

TEACHER SLG GOAL SETTING SAMPLE – ENGLISH LEARNERS

Grade Level: ☒ Elementary ☐ Middle School ☐ High School
 Goal Type: ☒ Individual Goal ☐ Team Goal

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	<p>English Learners are expected to increase their level of English language proficiency; improve their overall academic achievement; and increase their use of English in all subjects and outside of school.</p> <p>Specifically, this goal addresses oral communication, that is, the listening and speaking skills that will help them meet those expectations. Related Oregon English Language Proficiency Standards:</p> <p>ELP.4-5.2 Participate in grade - appropriate oral exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>ELP.4-5.8 Determine the meaning of words and phrases in oral presentations</p> <p>ELP.4-5.9 Create clear and coherent grade - appropriate speech</p> <p>ELP.4-5.10 Use grade - appropriate standard English forms to communicate in speech</p>
	Assessments	<p>Category 2</p> <p>The district assessment I plan to use was created by a team of EL teachers in the district with district staff guidance. District staff approved the assessment for use in goals. It has two components relevant to oral communication and the final score is an average of the scores on each component:</p> <ul style="list-style-type: none"> Students listen to a grade-level appropriate academic expository text by the teacher reads, restate the information in their own words, and answer questions (unprepared component) Students prepare and present on an assigned, grade-level appropriate topic and answer questions (prepared component) <p>In this assessment students need to use both their listening and speaking skills, integrate them, communicate to another person, plan, and improvise.</p> <p>I will use this assessment to:</p> <ul style="list-style-type: none"> Assess the baseline performance of students Monitor student progress every other month Assess final performance <p>Scoring the assessment is based on a district-created rubric aligned to ELDA, and therefore, valid, reliable, and rigorous.</p>
	Context/Students	<p>This goal covers 35 students -- 25 students in grade four and 10 students in grade 5 -- and represent all of the students who are currently assigned to me. None of the students included in this goal have been identified as talented and gifted or special education. 2 students are recently-arrived refugees with minimal exposure to education.</p> <p>The duration of the course covered by this goal is from September 4, 2013 through April 10, 2014. The students will be taught in small groups 3 times a week for 45 minutes each time.</p> <p>If additional ELs enroll or are identified during the school year and assigned to me, I will include them in this goal if I can assess their beginning level and if they spend at least five weeks with me per grading period that they are enrolled (September 4, 2013 – November 7, 2013; November 12, 2013 – January 24, 2014; January 27, 2014 – April 10, 2014).</p>

Learning needs

My students at levels 1 and 2 need to:

- Use and understand language beyond a very basic, formulaic level
- Better understand language used in academic settings and be able to explain grade-appropriate concepts
- Learn new vocabulary
- Observe and practice oral communication for school purposes, both in conversations and presentations

My students at level 3 need to:

- Become more consistent in correctly answering questions based on listening to passages
- Increase their understanding of academic content and improve their use of grammar and vocabulary in this context

Communicate ideas and feelings using more complex grammatical forms (adjectives, adverbs, complex sentence, compound sentences)

Sources of information to determine the baseline

- The results of a district-created performance-based pre-assessment (using the new ELP Standards) in which students listen to a grade-appropriate fictional or non-fiction text and retell the information orally.
- For students who were enrolled in an Oregon school during previous school years, the results of their most recent ELPA.
- For students enrolled in an Oregon school for the first time during the current school year, the results of their initial English language assessment on our district-created English language proficiency test administered at the time of their enrollment.
- For transfer students identified as ELL outside of Oregon, any records of their most recent English language proficiency level indicated in records provided by the former school district.

Baseline level data

Baseline Data

Standards	Pre-Test Proficiency Level	Number of Students Scoring at that Proficiency Level
ELP.4-5.2	1	5
	2	15
	3	10
	4	5
	5	0
ELP.4-5.8	1	10
	2	10
	3	15
	4	0
	5	0
ELP.4-5.9	1	7
	2	13
	3	10
	4	5
	5	0
ELP.4-5.10	1	5
	2	15
	3	15
	4	0
	5	0

Trend data

I use the district-created assessment which is new so there is no trend data for it. Additionally, the current ELPA exam does not reveal accurate information with the new ELP Standards. As a result, it is difficult to reveal trend data.

Student Growth Goal (Targets)

The growth target for **all** students is to move up at least one proficiency level based on the rubric from the pre-test (September) to the post-test (April).

I will communicate to each student their baseline proficiency level and growth target and give them and explain to them the rubric I will use to measure their progress.

Standards	Pre-Test Proficiency Level	# of Students Scoring at that Proficiency Level	Post-Assessment Target Proficiency Level
ELP.4-5.2	1	5	2 or 3*
	2	15	4
	3	15	4
	4	0	5
	5	0	N/A
ELP.4-5.8	1	5	2 or 3*
	2	15	4
	3	15	4
	4	0	5
	5	0	N/A
ELP.4-5.9	1	5	2 or 3*
	2	15	4
	3	15	4
	4	0	5
	5	0	N/A
ELP.4-5.10	1	5	
	2	15	
	3	15	
	4	0	
	5	0	

*The two refugee students are currently at level 1 are expected to grow to level 2 and the other students at level 1 to level 3.

Rationale

The skills that are the focus of this goal are particularly relevant to helping students meet the new standards, especially the following College and Career Readiness Anchor Standards for Speaking and Listening as listed in the Common Core Language Arts Standards:

- Present information, findings, and supporting evidence such that follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (4.SL.4, 5.SL.4)
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (4.SL.5, 5.SL.5)
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (4.SL.6, 5.SL.6)

Based on my experience watching ELLs grow, and my students' history, I believe tiered targets are appropriate. In general, in a year's time, ELLs at the lower proficiency levels (1 – 2) tend to move up one or more levels at a greater rate than those at higher proficiency levels (3-5), but the two refugees are likely to grow at a lower rate as they learn the new culture and education system.

Also, the oral communication skills to be taught and monitored are differentiated based on each student's grade level academic material, so that growth targets are appropriate for all students regardless of their grade level.

	Strategies	<p>In my experience, strategies that work well with students at proficiency levels 1 and 2 include:</p> <ul style="list-style-type: none"> • Start with easy lessons/topics and gradually increase their difficulty • Building vocabulary purposefully • Providing the background and context students need to understand grade-level content • Modeling oral presentations • Practice oral presentations multiple times, and giving and receiving feedback • Re-teaching in different ways <p>For students at higher levels, I would also use:</p> <ul style="list-style-type: none"> • Self-assessments • Small group discussions and activities <p>I will use the district-created assessment to monitor student progress throughout the school year and provide appropriate, differentiated instruction and modifications as well as peer review and feedback.</p>
	Professional Learning and Support	<ul style="list-style-type: none"> • Assessment literacy so I can determine whether I need to create an assessment with more stretch so my students who move up to level 4 this year can demonstrate growth beyond the level 5 of this assessment. • Time to meet with peers to discuss feedback