18 October 2019

Post Early Release Material [*Response to dept. request* ]

**SLG Example**

**(Keyed to multi-department PPG distributed on 9 October)**

**Student Learning Goal:**

**Students will increase by 5% per quarter the retention and higher-rigor application of course content through the consistent use of effective instruction planning that uses clear objectives that undergird launch-explore-summary lessons with several formative assessments per lesson.**

**Specific and strategic**: My goal is for my students to show growth throughout the year in their ability to remember and use course content that is presented to them. This will be seen by their performance on summary and launch formative assessments and summative assessments for each of my units. As noted in my PPG, I intend to be much more consistent in the coherent structure of my instructional plans. I expect to see positive outcomes in student growth as a result. My SLG focuses only on content retention and use, not skills acquisition.

**Measurable**: I will track student outcomes using the following data:

* Formative assessments (summarizing as a consistent data point; and launch assessments when they specifically measure the retention of previous content learning); I will *not* use formative assessment data that informs tweaks and changes in my lesson plans during the course of the lesson
* Unit-level summative assessments.
* I will create a non-weighted grading category that will allow me to give a more in-depth score for formative launch and summary exercises for purposes of tracking student progress. This will allow me to get detailed data without putting heavy emphasis on formative assessment in student grades. I will use a simpler three point scale (3 – done well; 2 – done; 1 – not done) on the part of the student grade that students and families see in Aspen.

**Action-Oriented**

* Work to create consistent lesson structure with consistent practices around formative assessment throughout a variety of lesson activities (for example, reading primary texts, viewing video/film material, working on interpreting graphs and maps).
* Work to create consistent structure that students understand, but that can be flexibly represented to students (for example, lesson outcomes and procedures that can be recorded on the board, on Google Classroom, or in a PowerPoint/Google Slide deck).
* Collaborate with my department and/or PLC to develop a shared understanding of effective objectives, the *launch, explore, summarize* lesson format, and formative assessments
* Actively participate in department collaborative work related to the delivery of instruction with objectives, the *launch, explore, summarize* lesson format, and formative assessments as defined by this shared understanding
* Identify challenges to implementing effective objectives, the *launch, explore, summarize* lesson format, and formative assessments in my classroom
* Work with colleagues and department chair to gather feedback on my instructional practice around objectives, the *launch, explore, summarize* lesson format, and formative assessments
* Conduct one classroom visit within my PLC or department and one classroom visit outside of my department, to observe objectives, the *launch, explore, summarize* lesson format, and formative assessments in use, and to guide post-observation PLC discussion (*This is a chance to open your classroom to model your practice and to be considered for exemplary status in Standards II and IV*)

**Rigorous, Realistic, Results-Focused, Resources**

* CPT with my PLC
* Support from my department chair when I request them
* Coverage to engage in peer observation and peer review of my practice
* Individual meetings with my Department Chair

**Timed and Tracked**

* I will use Aspen Gradebook to track progress each marking period, comparing outcomes from the beginning of the term to the end of the term.
* I will not have full data for the year until after students leave for the summer.