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 <mark>Semester</mark>**
Grade Level: 10th grade	**SLO Content Area/Focus Class:** Algebra 2

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.

The Rally platform indicated that nine of my students scored at or above their projected performance level on the first benchmark given in September. Eleven students scored below their projected performance level on the benchmark, three of whom were far below the projection.

II. Priority Standard and Learning Objective

a. Identify <u>one to two</u> 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.*

A2P.PAFR.6.2- Calculate and interpret the average rate of change of the function over a specified interval, given a function in graphical, symbolic, or numerical form.

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 (a) determine the average rate of change of the function over a specified interval, and (b) interpret the meaning of the average rate of change in a given context with 80% mastery.

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.

Student scores on the mid-chapter quiz and chapter assessment will inform if students have mastered this objective. Student participation during class, choral and individual responses to questions, and responses to Do Now activities at the beginning of class will also indicate the degree of student mastery.

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?

I will provide direct instruction and guided practice daily to assess learning. I will also check for understanding using instructional prompts, fist-to-five and quick write exercises. Homework will be checked for mastery. Before exiting the class, students will submit a 3-item survey to further check for understanding. The instructional practice I will focus on is reflective questioning. I will integrate this approach in guided instruction and one-on-one work with my students to encourage critical thinking. I am focusing on this instructional practice to challenge students to select the best methods to solve problems, instead of reiterating the targeted strategies used in class. I want them to think critically before determining a solution.

b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?
Questioning
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? **Knowing & Communicating with Students**
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?

This strategy will assist me in forming purposeful groups and integrating examples that are specific to their culture and current events. The end results of this focus will be to ensure students are deeply engaged in the lesson and willing to engage their peers in constructive dialogue.

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 monitored student mastery by quick checks for understanding (verbal and physical cues) and through the 3-item survey used to check for understanding. I also monitor student work during guided practice portions of the lesson.

b. General Reflections.
The educator and evaluator may add additional reflections here.
I realized that I must be intentional about creating my reflective questions. I thought it would be organic to pose questions as the lesson goes along, but my questions were either not thought provoking or too advanced for that portion of the lesson. Having a group of lists of starter prompts/questions would greatly facilitate deeper thought, questions and conversations about the lesson.

V. End of Year Conference Reflection
a. Evidence that students showed growth as established by the SLO goal and conferences.

Formative and summative assessments

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: *Should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound*
Goal Strategies   *What will I do to accomplish my goal?*
Goal Outcome   *What good will result when this goal is accomplished?*
Goal Evidence   *Evidence that the evaluator will consider in determining goal progress or accomplishment. Evidence may be added in "Attachments."*
Goal Alignment   *Reflect on how this goal is related to district strategic plans, school renewal plans, or student growth.*

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