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

Subject Area/Grade Level: CTE/Consumer Auto/9-12
School/Teacher: LaFollette/Wegner

Baseline Data and Rationale: (Why did you choose this objective? What evidence can you provide related to your current student population’s baseline abilities as it relates to this goal?)

If you are searching to build trust and good collaborative working relationships, it is essential to have good communication skills in the workplace. Communication embraces many different components in the workplace. Communication is the method to share information with colleagues, is part of team building, customer service, conflict management, and every interaction that takes place that involves some form of communication. The goal of all communication is to develop a common understanding in what was said and the message that comes across is the same to all parties involved. Communicating in the workplace is full of challenges and can be a very difficult task at various times. It takes a strong sense of self and personal confidence to allow yourself to become vulnerable with your colleagues that you interact with. Communication is essential because this is how growing successful working relationship occurs.

Communication is a skill that is continues to be requested by local employers and CTE advisory committee members.

2 of 22 students demonstrated proficiency on the Verbal Communication Rubric (average of 9/25)
1 of 22 students demonstrated proficiency on the Technical Writing Communication Rubric (average of 7/25)
3 of 22 students demonstrated proficiency on the Technical Reading Rubric (average 13/25)

Learning Content and Grade Level: (What appropriate standards relate to this goal?)

Wisconsin Common Career Technical Core Standards (WCCTS)
CD4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.
CD4.c.1.e: Recognize the appropriate behavior and communication skills necessary in adult interactions.
IMT3.a.6.m: Demonstrate the ability to use electronic communication technology.
IMT3.b.4.m: Apply communication and information technology to the various elements of a problem.
IMT3.b.7.h: Use communication and information technology to effectively solve a given problem.

Common Core State Standards
CCRR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRR10: Read and comprehend complex literary and informational texts independently and proficiently.
CCRW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCRW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCRSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
CCRSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCRSL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Population: (Who are you going to include in this objective? Indicated in the rationale above?)

22 students; 15 male, 7 female; 6 with extraordinary needs (IEP/504)

Targeted Growth: (What is your goal for student growth?)

By the end of the term/semester, 75%* of students will achieve proficiency (score of 3+) on 3 of the 5 rubric criteria in all three targeted communication areas (technical writing, technical reading, and verbal/interpersonal).
By the end of the term/semester, 100% of students will demonstrate growth on 2 of the 5 rubric criteria in all three targeted communication areas (technical writing, technical reading, and verbal/interpersonal).

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

This SLO will cover the length of this single term course for the 14-15 school year. This course meets 5 days per week for 90 minutes

Assessment/Evidence Source(s): (What assessments and/or evidence sources will you use for ongoing measurement of student progress toward your goal?)

The evidence for this SLO is based upon student scores on the baseline assessment. This assessment is based upon demonstrated skills scored...
Opportunities to practice communication skills are built into almost every project and unit in the course.

Assignments will be structured to allow for partner/peer critique, peer demonstration, and also individual “check offs” through rubrics at various points throughout the course.

I will seek support from the ELL and Special Education specialists to support students in these courses needing additional supports.