

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: 9-12	SLO Content Area/Focus Class: Culinary Arts Management

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.

The culinary arts management class consists of 18 students, 5 male and 13 females. One student has a 504 plan for test anxiety. Of the students, 2 are seniors, 4 are juniors, and the rest are sophomores.

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.

Incoming knowledge of Culinary Arts is generally low, mostly limited to home food preparation if any, which does not necessarily align with industry standards. Last fall and spring assessments were promising, and the students seem to retain the information throughout the semester. Social and emotional learning as well as global leadership are focuses of their homeroom teambuilding periods which improve interactions in Culinary 1.

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.

Food safety and sanitation procedures

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.

E1. Identify biological, physical, and chemical hazards. E2. Demonstrate food safety and sanitation practices.

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.

The students will attempt to earn the National SERV Safe Food Handler's Certificate.

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?

My instructional strategy for meeting the Food Safety standard is to reinforce the real-world application daily. The students constantly demonstrate keeping the facility in compliance with DHEC standards and are aware that health inspections occur unannounced, so they must be ready. I am required to keep my own SERV Safe Manager's certificate updated. Earlier this year, I recertified as a SERV safe Instructor and Exam Proctor.

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

Student Work

Teacher Knowledge of Students

Teacher Content Knowledge

Expectations

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? **Building Relationships**

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?

I begin the semester by using an icebreaker to aide in learning the students' names, as well as aiding them in learning things about each other and community-building. I interview each one of them by the end of the third week using a job interview format and require them to complete a job résumé as a graded assignment. I observe them daily while giving them plenty of hands-on learning opportunities. We have planned unannounced inspections with feedback. I also encourage them to take their learning outside the classroom and share it with friends and family, then they write about these experiences. Once a community of learners is established with respectful listening evident, we explore how trying and failing are part of the learning process and they should consider it a safe space to do so. I share personal examples of trials and errors in my own kitchen as well as in my professional career outside the classroom as a chef.

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 use multiple approaches to assess students' understanding. Daily monitoring of sanitation practices, coupled with formal certifications like SERV Safe and the annual DHEC inspection, ensures a comprehensive evaluation of their mastery of the standards. My instructional practice has yielded positive results, fostering confidence in students to be ready for unscheduled health inspections. The emphasis on daily application through hands-on practice and consistent monitoring has proven effective in maintaining a high standard of food safety knowledge among the students.

- 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.

Throughout the course, students exhibited significant progress in their understanding of food safety within the context of food service. Many entered the program with limited to no knowledge in this area. However, through focused instruction and engagement, most students (16 of the 18 passing with the other two only a few points away from passing) successfully obtained the SERV Safe food handler certificate, a tangible demonstration of their newfound knowledge and skills. Moreover, their daily observation and practice in safe food handling techniques ensured they remained on track and consistently applied best practices. As a testament to their commitment and the effectiveness of the program, our establishment maintained its "A" rating for overall food safety, affirming the students' competency and the program's success in fostering a culture of food safety.

- b. Reflection on Data

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

Analyzing the data obtained from our instructional practices and student achievements provides valuable insights that inform our trajectory for professional development and goal setting for the upcoming year. Our target audience, including regulatory bodies like DHEC and our customers, clearly consider food safety as vitally important. Moving forward, it is important to continue emphasizing the practical application of food safety principles, ensuring that our students are knowledgeable and capable of articulating and demonstrating safe handling practices. Therefore, a key focus for the next year will be to prepare our students, particularly those in upper-level courses, for the SERV Safe Manager's food safety certification exam, which is a level higher and more complicated than the SERV Safe Food Handler certification.

- 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

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

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