

Louisiana Believes

Student Learning Target

Grade: K- 12 (Counselor SLT)	Subject: Personal/Social Interactions	Interval of Instruction: Full Academic Year
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1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What [content](#) will I prioritize?
 - What [standards](#) are most tied to success?
 - What prior knowledge will they need to be successful?
- What [assessment](#) will provide the best evidence of my students' mastery of the priority content at the end of the year?
 - Will this assessment method enable me to determine how students are progressing throughout the year?

Priority Content: In order for students to maximize their academic potential, they must be able to self-regulate, manage their emotions healthily and operate successfully in a whole-group classroom environment. In collaboration with the teachers, I will monitor student behavior and provide student and teacher level support aligned with [ASCA Mindsets & Behaviors for Student Success](#), specifically Mindset Standard 1, Behavior Standard/Learning Strategies 3 and 4, Behavior Standard/Self-Management Skills 1, 2, and 7, and Behavior Standard/Social Skills 1 and 9.

End-of-Year Assessment Method and Name: I will complete an initial assessment using the Anger Management Observation Checklist for all students referred by their teacher for support associated with the priority content described above. Based on this data, I will identify an individual goal for each student that will focus on reducing the number of outbursts per week. This will vary for each student and take into consideration baseline number of outbursts and amount of time remaining in the school year. Students will continue to receive support until they are exhibiting between 0-1 outbursts per week. The checklist will be used to progress monitor and at the end of the year, I will determine the percent of students (receiving support for a minimum of 4 weeks) who met his/her individual behavior goal.

Anger Management Observation Checklist

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?

- What [knowledge/skills are related to success](#) with this year's [priority content](#)?
- What [data sources](#) and [background information](#) are available?
- What diagnostic assessment resources are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

Historically, over the past 3 years, 15 students on average have been referred to me by their teachers for regular classroom outbursts. While some students were successful in reducing the number of outbursts, most were unable to reduce these behaviors to less than 2 per week. In order to improve my success with this group of students, I will use the Anger Management Observation Checklist to conduct an initial assessment of the student's behavior when referred by the teacher. This will serve as the baseline data for each student and I will [design methods](#) to increase their ability to self-regulate, manage their emotions healthily and operate successfully in a whole-group classroom environment.

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3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

While there are 438 students enrolled in grades K-12 at my school, I am focusing on students who exhibit significant anger management deficits. Teachers will be provided with guidelines/processes for referral based on the Anger Management Observation Checklist and will be able to refer students throughout the year.

STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

80% of students identified throughout the year as having deficits in their ability to self-regulate, manage their emotions healthily and operate successfully in a whole-group classroom environment will meet their individual goal to reduce the number of anger outbursts per week after receiving support for a minimum period of 4 weeks.

SCORING PLAN:

- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

Insufficient Attainment of Target (1 point):	Partial Attainment of Target (2 points):	Full Attainment of Target (3 points):	Exceptional Attainment of Target (4 points):
The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	The teacher has demonstrated some impact on student learning, but did not meet the target.	The teacher has demonstrated a considerable impact on student learning by meeting the target.	The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: <70% of referred students meet their behavior goal.	Achievement range: 70-79% of referred students meet their behavior goal.	Achievement range: 80-85% of referred students meet their behavior goal.	Achievement range: >85% of referred students meet their behavior goal.

4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
 - Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

Ongoing

I will conduct frequent mini-observations of the student in the classroom setting while using the Anger Management Observation Checklist. On a bi-weekly basis, I will communicate with teachers to gather additional information about the progress the students are making. Students and I will use this information to adjust strategies and action plans at bi-weekly individual/small group sessions. At least once each grading period I will communicate with student's parents/guardians.

Checkpoint 1	Checkpoint 2	Checkpoint 3
First grading period Anger Management Observation Checklist Participation in sessions	Second grading period Anger Management Observation Checklist Participation in sessions	Third grading period Anger Management Observation Checklist Participation in sessions