



Student Learning Objectives (SLO) 2019-2020

SLO



7all 2019

Student Learning Objective (SLO) and Professional Growth and Development Plan Template

	This SLO serves as the Professional Growth and Development Plan (Section I only)
	This SLO serves as one of multiple goals of the Professional Growth and Developmen
Plan.	(Section I and II)

Section I. SLO

Teacher Name: Rashekee Grimes	Teacher School: St. Matthews K8 School		
SLO Evaluator Name: Mrs.Jacqueline Myrick SLO Evaluator Position/Role: Cooperating Teacher			
Grade Level: Seventh Grade	SLO Content Area: Science		
SLO Type: Choose One	SLO Approach: Choose One		
 Individual (written by an individual teacher) □ Team (team of teachers focus on a similar goal but are held accountable for only their students) 	Class (covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.) Course (covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)		
SLO Interval of Instruction Choose One Year Semester Other	Assessment Dates Pre Assessment Date: August 19, 2019 Post Assessment Date: November 19, 2019		
If <i>Other</i> , provide rationale (i.e. quarter long course) and indicate days of instruction. Rationale: Click here to enter text.			
Days of Instruction: Click here to enter text.			



Student Population I.

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).

There are a total of 24 students in this class period, consisting of 17 African Americans, 4 Caucasians, 2 Hispanics, and 1 Hindu. Most of these students qualified as gifted and talented on entrance assessments, have no significant learning disabilities, and speak English more than adequately.

II. **Historical and Trend Data**

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

Many of the students qualified as gifted and talented on the entrance assessments, though two others joined after this Pretest was given. As such, they were expected to do quite well on the objectives of the course proper.

III. **Baseline Data**

Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).

Twenty-two of these students were given pre-assessments on scientific inquiry and basic standards via Quia, on which they could possibly score a total of 48 points. Overall, 53.2% attained a Mean score of 25.53, 54.5% attained a Median score of 26.167, with 9.9% attaining a Standard deviation of 4.756. Additionally, 27.4% had the low score of 13.167 while 64.6% had the high score of 31.

IV. **Post Assessment**

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.

The assessment used as a post assessment will be the composite transfer of nutrients, cell cycle, and heredity quiz, which were given as a summative for the three associated lessons. It is aligned to the baseline assessment via numerous multiple choice and short answer questions based on the key concepts, as well as a few that require critical thinking.

V. **Progress Monitoring Key**

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)

I will progress monitor the student's mastery of content on an everyday basis, providing essential questions and a variety of formative assessments to will hone their skills as they acquire them. I will collect evidence to monitor the students' progress using a portfolio that may contain an occasional sample of class work.

VI. **Learning Goal (Objective)**

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.

At the end of the SLO Interval, the students will be able to demonstrate an understanding of vocabulary and concepts from learning objectives in accordance to the associated state standards and other texts for their grade level. In the context of the Post-Assessment, this will consider of the transfer of nutrients, the cell cycle, and heredity.

VII. Standard (s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

7.L.3A.1 Obtain and communicate information to support claims that (1) organisms are made of one or more cells, (2) cells are the basic unit of structure and function of organisms, and (3) cells come only from existing cells.

7.L.3A.2 Analyze and interpret data from observations to describe different types of cells and classify cells as plant, animal,



protist, or bacteria.

7.L.3A.3 Develop and use models to explain how the relevant structures within cells (includingcytoplasm, cell membrane, cell wall, nucleus, mitochondria, chloroplasts, lysosomes, and vacuoles) function to support the life of plant, animal, and bacterial cells

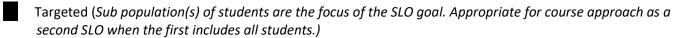
- **7.L.4A.1** Obtain and communicate information about the relationship between genes and chromosomes to construct explanations of their relationship to inherited characteristics.
- **7.L.4A.2** Construct explanations for how genetic information is transferred from parent to offspring in organisms that reproduce sexually.
- **7.L.4A.3** Develop and use models (Punnett squares) to describe and predict patterns of the inheritance of single genetic traits from parent to offspring (including dominant and recessive traits, incomplete dominance, and codominance).
- **7.L.4A.4** Use mathematical and computational thinking to predict the probability of phenotypes and genotypes based on patterns of inheritance.
- **H.B.2D.2** Develop and use models to exemplify the changes that occur in a cell during the cell cycle (including changes in cell size, chromosomes, cell membrane/cell wall, and the number of cells produced) and predict, based on the models, what might happen to a cell that does not progress through the cycle correctly.

VIII.	Growth	Targets
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Α.	Choose	One

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B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

The students were expected to demonstrate mastery of all concepts expected of them by their learning objectives, which include explaining how cells take in nutrients & eliminate waste, describing the events that occur during the cell cycle & the five phases of mitosis in the plant, and understanding how inherited traits are determined.

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

The student's ability to combine knowledge with critical thinking is key to scientific inquiry and therefore a crucial element to meeting and exceeding the learning objectives set by the state standards. By extension, they must be able to apply the facts and details learned through instruction into any relevant situation.

IX. Instructional Strategies

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

The instructional practices I will use to teach this content include, but are not limited to direct instruction, modeling, cooperative learning, hands-on learning, effective questioning, flexible grouping, formative assessment process, graphic organizers, and identifying similarities and differences. If more assistance is needed during the learning process, I will provide further examples, utilize strategic grouping, and monitor students closely in order to guide them to the proper line of thinking.



B. Around which SCTS 4.0 Rubric Indicator(s) will you focus your professional learning?

I will focus my professional ensuring the learning standards and objectives are interpreted to have high expectation that demand clear achievement on the students' part via demonstrating evidence mastery. This will involve motivating them to develop a sense of curious inquiry through explorative learning experiences, challenging activities and materials that elicits a variety of thinking, and questions that are usually purposeful, coherent, and attentively sequenced in accordance with the instructional goals. I also hope to exercise my content knowledge by regularly highlighting key concepts for use as bases to connect other powerful ideas, as well as provide differentiated methods that ensure the students have numerous opportunities to master them. Therefore, my lesson planning will utilize assignments and assessments that require students to analyze information so that they may use it practically by answering a variety of questions that invite them to solve problems, categorize, draw conclusions, and predict outcomes.

Χ.	Conference	Reflection
Λ.	Conterence	Kenection

A. Percentage of Students Who Met Growth Targets

4.14 %

B. Reflection on Data

How does the data inform your instructional practice, goal setting, or your professional development for next year?

Many of these students were expected to achieve a minimum score of 80, which would mean getting 41 out of 52 questions correct between the three quizzes. Instead, only one of the same students was able to cross this threshold in the time allotted with a score of 100, with 45.8% attaining a Mean score of 33, 45.8% attaining a Median score of 28, with 62.5%, and attaining a Standard deviation of 23. As a result, only 4.14% of the students exceeded expectations with the next best score approaching at 66. In order to improve upon this issue, I may have to reteach the information that was missed consistently and make sure that the students have plenty of time to complete a reasonable amount of questions presented in a much less intimidating form.

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		



Section II. Additional Professional Growth and Development Goals

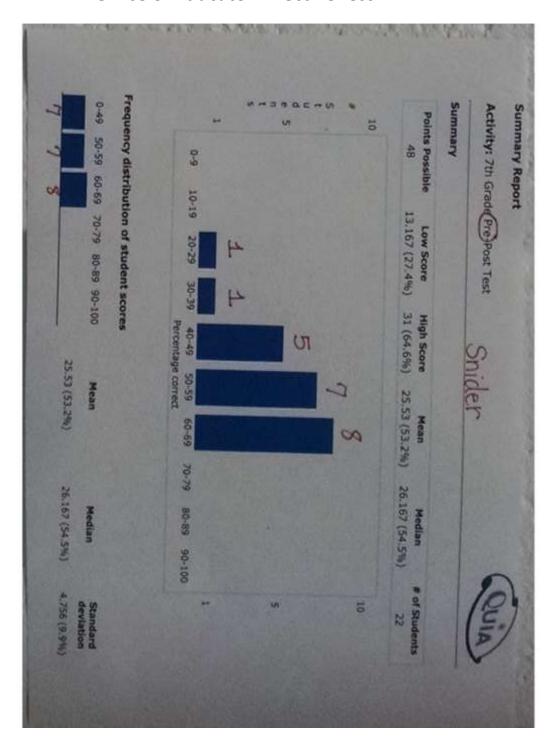
Area to be addressed:	Area to be addressed:
(optional)	(optional)
South Carolina Teaching Standard Indicator(s):	South Carolina Teaching Standard Indicator(s):
Choose an item.	Choose an item.
Goal 2:	Goal 3:
dodi 2.	doar 3.
Strategies:	Strategies:
Desired Outcome:	Desired Outcome:
Reflect how these goals are related to your Professional Learning:	(Teacher and Supervisor)
nenest new these gods are related to your revessional Ecurining.	(Teacher and Supervisor)
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Evidence that the supervisor will consider in determining progress/goal accomplishment:



Premimiary performance review (to be completed by the sup	ervisor on the basis of the evidence)
The educator has <i>met</i> the above goalThe educator is making <i>satisfactory progress</i> towaThe educator is <i>not</i> making satisfactory progress to	
Comments	
The signatures below verify that the teacher has received performance review.	written and oral explanations of the preliminary
Teacher	Date:
Supervisor:	Date:
Final performance review (to be completed by the supervisor o	n the basis of the evidence)
 The educator has <i>met</i> the above goal. The educator is making <i>satisfactory progress</i> towa The educator is <i>not</i> making satisfactory progress towa 	
Comments	
The signatures below verify that the teacher has received wr review.	itten and oral explanations of the final performance
Teacher	Date:
Supervisor:	





Claflin University - School of Education Middle Level Reflective Lesson Plan

Name:	Rashekee	Grimes_	Date:_	11/19/19

SECTION I: PLANNING

Title of Lesson	Cell Cycle, Transport of Nutrients, and Heredity Vocabulary Quiz	
Grade Level /Subject Area	Seventh/Science	
SC College and Career Ready Standards or SC Academic Standards	7.L.3A.1, 7.L.3A.2, 7.L.3A.3, 7.L.4A.1, 7.L.4A.2, 7.L.4A.3, 7.L.4A.4, H.B.2D.2,	
Learning Target (Lesson Objective)	The Students Will Be Able To demonstrate an understanding of vocabulary and concepts from Chapters 2, 3, and 4.	
Assessment Plan: (attach to lesson plan)	How the lesson be evaluated? How will I find out what students already know about this topic? What will students do to demonstrate what they have learned? What questions will you ask throughout the lesson to check for students' understanding? (The assessment must match the objective(s) and include pre-assessment(s) and formative assessment(s). Include copies of activities and assessments that will be used.) The lesson will be evaluated via demonstrating an understanding of vocabulary and concepts from Chapters 2, 3, and 4. I will find out what the students already know about this topic by asking essential questions from prior lesson plans. The students will demonstrate what they have learned by completing a quiz, as well as answering essential questions and completing quiz games. The questions I will ask throughout the lesson to check for the students' understanding include: How do cells capture and store energy? What is chemical energy? What is cellular respiration? What is diffusion? What is osmosis? How is active transport different from passive transport? What is exocytosis? Why is a cell's size important to transport? What are chromosomes? Why is cell division important? What is the cell cycle? What cell processes occur during interphase? What is mitosis? What is cytokinesis? Do prokaryotes undergo mitosis? What is the order of steps that occur during mitosis? How is cytokinesis in plant cells unique? What are inherited traits? What are acquired traits? What is sexual reproduction? What is a gene? What is heredity? What are alleles? What is the difference between a phenotype and a genotype? What is a dominant allele? When is a recessive allele expressed in an offspring's phenotype? Who is Gregor Mendel? How can Punnett squares be used to predict patterns of heredity? What is a probability? What are two ways that you can express a probability? What chromosomes determine the sexes of offspring? What is heterozygous? What is homozygous? What is codominance? What is incomplete dominance? What is a monohybrid?	
Differentiation	How will I vary the content, strategies, products and learning environment to meet the needs of the students? I will vary the content to meet the needs of the students by reiterating key terms and targeting areas of weakness within their comprehension.	
Essential Questions	What will students be able to do at the conclusion of this lesson? How will their performance be judged? Make sure that your objective(s) are measurable. Consider audience, behaviors, conditions and degrees of learning. (ABCD) The students will be able to explain how cells take in nutrients & eliminate waste,	
	describe the events that occur during the cell cycle & the five phases of mitosis in the plant, and understand how inherited traits are determined with 90% accuracy. Their performance will be judged via completing a vocabulary quiz.	
Materials and Resources	What materials and supplies are needed to help your students achieve the stated objectives? What will the teacher need? What will the students need? What other resources are needed? Will I have resource speakers? A Promethean board, pencils, notebooks, textbooks, paper, and chromebooks will be necessary to help the students achieve the objectives. The teacher will need a Promethean board, while the students will need pencils, paper, and notebooks.	



SECTION II: IMPLEMENTATION

T	TION II. IVII EEVIENTAI	Teacher Modeling: What will I do to show students what is expected?
Lesson		I will offer to answer any questions about mitosis, intercellular
Design	Gradual Release of	• •
	Responsibility	transport, and heredity to show students what is expected.
		Guided Practice: What will we do together as they learn how to succeed at the new task?
		The teacher and the students will answer essential questions as they
		learn how to succeed at the new task.
		Independent Practice: What will students do by themselves to show that they have internalized the knowledge?
		I will have the students complete a quiz and play a number of quiz
		games to show that they have internalized the knowledge. I may also
		allow them to complete any assignments they have missed.
Lesson	Exploratory/Experimental	1 , , , ,
Design	Design	Explore: Students actively explore their environment, consider and carry-out solution pathways,
Design	Design	or manipulate materials to solve problems.
		Explain: Students have opportunities to verbalize conceptual understanding or demonstrate new skills.
		Elaborate: Extends students' conceptual understanding and allows them to practice
		skills/behaviors.
Lesson	Closure	How will I conclude the lesson and relate it to future experiences? How will you reinforce concepts taught during this lesson?
Design		I will conclude the lesson by collecting any previous assignments
		and passing out exit slips.
Con	nmunity Partnerships	What can students do at home or in the classroom to apply the knowledge or skills? *How could I
		use colleagues or community agencies to improve student performance? *Not all lessons will involve this step.
		The students can apply their skills at home by studying their notes to
		gain a stronger understanding of the concepts.
	Technology	How will I use technology to assist students with learning the concepts? What technology will I
1 echnology		use to enhance the delivery and comprehension of your content?
		I will use a Promethean board and chromebooks to assist students
		with learning the concepts of this lesson.
Diver	rsity & Interdisciplinary	How will I connect this lesson with other content areas across the curriculum? How will I
	Connections	address issues of diversity?
		I will connect this lesson with other content areas by having the
		students write the key terms using the correct spelling. Is this lesson an original idea? Use an APA 6 th edition citation to credit the source, if necessary.
	References	McDougal Littell. (2007). <i>Science SC Edition</i> . Orlando. pp. 41-45,
		47-54, 56-63, 73-78, 80-85, 101-107, 110-115 Biology Games & Virtual Labs! (2011, August 11). Retrieved
		November 13, 2019, from
		https://biomanbio.com/HTML5Quizzes/genequizzes.html.
		toniowens. (2016, May 2). Mitosis, Meiosis, and Genetics - Quiz.
		Retrieved November 13, 2019, from
		https://quizizz.com/admin/quiz/56cb37e693d4e09b7c309caf/mitosis-
		meiosis-and-genetics.
		sumrallbutler. (2018, July 14). Cell Transport - Quiz. Retrieved
		November 13, 2019, from https://quizizz.com/admin/quiz/5802a2b9f1f78cce4f5be9e3/cell-
		transport.
		Mrs. Carr's Corner. (2018, September 29). Daily "I Can Statement"
		Reflections and Self Reflection. Retrieved from
		https://www.teacherspayteachers.com/Product/Daily-I-Can-
		Statement-Reflections-and-Self-Reflection-1010716.

SECTION III: REFLECTION

Strengths	What went well with your lesson? Describe the strengths of your instructional strategies, assessment methods and classroom management. Explain why you selected your research-based instructional strategies and assessment methods. Explain what impact these elements had on the lesson. This assessment was designed to utilize key terms and concepts from the six chapters and thus the powerpoints as the answers. It was also designed as three separate quizzes to focus and potentially allow the students to choose the topic they are the most comfortable with. To make up for not having enough copies of the assessment, I accepted the cooperating teacher's suggestion of having the second and third periods view it through Google Classroom and write their answers on a sheet of paper. I was available to answer questions that do not involve giving the exact answers, such as how to handle the passages. This lesson was used for the post-assessment of my SLO and may not count as a proper grade for fear to dropping the students' grades.	
Growth Plan	What did not go well with your lesson? Describe the weaknesses of your instructional strategies, assessment methods, and classroom management. Describe the weaknesses of student engagement. What would you change when teaching this lesson again? I ended up only having enough copies of the quizzes to supply a block and a half of the students. Additionally, the numbering of certain questions was off, causing an alarming number of students to get confused. Ultimately, I should have given these quizzes at a day and time where the students would have had more time, as I overestimated how much time it would take them to complete it. In the meantime, I tried to mitigate the damage by taking up two quizzes for later in order to allow the student to finish one of their choosing.	

Revised 2-2019

THE CLAFLIN IMPERATIVE
PREPARING STDUENTS FOR LEADERSHIP AND SERVICE IN A
MULTICULTURAL, GLOBAL AND TECHNOLOGICAL SOCIETY



Name	Date	Period
Trai	nsfer of Nutrients Qu	ıiz
1. How do materials move into and	out of the cell?	
Write the appropriate key terms	in the passage.	
All cells need (2) in order to function	on properly. They release this	s energy through (3) by breaking
down large molecules such as (4)	and compounds like water. l	In order to gain these particles,
cells need to move them across the	(5) using either (6) by expend	ding energy or (7) without doing
	so.	
2	3	4
5	6	7
Complete the statement.		
9. Passive transport moves from a _	concentration to a	concentration, while active
transport moves from a conc	entration to a concentra	tion.
10. The relationship between surfac	e area and volume controls co	ell



Name			Date	Period		
Transfer of Nutrients Quiz (cont.)						
Choose the letter of	the best answ	ver.				
11. Process that uses	energy to mov	ve things out of	the cell?			
A. diffusion	B. en	docytosis	C. osmosis	D. exocytosis		
12. What type of tran	nsport will mov	ve molecules fr	om one place to and	other by using energy?		
A. active	B. passive	C. osmosis	D. endocytosis			
13. Which means of	particle transp	ort requires inp	out of energy from the	ne cell?		
A. diffusion	B. osmosis	C. facilitated	l diffusion	D. active transport		
Write a short answe	er.					
14. What starting ma	terials do cells	need for cellul	lar respiration?			
15. What starting ma	terials do cells	need for photo	osynthesis?			
16. What is the proce	ess of water dif	ffusing across t	he cell membrane?			

Name		Date	Period
	Cell Cy	cle Quiz	
1. In multicellular organ		_	functions:,
, and	, as well as reprod	uction.	
2 is wrapped aro		around a spool and co	ompacted into structures
Choose the letter of the	e best answer.		
3. What stage has the ce	ntromeres of chromatid	s split?	
A. prophase	B. interphase	C. anaphase	D. telophase
4. What stage has the ch	romatids be pulled to o	pposite ends of cell?	
A. telophase	B. anaphase	C. prophase	D. metaphase
5. What stage has the ch	romosomes line up in n	niddle of the cell?	
A. metaphase	B. telophase	C. anaphase	D. interphase
6. What does not underg	go mitosis?		
A. humans	B. trees	C. fungi	D. bacilli



Name	Date	Period
Cell Cycle Quiz (cont.)		
Write the appropriate key terms in the	e passage.	
Throughout the cell cycle, (15) has the c	cell grow before (16) sees the	chromosomes condense as
the nuclear membrane disappears and the	hen line up in the middle of th	ne cell during (17). At the
halfway point of the process, (18) has the	ne chromosomes be pulled apa	art by spindle fibers so that
the cell pinches apart during (19) so that (20) separates it into	two daughter cells.
7 8		9
10 11.		12
Write a short answer. 13. What is the difference between cytok	cinesis in plant and animal cel	ls?
14. What stage has the nuclear membran	e begin to disappear?	
15. What stage happens after cytokinesis	?	_
16. What is the order of stages in the cell	l cycle?	

Name		Date		Period			
	Heredity	Quiz					
1. What is the passing of ge	nes from parents to offs	spring?					
2. What are various forms o	of the same gene?						
3. What chromosome(s) det	ermine the offspring's	sex?					
4. Which allele is only expr	essed if there are two co	opies present ir	n the genotype?				
Choose the letter of the be							
5. Which organelle contains	the cell's genetic mate	erial?					
A. chloroplast	B. mitochondrion	C. nucleus	D. ribosome				
6. What is the genotype of a	6. What is the genotype of a homozygous offspring?						
A. TT B. tt	C. TT x Bb	D. Tt					
7. What is the condition of a	a heterozygous offsprin	g with traits th	at partially exp	ressed?			
A. codominance	B. monohybrid	C. incomplete	e dominance	D. meiosis			



Name	Date	Period
Heredity Quiz (cont	.)	
Complete the statements.		
8. An organism's	describes the actual characteristics	that can be observed,
which are determinate by the	·	
9	are tools that show the possible outcome	s or of
heredity by combining	and	
10. A Chinese man with unu meets a woman with blue ey a more serious relationship.	are according to the passage. Is sual white hair goes on a business trip to the ses. The two become enamored with each should the two go through with this decistop one of their unique traits? Bonus: What	other and consider starting
11. What are the possible all	eles of a heterozygous parent that is right	hand and a homozygous
parent that is left-handed?		, J. J. T.



Transfer of Nutrients Quiz Answer Key

- 1. Cell membrane 2. Chemical energy or energy 3. Cellular respiration 4. Glucose
- 5. cell membrane 6. Active transport 7. Passive transport or diffusion 8a. high
- 8b. low 8c. low 8d. high 9. size
- 10. b. endocytosis or d. exocytosis 11. a. active 12. c. facilitated diffusion or d. active transport
- 13. O2 and glucose 14. Sunlight, H2O, and CO2 15. osmosis

Cell Cycle Quiz Answer Key

- 1a. growth 1b. development 1c.repair 2a. DNA
- 2b. chromosomes 3. c. anaphase 4. a. telophase 5. a. metaphase
- 6. d. bacilli 7. interphase 8. Prophase 9. metaphase
- 10. anaphase 11. telophase 12. Cytokinesis 13. Cell plate or animal cells split
- 14. prophase 15. interphase 16. Interphase, mitosis, cytokinesis

Heredity Quiz Answer Key

- 1. heredity 2. alleles 3. The 23^{rd} or x and y or xx and xy 4. recessive
- 5. c. nucleus 6. A. TT or b. tt 7. Incomplete dominance 8a. phenotype
- 8b. genotype 9a. Punnett squares 9b. probability or pattern 9c. alleles or genotype
- 9d. traits or phenotype 10. Pick one, one homozygous dominant, two heterozygous, one homozygous recessive, 25% 10Bonus. Both recessive, so two sets of letters, 1:16
- 11. Handedness, two heterozygous, two homozygous recessive, 50%



Class 3	Transport,	Transfer of	Cell Cycle (of	Heredity (of	Overall (of	1.9231
	Mitosis, & Heredity Quiz	Nutrients (of 18)	19)	15)	52)	(a+b+c)
PD		12	6	6	46	
MD		11	1	5	33	
KW		8.33		1	18	
ТВ		8.83	2		21	
АН			1		2	
RR		9.33	7.67	3	38	
CR		6.67	2		17	
SN		11.67	13.67	9	66	
TR		2		4	12	
RM		9			17	
IJ		6	7	0	25	
КН		6	0		12	
SA		11	13	6	58	
DA		8.33	8	10	51	
TS		15.67			30	
вм		8.33	9.67	3	40	
CW		12			23	
EA		12.67			24	
JW					0	
KS		8.67	11	5	47	
NJ		18	19	15	100	
KD		6.83	10.67	2	38	
PG		5	15	4	46	
EH		13.33			26	



Student Learning Objective (SLO) and Professional Growth and Development Plan Template

\boxtimes	This SLO serves as the Professional Growth and Development Plan (Section I only)
	This SLO serves as one of multiple goals of the Professional Growth and Development
Plan.	(Section I and II)

Section I. SLO

Teach	er Name: Ar	ngel McFadden	Teache	er School:	Edisto Primary School
	valuator Nam valuator Posit	e: Click here to enter text. cion/Role: Click here to enter text.			
Grade	Level: 2nd		SLO Co	ntent Are	ea: Math
SLO Ty	•		SLO Ap	proach:	
	Individual Team	(written by an individual teacher) (team of teachers focus on a similar goal but are held accountable for only their students)		Class	(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.) (covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)
Choose □ □ □ □ If Other	Year Semester Other	ionale (i.e. quarter long course) and	Pre-Ass		es Date: September 2019 : Date: November 2019
		e to enter text. Click here to enter text.			



I. Student Population

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).

The total number of students in my class is 22. Of those, 15 are male and 7 are female. Of the 15 males, 6 are African American, 1 is Caucasian, 3 are bi-racial, and 1 is Hispanic. Of the 7 females, 3 are African American, 1 is Caucasian, and 3 are bi-racial. One student receives math resource services outside of the classroom. Two students receive pull out speech services two days a week. 13 students are currently in the RTI process. Of those 13, 6 receive math intervention four days a week. None of the 22 students have been retained in a previous grade.

II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

South Carolina Mathematics standards state that the first-grade students should be able to understand place value through 99 by demonstrating that ten ones can be thought of as a bundle (group) called a "ten", the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones, two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc) and record the decomposition as an equation. According to the assessment given in September, 75% of the students did not understand the concept of tens and ones. They

III. Baseline Data

Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).

The pre- assessment given tested a series of place value skills practiced with three-digit numbers. The students had to write the value of the underlined digit, write numbers in standard form, and write numbers in expanded form.

IV. Post Assessment

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.

The post assessment was a cut and paste assessment that allowed the students to cut out the number, identify which place value (ones, tens, hundreds) may have been underlined, and paste it under the correct place value.

V. Progress Monitoring Key

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)



	The student's mastery of content will be monitored by the classroom teacher through quick checks and chapter tests.
VI.	Learning Goal (Objective) Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content but focused enough to be measurable.
	By the end of the 2019 Fall semester, 85% of students will master identifying place value in two and three-digit numbers.
VII.	Standard (s) Identify the content standard(s) and indicators that align to the SLO learning goal (objective).
	2.NSBT.1 Understand place value through 999 by demonstrating that:
	a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";
	b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;
	c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundred, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).
VIII.	Growth Targets A. Choose One ☑ Tiered ☐ Individual ☐ Targeted (Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)
	B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.
	By the end of the SLO interval, students should be able to
	Understand place value through 999 by demonstrating that: • 100 can be thought of as a bundle (group) of 10 tens called a "hundred"



- the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones
- three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.)
- C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

This growth target was selected because it is a second-grade standard. The goal is to bring the students to grade level while increasing their comprehension of what is being asked of them.

IX. Instructional Strategies

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

Students will receive one hour of mathematics instruction five days a week. Within this hour of math time students have an opportunity to work in math centers in which the activities will be geared towards place value. Students will also receive small group math instruction five days a week.

B. Around which SCTS 4.0 Rubric Indicator(s) will you focus your professional learning?

Instruction is the indicator around which I will focus my professional learning. I will specifically focus on grouping students. Students have been regrouped based on their MAP scores and have been making greater achievements in these groups.



Student Learning Objective (SLO) and Professional Growth and Development Plan Template

	This SLO serves as the Professional Growth and Development Plan (Section I only)
\boxtimes	This SLO serves as one of multiple goals of the Professional Growth and Development
Plan.	(Section I and II)

Section I. SLO

Teacher Name: Willie L. Johnson, Jr.			Teacher School: Edisto Primary School			
SLO Evaluator Name: Mrs. Ione Saxon SLO Evaluator Position/Role: Clinical Practices Coordinato				Childhood	d Professor	
Grade Level: First Grade			SLO Content Area: Mathematics			
SLO Ty	•		SLO Ap	oproach: e One		
	Individual Team	(written by an individual teacher) (team of teachers focus on a similar goal but		Class	(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)	
_		are held accountable for only their students)		Course	(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)	
SLO Interval of Instruction Choose One		Assessment Dates				
	Year Semester Other				Date: 9/12/18 t Date: 4/20/19	
	er, provide rat te days of inst	tionale (i.e. quarter long course) and truction.				
Ration	ale: Yearly Co	ourse: 180 Days				



Days of Instruction: November 7th, 2019, November 12th, 2019, November 19th, 2019

I. Student Population

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).

- Currently, there are twenty-one students total:
- Eight (8) Caucasian
- Six (6) Hispanic (ELL/ESOL),
- Five (5) African American,
- One (1) Vietnamese, &
- One (1) Bi-Racial

Most students require additional aid in concepts such as comprehension, fine motor skills, speech, number sense, and letter to sound recognition due to language barriers and other exceptions. Students who arrived not writing are now writing with better sentence structure and their sentences make sense.

There are seven ELL students in the class in which six of them are able to receive speech services to better their language skills. Three other students receive aid from resource teachers for reading and math. One students receives assistance from the Occupational Therapist to perform better in writing. Lastly, eight students receive additional help from the reading and math interventionists. Some students receive more than one assistance.

II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

- Fall MAP 2019- 64% is in the low percent in Measurement and Data Analysis.
- Spring MAP 2020 scores show that this is an area that many of the students need to improve on.

III. Baseline Data

Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).

 The base line data shows that 64% of the students are low in Measurement and Data Analysis and need additional assistance in addition and subtract to grow in this area. This is measured by the NWEA Map Assessment. (See uploaded Data Chart/Assessment)

IV. Post Assessment

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.

See uploaded data chart.



V. Progress Monitoring Key

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)

- I will use the Fall 2019, Winter 2019/2020, and Spring 2020 MAP Measurement and Data Analysis Score.
- Tuesday will be our day to focus on Measurement and Data Analysis for assessments and work samples to monitor progress.
- Students will learn measure and data analysis on a weekly basis every Tuesday until they master number sense and quantity and addition and subtraction.
- Students will be assessed through determining time on a clock in a picture and create man-made clocks using crayons, paper plates and twizzlers to make times of their choice.

VI. Learning Goal (Objective)

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.

- 80% (16 out of 20) students will gain six points on their 2020 MAP skills assessment.
- Identify the hour and minute hand on the clock
- Recognize the hour hand is short and the minute hand is longer.
- Assimilate the minute hand on 12 means "O'Clock"/ 6 means "30 minutes"
- Read analog clocks to tell time.

VII. Standard (s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

- 1.MDA.1 Order three objects by length using indirect comparison.
- 1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.
- 1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour. 1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.
- 1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.
- 1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.



VIII.	Gro	Growth Targets					
	Α.	Choose One					
		Tiered					
	\boxtimes	Individual					
		Targeted (Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)					
	В.	Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.					
	•	Students will develop a sense of time; both hour and half hour.					
	•	Students will distinguish the hour hand from the minute hand and verbalize time by the location of the hands.					
	•	Student will learn how to read and determine data retrieved from pictographs, bar graphs and tallies.					
	C.	Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.					
	•	I expect to see a 20% growth in the students performances. I expect for each student to increase by six points each on their Measure Data Analysis MAP Assessment in April 2020. Sixteen out of twenty students will have increased by six points.					
	•	Sixteen out of twenty-one students mastered the content.					
	•	Through the use of differentiating instruction, students will					
IX.	Ins	tructional Strategies					
	A.	Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?					

	В.	Around which SCTS 4.0 Rubric Indicator(s) will you focus your professional learning?
Х.	Coı	nference Reflection
	A.	Percentage of Students Who Met Growth Targets
		%
	В.	Reflection on Data
		How does the data inform your instructional practice, goal setting, or your professional development for next year?



Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		



Section II. Additional Professional Growth and Development Goals

Evidence that the supervisor will consider in determining progress/goal accomplishment:

Area to be addressed: (optional)	Area to be addressed: (optional)
South Carolina Teaching Standard Indicator(s): Choose an item.	South Carolina Teaching Standard Indicator(s): Choose an item.
Goal 2:	Goal 3:
Strategies:	Strategies:
Desired Outcome:	Desired Outcome:
Reflect how these goals are related to your Professional Learning:	(Teacher and Supervisor)



The educator has <i>met</i> the above goal.	
The educator has thet the above goal.	
The educator is making <i>satisfactory progress</i> towa	
The educator is <i>not</i> making satisfactory progress to	oward achieving this goal.
Comments	
The signatures below verify that the teacher has received performance review.	written and oral explanations of the preliminary
Teacher	Date:
Supervisor:	Date:
Final performance review (to be completed by the supervisor o	
Final performance review (to be completed by the supervisor o	
Final performance review (to be completed by the supervisor o The educator has met the above goal. The educator is making satisfactory progress towa	n the basis of the evidence) ard achieving this goal.
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Supervisor:	Date:

IX: Instructional Strategies:

- Each Tuesday we will focus on Measurement and Data Analysis.
- We will use small group intervention twice a week for Measurement and Data Analysis.

Data Analysis:

- Compares values in a bar graph with a single-unit scale.
- Compares values in a pictograph with a single-unit scale.
- Compares values in a picture graph.
- Reads pictographs with single-unit sales to determine how many in a category.
- Sorts objects into categories

Measurement:

- Length
- Compares the height of objects.
- Identifies the appropriate measurement tool for length
- Measures the height of an object in non-standard units.
- Understands the concepts of height.

Time:

Reads time on an analog and digital clock.

Volume:

• Compares the size of objects.

Weight/Mass:

• Compares the weight of objects.

According to the S.C. 4.0 Rubric, I will focus my Student Learning Objective (SLO) around:

Planning:

- Instructional Plans
- Student Work
- Assessments.

Instruction:

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge



- Teacher Knowledge of Students
- Thinking
- Problem Solving

Environment:

- Managing student behavior
- Expectations
- Environment
- Respectful Culture

Professionalism:

- The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.
- The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.
- The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessments, and input from the teacher leader and principal observations
- The educator selects specific activities, content knowledge, and pedagogical skills to enhance and improve his or her proficiency.
- The educator makes thoughtful and accurate assessments of his or her lesson's effectiveness as evidenced by the self-reflection after each observation.
- The educator offers specific actions to improve his or her teaching.
- The educator accepts responsibilities contributing to school improvement
- The educator utilizes students achievement data to address student's strengths and weaknesses of students and guide instructional decisions.
- The educator actively supports school activities and events.
- The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.

Student	Baseline Fall 2019	Target Goal	Final Spring 2020	Met (Yes/No)
	(Measurement	+6	(Measurement	
	and Data Analysis)		and Data Analysis)	
Pacey Carlisle	161	167		
Amellia Cleckley	156	162		
Amelia Davis	161	167		
Huyen Duong	174	180		
Jason Escobar	148	154		
Camila Fernandez	150	156		
Aayden Fogle	146	152		

Aiden Fogle	153	159	
Athena Garcia	148	154	
Zhaidyn Garnett	135	141	
Kevin Guevara	122	128	



Jaxson Henderson	167	173	
Cody Kestler	144	150	
Patience Lewis	158	164	
Alfonso Lorenzo	157	163	

Axl Porter	150	156	
Abigail Smith	175	181	
Bentley Snelgrove	141	147	
Anahi Tellez	132	138	
James Williams	142	148	

Term Rostered: Fall 2019-2020 Term Tested: Fall 2019-2020

District: Orangeburg County School District

School: Edisto Primary School Weeks of instruction (4 weeks)

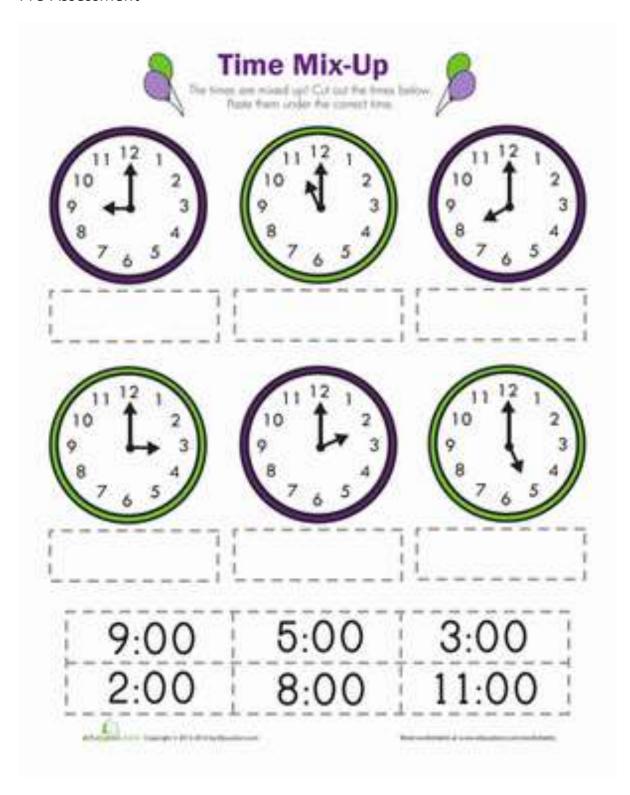
Overall						
Score						
Subject	111-120	121-130	131-140	141-150	151-160	161-170
Mathematics	Kevin		Anahi Telles	Axl Porter	Alani	Aiden Fogle
	Guevara		(136)	(141)	Coleman	(161)
	(117)		Bentley		(151)	
			Snelgrove	Amellia		Jaxson
			(140)	Cleckley	Alfonso	Henderson
			James	(142)	Lorenzo	(162)
			Williams		(152)	
			(140)	Zhaidyn		Amelia
				Garnett	Allison	Davis (164)
				(145)	Walker	
					(154)	Pacey
				Jason		Carlisle
				Escobar	Athena	(166)
				(146)	Garcia (158)	
						Dieu Duong
				Aayden	Patience	(168)
				Fogle (147)	Lewis (160)	
				Camila		
				Fernandez		
				(148)		
Reading		Kevin		Anahi Telles	Patience	Jaxson
		Guevara		(141)	Lewis (151)	Henderson
		(128)		Aayden		(161)
				Fogle (143)		



			Zhaidyn	Alfonso	Aiden Fogle
			Garnett	Lorenzo	(162)
			(144)	(152)	
					Amelia
			Alani	Athena	Davis (165)
			Coleman	Garcia (156)	
			(143)		Dieu Duong
				Pacey	(166)
			Camila	Carlisle	
			Fernandez	(160)	Abigail
			(145)		Smith (166)
				Allison	
			Amellia	Walker	
			Cleckley	(160)	
			(146)		
			Cody		
			Kestler		
			(146)		
			Bentley		
			Snelgrove		
			(146)		
			· - /		
			James		
			Williams		
			(146)		
			Jason		
			Escobar		
			(150)		
			Axl Porter		
			(150)		
Overall Score		171-18	30		
Mathematics		Abigail	Smith (177)		
Signatures:					
v		- ما	tor 5)ata	
X	 	, Educa	tor L)ate	
x	 	 , Evalua	itor [)ate:	



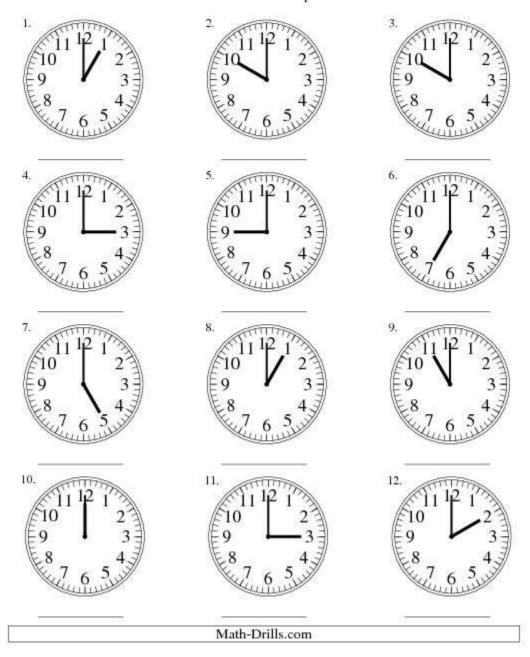
Pre-Assessment



Post-Assessment-

Reading Analog Clocks (A)

Read each time and write it in the space under the clock.



SHO



Spring 2020



Student Learning Objective (SLO) and Professional Growth and Development Plan Template

	This SLO serves as the Professional Growth and Development Plan (Section I only)
	This SLO serves as one of multiple goals of the Professional Growth and Development
Plan. (Section I and II)

Section I. SLO

Teacher Name: Alphonzo Choice II	Teacher School: Carver Edisto Middle School			
SLO Evaluator Name: Mrs. Ione Saxon SLO Evaluator Position/Role: University Supervisor				
Grade Level: Seventh Grade	SLO Content Area: Mathematics			
SLO Type: Choose One	SLO Approach: Choose One			
 Individual (written by an individual teacher) Team (team of teachers focus on a similar goal but are held accountable for only their students) 	Class (covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.) Course (covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)			
SLO Interval of Instruction Choose One ☐ Year ☐ Semester ☑ Other If Other, provide rationale (i.e. quarter long course) and indicate days of instruction.	Assessment Dates Pre Assessment Date: October 07, 2019 Post Assessment Date: November 15, 2019			



Rationale: With students tend to be weaker in fractions. This objective will be taught during the entire school year. The post-assessment will be administered in November 15, 2019.

Days of Instruction: November 11 - November 14, 2019

I. Student Population

A. Class Size: 26 Students (Regular Education Students)

i. 504 Plans: None

ii. IEP's: None

B. Males: 14

i. White: 6

ii. African American: 6

iii. Hispanic/Latino: 2

C. Females: 12

i. White: 6

ii. African American: 6

II. Historical and Trend Data

According to the data from SC Ready Scores and MAP Scores, students traditionally struggle in the Number System Standards, specifically with fractions.

I plan to increase the number of students that experience mastery in the Number Sense Standards while reducing the number of students who experience weaknesses in these standards.

III. Baseline Data

A pre-assessment on fractions was administered on October 07, 2019. The pre-assessment measured the current knowledge and understanding of prior math standards. Specifically, students dealing with the concepts of adding and subtracting fractions with unlike denominators. The results are summarized below:

Score Range: (0% - 100%)				
Baseline Score	Number of Students			
Tier 3 (8-11 Correct)	2 (8%)			
Tier 2 (4-7 Correct)	0 (0%)			
Tier 1 (0-3 Correct)	24 (92%)			

IV. Post Assessment

My pre and post assessments are constructed from teacher made problems.

I will administer the pre-assessment in early October with the post assessment will be administered in November. The test will be a collection of open-ended problems. The test will be scored out of 100 points and will not be reflected in the student's report card grade.

V. Progress Monitoring Key

A. Formative Assessments:

- i. Ask questions throughout the lessons
- ii. White-Board Activity- students will use white-boards to answer problems
- iii. Guided Practice Worksheet- students can make mistakes without being penalized and will complete problems together
- iv. Independent Worksheet- assignment will be graded for right or wrong.

VI. Learning Goal (Objective)

The students will be able to demonstrate an understanding of adding and subtracting fractions with unlike denominators with 80% accuracy.

VII. Standard (s)

The standards and indicators are taken directly from the South Carolina College-and-career Ready Standards for Math.

Students will receive 65 minutes of daily instruction from November 11 through December 14.



The Number System

7.NS.1:

Extend prior knowledge of operations with positive rational numbers to add and subtract all rational numbers and represent the sum or difference on a number line.

- A. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.
- B. Understand that the sum of two rational numbers (p+q) represents a distance from p on the number line equal to |q| where the direction is indicated by the sign of q.
- C. Translate between the subtraction of rational numbers and addition using the additive inverse, p-q=p+(-q).
- D. Demonstrate that the distance between two rational numbers on the number line is the absolute value of their difference.
- E. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.

7.NS.1:

Solve real-world and mathematical problems involving the four operations with rational numbers.

7.EE.3:

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and deciamlas), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies.

VIII.	Growth	Targets
-------	--------	----------------

A. Choose One

\boxtimes	Τi	e	re	C
230		_		_

☐ Individual

Targeted (Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)

B. The overall growth goal is for students in Tiers 1 and 2 to move from one tier to the next by reaching a specific growth percentage. Those students in Tier 3 are to meet or exceed their specific growth percentage. The growth targets are shown below:

Score Range: 0% - 100%				
Baseline Score	Growth Target			
Tier 3 (8-11 Correct)	At least a 10% Increase in Overall Score			
Tier 2 (4-7 Correct)	At least a 15% Increase in Overall Score			
Tier 1 (0-3 Correct)	At least a 20% Increase in Overall Score			



IX. Instructional Strategies

Student instruction will include:

- Whole class lessons
- Videos that go with the lessons
- Peer tutoring
- Weekly informal and formal assessments to check student understanding
- Pre and post tests
- Study guides to check for understanding
- The teacher will ask specific questions to develop mathematical thinking
- Weekly assessments to check for mastery
- Tutoring after school

Teacher will:

- Read professional articles focusing on fractions
- Attend workshops/classes that focus on mathematics if offered
- Watch videos that focuses on fraction.

Instruction:

- o Instructing will be meaning and relevant for the students for them to easily understand
- Involved different presentations for the different types of learners
- Have activities and materials that supports the lesson objectives

Planning:

- Have goals that's aligned with the state content standards
- Allow students to analyze problems to solve

• Environment:

- Have high expectations for my students
- To encourage students that it's ok to make mistakes
- o Positive and safe classroom environment for my students

Professionalism:

- Find ways to improve my teaching
- Be prepared
- Utilize students achievements data to address strengths and weaknesses of students

X. Conference Reflection	1				
A. Percentage of Stu	dents Who Met Growth Targets				
8%					
B. Reflection on Dat	a				
I will not give students their post-test after they have done a quiz because in my opinion the students just rush through the post-test to get them completed since they were not graded but the regular quiz was graded. On the quiz some students knew how to add and subtract fractions with unlike denominators but on the post-test the students got all/most of those problems wrong in which on the quiz they got those problems correct. For next year, my goal will still be at 80% and I will spend at least 3 days (I taught unlike denominators for 2 days for more practice) with unlike denominators to make sure students grasp the concept.					
Conference	Date	Signatures			
SLO Preliminary Conference					
SLO Mid-Course Conference					

SLO Summative Conference



Section II. Additional Professional Growth and Development Goals

Area to be addressed: (optional)	Area to be addressed: (optional)
South Carolina Teaching Standard Indicator(s): Choose an item.	South Carolina Teaching Standard Indicator(s): Choose an item.
Goal 2:	Goal 3:
Strategies:	Strategies:
Desired Outcome:	Desired Outcome:
Reflect how these goals are related to your Professional Learning:	(Teacher and Supervisor)
Evidence that the supervisor will consider in determining progress	/goal accomplishment:



rreminiary performance review (to be completed by the s	upervisor on the busis of the evidence,				
The educator has <i>met</i> the above goal.					
The educator is making satisfactory progress towar	rd achieving this goal.				
The educator is <i>not</i> making satisfactory progress toward achieving this goal.					
Comments					
The signatures helow verify that the teacher has receive	and written and eral evaluations of the proliminary				
The signatures below verify that the teacher has receive performance review.	ed written and oral explanations of the premimary				
F					
	Date				
Teacher	:				
Supervisor	Date				
:	:				
Final performance review (to be completed by the superviso	r on the basis of the evidence)				
The educator has <i>met</i> the above goal.					
The educator is making satisfactory progress towa					
The educator is <i>not</i> making satisfactory progress to	oward achieving this goal.				
Community (1997)					
Comments					
The signatures below verify that the teacher has received review.	written and oral explanations of the final performance				
	D. L.				
Toochor	Date				
Teacher	; 				
Supervisor	Date				
•	•				





Student Learning Objective (SLO) Template

\boxtimes	This SLO serves as the Professional Growth and Development Plan (Section I only)
	This SLO serves as one of multiple goals of the Professional Growth and Development
Plan.	(Section I and II)

Section I. SLO

Teacher Name: Valerie Burgess/Robyn Jackson			Teacher School: Edisto Elementary			
SLO Evaluator Name: Latonya Nelson SLO Evaluator Position/Role: Principal						
Grade Level: 5th			SLO Content Area: Mathematics			
SLO Type: Choose One		SLO Approach: Choose One				
\boxtimes	Individual	(written by an individual teacher)		Class	(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning	
	Team	(team of teachers focus on a similar goal but are held accountable for only their students)	\boxtimes	Course	(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's	



		Biology 2 students, all of a teacher's Beginning
		Pottery students, etc.)
SLO In	terval of Instruction	Assessment Dates
Choos	e One	
		Pre Assessment Date: Fall 2019
		The Assessment Bate. I all 2015
\boxtimes	Year	
	Semester	Post Assessment Date: Spring 2020
	Other	
	er, provide rationale (i.e. quarter long course) and	
indica	te days of instruction.	
Ration	ale: Click here to enter text.	
Days o	of Instruction: Click here to enter text.	
I.	Student Population	
		consists of 26 students; In Class A, there are 3 students who g coach) and 1 resource student. Class A consists of 4 black
	males, 8 black females, 7 white males, 5 white female	es, and 2 children classified as 'other'. Class B has 23 students; ls. Washington (reading coach) and 1 resource student. Class
		males, 5 white females, and 4 children classified as 'other'



II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

III. Baseline Data

*Using Aims web for basic computation Intensive-Tier 3 (0-7) Strategic-Tier 2 (8-11) Benchmark-Tier 1(12+) and Class 1 Class 2 *Using MAP to measure content area ability in Algebraic Thinking/Operations, Measurement/Data, Geometry, Number Sense/Operation (Tier 1: 211-201 Tier 2: 200-190 Tier 3: 189 and below Class 1 2 students 3 students Class 2 4 students 3 students Both tests together will help with determining strengths and weaknesses and how instruction should be directed. *Using Fall MAP, 29% of students are in the low category and 29% of students are in the low average category with a mean RIT of 205 for Number Sense and Operations.

IV. Post Assessment

*The post assessment will be the Spring MAP. The MAP is aligned with the SC Ready and PASS which are all at a level 3 for Depth of Knowledge. *Post assessment will also be Benchmark 3 of Aimsweb. Anyone not making benchmark score on the 2nd benchmark will be going through progress monitoring on a weekly basis.

V. Progress Monitoring Key

To meet the goal of increasing overall MAP RIT of each student, all the students will be monitored and assessed during the fall, winter, and Spring using MAP. Monthly, tier 2 students will be monitored and assessed using AimsWeb (for computation) probes and small group teacher interaction on basic computation and the general sub sets of MAP every other week. Students classified as tier 3 will be monitored weekly with Aimsweb probes and small group teacher interaction on basic computations and the general subsets of MAP.



VI. Learning Goal (Objective) The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.
To increase their overall MAP RIT score, students will develop fluency with multiplication and division of whole numbers as well as decimals (NBT.5, 6, 7)
VII. Standard (s) Identify the content standard(s) and indicators that align to the SLO learning goal (objective). 5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.
5.NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division. 5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.
 VIII. Growth Targets A. Choose One ☑ Tiered ☐ Individual ☐ Targeted (Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)
*Typical growth for 5th grades students during a school year is 10 points of fall RIT for tier 2 and 3 students. For Tier 1 2-4 points is expected.



IX. Instructional Strategies
A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?
*The instructional practices will include anchor charts, small group instruction, manipulatives, class
starters, entrance/exit slips, peer tutoring, and individualized instruction. Each practice will be based on
students tier level from MAP and Aims web data. If additional assistance is needed, we will consult
content area teachers and Ms. Troy, our math liaison.



Χ.	X. Conference Reflection			
	A.	Percentage of Stu	dents Who Met Growth Targets	
		%		
	В.	Reflection on Dat How does the data year?		goal setting, or your professional development for next
Confer	ence	•	Date	Signatures
SLO Preliminary Conference		nary Conference		
SLO Mid-Course Conference		ourse Conference		
SLO Su	mma	ative Conference		



Student Learning Objective (SLO) Template

□ This SLO serves as the Professional Growth and Development Plan (Section I only)
 □ This SLO serves as **one** of multiple goals of the Professional Growth and Development Plan. (Section I and II)

Section I. SLO

Teach Peters		larlin T. Ketter Student Teacher: Jenei	Teach	er School:	Hartsville Middle School
SLO Evaluator Name: Ms. Retha Cooper SLO Evaluator Position/Role: Administration					
Grade	Level: 8 th Gra	ade Magnet	SLO Content Area: Music		
SLO Type: Choose One			SLO A _l	pproach: e One	
	<mark>Individual</mark> Team	(written by an individual teacher) (team of teachers focus on a similar goal but are held accountable for only their students)		Class Course	(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.) (covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)
SLO Interval of Instruction Choose One Year Semester Other If Other, provide rationale (i.e. quarter long course) and		Assessment Dates Pre Assessment Date: September 15 th , 2019 Post Assessment Date: March 31, 2020			
indicate days of instruction. Rationale: Click here to enter text. Days of Instruction: Click here to enter text.					

I. Student Population

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).

8th Grade Magnet Band – 1st Period

The 8th Grade Magnet Band is Hartsville's premier performing ensemble. Members of the Magnet Band are chosen through an audition process from the 7th Grade Magnet Band and the 8th Grade Concert Band. These students are held to strict attendance requirements. Students who fail to maintain the standards of the Magnet Band may be removed at the discretion of Mr. Ketter. The Magnet Band represents Hartsville Middle School in the South Carolina Concert Festival, as well as, regional and national music events.

Magnet Band members are encouraged to be enrolled in private lessons and be available for rehearsals before and/or after school. Missed rehearsals and performances will affect the student's standing as a member in Magnet Band. The 8th Grade Magnet Band members are encouraged to audition for All-County Band, the Region 5 Honor Band, and the South Carolina All-State Band (if selected for a callback audition.)

The student population consists of 42 students. Out of those 42 students, 21 are girls and 21 are boys. There are 3 students with exceptionalities, in which they receive preferential seating. Also, 1 student receives extended time on tests and assignments, as well as, takes medication. I have another student that needs to write all assignments in their agenda book, and the teacher needs to provide parents with updates if assignments are missed or need to be made up.

II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

For the historical and trend data, the teacher used the student's 2019 Spring MAP Reading Data, because writing scores are not available. The scores from this data determined if the students were not meeting, approaching, met, or exceeding requirements for 2019 Spring MAP Reading Data. From this data, the instructor concluded that 15 students did not meet requirements, 4 students were approaching, 11 students are met, and 13 students are exceeding requirements. This is relevant because this data provide a foundation for teacher knowledge of students, so lessons can be planned that correlate with the student's needs. This will also specify adequate readings on each student in terms of knowing terminology for the class.



III. Baseline Data

Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).

For the pre-assessment, students will compose an essay based on critiquing a musical work that they are playing in class. The student will be expected to compare and contrast a musical work based on their in class playing and a recording of that same piece. They are required to identify elements and terminology detailing dynamics, tempo, expressions, and articulations. Also in the pre-assessment, they will be asked to analyze the speed, meter, and tonality through their writings.

Please see attachment 1.A and 1.B that outlines the essay assignment and the rubric that corresponds with assignment.

IV. Post Assessment

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.

For the pre-assessment, students will compose an essay based on critiquing a musical work that they are playing in class. The student will be expected to compare and contrast a musical work based on their in class playing and a recording of that same piece. They are required to identify elements and terminology detailing dynamics, tempo, expressions, and articulations. Also in the pre-assessment, they will be asked to analyze the speed, meter, and tonality through their writings.

V. Progress Monitoring Key

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)

- 1. Playing Test every 2-3 weeks: This monitors progress of student's knowledge of the music work to make sure they are they are progressing through the piece they are writing about.
- 2. Written Quizzes every 2-3 weeks
- 3. Student work samples Weekly: analyzes student progress and need

VI. Learning Goal (Objective)

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.

By March 2020, I will improve student content knowledge of music standard 4, as measured by the National Association for Music Education standards through the teaching of content area music and writing strategies. My student



averages on the pre-test will improve from an average score of 10 points on the pre-test to an average score of 20 points on the post-test.

VII. Standard (s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.

Indicators

ANALYZING

MI8-4.1 Use appropriate terminology to describe the musical form (for example, motive, canon, rondo, theme and variation, call and response) of a work that is presented aurally and visually.

MI8-4.2 Analyze the elements of music in compositions representing diverse genres and cultures.

MI8-4.3 Analyze music by identifying basic principles of meter, rhythm, form, tonality, intervals, and chords.

EVALUATING

MI8-4.4 Develop and use criteria to evaluate the quality of the music performances of others.

MI8-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.

MI8-4.6 Use appropriate terminology to explain his or her preference.

VIII. Growth Targets

A. Choose One

□ Tiered

☐ Individual

☐ Targeted (Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)

B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

Please see attachment 1.C for target growth data.

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

The following rationale for target growth stems from several aspects. The first aspect that I took in consideration was grouping the students. Students were broken up into groups according to their pre-assessment, as well as, their reading scores. From there, I took the averages of the groups, and formulated a growth target.



With classroom instruction and growth targets, students will move from simple to complex writings based on strategies in class. By the end of selected strategies, students will increase their writing skills by being able to identify elements and terminology detailing dynamics, tempo, expressions, and articulations, as well, as analyze the speed, meter, and tonality through their writings.

IX. Instructional Strategies

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

Instructional strategies will be based off of several different factors. The following list will be used to help instruct students to higher growth:

- 1. Comparing and contrasting charts
- 2. Discussion Boards
- 3. Micro-lab Protocol
- 4. Singular Paragraph writings (Introduction, body, conclusion) based off of charts
- 5. Groupings (based on reading and writing levels)
- 6. Student conferences
- 7. Quick writes

These implementations of the instructions above will provide the best teachings to my students. When students are comparing and contrasting, it is important for them to understand how to compare and contrast. They need to understand vocabulary choices when implementing these ideas. The instructor will use these strategies to make sure that each child grows, hitting all learning styles: kinesthetic, visual, and auditory.

To provide interventions, the teacher will utilize one-on-one student led conference, so they will understand the progress they are making on their writings. The teacher will assist students that are having challenges with a skills or assignment. The instructor observes the right to modify and adjust and strategy to fit and meet the needs of the students.

X. Conference Reflection

A. Percentage of Students Who Met Growth Targets

____%

B. Reflection on Data

How does the data inform your instructional practice, goal setting, or your professional development for next year?



Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

Section II. To be completed only if additional goals are needed.

Area to be addressed: (optional)	Area to be addressed: (optional)
Related ADEPT Performance Standard(s):	Related ADEPT Performance Standard(s):
Goal 2:	Goal 3:
Strategies:	Strategies:
Desired Outcome:	Desired Outcome:



Reflect how these goals are related to your Professional Learning: (Teacher and Supervisor)
Evidence that the supervisor will consider in determining progress/goal accomplishment:
Preliminary performance review (to be completed by the supervisor on the basis of the evidence)
1 1 cmmmary per 101 mance 1 cvicw (to be completed by the supervisor on the basis of the evidence)
The educator has <i>met</i> the above goal.
The educator is making <i>satisfactory progress</i> toward achieving this goal.
The educator is <i>not</i> making satisfactory progress toward achieving this goal.
Community
Comments

performance review.	Date
Teacher	:
Supervisor	Date
	:
Final performance review (to be completed by the supervisor on the basis	of the evidence)
The educator has <i>met</i> the above goal.	
The educator is making satisfactory progress toward achieving	
The educator is <i>not</i> making satisfactory progress toward achiev	ring this goal.
Comments	

	teacher has received written and oral explanations of the	e final performance
	teacher has received written and oral explanations of the	e final performance
review. Teacher		e final performance
The signatures below verify that the review. Teacher Supervisor :		e final performance



Michelle T. Hughes (159686)

Amaria Shervington

2019-2020 Evaluation | Orangeburg | Continuing

Informational Text

Preliminary Conference	Mid-Course Conference	Overall Rating	Summative Conference
SLO Purpose Select the appropriate purpose of	f this Student Learning Objective.	Develop	SLO serves as the Professional Growth and ment Plan SLO serves as one of multiple goals of the Professional and Development Plan.
SLO Name A short name to easily handle this	s student learning objective.	Informat	ional Text
SLO Content Area(s) Enter the content area to which the	his SLO applies.	Reading	
SLO Grade Level(s) Enter the grade levels to which the	nis SLO applies.	Third Gra	ade
SLO Type Choose one.		○ Team	dual (written by an individual teacher) (team of teachers focus on a similar goal but are held able for only their students)
SLO Approach Choose one.		period Bi Cours sections	(covers all of the students in one class period i.e., 2nd cology, 4th period Beginning Pottery, etc.) e (covers all of the students enrolled in multiple of the course (i.e., all of a teacher's Biology 2 students, eacher's Beginning Pottery students, etc.)
SLO Interval of Instruction	on	days of i Rationa To increa the area	provide rationale (i.e. quarter long course) and indicate nstruction.
Assessment Dates		Pre Ass	essment Date:

9/23/2019

3/31/2020

I. Student Population

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum)

II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

III. Baseline Data

Describe which pre-assessment(s) will be used to measure student learning and why the assessment is appropriate for measuring the objective(s). Provide baseline assessment results for the student population. Attach the assessment and grading scale and/or rubric used to score the assessment(s).

IV. Post Assessment

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment.

My third grade reading class consist of 21 students, 11 girls and 10 boys. The 21 students consist of 12 Caucasians, 6 African Americans, 2 Hispanics, and 1 biracial. Two students have IEP's (Individualized Educational Plans) with specific needs in the area of reading. They both spend 30 minutes daily with a resource teacher. Both students have oral accommodations for all tests. One Hispanic student receives extra support from the ESOL teacher 3 times per week and receives an oral accommodation on MAP and SCREADY. In addition, these 3 students receive extra classroom support as needed, either through individual assistance, small group, or grade recovery.

There was one assessment used to determine the students' level of knowledge prior to instruction. Students were given the MAP, Measure of Academic Progress, assessment in the Spring of 2019 and again in the Fall of 2019. The test RIT ranges are 165-206. The MAP assessment data was analyzed to determine where the students were overall performing and then narrowed down to a specific area that could assist students in improving their overall reading performance. Overall, students need additional support in the area of Informational Text, Language, Craft, and Structure. After analyzing the MAP Learning Continuum within this area, the students will mostly benefit from more focused instruction and practice using context to determine meaning of words or phrases and locating and analyzing information in text features.

MAP, Measures of Academic Progress, computerized assessment will be used to determine student growth related to the third grade reading goal. MAP adapts to the students individual academic level in order to measure individual academic progress. The students each receive a RIT score when completing the assessment that informs the teacher where each student is academically. MAP was administered to the entire class in the Fall of 2019 and will be administered again in the spring of 2020. The Fall 2019 MAP reading data will be used as baseline data in helping to determine student growth when compared to the students spring 2020 MAP Reading data.

MAP Measures of Academic Progress computerized assessment will be used as the Post Assessment as well. By using the same assessment data will be accurately compared. Due to MAP adapting to the students individual academic level. The assessment will show growth when the Fall 2019 MAP reading baseline data is compared to the student's Spring 2020 MAP reading data.

The Spring MAP test is aligned to the baseline assessment to measure the students' growth from the fall of 2019 to the Spring of 2020. This will show student growth from the Fall to the Spring. The content tested on the Spring MAP Assessment will mirror the content tested on the Fall MAP assessment. The students will be able to show growth obtained in reading since Fall MAP of 2019.

V. Plan for Progress Monitoring

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include

Student knowledge will be measured using formative Assessments and teacher resources weekly. The teacher will create formative assessments using Study Island, Common Lit, student work samples, portfolios, etc.)

VI. Learning Goal (Objective)

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measureable.

VII Standard(s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

VIII. Growth Targets

IX. Instructional Strategies

and PathBlazer. Mastery Connect will be used to record and analyze the data from the Formative assessments. The resources that will be used to assist students in mastering the goal is The Comprehension Toolkit and The Reading Strategies Book by Jennifer Serravallo.

The student data that will be collected as evidence to monitor student progress and growth will be the data collected from teacher created multiple-choice assessments, graphic organizers, structured Post-Its and text-dependent analysis.

By May 2020, the students will improve in the area of Informational Text:Language, Craft, and Structure to increase their overall performance in that area from 58% to 63% on the MAP Reading Assessment.

Standards and Indicators that align to the SLO learning objective are:

- -3.RI.5
- -3.RI.9
- -3.RI.8: Interpret and analyze the author's use of words, phrases, text features, conventions and structure, and how their relationships shape meaning and tone in print and multimedia texts.
- 3.RI.8.2: Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning: explain how these features contribute to a text.
- 3.RI.10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning and style.

A. Choose One:

- Tiered
- O Individual
- Targeted (Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)
- B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

See Class Report that is attached.

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

These standards were chosen to help students develop their foundational reading skills. Informational texts that will help students navigate complex texts they will analyze on future assessments like SC Ready and help them answer and understand text dependent questions.

A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

Small Groups - Conferencing - Guided Reading - Read Alouds - Shared Reading - Text Dependent Analysis - Differentiated Instruction - Informational Text Strategies (graphic organizers, anchor charts)

B. Around which SCTS 4.0 Rubric Indicator(s) will you focus

your professional learning?
Planning ☑ Instructional Plans
✓ Student Work ✓ Assessment
Instruction ✓ Standards & Objectives
✓ Motivating Students✓ Presenting Instructional Content
✓ Lesson Structure & Pacing ✓ Activities & Materials
Questioning
✓ Academic Feedback✓ Grouping Students
✓ Teacher Content Knowledge ✓ Teacher Knowledge of Students
✓ Thinking
✓ Problem Solving
Environment Managing Student Behavior
✓ Expectations ✓ Environment
Respectful Culture
Professionalism
✓ 1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts
(student work) when requested.
✓ 2. The educator appropriately attempts to implement new learning in the classroom following presentation in
professional development meetings. 3. The educator develops and works on a yearly plan for
new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher
leader and principal observations. ✓ 4. The educator selects specific activities, content
knowledge, or pedagogical skills to enhance and improve
his/her proficiency. 5. The educator makes thoughtful and accurate
assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.
$\begin{tabular}{ll} \hline \end{tabular}$ 6. The educator offers specific actions to improve his/her
teaching. 7. The educator accepts responsibilities contributing to
school improvement. 8. The educator utilizes student achievement data to
address strengths and weaknesses of students and guide instructional decisions.
g. The educator actively supports school activities and events.
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$
assists in peers contributing to a safe and orderly school environment.

Name	Description	Created By
hughes3 (2).pdf	hughes3 (2).pdf	Hughes, Michelle

Signatures

© 02/18/2020 08:18 AM - Michelle Hughes - Educator © 02/18/2020 08:18 AM - Latonya Nelson - Principal