# 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)

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| **Teacher Name:** Sample Teacher | **School:** Sample School |
| **SLO Evaluator Name:** Sample Evaluator | **SLO Interval (circle):** <mark>Year</mark> or Semester |
| **Grade Level:** 9-12 | **SLO Content Area/Focus Class:** Band (can be adapted to Chorus or Orchestra) |

**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 35 students in the class. 15 are female and 20 are male. 21 of the students are white, 10 are black and 4 are Asian. Two students have identified learning disabilities and an IEP. All students were in the wind symphony class last year and all but 4 remained in the class this year. This indicates that they have the knowledge to be successful with the goals set for them this year.**

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.*

**These students perform very well but need motivation and guidance to stay on task and achieve their goals. These students will need daily instruction to help them achieve them and regular feedback from formative assessments given each week.**

**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.*

**Over the course of the year, students will perform a variety of music, scales, and exercises on their instruments in accordance with South Carolina Instrumental Music Standard 1, demonstrating the ability to produce appropriate tone quality, accurate melodic intonation, and appropriate musical interpretation while maintaining rhythmic accuracy within a steady beat.**

**South Carolina Visual and Performing Arts Standards- Instrumental Music:**
**Secondary Standard 1: The student will perform on instruments a variety of music, alone and with others.**

**MI7-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.**
**MI7-1.5 Play familiar music on an instrument by ear.**
**MI7-1.6 Play instruments expressively with appropriate dynamics and phrasing.**
**MI7-1.7 Demonstrate the characteristic tone quality of the particular instrument while playing with accurate notes, rhythms, dynamics, articulations, and intonation and maintaining a steady tempo.**
**MI7-1.8 Perform, alone and in groups, music written in two or more parts, balancing dynamics, blending timbres, and using well-developed ensemble skills in response to the cues of a conductor.**
**MI7-1.9 Perform with stylistic accuracy a variety of music representing diverse cultures, genres, and styles.**

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.*

**By the end of the SLO interval students should be able to perform music with attention to tone quality, accurate melodic intonation, and appropriate musical interpretation while maintaining rhythmic accuracy within a steady beat. They should be able to evaluate their performance and give quality feedback on how to improve in each area. Every student should be able to score proficient or exemplary on the performance rubric.**

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.*

**Students will use a performance rubric to evaluate themselves. The instructor will also use the performance rubric to evaluate each student. In addition, each student will be evaluated by a panel**

**of judges during a future audition using a similar rubric. The entire group will be evaluated at the Concert Performance Assessment.**

**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?

**Questioning: Teacher questions are varied and high quality providing a consistently balanced mix of question types: knowledge and comprehension, application and analysis, and creation and evaluation. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate higher order questions that lead to further inquiry and self-directed learning. Using questioning will encourage the students to begin to think for themselves. If the students are consistently evaluating their performance, it creates lifelong learners rather than the instructor giving them the instructions on what to improve all the time. I will also use self-evaluation to teach students how to evaluate themselves.**

b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?
**Student Work**
**Assessment**
**Motivating Students**
**Respectful Culture**

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? **Creating a Safe Space for Learning**

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?

**By using questioning to encourage student feedback, it will create an environment where students feel comfortable taking risks and growing as independent learners. They will be able to evaluate themselves and others rather than always waiting for feedback from the conductor. By encouraging students to make mistakes freely and allowing others to critique them, we create a safe culture and environment where students understand the meaning of camaraderie and constructive feedback to grow. Perfecting our performance is a group effort and every student's input is valued.**

**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 students' mastery of the learning objective by individual and group observations. Students have stayed on track with their goals by monitoring their own progress and keeping track of it in their music notebook. Observations have been both formal and informal assessments. I also had each student perform a mock audition to prepare them for future auditions that they may choose in the second semester. Based upon how each student has performed, I have adjusted my instruction to cover the material that the students have the biggest area for growth.**

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.

**All students met the goals of the SLO this year. Students received a perfect score in every area from all judges at the state Concert Performance Assessment. Students could evaluate their performance throughout the year and set goals for improvement with guidance from the instructor.**

b. Reflection on Data
How does the data inform my instructional practice, goal setting, or my professional development plan for next year?

**After increasing the level of music this year, the students achieved their goals. This tells me that they are ready for more individual responsibilities and the potential for performing higher grade music in the coming school year.**

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

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| **Goal Name:**<br>**South Carolina Teaching Standard Indicator(s):**<br>Choose an item. |
| **Goal:**<br>*Should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound* |
| **Goal Strategies**<br>*What will I do to accomplish my goal?* |
| **Goal Outcome**<br>*What good will result when this goal is accomplished?* |
| **Goal Evidence**<br>*Evidence that the evaluator will consider in determining goal progress or accomplishment. Evidence may be added in "Attachments."* |
| **Goal Alignment**<br>*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 |
|---|---|
| | |