

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

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

- ☒ A Student Learning Objective (SLO) serves as the PGDP. (Section I only)
- ☐ An SLO serves as one of multiple goals of the PGDP. (Section I and II)
- ☐ A Teacher Leadership Goal (TLG) serves as the PGDP. (Section II only)

Section I. Student Learning Objective (SLO)

Teacher Name: Sample Teacher	School: Sample School
SLO Evaluator Name: Sample Evaluator	SLO Interval (circle): Year or Semester
Grade Level: 8 th grade	SLO Content Area/Focus Class: Science

I. Student Population and Baseline

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

Information could include the number of students, a description of students with exceptionalities (e.g., learning disability, gifted and talented, and/or language learner status), easily accessible reports of last year's performance, information from the Rally Analytics platform, etc. This should require reflection, not extensive research.

There are 21 students in the class; 10 of them are males, and 11 are females. 6 of the students are White, 8 students are black, 2 students are Hispanic, and 5 students are Asian. 1 of the Hispanic students, and 1 of the Asian students speak English as a second language. One male student and three female students have identified learning disabilities and IEPs.

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

Response could include information from spring, summer, or fall assessments.

Five students will be pulled for small group testing. Students who do not meet academic expectations will receive remediation provided during flex time, before school, and during lunch. Nonverbal cues to regain focus, proximity, and verbal reminders to stay on task are also supported. Those that show mastery of content will receive extension activities to stretch their knowledge and processing abilities.

II. Priority Standard and Learning Objective

- a. Identify one to two high priority content standard(s) and indicators or [Competencies for the Profile of a SC Graduate](#) that will provide the basis of the SLO learning objective. *Consider using [Math](#) or [English](#) priority standards. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.*

8.S.1A.8 Obtain and evaluate scientific information.

In early September, students completed a baseline 1st semester Pre-Test. This task contains items of varying Depth of Knowledge (DOK) levels and is a good approximation of students' ability to analyze and respond to informational text based on the scientific method, and what students know and can do in the areas of scientific inquiry.

As a science team in our Professional Learning Team (PLT) we analyzed the initial data set, and we will monitor and track students' progress throughout the year utilizing common formative and summative assessments.

To conclude the SLO period, we will administer the end of year post-assessment to conclude and see if we met the set goals.

- 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 the [Competencies for the Profile of a SC Graduate](#). The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using existing data team structures or the Rally platform.

Students should be able to perform the following performance tasks: (1) answer questions, (2) explain or describe phenomena, (3) develop models, (4) evaluate hypotheses, explanations, claims, or designs or (5) identify and/or fill gaps in knowledge.

Communicate using the conventions and expectations of scientific writing or oral presentations by (1) evaluating grade-appropriate primary or secondary scientific literature, or (2) reporting the results of student experimental investigations.

- c. What evidence of growth 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.

Evidence will be gained through evaluation of acquired knowledge and skill through a district-made process task developed at the district level for us. The students take a pre-assessment prior to any instruction for the year and will take a post- test to confirm skill proficiency.

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?

Collaboration and teamwork: Collaborative learning has been shown to develop higher-level thinking skills in students. Cooperative learning is useful in helping to teach and model social and emotional learning skills, like listening, teamwork, and relationship building. These skills will be essential in PBL and activities in my science classroom.

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

Assessment

Problem Solving

- c. Student success is deeply connected to the learning environment. [Which inclusive learning practice](#) is most connected to your planning for a positive learning environment? **Designing for Rigor**

- 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?

A classroom with high expectations for cognitive rigor that provides meaningful and challenging academic activities contributes to building positive relationships where students feel safe to take risks that will contribute to Social Emotional Learning (SEL) and a growth mindset.

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?

Formative and summative assessments

- b. General Reflections.

The educator and evaluator may add additional reflections here.

V. End of Year Conference Reflection

a. Evidence that students showed growth as established by the SLO goal and conferences.

The pre-test given at the beginning of the year of concepts taught during the evaluation given yielded an average score of 48. Post-test results in an average of 95% with only 3% of students scoring below established mastery of 70% or better.

b. Reflection on Data

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

Next year, I will continue to utilize pre and post testing to evaluate acquisition of knowledge as the year progresses. I will work during remediation time with those students that do not master the content at the district established 70% or better. I will keep activities that worked well and tweak activities that may assist those who did not master content to achieve mastery.

c. [SLO Rating](#)

Conference	Date	Signatures
SLO Preliminary Conference	9/7/24	Sample Teacher Sample Evaluator
SLO Mid-Course Conference	11/30/24	Sample Teacher Sample Evaluator
SLO Summative Conference	3/10/25	Sample Teacher Sample Evaluator

Section II. Professional Goal

Goal Name: South Carolina Teaching Standard Indicator(s): Choose an item.
Goal: <i>Should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound</i>
Goal Strategies <i>What will I do to accomplish my goal?</i>
Goal Outcome <i>What good will result when this goal is accomplished?</i>
Goal Evidence <i>Evidence that the evaluator will consider in determining goal progress or accomplishment. Evidence may be added in "Attachments."</i>
Goal Alignment <i>Reflect on how this goal is related to district strategic plans, school renewal plans, or student growth.</i>

Preliminary performance review *(to be completed by the supervisor based on the evidence)*

- ☐ The educator has *met* the above goal.
☐ The educator is making *satisfactory progress* toward achieving this goal.
☐ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Date	Signatures

Final performance review *(to be completed by the supervisor based on the evidence)*

- ☐ The educator has *met* the above goal.
☐ The educator is making *satisfactory progress* toward achieving this goal.
☐ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Date	Signatures