Student Learning Objective (SLO) & Professional Growth & Development Plan (PGDP)
Professional development goals must be established by the teacher and must be supportive of district strategic plans and school renewal plans.*
☒   This SLO serves as the PGDP. (Section I only)
☐   This SLO serves as **one** of multiple goals of the PGDP. (Section I and II)

Section I. Student Learning Objective (SLO)

Teacher Name: Sample Teacher	**School:** Sample Elementary
SLO Evaluator Name: Sample Evaluator	**SLO Interval (circle):** <mark>Year</mark> or Semester
Grade Level: 5th	**SLO Content Area/Focus Class:** ELA, Gifted and Talented

I. Student Population and Baseline
a. What do I already know about the students in my focus class?
Information could include the number of students, a description of students with exceptionalities (e.g., learning disability, gifted and talented, and/or language learner status), easily accessible reports of last year's performance, information from the Rally Analytics platform, etc. This should require reflection, not extensive research.

This cohort of 24 students consists of gifted and talented 5th graders, 18 of which are males and 6 of which are females. Of the males, 10 are Caucasian, 6 are African American and 2 are Hispanic. There are 4 Caucasian females and 2 African American females in this group.

b. What do I know about the support my students will need to be successful in this class/content area?
Response could include information from spring, summer, or fall assessments.

In my work with these students as 3rd and 4th graders, they have proven to be very advanced in their oral communication and presentation abilities as it relates to the content of this SLO. It is a challenge for this cohort to show exceptional performance in their writing and in their written responses when they are asked to analyze literature.

II. Priority Standard and Learning Objective
a. Identify <u>one to two</u> high priority content standard(s) and indicators or [Competencies for the Profile of a SC Graduate](#) that will provide the basis of the SLO learning objective. *Consider using [math](#) or [English](#) priority standards. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.*

CCSS.ELA-Literacy.RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.

CCSS.ELA-Informational. RI. 5.1 Quote accurately from a text to analyze meaning in and beyond the text.

b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval?
The Learning Objective should be aligned with course- or grade-level content standards or the [Competencies for the Profile of a SC Graduate](#) The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using existing data team structures or the Rally platform.

Learning Objective: Students will demonstrate ability to cite textual evidence to support their reasoning when responding to texts.

c. What evidence of growth will tell me that a student has met this learning objective?
Consider what formative and summative assessment data is already collected as part of your course that can be used to measure this objective. Multiple measures and incorporation of existing assessments are encouraged. This evidence can be connected to existing data team/PLC structures or work with the Rally platform.

Student responses on end of unit assessment will be analyzed to determine if students are properly citing textual evidence to support responses to questions about literature. Student responses will be assessed using rubric. Scores on the rubric will indicate students' success with the learning objective. Progress will be monitored through formative assessments that require students to support their responses with evidence from the text.

III. Instructional Strategies and Inclusive Learning Environment
a. When I consider my professional practice and growth, what is one instructional practice that will be my focus connected to this professional goal? Why?

Instruction will be based on what is prescribed in the William and Mary Curriculum Unit: Literary Reflections. This unit has been designed for high ability students. Flexible grouping will be utilized as needed. Formative assessments will also be utilized as the curriculum outlines and as deemed necessary during the course of instruction. I will read Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Nancy Frey and Douglas B. Fisher. I plan to develop/increase my understanding of the 5 Access Points (Establishing purpose for reading, providing scaffolded and close reading instruction, collaborative conversations, independent reading staircase, and demonstrating understanding and assessing performance) in order to help my students better understand and analyze complex texts. In doing so, students will consistently be prompted to refer to the text when providing oral and written responses to literature.

b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?
Assessment.

c. Student success is deeply connected to the learning environment. Which [inclusive learning strategy](#) is most connected to your planning for a positive learning environment? Knowing Students

d. When you think about this group of students and this content, how will this strategy help you intentionally create a positive classroom community that helps all students take risks and grow as independent learners?

Having worked with these students previously, I am aware of their learning styles, areas of strength, and areas of growth. Knowing this allows me to ensure that the strategies I use meet their individual needs. I am intentional about acknowledging their backgrounds and ensuring that our practices are inclusive. We recognize important aspects of each student's culture and incorporate texts that are inclusive of the cultural backgrounds of all students. Students know that this classroom is a place for them and thus feel comfortable learning and growing here.

IV. Mid-Course Progress Monitoring
This conference and reflection may be incorporated into a department, grade-level, PLC, or other collaborative meeting.

a. Educator Reflections. How did you monitor students' mastery of the learning objective? How has your instructional practice impacted students so far?

I have monitored student progress on an ongoing basis. Students regularly produce text-based written analyses, which are assessed using a scoring rubric. Written and oral feedback is provided to students. I work with these students individually and in small groups to address areas of deficiency. In analyzing student progress, the data shows that students are continuing to show growth after these more individualized sessions. The most recent assessment, as analyzed by the 4-point short answer rubric, shows that 7 students have a score increase of at least 1 point more than their initial assessment score.

b. General Reflections. The educator and evaluator may add additional reflections here.

V. End of Year Conference Reflection
a. Evidence that students showed growth as established by the SLO goal and conferences.

Initial writing samples showed that 6 of the 24 students (24%) were successfully citing textual evidence to support their written responses, as measured by the 4-point short answer rubric. Students with a score of 3 or 4 made up this percentage.

Final student responses showed that 22 of the 24 (92%) scored a 3 or better on their final unit assessment, indicating that they successfully quote evidence from text to support their responses to literature. This percentage included the initial 6 students that were proficient in this area, 2 of them maintaining a 3 and four of them moving to a four. The other 16 students moved from scores of 1 and 2 to scores of 3 and 4.

b. Reflection on Data
How does the data inform my instructional practice, goal setting, or my professional development plan for next year?

Based on the data, the instructional strategies used to support students with the learning objective were beneficial in meeting the goals of most students. In particular, employing flexible grouping while engaging in scaffolded and close reading instruction allowed us to focus on the targeted skills. Collaborative conversations during these small groups provided the opportunity for me to gain a deeper understanding of what these students' needs were as it related to the objective.

Thus, these strategies will continue to be used. In addition, because not all students mastered the objective, additional strategies will be researched and applied.

c. SLO Rating
Exemplary

Conference	Date	Signatures
SLO Preliminary Conference	**09/07/2020**	**Sample Teacher** **Sample Evaluator**
SLO Mid-Course Conference	**01/11/2021**	**Sample Teacher** **Sample Evaluator**
SLO Summative Conference	**04/19/2021**	**Sample Teacher** **Sample Evaluator**