

Written Student Learning Plan Alignment Self Assessment Tool

School/Program: Sample School

Student Name: Jane Doe

Single course Multiple courses – part-time Multiple courses – full time

This checklist is intended as a resource to assist ALE programs in self-assessing current practices for alignment with Written Student Learning Plan (WSLP) requirements defined in WAC 392-121-182.

WSLP Component	Requirement and Rule Citation; ALE WAC 392-121-182(3)(c)	Implications/Notes
Start Date: 8 /31 /11 End Date: 12 /14 /11	(i) A beginning and ending date for the student's alternative learning experience <i>Considerations:</i> <input checked="" type="checkbox"/> Start date consistent with first enrollment reporting count date. <input checked="" type="checkbox"/> End date consistent with final enrollment reporting count date. <input checked="" type="checkbox"/> End date consistent with average hours per week to complete course as outlined.	Start date impacts enrollment reporting. End date allows for reasonable time to complete based on average number of hours per week.
Estimated hours per week: 4 Ms. Elementary Teacher	(ii) An estimate by a certificated teacher of the average number of hours per week the student will engage in learning activities to meet the requirements of the written student learning plan. This estimate must consider only the time the student will engage in learning activities necessary to accomplish the learning goals and performance objectives specified in the written student learning plan. <i>Considerations:</i> <input checked="" type="checkbox"/> Average number of hours per week is specified. <input checked="" type="checkbox"/> Average hours are determined based on established program procedures. <input checked="" type="checkbox"/> To the extent necessary, hours per week satisfy district written policy for course of study provided in chapter 392-410 WAC . <input type="checkbox"/> Any required items (e.g., a course syllabus or an outline of course requirements) referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit. <input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.	<ul style="list-style-type: none"> The estimates for core academic subjects could be provided from a HQT lead on a curriculum committee, a departmental team with a HQT lead, or the individual HQT responsible for instruction of the course outlined. This component does not require the teacher estimating the hours per week actually oversee the student through the learning plan. <p>All required items for this component are directly included on the WSLP.</p>

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<p>Weekly Contact: Tuesdays On-campus times: 1:30-2:30pm</p> <p>During your on-campus time, you will have a one-on-one meeting with your teacher/advisor to support your learning.</p>	<p>(iii) A description of how weekly direct personal contact requirements will be fulfilled.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> "Direct personal contact" as defined in section (3)(d). <input checked="" type="checkbox"/> Purpose of weekly direct personal contact. <input checked="" type="checkbox"/> Method of weekly direct personal contact (phone, email, synchronous digital contact, in person). <input checked="" type="checkbox"/> Weekly direct personal contact is one on one. <input checked="" type="checkbox"/> Weekly direct personal contact is documented. <input checked="" type="checkbox"/> There is a certificated teacher conducting weekly direct personal contact. 	<p>Documentation of direct personal contact happens outside of the WSLP.</p> <p>Ms. Elementary Teacher is the primary teacher working on this plan, but any of our cert. teachers may also conduct weekly contact as they are all HQT in K-5 education.</p>
<p>Course Description with Learning Goals: In Grade 3, math focuses on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.</p> <p>Course name is Mathematics Grade 3</p> <p>Performance objects are the GLEs outlined in the table under the column "Learning Targets"</p> <p>Learning activities: To build understanding of each learning target, the student will:</p> <ol style="list-style-type: none"> 1. Read and review examples for each unit 2. Select and solve either even or odd problems for each practice set in each unit; self-check 	<p>(iv) A description of each alternative learning experience course included as part of the learning plan, including specific learning goals, performance objectives, and learning activities for each course, written in a manner that facilitates monthly evaluation of student progress. This requirement may be met through the use of individual course syllabi or other similarly detailed descriptions of learning requirements. The description must clearly identify the requirements a student must meet to successfully complete the course or program. Courses must be identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System data manual published by the office of superintendent of public instruction.</p> <p><i>Considerations:</i></p> <p>Each course has the following components documented in the WSLP:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Course description (including course name and brief description detailing the scope of topics to be presented during the course). <input checked="" type="checkbox"/> Specific learning goals that identify the expectations of what the student will learn or be able to do upon successful completion of each course are included on the WSLP. <input checked="" type="checkbox"/> Specific performance objectives that are closely tied to the learning goals, the specific knowledge, skill, or attitude the learner should gain and display as a result of the instructional activity are identified. <input checked="" type="checkbox"/> Specific, assignment level, learning activities are included on the WSLP. <input checked="" type="checkbox"/> Learning goals, performance objectives, and learning activities facilitate monthly evaluation of student progress (WSLP definition section vii). <input checked="" type="checkbox"/> <u>Clearly</u> identified requirements a student must meet to successfully complete the course or program. 	

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<p>and correct answers.</p> <p>3. Complete “self-checks” from text for self – assessment of progress or complete the diagnostic tools from the MC web link for each chapter.</p> <p>4. Keep a notebook of all work to share at monthly advisor meetings.</p> <p>5. Design any projects and resources that can increase understanding and integrate with other subjects. (This is an optional activity to increase understanding and provide connections to other subjects.)</p>		
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WSLP Component	Requirement and Rule Citation; ALE WAC 392-121-182(3)(c)	Implications/Notes
<p>CEDARS Course Code: 52033</p>	<p>(iv) <i>continued</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning activities are detailed enough to enable a student to know how to progress through the course. For example, the plan could identify specific problem sets, specific activities to be completed or developed, assessments, deliverables, etc. This may be more a sequential list of activities, a constructivist problem based learning plan with adequate scaffolding and deliverables clearly identified, or an outcome based model that describes the recommended activities to mastery, etc. <input checked="" type="checkbox"/> Learning activities align with the successful completion of the learning goals. <input checked="" type="checkbox"/> Courses are identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System (CEDARS) data manual. Using district codes is acceptable if alignment to CEDARS code is easily and readily accessible upon request for purposes of state monitoring and audit. <input type="checkbox"/> Purchased or contracted instructional or cocurricular course, lesson, trip, or other experience, service, or activity identified are "substantially similar experiences and services" as defined in section (3)(g). <input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit. <input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP. 	<p>There are no purchased activities or experiences contained in this learning plan subject to the Substantially Similar requirements.</p> <p>All required items are in the WSLP and nothing is referenced.</p>
<p>Certificated Teacher at study block: Mr. or Ms. Elementary Teacher</p>	<p>(v) Identification of the certificated teacher responsible for each course included as part of the plan.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> "Certificated teacher" as defined in section (3)(b). <input type="checkbox"/> Provisions for instruction under contract per WAC 392-121-188. <input checked="" type="checkbox"/> Teacher assigned and endorsed according to the provisions of chapter 181-82 WAC. <input checked="" type="checkbox"/> Core academic subjects must have a Highly Qualified Teacher (HQT) responsible for course instruction per the requirements of NCLB 2001 and IDEA 2004. <input checked="" type="checkbox"/> Certified teacher responsible for each course is clearly identified on the plan. 	<p>No instruction provided under contract.</p> <p>All cert. teachers at the elementary school are HQT and either Mr. or Ms elementary teacher are ID'd on the WSLP.</p>

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<p>Curriculum: Math Connects, McGraw and Hill</p> <p>online support: Math Connects, McGraw and Hill web link: http://www.mhschool.com/math/mathconnects/grade3</p> <p>All curriculum and instructional materials to complete the course are available at school for check out or to use on campus.</p>	<p>(vi) Identification of all instructional materials that will be used to complete the learning plan.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Materials are available per alternative learning experience implementation requirement 6 (c) <i>Instructional Materials</i>. <input checked="" type="checkbox"/> Instructional materials are approved per district policy required by state law (RCW 28A.320.230). <input checked="" type="checkbox"/> <u>Specific</u> materials are listed; the statement "a variety of textbooks and workbooks" would not meet the requirement of identification of instructional materials. <input checked="" type="checkbox"/> Student clearly understands what resources are necessary to be successful (<i>not necessary to list implied supplies or expected supplies per standard grade level or district level supply list per district policy</i>). <input checked="" type="checkbox"/> Per 6(c) of the rule, the plan clearly identifies who is responsible for obtaining/providing each of the instructional materials listed. <input checked="" type="checkbox"/> All fees, access information, and materials provided by program and/or materials provided by student are clearly identified as such. <input type="checkbox"/> Fees for instructional materials are clearly identified for each applicable material (district fee schedule, lab fees, etc.). 	<p>We list supplies even though it is not a required component of the WSLP to provide clarity for students and families.</p> <p>There are no fees associated with this course.</p>
<p>At your monthly teacher meetings, the student will:</p> <ol style="list-style-type: none"> 1. Share their notebook of completed work. 2. Complete the end of chapter assessments at 80% or better level. If score is below 80 %, use on-line practice activities, projects or workbooks to further understand the learning targets until 80% is reached. (Students are welcome to complete these assessments during the weekly study block times) 3. Review the learning targets for the next month and update learning plan. 4. Determine if satisfactory progress has been made on your learning plan. 	<p>(vii) A description of the timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timelines align with monthly progress evaluation dates. <input checked="" type="checkbox"/> Timelines align with monthly enrollment reporting deadlines as progress directly impacts enrollment. <input checked="" type="checkbox"/> Progress evaluations include direct personal contact with the student to ensure compliance with alternative learning experience program requirements (4)(c) monthly evaluation. <input checked="" type="checkbox"/> Results of each evaluation are communicated to the student or, if the student is in grades K-8, both the student and the student's parent to ensure compliance with alternative learning experience program requirements (4)(c) monthly evaluation. <input checked="" type="checkbox"/> Goals are written to allow for compliance with alternative learning experience program requirements (4)(c) monthly evaluation. <input checked="" type="checkbox"/> The results of monthly progress evaluation can be and will be documented by the certificated teacher conducting the evaluation. <input checked="" type="checkbox"/> Description identifies how progress or lack of progress toward identified learning goals and performance objectives is determined. 	<p>Monthly progress will occur during on campus time. The WSLP reflects clearly that we will meet each calendar month for review, but exact date is not provided.</p>

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<p>Mr. or Ms. Elementary Teacher</p>	<p><i>(vii) continued</i></p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to student and when appropriate their parent, for the duration of WSLP.</p>	<p>All required items are contained directly on the WSLP.</p>
<p>Each month's learning targets identify the GLE being targeted.</p> <p>Common Core standards are also outlined</p> <p>Common Core Standards: Grade 3 Overview, • Operations and Algebraic Thinking o Represent and solve problems involving multiplication and division. o Understand properties of multiplication and the relationship between multiplication and division. o Multiply and divide within 100. o Solve problems involving the four operations, and identify and explain patterns in arithmetic. • Number and Operations in Base Ten o Use place value understanding and properties of operations to perform multi-digit arithmetic. • Number and Operations—Fractions o Develop understanding of</p>	<p><i>(viii) Identification of whether each alternative learning experience course meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements defined by the school district. For each high school alternative learning experience course, the written student learning plan must specify whether the course meets state and district graduation requirements.</i></p> <p><i>Considerations:</i></p> <p><input checked="" type="checkbox"/> Clearly stated on WSLP whether any of the following are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> State essential academic learning requirements (EALR). <input type="checkbox"/> Grade-Level Expectations (GLE). <input type="checkbox"/> District goals, objectives, and learning requirements. <p><input type="checkbox"/> For high school courses WSLP must specify if the course meets graduation requirements or not.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.</p>	<p>Graduation requirements are N/A.</p> <p>All required items are contained directly on the WSLP.</p>

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<p>fractions as numbers.</p> <ul style="list-style-type: none">• Measurement and Data<ul style="list-style-type: none">o Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.o Represent and interpret data.o Geometric measurement: understand concepts of area and relate area to multiplication and to addition.o Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.• Geometry<ul style="list-style-type: none">o Reason with shapes and their attributes.• Mathematical Practices<ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively.3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning.		
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