

# STUDENT LEARNING TARGETS, INTERVENTIONS, AND OUTCOME MEASURES

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# From SLT to Measurement

Review Baseline Data, Standards & GLEs

Write Annual Student Learning Targets



Design Curriculum Unit with Lesson Plans and Evaluations

Deliver Classroom Presentations



Measure Students Outcomes AFTER Unit is Delivered

Report Outcomes to Stakeholders

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# STEP ONE: REVIEW BASELINE DATA, STANDARDS & GLES

# Sources of Data, Standards, GLEs

- *ASCA National Model* student standards (2005)
- Louisiana Comprehensive School Counseling Model (2010)
- Missouri Career Guidance Grade Level Expectations  
[http://www.missouricareereducation.org/doc/guidegle/GLE\\_Career.pdf](http://www.missouricareereducation.org/doc/guidegle/GLE_Career.pdf)
- Sources of Critical, School Specific Data: Demographic reports, retention, matriculation, standardized test scores
- Consider development (e.g., career clusters in K)

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**STEP TWO: WRITE  
ANNUAL STUDENT  
LEARNING TARGETS**

# Why do SLTs Matter?

## Clearly Written SLTs:

- A. Defines WHAT you will do
- B. Provides a link between your performance and how you will be evaluated
- C. Guides the design of curriculum and direct services
- D. Success is measurable if you have stated what you are going to do on the front end
- E. Helps principals understand that our performance as counselors is linked to direct services

# Barriers to writing effective SLTs

- The SLT is stated as a negative rather than a positive
- The SLT is not specific enough (dates, times, amounts)
- SLTs are too large (should be small and incremental)
- SLTs are unrealistic or too difficult to achieve



# ABCD Method for writing SLTs

1. Audience
2. Behavior
3. Condition
4. Degree

Example: At the completion of this lesson, given a chart of human anatomy, the student will be able to accurately identify the major bones of the body 100% of the time.



# PreK Career SLTs

## Preschool

- At the conclusion of a career unit on community helpers, pre-kindergarten students will be able to identify four out of five community helpers 80% of the time.
- At the conclusion of a unit on career and self-exploration, pre-kindergarten students will be able to identify five helper jobs within the home or school 80% of the time.
- At the conclusion of a unit on career exploration, pre-kindergarten students will be able to identify three roles and responsibilities of family members in the world of work.

With a partner, identify the ABCD in each SLT above.

# Kindergarten Career SLTs

## Kindergarten

- At the conclusion of the career unit on community helpers, kindergarten students will be able to identify seven out of eight community helpers 80% of the time.
- At the conclusion of a unit on career and self-exploration, kindergarten students will be able to identify eight helper jobs within the home or school 80% of the time.
- At the conclusion of a unit on career exploration, kindergarten students will be able to identify five roles and responsibilities of family members in the world of work.

# First Grade Career SLTS

## 1<sup>st</sup> Grade

- At the conclusion of a career exploration unit, 80% of 1st grade students will be able to identify the tools used in a specific occupation 4 out of 5 times.
- As the conclusion of a unit on career and self-exploration, 80% of first grade students will be able to identify five personal strengths in the home or school realm 85% of the time.
- At the end of a unit on career exploration, 80% of first grade students will be able to identify 2 skills needed for workers in each of the career paths 85% of the time.

# Second Grade Career SLTs

## 2<sup>nd</sup> Grade

- At the conclusion of a unit on career exploration, 75% of 2nd grade students will be able to match careers with a skill needed by workers in those careers 80% of the time.
- At the conclusion of a unit on career exploration, 75% of students will be able to identify three necessary academic skills necessary for workers in each of the 6 career paths 80% of the time.
- At the conclusion of a unit on career and self-exploration, 85% of students will be able to recognize two current interests and two new interests to explore 80% of the time.

# Third Grade Career SLTs

## 3<sup>rd</sup> Grade

- At the conclusion of a unit of career exploration, 85% of third grade students will be able to match a career to its corresponding career cluster 8 out of 10 times.
- At the conclusion of a unit on career exploration, 75% of students will be able to be able to distinguish better the academic skills necessary for workers in each of the different 6 career paths 80% of the time.
- At the conclusion of a unit on career exploration, 80% of students will be able to utilize an online resource to find out information regarding training and education for careers 80% of the time.

# Fourth Grade Career SLTs

## 4<sup>th</sup> Grade

- At the conclusion of a career exploration unit, 90% of fourth grade students will be able to use Occupational Outlook Handbook to accurately report the salary range, training and education requirements, and the career cluster of 3 careers of their choice.
- At the conclusion of a career exploration unit, 85% of fourth grade students will complete a family career interview worksheet and a family career genogram tree.
- At the conclusion of a career exploration unit, 90% of fourth grade students will write a 3 paragraph essay comparing and contrasting the work responsibilities, skills, and tasks for workers in two out of six of the career pathways.

# Fifth Grade Career SLTs

## 5<sup>th</sup> Grade

- At the conclusion of a career exploration unit, 90% of fifth grade students will correctly identify the post-secondary training requirements of 8 out of 10 careers.
- At the conclusion of a career exploration unit 85% of fifth grade students will score a “B” or better on a poster presentation of a career of their choice including projected outlook or growth, salary range, training requirements, skills needed, career cluster, and related careers.
- At the conclusion of a career exploration unit, 90% of fifth grade students will attend a career fair and will score a “B” or higher on a 5 sentence paragraph describing a career that they learned about at the career fair.

# Sixth Grade Career SLTs

## 6<sup>th</sup> Grade

- At the completion of a career and self-exploration unit, 90% of sixth grade students will be able to identify 5 personal values and 5 personal traits or interests related to a career of their choice.
- At the completion of a career and self-exploration unit, 85% of students will be able to list their current course schedule and determine 3 careers related to each course they are currently taking.
- At the completion of a career and self-exploration unit, 85% of students will be able to use Occupational Outlook Handbook and O\* Net to create a timeline of training and education for a specific career.



# Seventh Grade Career SLTs

## 7<sup>th</sup> Grade

- At the completion of a career exploration unit, 80% of seventh grade students will complete a resume.
- At the completion of a career exploration unit, 90% of seventh graders will receive a “B” or higher on a written assignment including a family career genogram and a 3 paragraph essay on how their career interests, aptitudes and values are similar to or different from their family members.
- At the completion of a college exploration unit, 85% of seventh grade students will receive a “B” or higher on a college fair poster that includes the following information on an assigned post-secondary institution: type of institution, degrees offered, mascot, location, requirements to be admitted, and special highlights (football team, band, etc.)

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# STEP 3: DESIGN CURRICULUM UNIT

# Curriculum

Jalongo and Isenberg (2004) defined curriculum as, “the pathway of education; it is what children actually experience in schools from arrival to departure and reflects the philosophy, goals, and objectives of the program, classroom, or school district” (p. 185) Curriculum might include:

- Classroom Core Curriculum
- Parent Workshops
- Faculty Inservice
- Grade level activities
- Community Partnership activities

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# STEP 4: IMPLEMENT CURRICULUM

# Curriculum Implementation



- Inform stakeholders about curriculum activities
- Market before beginning the activity
- Identify when and how you will evaluate student learning
- Multi-systemic approach to achieving SLTs

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# STEP 5: MEASURE STUDENT OUTCOMES

# Annual Evaluation—What do you do if you achieve your SLT goals?

- Make sure the measurement matches what you said you would accomplish in the SLT
- If you achieved the SLT goal too easily, make your next targets harder
- If the SLT took a dispiriting length of time to achieve, make the next SLT a little easier
- If circumstances change, then you may need to change future SLTs (for example, once you implement a full curriculum, future students will have more advanced knowledge of career)

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# STEP 6: REPORT OUTCOMES TO STAKEHOLDERS



# Annual Activity Report

- Report to outcomes to Principal as part of evaluation
- Report to advisory council
- Create an annual activity report that charts outcomes and gives a rationale for future interventions
- Report on website and in newsletters, emails to parents, bulletin boards



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EXAMPLES

# Sample: First Grade

- ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.
- **Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**
- **C:A1 Develop Career Awareness**
  - C:A1.1 Develop skills to locate, evaluate and interpret career information
  - C:A1.2 Learn about the variety of traditional and nontraditional occupations
- SLT: At the conclusion of a career exploration unit, 80% of 1<sup>st</sup> grade students will be able to identify the tools used in a specific occupation 4 out of 5 times.

# Sample: First Grade (continued)

- Curriculum Development: 2 lessons on postsecondary options with assessment.
- Lesson One: Identifying Workers and their Tools (including clothes, cars)
  - **Materials:** Tools from toy worker sets (i.e. hammer, stethoscope, binoculars, badge, microscope etc.); paper; markers
  - **Hook:** What tools do you use in your role as a student?
  - Divide into groups. Give several tools to each group, and ask them to discuss which workers would use each tool. Share findings in large group.
  - Have students draw a picture of a tool used by their favorite worker. Ask students to write the name of the worker underneath the picture.



# Sample: First Grade (continued)

- Lesson Two: Career Tool Match & Ball Toss
  - **Materials:** Worker pictures (printed out, coloring books, etc), tool pictures, various small balls, career box (easy to make!)
  - **Hook:** Explain to students that today, they will truly have a “ball” with careers, playing a fun tossing game! If enough people make it, the whole class will get a prize! (sticker, “treasure” item)
  - **Review:** Have students give examples of tools and careers from last lesson.
  - Tell students to form a line. Hold up a worker card and allow each student to have a turn choosing which of the tool images that are spread out in front of them could be used by someone in that career. When correct, the student can toss the ball into the career box and return to his or her seat. Be sure to give multiple chances and set students up for success! When the game is over, make sure all students get a prize!



# Sample First Grade (assessment)

- Measuring student learning—should match student learning target
- Looking for 80% of students to score at least 4/5 on assessment

Can you match the workers to their tools?



a cashier



a reporter



a chef



a nurse



a programmer



# Sample: Fifth Grade

- ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.
- **Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**
- **C:B1 Acquire Career Information**
  - C:B1.4 Know the various ways in which occupations can be classified
- **C:B2 Identify Career Goals**
  - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- SLT: At the conclusion of a career exploration unit, 90% of fifth grade students will correctly identify the post-secondary training requirements of 8 out of 10 careers.


# Sample: Fifth Grade (continued)

- Curriculum Development: 2 lessons on postsecondary options with assessment.
- Lesson One: Exploring Postsecondary Options
  - Create a simple powerpoint presentation on the various types of postsecondary training options (community college, technical school, university) and certificate and degrees (associates, bachelors, masters, doctorate), with examples
    - **Resources:** O\*NET, Occupational Outlook Handbook, LA Star Jobs
  - After the presentation, divide students into groups. Assign each group one of the postsecondary education or training options. Have them write out as many careers as they can think of that might require that type of training. Walk around and help students when necessary.
  - Have each group share what they came up with. Discuss whether or not certain careers fit with their list.



# Sample: Fifth Grade (continued)

- Lesson Two: Career Trading Cards
  - Free examples available for download at [http://iwin.iwd.state.ia.us/pubs/careers/career\\_cards.pdf](http://iwin.iwd.state.ia.us/pubs/careers/career_cards.pdf)
  - Students will use **O\*Net** website to look up the following information about 4 careers of their choice
    - Description / fun facts
    - Education / training needed
    - Salary
  - Present the information on index cards, including a picture
  - Students will get in small groups and try to trade away at least 2 of their cards for other careers they are interested in
  - Large group discussion on variety of careers seen, with a focus on postsecondary training




**Chemical Engineer**  
Design chemical plant equipment and devise processes for manufacturing chemicals and products.  
**Education/Training Needed:**  
Bachelor's Degree or Higher

# Sample: Fifth Grade

- Lesson Three: Career Bingo
  - **Preparation:** Create your own Career Bingo game, using easy to find bingo card templates from the internet. Depending on the time you have, you can make the cards as simple (using only words) or complex as you like! You can use colored bingo makers, assigning each color to be a certain postsecondary option, or you can create your own makers (examples on next slide). Finally, create your own key, with a list of all the careers you included on your cards and the accompanying postsecondary requirements. By making a copy of the key, you can cut the careers into slips for pulling during the bingo game.
  - Pass out the bingo cards and markers to students, and randomly call out careers, drawing from the pre-cut career strips. If the student has the career on his or her bingo sheet, he is to mark it with the marker corresponding to the education / training required for the career. For example, if “school counselor” is called, the students are to mark the card with the “Master’s Degree” marker. Allow students to decide which marker is to be used as a group. Depending on time, the counselor can play traditional bingo (five in a row) or four corner bingo.

# Career Bingo Card & Markers

				
 Electrician	 Journalist	 Librarian	 Dentist	 Chef
 Veterinarian	 Civil Engineer	 Marine Biologist	 Weather Reporter	 Architect
 Plumber	 Teacher	 Free Space!	 Lawyer	 Travel Agent
 Doctor	 Accountant	 Computer Programmer	 Pharmacist	 Film Producer
 Coach	 Police Officer	 Receptionist	 Park Ranger	 Auto Mechanic



High School Diploma



Bachelor's Degree



Technical / Trade School



Master's Degree



Community College (Associate Degree)



Doctoral / Professional Degree

# Sample Fifth Grade (assessment)

- Measuring student learning—should match student learning target
- Looking for 90% of fifth grade students to correctly identify the post-secondary training requirements of 8 out of 10 careers.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Matching:** Identify the post-secondary training requirement for each career.

Technical / trade school	4-year University
Military	Master's Degree
Community college	Doctoral / Professional Degree

1. Journalist \_\_\_\_\_
2. Dermatologist \_\_\_\_\_
3. Librarian \_\_\_\_\_
4. Veterinarian \_\_\_\_\_
5. Fashion designer \_\_\_\_\_
6. Pharmacist \_\_\_\_\_
7. Park ranger \_\_\_\_\_
8. Speech pathologist \_\_\_\_\_
9. Ultrasound Technician \_\_\_\_\_
10. Massage therapist \_\_\_\_\_