Business are required to create a capstone project linked to their career interests to strengthen their college and career readiness and reduce the skill gap.
	+ Conversations with business and industry representatives, the Hardin County Chamber and Business Alliance, and Advisory Committee members have identified the need to produce life-long learners with transferable skills to make them career and college ready.
	+ At home visits with students, parents and/or guardians, and employers I validate each students’ individual growth targets and design action plans to address deficits and grow strengths.
	+ I have no hard data yet, however my perception data and previous year’s of experience as an educator demonstrate to the lack of mastered agricultural business content, 21st century skills, and record keeping knowledge of SAE projects. I will begin collecting trend data that will be usable in three years.
* Uses data to identify student needs and determine appropriate growth targets
	+ Measures of data from pre-test evaluation that is based upon multiple assessments on the Classroom Content, FFA, and SAE plus the students’ own self-assessment that identifies the student’s need for a deeper understanding of Classroom Content, FFA, and SAE.
	+ Lower performing students will be expected to demonstrate more growth in order to meet course expectations of proficient. By incorporating the projects in three core areas higher performing students will be stretched.
* Explains how targets align with broader school and district goals
	+ The Agricultural Business components align to the CCIP, OIP and RttT to teach 21st Century Skills so our students are life-long learners. This also includes teaching students to set personal learning goals, create strategies and action steps and evaluate their progress toward those learning goals based on our formative assessment system to activate students' in their own learning.
* Sets rigorous expectations for students and teacher(s)
	+ Providing multiple forms of assessments that include Project Based Learning, performance based assessments, service-learning projects, experiential learning and career technical student organization events sets rigorous expectations. Students will move from comprehension and knowledge up to applying, synthesizing, and creating information in the field of Agricultural Business.
 |