

**Student Learning Objective (SLO) & Professional Growth & Development Plan (PGDP)**

*Professional development goals must be established by the teacher and must be supportive of district strategic plans and school renewal plans.\**

- This SLO serves as the PGDP. (Section I only)
- This SLO serves as **one** of multiple goals of the PGDP. (Section I and II)

**Section I. Student Learning Objective (SLO)**

<b>Teacher Name:</b> Mr. Winston Churchill	<b>School:</b> Meadowbrook High School
<b>SLO Evaluator Name:</b> Mrs. Depata Chair	<b>SLO Interval (circle):</b> Year or <b>Semester</b>
<b>Grade Level:</b> 11 <sup>th</sup> US History	<b>SLO Content Area/Focus Class:</b> US History and Constitution Honors 3 <sup>rd</sup> Block

**I. Student Population and Baseline**

a. What do I already know about the students in my focus class?

The students who are targeted in this SLO are part of a US History and Constitution Honors class. This class meets during third block from 11:30 a.m. until 1:29 p.m. each day Monday through Friday. There are sixteen students in this class. There are 5 males and 11 females in this class. This class is made up of numerous ethnic groups: 11 Caucasian, 4 African-American, 1 Other.

b. What do I know about the support my students will need to be successful in this class/content area?

The week of August 10-14<sup>th</sup> our district provided LEAP days for academic pre-assessment and setting expectations for virtual learning and the eventual hybrid model during the continuation of the COVID19 pandemic. During this time, the students were pre-assessed using a pre-test consisting of 80 multiple-choice questions derived from the 2019 SC AP US History Standards resulting in scores ranging from 20-72%. The item analysis breakdown shows that overwhelmingly the students struggled with cause and effect relationships between historical events and resulting conflicts.

Students will begin the semester virtually, so support will be needed in order to familiarize themselves with the Google Classroom and the associated apps used throughout the course to support virtual instruction. Historically, students struggle with the End of Course test in US History and will require additional support in test-taking skills and standards-driven content. USA Test Prep will be utilized for practice tests to help prepare students for the EOC and those scores will be used to progress-monitor.

## II. Priority Standard and Learning Objective

a. Identify one to two high priority content standard(s) and indicators or SC Profile of a Graduate Competencies that will provide the basis of the SLO learning objective.

*If focused on ELA or Math, consider using one of the SCDE priority standards to be released in early September. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.*

The standard focus of this SLO is the Historical Thinking Skill found in Appendix B of the South Carolina Social Studies College and Career Readiness Standards for 11<sup>th</sup> grade US History: “Evaluate significant turning points, including related causes and effects that affect historical continuity and change.” In my third block class, the majority of the student data showed remediation needed in correlating major turning points in US History and identifying their causes and lasting effects. The instruction period for this SLO covers the first semester of the 2020-2021 school year. The learning objective is to write an accurate analysis tracing the root causes of major events in US History between the Declaration of Independence and World War II and their lingering effects on current situations.

b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval?

*The Learning Objective should be aligned with course- or grade-level content standards or SC Profile of a Graduate Competencies. The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using the or existing data team structures or the Rally platform.*

The students will demonstrate growth in their ability to analyze and explain the lasting impact of major events in US History, such as the Declaration of Independence, summarize the course of the Civil War, explain the accomplishment and limitations of the women’s suffrage movement, explain the influence of the Spanish-American War on the emergence of the United States as a world power, explain how controversies among the “Big Three” Allied leaders led to post-war conflict and how these relate to circumstances in our world today. They will demonstrate this growth by being able to articulate, in writing, the causes and effects of these major events.

c. What evidence will tell me that a student has met this learning objective?

*Consider what formative and summative assessment data is already collected as part of your course that can be used to measure this objective. Multiple measures and incorporation of existing assessments are encouraged. This evidence can be connected to existing data team/PLC structures or work with the Rally platform.*

Students will write to trace the origins/root causes and lasting effects of an assigned major turning point in US History and explain how this chain of events has lasting effects in today’s

culture or society. Progress monitoring will take place through various formative assessments using USA Test Prep, formative writing assignments, and classroom discussions and debates. Students should also increase scores on the post-test, assessing the students' ability to identify major turning points in US History, as well as correlating the lasting effects to the appropriate root cause, in accordance with the suggested Growth Target Sheet presented by St. Charles School District. The students' scores on the pretest ranged from 20% to 72%. The students targeted scores for the post-test range from 65 to 86. In order for students to show growth they should meet their targeted scores.

### **III. Instructional Strategies and Inclusive Learning Environment**

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

Due to the lasting effects of the COVID19 pandemic on our educational system, all learners and teachers are being forced into online and virtual teaching and learning more so than ever before. My instructional practices have always lent themselves to PowerPoints and lecture notes as background to group discovery and learning projects. The students in the classroom are all different learners. Some are visual, auditory, or kinesthetic learners. My professional practice and growth goal for this year is to become more adept at utilizing Padlet in order to present scholarly articles and primary source documents to students while opening the floor for discussion and analysis of these artifacts. This type of technology will aide instruction which will be differentiated in order to reach all types of learners.

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

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

d. When you think about this group of students and this content, how will this strategy help you intentionally create a positive classroom community that helps all students take risks and grow as independent learners? Knowledge of my students' backgrounds and learning preferences helps me to group students in ways that maximize the impact of the activity and encourage team dynamics like capitalizing on each other's strengths. Opening pathways for discussion of topics can sometimes be controversial and tense, but in partnering students with a variety of personalities and character traits will establish a platform for sharing ideas and having open dialogue about historical issues and how those events affect our present cultures. By requiring every voice to be heard respectfully, I can encourage students to respect other opinions regardless of whether they agree or not.

#### **IV. Mid-Course Progress Monitoring**

*This conference and reflection may be incorporated into a department, grade-level, PLC, or other collaborative meeting.*

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

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

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

#### **IV. Conference Reflection (End of Year Conference)**

a. Evidence that students met the student learning objective.

The students' scores on the pretest ranged from 20% to 72%. The students targeted scores for the post-test range from 65 to 86. The students' post-test scores ranged from 57 to 91. 90% of the students showed growth. Students exhibited the ability to write an analysis of the root causes and lasting effects of major turning points in our history with great success, mechanics notwithstanding. All but two students scored a 3 or 4 on their final written assessment. Of the two students scoring below a 3, one scored a 2 on the written portion but scored a 91 on the multiple-choice post-test, and the other student failed to submit a response to the assignment.

b. Reflection on Data

How does the data inform my instructional practice, goal setting, or my professional development plan for next year? Adding the written assessment to the Post-Test was exactly what I needed to push the idea of relationships between the causes and effects and lasting impacts on our world today. Moving forward, I will incorporate more mini-lessons on writing to analyze and evaluating historical narratives and artifacts as resources for evidence to show the correlations between the cause and effect. The data shows that the addition of Padlet as a resource and incorporating more analysis and writing into my instruction were effective, but still needs improvement in reaching the 10% who did not demonstrate growth overall. For next year, I plan to use this data to incorporate more practice with analytical writing about history and remediation opportunities for students falling below their growth targets.

c. [SLO Rating](#)

Exemplary		
Conference	Date	Signatures
SLO Preliminary Conference	<b>9/3/2020</b>	<b>W. Churchill, Educator A. Hamilton, Approver</b>
SLO Mid-Course Conference <i>Can be incorporated into a department, grade-level, PLC, or other collaborative meeting</i>	<b>11/5/2020</b>	<b>W. Churchill, Educator A. Hamilton, Approver</b>
SLO Summative Conference	<b>1/12/2021</b>	<b>W. Churchill, Educator A. Hamilton, Approver</b>