

TEACHER SLG GOAL SETTING SAMPLE – SPEECH PATHOLOGIST EXPRESSIVE LANGUAGE

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

SLG GOAL 1	
Content Standards/Skills	Students will improve their expressive language skills in the areas of: semantics, syntax, morphology & articulation Common Core State Standard (CCSS) ELA & Literacy: SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
Assessments	Category 2 District-wide assessments (used by all speech pathologists in the district). Preschool Language Scale -5 (PLS-5) Goldman-Fristoe Test of Articulation – 3 (GFTA-3) Language Sample Speech Sample
Context/Students	25 students in grades K 10 girls, 15 boys
Baseline Data	<ul style="list-style-type: none"> Group 1: 14 students in grade(s) K are identified with significant (receptive and) expressive language delays characterized by deficits in semantic, syntactic and morphological skills (i.e. Mean Length of Utterance (MLU) lower than same aged peers) as measured by the PLS-5 and a Language Sample. Group 2: 9 students in grade(s) K present with delayed articulation skills as measured by the GTFA-3 and a Speech Sample.
Student Growth Goal (Targets)	<ul style="list-style-type: none"> Group 1: In one year’s time, students in Group 1 will demonstrate skills commiserate with Brown’s Stage V including: a) MLU of 4+ b) use of age-appropriate morphology (i.e. possessive “s”, plural “s”, regular past tense -ed, etc.) c) use of curriculum related vocabulary as measured by the PLS-5 and a Language Sample. Group 2: Students receiving services for articulation skills will improve intelligibility to the novel listener by at least 25% in conversational speech as measured by a Speech Sample and the GTFA-3.
Rationale	Expressive language includes both language- semantics, syntax, morphology and pragmatic skills as well as articulation skills. Children’s language skills provide the foundation for engaging in classroom instruction, higher order problem solving and reasoning skills.
Strategies	<ul style="list-style-type: none"> Group 1: a) Direct language instruction in small group settings b) Indirect/naturalistic language stimulation in the classroom setting c) modeling of indirect/naturalistic language stimulation in the classroom (for staff) d) language stimulation activities sent home to parents/home program (monthly) Group 2: a) Direct articulation instruction in 1:1 or small group setting b) phonemic awareness activities in classroom setting (small group or whole group instruction)
Professional Learning and Support	Time to collaborate with classroom teacher Opportunities to teach in the classroom (co-teach or one teaches, one observes)

Goal-Setting Conference