Illinois State Board of Education
Early Childhood Example

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	English Language Arts
Grade Level(s)	Early Childhood
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15

Midcourse Check-In Notes: The growth target for Amy was adjusted from developing to building due to examples of student course work indicating that she was on track to exceed her initial target. In addition, Jodi and Xavier were removed from the SLO population due to an extended school absence.

Element 1: Learning Goal

☐	Describe the learning goal.	Students will demonstrate an emerging knowledge and understanding of the alphabet.
☐	Identify the content standards associated with the learning goal. *Include the text of the content standards.*	Illinois Early Learning and Development Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet. 4.B.ECa With teacher assistance, recite the alphabet. 4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. 4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet. 4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

☐	Describe the student population.	The student population includes twelve early child students age four. Jamie, David, and Robert are categorized as English Learners.
☐	Summarize the instructional strategies used to teach the learning goal.	The teacher will provide opportunities for students to engage in individual, center, and small group work developing their abilities to recite the alphabet; recognize and name upper and lowercase letters of the alphabet; match upper and lower case letters of the alphabet; and form letters of the alphabet.

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

☐	Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	Examples of student work will be collected in electronic portfolios. A common rubric will be used to evaluate students' progress over time. In addition, anecdotal notes, checklists, and running records will be used to regularly check for student understanding and will also be included as evidence of student learning within the portfolios.
☐	Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Jaime, David, and Robert will receive all directions verbally in both Spanish and English.

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

☐   Identify students' baseline data.

Student	Exploring	Developing	Building
Amy	X		
Daniel	X		
David	X		
Ethan		X	
Hazel		X	
Jamie	X		
Jodi	X		
Michael	X		
Ruby	X		
Robert	X		
Sara	X		
Xavier		X	

☐   Using students' baseline data identify appropriate growth targets for your student population.

Student	Exploring	Developing	Building
Amy		X	
Daniel		X	
David		X	
Ethan			X
Hazel			X
Jamie		X	
Jodi		X	
Michael		X	
Ruby		X	
Robert		X	
Sara		X	
Xavier			X

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.

Student	Exploring	Developing	Building
Amy			X
Daniel		X	
David		X	
Ethan			X
Hazel			X
Jamie		X	
Michael		X	
Ruby		X	
Robert		X	
Sara		X	

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students met their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). ☐	25% - 50% of Students Met the Indicated Growth Target(s). ☐	51% - 75% of Students Met the Indicated Growth Target(s). ☐	76% - 100% of Students Met the Indicated Growth Target(s). ☒
Date: 2/15/16	Evaluator Signature: *Example Evaluator*		
Date: 2/15/16	Teacher Signature: *Example Teacher*		