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: Caroline Wren   **School:** Sweetgrass High School

SLO Evaluator Name: P. Tree   **SLO Interval (circle):** Year or Semester

Grade Level: 9th grade   **SLO Content Area/Focus Class:** Algebra 2

I. Student Population and Baseline
a. What do I already know about the students in my focus class?
There are 20 students in my Algebra 2 class: 13 girls and 7 boys; 8 African American students, 7 Caucasian students, 4 Hispanic students, and 1 student of Asian descent.

b. What do I know about the support my students will need to be successful in this class/content area?
The Rally platform indicated that nine of my students score at or above their projected performance level on the first benchmark given in September. Eleven students scored below their projected performance level on the benchmark, three of whom were far below the projection.

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.*

A2.FIF.6* Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.

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.

Students should be able to (a) determine the average rate of change of the function over a specified interval, and (b) interpret the meaning of the average rate of change in a given context with 80% mastery.

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 scores on the mid-chapter quiz and chapter assessment will inform if students have mastered this objective. Student participation during class, choral and individual responses to questions, and responses to Do Now activities at the beginning of class will also indicate the degree of student mastery.

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?
I will provide direct instruction and guided practice daily to assess learning. I will also check for understanding using instructional prompts, fist-to-five and quick write exercises. Homework will be checked for mastery. Before exiting the class, students will submit a 3-item survey to further check for understanding. The instructional practice I will focus on is reflective questioning. I will integrate this approach in guided instruction and one-on-one work with my students to encourage critical thinking. I am focusing on this instructional practice to challenge students to select the best methods to solve problems, instead of reiterating the targeted strategies used in class. I want them to think critically before determining a solution.

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

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?

This strategy will assist me in forming purposeful groups and integrating examples that are specific to their culture and current events. The end results of this focus will be to ensure students are deeply engaged in the lesson and willing to engage their peers in constructive dialogue.

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 student mastery by quick checks for understanding (verbal and physical cues) and through the 3-item survey used to check for understanding. I also monitor student work during guided practice portions of the lesson.

b. General Reflections. The educator and evaluator may add additional reflections here.
I realized that I have to be intentional about creating my reflective questions. I thought it would be organic to pose questions as the lesson goes along, but my questions were either not thought provoking or too advanced for that particular portion of the lesson. Having a group of list of starter prompts/questions would greatly facilitate deeper thought, questions and conversations about the lesson.

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

Most students achieved mastery and responded well to reflective questions during instruction and one-on-one support. However, the three students who were below the initial benchmark only made minimal progression toward mastery.

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

Next year, I will continue to integrate targeted activities to students who have not mastered core Algebra I skills.

c. [SLO Rating](#) Proficient

Conference	Date	Signatures
SLO Preliminary Conference	**September 4, 2020**	**Caroline Wren** **P. Tree**
SLO Mid-Course Conference	**October 1, 2020**	**Caroline Wren** **P. Tree**
SLO Summative Conference	**December 3, 2020**	**Caroline Wren** **P. Tree**