



Teacher: ??

Building: Oxford High School

Subject Area: CTE (?)

Grade
Level: ??

Student Learning Objective Planning Template

After reviewing data and identifying the student population for whom the SLO will apply, create a Student/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Data and Rationale: *(After reviewing assessment data, what were areas of weakness in student scores? What evidence (state and local data) can you provide related to these weaknesses?)* [Support Video #3 OH](#)

As a CTE department after meeting with our advisory committee and direction provided by the Michigan Department of Education we recognize that work based learning is the most effective way to prepare students for the real world, however this was an area we were lacking in and could see the potential for growth to occur. With the passing of the Michigan Career Development Law in 2018 along with the data received from the 2021 OCTE follow up report, it was evident that our CTE students are not aware of post-secondary opportunities in Michigan's 17 career pathways.

Learning Content and Grade Level: *(Identify main standard(s) and supporting standard(s) to be addressed by SLO. Why are these standards important?)* [Support Video #2 OH](#)

Each CTE state-approved program is **required** to incorporate four components:

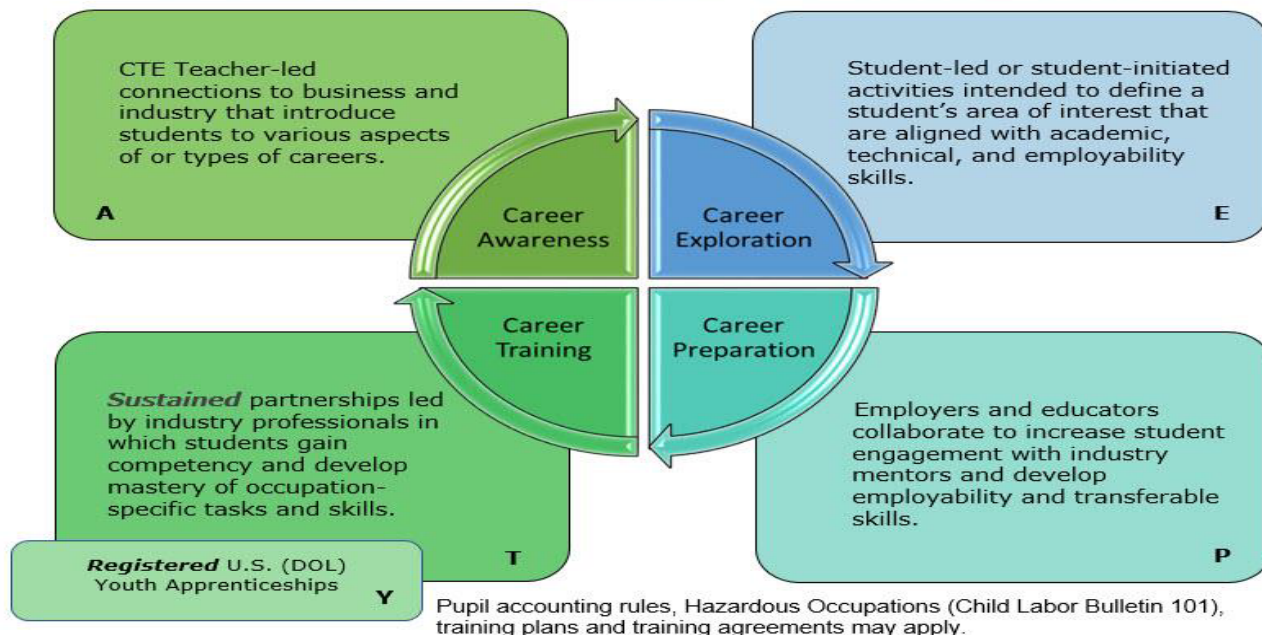
1. Integration of academic and technical skills to support core knowledge needs
2. Laboratory hands-on learning to develop skills.
3. Work-based learning opportunities to further develop and apply skills (highlighted one indicates the specific component that we are focusing on)
4. Student leadership to support employability and career readiness skills

Quality CTE Work Based Learning (WBL) in a state approved CTE program is demonstrated by a full continuum of experiences progressing in quality and intensity that is accessible to every student at some point during their program of study. Work Based Learning experiences should be matched to the student's specific career interests, abilities, maturity, and progression through the program.

The term WORK BASED LEARNING means sustained interactions with employers or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and CTE Program standards.

During these unprecedented times, students may not be able to participate in Work Based Learning experiences as they were previously designed; however, in collaboration with business and industry partners, and with the use of technology, teachers may be able to continue to offer rich learning experiences to students. While the list below is not exhaustive, it is intended to be used as an example and to generate ideas of ways to incorporate WBL into remote learning opportunities.

WORK BASED LEARNING CONTINUUM



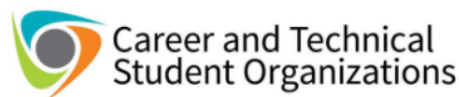
Oxford High School - Career Clusters



- Agriculture, Food & Natural Resources
- Architecture & Construction
- Education & Training
- Energy
- Government & Public Administration
- Hospitality & Tourism
- Human Services
- Law, Public Safety, Corrections & Security
- Manufacturing

- Business, Management & Administration**
 - Business Management
 - Business Strategies
 - Financial Management I
 - Financial Management II
- Arts, AV Technology & Communication**
 - Radio, TV & Film I
 - Radio, TV & Film II
 - News Broadcast
- Transportation, Distribution & Logistics**
 - Auto Repair & Maintenance
 - Automotive Technology 1
 - Automotive Technology 2
 - Automotive Technology 3
- STEM**
 - Mechatronics & Robotics Engineering I
 - Mechatronics & Robotics Engineering II
 - Senior Capstone Design
 - College Prep Engineering
 - Introduction to Engineering Design

- Health Science**
 - Medical Foundations
 - Medical Field Study
 - Certified Patient Care Technician
 - Emergency Medical Technician
- Marketing**
 - Marketing Concepts
 - Retail Marketing
 - Research Marketing
 - Research Marketing
- Finance**
 - Computerized Accounting
- Information Technology**
 - Digital Imaging Technologies
 - Digital Creations I
 - Digital Creations II
 - Graphic Design
 - Web Design
 - Computer Science Principles
 - Computer Programming & Gaming
 - AP Computer Science A



Student Population: (Describe class make-up/demographics, brief standardized testing history, and other pertinent information of student group to be measured with this SLO) [Support Video #1 OH](#)

All 63 students from Computer Science Principles will be assessed. 4 students are identified as Special Education students. 3 students are identified as a 504 students. 4 students are identified as EL.
1 Student is Mult-Racial
8 Students are Hispanic
45 Students are Caucasian
20 Freshman, 16 Sophomores, 15 Juniors and 12 Seniors

Interval: *(How long will you focus on this objective?)*

In order to obtain this objective, as a department, we collaborated to come up with a google form to track student's understanding of the work-based experiences students are able to participate in. Our pre-test will be given at the end of October and we will give the post-test before the end of the 1st semester. However, we will continue to discuss these topics throughout the year for student growth.

Assessment/Evidence Source(s): *(What summative assessment(s) and/or evidence sources will you use for measurement of student growth? What formative assessments will you use for ongoing measurement of student progress toward your goal?) Assessments used as screeners should not be used as the pre and post assessments.*
[Support Video #4 OH](#)

Submit pre and post assessment for approval by your evaluator. The document **Assessment Approval Checklist for School-based Assessments** will be used by the evaluator for approval. Educators are only to address the formative assessments to be used in tracking the SLO.

The pre assessment was a google form with 15 questions geared to capture the foundational knowledge students have regarding work-based learning. We will keep track of experiences and growth throughout the year to show students are taking advantage of the opportunities provided. Students will be provided with a google form post test that identifies the growth in knowledge as a result of exposure to these provided opportunities with their applicable career cluster.

Instructional Strategies and Support: *(What Tier 1 methods or interventions will you use to support this objective?)*

- 1) Nepris - This is a platform that allows students to connect and collaborate with a variety of industry professionals. Teachers and students have the opportunity to customize the experience via two way communication and an open forum.

In order to provide Tier 1 interventions we have the option to divide up the videos. If a student struggles with picking a topic, students can be filtered to have less of a wide platform of choices. Depending on the student, you may limit them to 5 topics or having them pick out of 2 options rather than giving them the opportunity of free choice.

- 2) Guest Speaker - Students are expected to ask questions from a guest speaker. Typically, the goal is 3 questions per student. One intervention may be to allow a student to only have 2 questions that need to be asked. Another option would be providing them preloaded questions and encouraging them to speak up if you are seeing students struggling to find an appropriate time to ask the question(s).
- 3) Job Interview - Through our advisory committee and industry connections we are able to provide "Mock Interviews" for our students.

When completing a job interview, students will be provided set questions that they need to ask. Students will be given the opportunity to work in pairs. They may be able to record the session so that they do not have to write all the answers while asking the questions. Also, allowing students the ability to turn in late work will help several students.

- 4) Virtual and/or In-Person Field Trip - Our department has decided that we would provide multiple links on our Haiku page in order to allow our students the opportunity to have an experience with a virtual field trip.
- 5) CTSO - Overview with opportunities provided.
- 6) Job Shadow - Connect students with Industry Professionals in the workplace applicable to their desired career cluster.
- 7) Educational Requirements - Providing daily instruction and research tools enabling students to comprehend education level needed for careers in our specific CIP codes.

If a student is absent for any of the above opportunities, we will provide them opportunities to obtain the information missed.

Targeted Growth: *(What is your goal for student growth? Identify individual growth goals for all students)* [Support Video #5 OH](#)

~~For Oxford, this will be determined by the formula: 100 minus pre-assessment percentage score divided by 4 and then added to original pre-assessment score percentage. Example: If a student scores 60% on the pre-assessment, then $100 - 60\% = 40/4 = 10 + 60\% = 70\%$; therefore, 70% is the target for the student on the post-assessment. Educators will submit the District Student Growth Data File (Not applicable this year)~~

My goal is that 80% of students or above show growth from the Pre-Test Assessment to the Post-Test. These experiences will allow us to measure the impact that our WBL opportunities have on the efficacy of the career choice for their selected career cluster.

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound: Create a statement that indicates your overall goal for the SLO)*

My goal for the SLO identified is to increase student understanding of "Work Based Learning Opportunities" to over 80% of my students. This growth will be determined by the WBL post test to determine the impact these opportunities are having on student career exploration growth.

Student Learning Objective Approval

Teacher

Kim Monkevich

Date

10/20/2021

Teacher Signature

Kim Monkevich

Administrator

Lisa Butts

Date

Administrator Signature

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