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| Educator Name |  |
| School Name |  |
| Date |  |

Alpine School District Template:

Student Learning Outcome (SLO)

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| *Course/Grade Level Information* |
| Course or Subject Name | Digital Photography 1 |
| Grade Level | 10-12 |
| Number of Students | 30-35 |

**PHASE I: INITIAL PLANNING STAGE:** To be completed before the course begins.

# What do we expect students to learn?

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| What is an essential learning outcome of this unit/course? |
| Students will be able to identify and use the Photoshop selection tools to enhance their images. |

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| Articulate the various depths of knowledge associated with this learning outcome. |
| DOK 1Identify the selection tools and describe how they make selections. | DOK 2Use the selection tools to make adjustments to a supplied image. | DOK 3Use a combination of selection tools to make adjustments to enhance their own image. |

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| What specific objectives/skills must students become proficient in order to achieve the learning outcome? |
| - Complete in-class assignments using different tools.- Make adjustments on personal images to enhance the image.- Pass quiz on selection tools with 80% correct |

***How will we know what students have learned?***

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| What formative and summative assessments will you use to determine if students are making progress towards becoming proficient on the learning outcome?* Formative = In-class demonstrations and assignments on tools. Observations of student use of tools.
* Summative = Quiz questions from CTL shared quizzes.
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| Identify the DOK level of each assessment question/performance task. Attach assessments questions and rubrics that will be used to determine if a student has become proficient on the learning outcome at the various levels of DOK.* DOK 1 = Quiz
* DOK 2 = In-class assignments
* DOK3 = Personal images
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| How will you determine proficiency/growth at each of the DOK levels?* DOK 1 = Quiz questions passed with >80% proficiency
* DOK 2 = In-class assignments completion that meets standards
* DOK3 = Personal images critique, classroom observations during work time.
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| How will data from formative and summative assessments be gathered and analyzed? |

## PHASE II: BASELINE DATA AND GOAL SETTING - To be completed by September 30 2015

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| Baseline Data |
| What information would be helpful to know about students before this unit/course begins?- Previous experience with photography, CTE, or related art classes. Computer proficiency. |
| How will you collect the information above? (Examples: Pre-requisite skill assessment before the unit, attendance data, reading level, writing level, math level)- Review previous classes. Survey students as to their interests/experience. |

**What is the learning goal?**

- Students will be able to identify and use the Photoshop selection tools to enhance their images.

**PHASE III: INTERVENTION AND EXTENSION** (throughout unit or course)

# How will we respond to students who are not progressing?

Explain how you will use assessment data to intervene for students who need additional time and support to reach the learning outcome.

* Use advisory time for small group/one-on-one instruction.
* Peer tutoring
* Provide both oral and written directions for in-class assignments.

***How will we extend learning for students who already know the learning outcome?***

What is the path for students who are entered in your course, but for whom the learning outcome is not a challenge?

* Peer tutoring as the lead tutor
* Additional advanced assignments related to criteria.

## PHASE IV: RESULTS AND REFLECTION

(To be completed by March 1, or May 1)

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| Original Goal | Final Results |
| Attach final assessment results. Record whether or not student growth targets were altered. |

*Reflect on this process, and list challenges, insights, and successes. Describe how what you have learned will improve your instructional practice and students’ learning.*

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| Process, Implementation Timeline, and Sign-Off |
| List the names and current job positions of those developing this SLO. |  |
| Administrator Name & Title |  |
| Administrator sign-off of initial SLO |  |

Establish Educator Ratings: Use the table below to review the SLO with the administrator/supervisor and document the educator rating based on the established Learning Outcome, Assessment(s), and Goals.

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| Educator Ratings: Educator rating results are based on the SLO Goals. |
| ⃞ Does Not Meet | ⃞ Partially Meets | ⃞ Meets | ⃞ Exceeds |
| Administrator/Supervisor comments: |
| Administrator/Supervisor Signature: | Date: |
| Educator Signature:(the signature does not necessarily indicate agreement with the rating) | Date: |