

Student Learning Objective (SLO) for Professional Cooking (Culinary Arts II)

SLO Component	Description
Objective Summary Statement	What is the focus of this SLO? This SLO addresses the standards taught in Professional Cooking (Culinary Arts II).
Rationale	How did you develop this SLO? (Be sure to identify how it aligns to school goals and college and career readiness.) Our goal as a CTE department is to increase the number of students who are career-ready upon program completion and increase the number of students who achieve certification for their pathway. The selection of standards captures the most important aspects of this course for students.
Data Review and Baseline Evidence	What data source(s) did you consult and how did each inform this SLO? Our department used the Culinary Arts I NOCTI as the baseline assessment. The students passed the Culinary Arts I averaging an 81% on the summative assessment.
Student Population	Period/Section of students: 3 Number of students selected: 27 Number of students taught this period: 27 Describe the student population and why they are being selected for this SLO. These students have passed Culinary Arts I and have averaged 81% on the summative assessment for Culinary Arts I. (Note: Scores are an average of the written and performance assessment scores.) They are excited to prepare and serve food to other people and enjoy watching cooking shows in their free time.
Learning Content	Course: Culinary Arts II Source of Standards: American Culinary Federation Education Standards What course standards are being addressed? ACF Standard 2: Sanitation & Safety ACF Standard 3: Business & Math Skills ACF Standard 4: Food Preparation ACF Standard 5: Garde Manger ACF Standard 6: Basic Baking ACF Standard 7: Purchasing, Receiving, Inventory & Storage ACF Standard 8: Nutrition ACF Standard 11: Human Relations Skills Why are these standards the focus of this SLO? Our goal as a CTE department is to increase the number of students who are career-ready upon program completion and increase the number of students who achieve certification for their pathway. The selection of standards captures the most important aspects of this course for students. After taking this course, many students will apply for their first culinary job and will be well prepared as a result of their participation in this course.
Instructional Interval	Start date: September 7, 2016 End date: May 13, 2017 How is this an appropriate amount of time for students to learn the selected learning content? The SLO spans the majority of the course timeframe, which allows a majority of the course content to be learned.

Commented [1]: This element provides thinking behind the SLO (e.g., captures most important aspects of the course). It also demonstrates alignment to a school goal for the CTE department. It addresses the importance SLO by stating it captures the most important course aspects, and describes how it prepares students for career readiness. Further conversation could be had on why these standards are particularly important for career readiness, specifically culinary careers.

Commented [2]: Student baseline scores are relatively high, which do not yet demonstrate a need.

Commented [3]: Average student performance is presented in the data review which portrays how the class has learned as a whole. Given the relatively high scores, it may be that other standards should be the focus of this SLO. It could also be that further analyzing students' current abilities within the 8 identified standards would reveal a smaller set of specific needs that would make a better learning content focus for this SLO. The description of students speaks to some interests of students, though more specifics on abilities and needs would advance the quality of this SLO.

Commented [4]: The standards come from an approved body of standards (ACFEF) and are important for students to learn. It is unclear if all or some of each standard will be the focus for this SLO. If all are to be the focus, those would make up about 81% of the course standards and would warrant a closer analysis of what standards to focus on. Citing standards at the most specific level would help clarify expectations for this SLO.

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Target	<p>What target-setting approach(es) are being used for this SLO? (Select all that apply.)</p> <table border="1" data-bbox="370 453 1047 533"> <tr> <td>X</td> <td>Banded</td> <td>Half the Gap</td> </tr> <tr> <td></td> <td>Common Growth</td> <td>Individualized</td> </tr> <tr> <td></td> <td>Growth to Mastery</td> <td>Status</td> </tr> </table> <p>How are the individual growth targets rigorous?</p> <p>These targets are rigorous for students because I expect them to move from about 5% from last year's summative assessment (i.e., baseline average is 80.6% and expected targeted average is 85%).</p>	X	Banded	Half the Gap		Common Growth	Individualized		Growth to Mastery	Status
X	Banded	Half the Gap								
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Evidence of Growth	<p>What assessments are you using as the evidence of growth?</p> <p>The Culinary Arts I and II NOCTI assessments are vetted nationally by a group of experts for alignment. The fact that both assessments are developed by the same organization adds to the quality of their parallelism (Level 1 compared to Level 2).</p> <p>Why are these the best assessments to measure the selected learning content?</p> <p>Assessments are approved by the State as viable measures of student learning and have the input and support of industry professionals. These assessments are the best measures to determine student knowledge and understanding of the culinary world, and also how well they perform in relation to professionals.</p>									
Strategies	<p>Identify, describe, and justify your key instructional strategies.</p> <p>I will use the following key instructional strategies:</p> <ol style="list-style-type: none"> Video modeling – I will introduce techniques (e.g., knife skills, mixing techniques) through video clips I have acquired so that students can see others performing techniques and then students will apply techniques to their own work products. Two-way journaling – Students will log their learnings and challenges at the end of each lesson to help me formatively assess how they are doing. I will respond to their entries to guide them in how to progress. Specific feedback – I will give students feedback in class and in their journals to help improve their techniques. Feedback will be individual and based on how I see students progressing in class and also in response to what students log in their journal entries. <p>I have used each of these three strategies in the past and found that students have improved their learning through these methodologies. I have also found through my colleagues that teach ELA that students who engage in two-way journaling in my class have grown in their ELA classes as well, namely in their writing ability.</p> <p>How will you use data to inform and differentiate your instruction?</p> <p>I will monitor student progress through my skills checklist in class and the two-way journals. I will analyze these ongoing data sources and determine what next steps are needed to advance student learning as effectively as possible.</p>									
Teacher Professional Development (PD) and Support	<p>What professional development do you plan to engage with to support SLO implementation?</p> <p>The District will provide training on the NOCTI exam including the assessment blueprint.</p>									

Commented [5]: The growth targets reflect some rigor in that most students are expected to improve performance from one comprehensive assessment to the next. Given the relatively high baseline scores, the alignment issue of a globale score measuring a subset of standards, and the relatively small numeric jump (in some cases decline) expected, this SLO currently holds a low level of rigor for growth targets.

Commented [6]: While the assessment is not fully available for review, the use of materials developed and approved by industry experts is a strong feature of this SLO. Be sure only the part(s) pertaining to the stated learning content are factored into the scoring structure to ensure alignment. Clarifying the degree of content similarity that exists in the two assessments would be helpful context to better understand the student scores and targets provided.

Commented [7]: Key strategies are identified and have a track record of working in this classroom. The description of strategies helps visualize what instruction will look like. The plan for using ongoing data is helpful and could be improved by addressing how the data will or might impact instruction.