

Student Learning Objectives (SLO) Form

Teacher Name	Teacher 1	Date	Date	
School	Campus A	Appraiser Name		
Grade	9 th -12 TH	Subject Area	JROTC	

A. What is your SLO Skill Statement for this content area/subject?

Create your skill statement based on what your students should know and what they are able to show.

Students will demonstrate the ability to apply leadership competencies, such as decision-making, communication, and problem-solving, in both team-building exercises and leadership roles. They will identify and practice key leadership attributes, including responsibility, vision, and integrity, while also demonstrating effective team member qualities such as cooperation and accountability.

B. List three foundational skills your students need to successfully learn for this content area/subject

Application of Leadership Competencies-Students can apply decision-making, communication, and problem-solving skills in both simulated and real leadership scenarios, demonstrating the ability to adapt strategies to meet team objectives.

Exhibition of Core Leadership Attributes-Students can identify and consistently demonstrate leadership attributes such as responsibility, vision, and integrity during team activities and leadership tasks.

Demonstration of Effective Team Member Qualities-Students can exhibit cooperation, accountability, and respect for diverse perspectives while contributing to group goals in team-building and leadership exercises.

C. Initial Student Mapping

Identify and list students meeting the standard of previous years' performance based on the foundational skills. Use multiple sources of evidence/data to map each student to the appropriate proficiency level.

Quintile 1 - Level 1 Low Did Not Meet Previous Year's Standard Intervention Required	Quintile 2 - Level 2 High Did Not Meet Previous Year's Standard Intervention Required	Quintile 3 - Level 3 Approaching Previous Year's Standard	Quintile 4 - Level 4 Meeting Previous Year's Standard	Quintile 5 - Level 5 Mastered Previous Year's Standard
Student A Student B Student C Student D Student F	Student AA Student BB Student CC Student DD Student FF Student GG Student HH	Student AAA Student BBB Student CCC Student DDD Student FFF Student GGG Student HHH	Student I Student J	Student JJ Student KK
Total # of Students: 5	Total # of Students: 7	Total # of Students: 7	Total # of Students: 2	Total # of Student: 2

D: What are the expected skills students need to know and show across all five levels by the end of the year

- a. Complete the Targeted Student Skill Profile below, create a progression rubric that would describe your expectations for what this particular group of students' performance will look like at the end of the interval. *For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval. This Targeted Skill Profile will be utilized to measure student performance at each check-in to determine growth at the end of the interval.*

SLO Skill Statement	Students will demonstrate the ability to apply leadership competencies, such as decision-making, communication, and problem-solving, in both team-building exercises and leadership roles. They will identify and practice key leadership attributes, including responsibility, vision, and integrity, while also demonstrating effective team member qualities such as cooperation and accountability.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	In 4 or more assessed activities, the student applies all 4 leadership competencies (decision-making, communication, problem-solving, critical thinking) accurately in both individual and group tasks. Demonstrates 5 or more leadership attributes (including responsibility, vision, integrity, accountability, and cooperation) in 100% of activities without prompting. Successfully manages group dynamics, resolves conflicts, and completes all assigned team tasks on time. Independently initiates and leads projects, mentors peers, and adapts strategies when faced with complex challenges.
Level 4: Meeting Standard Above typical skill	In at least 3 assessed activities, the student applies all 4 leadership competencies accurately in most situations. Demonstrates at least 3 leadership attributes in 80% or more of activities with minimal prompting. Completes 90% of assigned tasks on time and actively contributes to guiding peers and managing group work. Reflects on leadership performance and makes adjustments to improve outcomes.
Level 3: Approaching Standard Typical skill	In at least 2 assessed activities, the student applies 3 leadership competencies accurately in team or leadership roles. Demonstrates at least 2 leadership attributes in 60% or more of activities with occasional prompting. Completes 75% of assigned tasks on time and participates in teamwork, though leadership may require teacher guidance. Shows measurable growth in leadership skills across the interval.
Level 2: High Did Not Meet Standard Below typical skill	In at least 1 assessed activity, the student applies 1–2 leadership competencies with partial accuracy. Demonstrates 1 leadership attribute in less than 50% of activities and requires frequent teacher prompting to complete assigned tasks. Cooperation and accountability are inconsistent, and managing group dynamics remains challenging.
Level 1: Low Did Not Meet Standard Well below typical skill	The student applies no more than 1 leadership competency inconsistently and demonstrates 0 leadership attributes in assessed activities. Completes less than 50% of assigned tasks on time and requires continuous teacher guidance to participate in teamwork. Shows limited ability to respond to feedback or adapt leadership behaviors.

- b. Describe what you will include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

Team-Building Scenario Evaluation – Students will participate in a structured team-building exercise in which they rotate through leadership and team member roles. Performance will be assessed using a rubric that measures application of decision-making, communication, problem-solving, and critical thinking skills, as well as demonstration of cooperation and accountability.

Leadership Role Simulation – Students will lead a small group project or activity, applying at least three leadership attributes (e.g., responsibility, vision, integrity). Rubric measures will include leadership attribute demonstration, task completion rates, and group management effectiveness.

Leadership Reflection & Peer Feedback – Students will complete a self-reflection and review peer feedback on their leadership performance. Evidence will be scored based on accurate identification of strengths and areas for growth, and the ability to propose actionable strategies for improvement.

E. How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Notes (Optional)

For students in the highest performing group, instruction will include advanced leadership challenges such as leading multi-step projects, facilitating peer training, and solving complex, real-world scenarios, while students in the lowest performing group will receive targeted support through modeling, role-play with sentence stems or prompts, and frequent guided practice with feedback. All students will be supported through scaffolded activities, peer collaboration, and gradual release strategies to help them meet their targeted growth goals. Progress will be monitored through rubric-scored team-building activities, leadership role simulations, and reflection assignments, with results logged in a digital portfolio for each student. Documentation will include BOE artifacts such as assessment rubrics, peer evaluations, and reflection summaries aligned to the Targeted Skill Profile. The instructional team—consisting of leadership course instructors, career/technical education teachers, and the instructional coach—will meet bi-weekly during PLC time to review progress data and adjust strategies. Meeting notes, best practices, and feedback will be shared via a collaborative Google Drive folder to ensure consistency across classrooms. This structured cycle of differentiation, monitoring, and collaboration will guide all students toward achieving measurable leadership growth.

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

