**Directions:** The **SLCSD Model SLO Template** is to be used by educators using SLOs as a measure of student growth for educator evaluation. Adjustments to this template must be approved by the Utah State Office of Education (Board Rule).

This model should be used in tandem with the **SLCSD** **SLO Development Guide** to ensure information about **Learning Goals, Assessments, and Targets** are appropriately addressed. Additional documents and guidance are available at <http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php>.

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| **Course/Grade Level Information** | |
| Course name | Endorsed Medical Assistant |
| Brief course description | An instructional program that prepares individuals to support physicians by providing assistance during patient examinations, treatment administration and monitoring; by keeping patient and related health record information; and by performing clinical, administrative and laboratory duties. |
| Approximate number of students | 20-30 |
| Grade level(s) | 12th |
| Length of course (semester or year; if other, please describe) | Year |
| Date submitted for district review | 2/28/2015 |

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| **Process, Implementation Timeline, and Sign-Offs** | |
| Names and current job positions of those developing this SLO | Andrea Martinez-Chavez Instructor |
| Email of team lead | Ken.[Grover@slcschools.org](mailto:Grover@slcschools.org) |
| Administrator name and title | Ken Grover- CTE Principal |
| Administrator sign-off of initial SLO | Ken Grover- CTE Principal |
| Date final SLO is due to determine educator effectiveness rating | Ken Grover- CTE Principal |

**Section 1: Establish a Learning Goal**

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| **The Learning Goal:** is the big idea that describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Board of Education Core Standards and Objectives and curriculum. It includes the importance of the Learning Goal for students impacting their lives. It also describes appropriate instruction and instructional strategies that will support student learning. | |
| Medical assisting is one of the nation's fastest growing careers, according to the United States Bureau of Labor Statistics. Medical assistants are cross-trained to perform administrative and clinical and are instrumental in helping patients feel at ease in the physician’s office and often explain the physician's instructions. Students will demonstrate a variety of hands-on skills and knowledge of clinical and administrative procedures performed in the medical office. Students will learn an electronic medical records system, billing and coding, scheduling appointments, phlebotomy, administering medications, minor surgical procedures, electrocardiograms, ancillary testing, and much more. | |
| **Utah Core Standards** addressed | Endorsed Medical Assistant **USOE Standards:** |
|  | Standard 4: Students will discuss pharmacology principles and demonstrate accurate medication administration.Standard 8: Students will perform proper insurance, coding, and billing procedures. |

**Section 2: Document Assessment(s) and Scoring**

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| **Assessment(s) and Scoring: Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned. | |
| Identify what **proficiency** looks like to meet the Learning Goal. | 1-Students will be able to differentiate between accounts receivable and accounts payable, describe the following financial forms. Discuss the difference between various methods of payment, define terms associated with a checking account. Identify terms associated with medical insurance, explain how to determine procedural and diagnostic coding.  2- Classify common medications, describe the schedule for controlled substances, and demonstrate how to find medication information. Document medication administration, understand principles involved with prescription medication. Perform accurate dosage calculations, identify the following “rights” of medication administration, demonstrate the procedures for administering medications, and describe the side-effects of medications. |
| Describe the **Assessment(s)** (such as performance tasks and their corresponding **scoring rubrics**) that measure the level of students’ understanding of the Learning Goal. **Attach** assessments and rubrics as appropriate. | To achieve integration with the within the curriculum of the medical assisting class along with Utah core classes by applying math, critical thinking and problem solving skills in real life situations.  **(Scoring rubric attached at the end.)** |
| Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal. Indicate any formative assessments that you will use. | Daily students will participate in guided learning activities, and apply technical skills and knowledge in electronic based assignments, written and computerized assessment, Formal and informal assessments and observations.  Examples:   1. Watch teacher led demonstrations and duplicate actions 2. Create case study scenarios and complete electronic software assignments 3. Complete three extensive pharmacology assignments (oral, parenteral and pediatric dosages) 4. Written quizzes and reviews following computerized testing on administrative and clinical procedure concepts |
| Explain how you will use this information to **differentiate instruction** for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education). | 1. A significant differentiation would relate to the student’s ability to perform accurate calculation dosages, classify medications, and differentiate between accounts payable and accounts receivable, schedule patient appointments. According to the abilities of highly-skilled, basic, ELL, Special Ed, 504’s, along with special accommodations if needed, one on one tutoring, provide visual and audio material which students can copy. For example class on-line website power point lectures, having students complete Cornell notes at their own leisure, access to videos of simulated administrative and clinical procedures, providing hands-on demonstrations. Applying all learning strategies for all learners such as your audio, visual and kinesthetic learners and meeting the needs of all students. 2. Teacher will respond to different needs by providing tutoring, visual, audio and kinesthetic opportunities. Provide written instructions and utilize peer-coaching. 3. According to quizzes, self-evaluations and goals, teachers can exempt students from some of the basic medical assisting procedures and participate in more of the invasive medical procedures performed in a medical office. 4. 4. The option to prepare for the Endorsed Medical Assistant Certification is offered as enrichment for all qualifying students, free of charge. Prepare for the National Center for Competency Testing as a National Certified Medical Assistant. |

**Section 3: Establish Targets**

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| **Targets:** Identify the expected student learning outcomes by the end of the instructional period for all students. **Targets** are used to effectively project levels of proficiency toward the Learning Goal. | |
| Evaluate the **past performance** and **current baseline data** (e.g., previous courses or grades, pre-assessments, etc.) of students to determinetheir **starting points** and **identify** learning strengths and needs relative to the Learning Goal. | STARTING Points To be determined |
| Using students’ starting points; identify specific **target** **levels** based on available data about students’ performanceand the number or percentage of students at each target. Describe **the expected levels of growth and proficiency** for students in each target level during the course. | TARGETS and PROFICIENCY LEVELS To be determined |

**Mid-Instructional Period Target Adaptations:**

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| **Adapted SLO Targets:** At a conference with the administrator, discuss any changes that might be needed. | |
| If SLO **Targets** are adjusted, list **revised outcomes** for end of instructional period Learning Goal.  Date: | REVISED Targets To be determined |

**Final Target Outcomes**

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| **Actual Outcomes for Targets:** Record the actual outcomes at the end of the instructional period as assessed using the identified assessment(s) and scoring rubrics for all students. | |
| Record the **actual** **number or percentage** of students who achieved the **targets** set at the beginning of the instructional period. | ACTUAL Outcomes To be determined |
| Provide any comments you wish to include about **actual** **Target** **outcomes and proficiency/growth levels** for student learning. | |

**Final Section: Establish Educator Ratings**

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| **Educator Ratings:** Educator rating results are based on the final **SLO** **Target** results. Use the table below to document the educator rating based on the established **Learning Goal, Assessment(s),** and **Targets.** | | | | |
| **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | **Partially Meets**  Based on the students’ starting points, students partially performed as expected. | **Meets**  Based on the students’ starting points, students performed as expected. | **Exceeds**  Based on the students’ starting points, students performed better than expected. | |
| Administrator comments. | | | | |
| Administrator Signature | | | | Date |
| Educator Signature (the signature does not necessarily indicate agreement with the rating) | | | | Date |