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 Math Elementary	**School:** Sample Elementary School
SLO Evaluator Name: Sample Evaluator	**SLO Interval (circle):** Year or Semester
Grade Level: 4th	**SLO Content Area/Focus Class:** Fraction/AM Block

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 class of 25 fourth graders consist of 15 males and 10 females. There are 10 African-American students, 10 Caucasian students, 3 Hispanic students and 2 Asian students. Two students are English Language Learners and are seen by the district ESOL Teacher twice a week for a thirty-minute period. Baseline data for this SLO was generated from results of the beginning of the year district- created fourth grade math assessment on the section fractions. Only 1 student had a basic understanding of the concept of fractions. The same 1 student can properly draw a proper fraction. None of the students can properly draw an illustration of an improper fraction and none of the students can add fractions with the same denominator, nor correctly answer a real-world fraction addition (same denominator) word problem.

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.

Based on baseline data gathered, I will need to provide support in understanding the concept of fractions using manipulatives and mathematical representations. I will have to explicitly show how fractions relate to their everyday lives as well as specifically teach the academic vocabulary that relate to fractions.

II. Priority Standard and Learning Objective

a. Identify one to two 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.*

* From S.C. Code Ann. §59-26-40 (J)

SC Profile of a Graduate Competency: Reasoning Quantitatively
Modeling and Representing Mathematical Information Level 1 "I can draw a picture that shows what I think the data means."

SC Profile of a Graduate Competency: Reasoning Quantitatively Solving Problems Level 1 "I can try a way to solve it."

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.

At the end of the SLO Interval, students should be able to:

1) **Draw pictures/illustrations of equivalent fractions, proper fractions and mixed fractions/improper fractions**
2) **Solve real-world addition fraction (same denominators) word problems using illustrations**

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.

Evidence that show student has met this learning objective is when a student can draw pictures/illustrations that correctly represent fractions and are able to correctly solve real-world word problems on fractions (addition with same denominator and equivalent fractions). Weekly Formative Assessments will occur throughout the SLO Interval. Weekly formative assessments are based on the district-created pre-assessment section on fractions. Each student will have a portfolio (exit slips) of daily practice on fraction illustrations and solving word problem of the day.

Teacher-created Formative Assessment 1: Students can correctly illustrate at least five proper fractions

Teacher-created Formative Assessment 2: Students can correctly illustrate at least five equivalent fractions

Teacher-created Formative Assessment 3: Students can correctly illustrate at least five improper fractions/mixed fractions

Teacher-created Formative Assessment 4: Students can correctly solve at least 2 real-world addition fractions (same denominators) word problems using their fraction illustrations

Teacher-created Formative Assessment 5: Students can correctly solve at least 2 real-world addition mixed/improper fractions (same denominators) word problems using their fraction illustrations

Teacher-created Formative Assessment 6: Students can correctly solve at least 2 real-world fraction word problems on equivalent fractions using their fraction illustrations

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?

One instructional practice that will be my focus connected to this professional goal is improving instructional teaching on how to specifically teach the academic vocabulary that relate to fractions using stories/books. I will collaborate with school librarian and district math coach to learn which math fraction books I can incorporate in my lessons. This is an important professional goal and instructional strategy to focus on since students don't have a basic concept of what fractions are, as well as students need to understand how fractions relate to their everyday lives. I also think that it is important to show that Math and literature go hand in hand in teaching students.

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

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? **Designing for Rigor**

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?

This strategy will help me intentionally create a positive classroom community because it entails guiding my students to reflect on what learning strategies work best for them and why. I will engage them in learning tasks that match our SC Standards and I will challenge my students with academic tasks that require them to think and problem-solve. I will be monitoring student work and progress, as well as providing individual academic feedback, which will allow me to get to know my students. Through our conversations, students will learn that learning is a process wherein they can make mistakes and grow from their mistakes as they discover the appropriate strategies to draw/illustrate fractions and solve fraction problems correctly.

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 monitored students' mastery of the learning objective by implementing the daily exit slips and weekly formative assessments described in Part II, C of this SLO. I used data collected from my Teacher-created Weekly Formative Assessments 1-2. Based on the data I gathered, 100% of my students started the semester without understanding how to present proper, equivalent, improper

and mixed fractions. At the end of week 1, all students knew how to represent a proper fraction. At the end of week 2, 50% of the students struggled with representing equivalent fractions. Thus, I designed my instructional grouping that week to include students working in pairs so that those that demonstrated mastery can be peer helpers. To maximize time and learning, I built-in more time to provide small group academic feedback for those who were struggling by assigning those demonstrating mastery with more challenging tasks that they could work on individually or in small groups.

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

Modeling to students how to provide academic feedback and coaching them to do so in pairs or in their small groups has made our classroom environment more positive. It allowed students to learn from each other. It also allowed me to provide the appropriate kinds of support for those who struggle and for those who are already showing mastery.

V. End of Year Conference Reflection

a. Evidence that students showed growth as established by the SLO goal and conferences.

Based on Formative Assessments, all 25 students can correctly illustrate at least five proper fractions. All 25 students can solve real-world addition fractions (same denominators) word problems using their fraction illustrations. There are 22 students who can correctly solve at least 2 real-world addition fractions (same denominators) word problems using their fraction illustrations and the other 3 students can at least solve 1 real-world addition fractions (same denominators) word problems using their fraction illustrations. All students can correctly illustrate at least five improper fractions/mixed fractions and 18 students can correctly solve at least 1 real-world addition of mixed/improper fractions (same denominators) word problems using their fraction illustrations while 7 students were able to solve at least 2 real-world addition of mixed/improper fractions (same denominators) word problems using their fraction illustrations. All 25 students can illustrate at least five equivalent fractions but only 20 students can correctly solve at least 1 real-world equivalent fractions word problems using their fraction illustrations while 5 students were able to solve at least 2 real-world equivalent fractions word problems using their fraction illustrations.

There is also evidence that students met the student learning objective based on their portfolios. There was only 1 student who correctly answered exit slips on day 1 of the SLO interval, but there were 22 students who correctly answered exit slips on last day of SLO interval.

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. Thus, these strategies will continue to be used. In addition, because not all students mastered the objective of adding fractions with the same denominators, additional strategies will be researched and applied. Specific attention will be given to learning and applying instructional strategies to dissect real-world fraction addition word

problems.

c. SLO Rating

Based on the evidence of student growth and using the Simplified SLO Rubric, this SLO is rated at Exemplary (4) since 90-100% of students showed evidence of growth as established in the educator's SLO conferences. The educator set-up rigorous goals; skillfully assessed and monitored progress; and strategically revised instruction in response to ongoing progress monitoring.

Conference	Date	Signatures
SLO Preliminary Conference	**September 25, 2021**	***Sample Math Elementary Teacher Sample Evaluator***
SLO Mid-Course Conference	**October 16, 2021**	***Sample Math Elementary Teacher Sample Evaluator***
SLO Summative Conference	**December 11, 2021**	***Sample Math Elementary Teacher Sample Evaluator***