

Guidance on Creating Teacher Leadership Goals (TLGs)

How does the Student Learning Objective (SLO) fit into a teacher’s Professional Growth and Development Plan (PGDP)?

Regulation 43-205.1 and § 59-26-40 establish that teachers must complete “individualized professional growth plans” that must “be supportive of district strategic plans and school renewal plans.” For most teachers, the SLO serves as the PGDP, an individualized goal that measures the impact of teaching performance on student growth. The simplified SLO attempts to focus that goal setting on one group of students and one high priority standard or competency. Most districts require teachers to set an additional professional goal to address specific areas of weakness and some districts ask teachers to set additional professional goals based on their specific interests or needs.

What is a Teacher Leadership Goal?

The South Carolina Department of Education (SCDE) received feedback that teacher leaders neglect their growth as leaders when they are focused on student centered SLO goals. We recommend that districts and school leaders allow teachers to substitute the TLG for the SLO when appropriate. Districts also have the flexibility to allow educators to use a TLG as an additional PGDP goal. TLGs are measurable, rooted in data, connected to SC teaching standards, and appropriate for teachers seeking to gain expertise or seeking to grow the expertise of other teachers.

When is a Teacher Leadership Goal Appropriate?

- A TLG is appropriate when a teacher wants to incorporate reflection on leadership into his or her PGDP.
- A TLG is an appropriate substitute for the SLO in two cases.
 1. The Lead Teacher, a teacher who is accountable for the growth of other teachers. Teachers who coach pre-service or in-service teachers as a cooperating teacher, mentor, coach, or hybrid teacher leader would qualify as lead teachers.
 2. The Master Teacher, a teacher who is actively seeking recognition of their expertise in teaching. Teachers who are pursuing National Board certification, a stack of instructional micro-credentials, or another formal certification or recognition that is assessed externally would qualify as aspiring master teachers.

Why might my school or district allow some teachers to set a TLG instead of an SLO?

The SCDE supports districts in allowing teacher leaders to set TLGs as a professional growth measure. The TLG gives teachers an opportunity to grow in areas of leading other teachers and growing their own expertise. Teacher types that might complete a TLG in the place of an SLO could be interventionists, instructional coaches, cooperating teachers, mentor teachers, and hybrid teacher leaders.

How do we document the TLG in SCLead?

In SCLead, the “Skip SLOs” feature should be used to document the TLG. Select “Evaluator Approved Teacher Leadership Goal” from the drop down menu as the reason for skipping the SLO. The TLG online template is accessible in the Professional Goals section of Student and Professional Goals page by clicking “Add Goal.” The evaluator and educator will both be able to sign for the required TLG conferences in SCLead.

What business rules apply to substituting a TLG for the SLO?

TLG development:

- An administrator can support teachers in developing an individual TLG in place of the SLO when both the teacher and evaluator agree it is appropriate. The TLG should be determined by the individual teacher’s needs, teaching circumstances, and leadership role.

Required TLG conferences:

- Each TLG must be approved (prior to implementation) by the principal or his or her designee at the preliminary conference. Over the course of the TLG interval, the principal or designee will also conduct a mid-course conference and summative conference. These required conferences provide opportunity for feedback to the teacher related to the implementation of the TLG.

TLG Interval:

- The TLG interval happens over the course of a semester or an entire year.

Content Focus:

- TLGs must be measurable, aligned to the district strategic plan, school renewal plan, or student growth, and aligned to at least one SC teaching standard. Teachers should set goals that measure their growth as coaches, teacher leaders, or reflective practitioners. TLGs should fall into one of two categories: how a teacher gains expertise or how a teacher is growing the expertise of other educators.

Minimum number of students/coachees:

- Although SLO Business Rules require a minimum of six students, a TLG is more flexible and does not require a certain number of students or coachees. The TLG is based on the needs of the Master teacher or Lead teacher.

(Example Teacher Leadership Goal)

Section II. Professional Goal

<p>Goal Name</p>	<p>Teacher Leadership Goal, Math Coaching</p>
<p>Goal: <i>(Should be S-specific, M-measurable, A-Achievable, R-Relevant-, T-Time-bound)</i></p>	<p>First semester, I will work with a group of 5 math teachers in grades 3-5 to learn how the use of manipulatives in math lessons contributes to student growth on the district mid-year benchmark. Our overarching goal is for each teacher to have 80% of their students pass the district mid-year benchmark with 80% accuracy. My coaching goal is to complete a full POP cycle with 5 out of 5 teachers and for 4 out of 5 teachers to strongly agree that their use of manipulatives supports student understanding.</p>
<p>Goal Strategies <i>What will I do to accomplish my goal?</i></p>	<p>I will support each teacher to plan for using manipulatives and will model strategies, observe, and collect data for each teacher, with the goal of conducting at least one POP cycle. We will meet throughout the semester and will take time to reflect on individual teacher’s implementation and perceptions of using manipulatives. Initial Meeting: 8/30/2021 (Planning) Midpoint Meeting: 10/30/2021 (Progress check) Summative Meeting: 12/10/2021 (Reflection) Support: Throughout TLG process as needed</p>
<p>Goal Outcome: <i>What good will result when this goal is accomplished?</i></p>	<p>For the students who will be a part of this goal, their math skills will improve as evidenced by the assessment scores from the mid-year district benchmark. The teachers with whom I am working with will have a better understanding of how to teach with math manipulatives in an effort to help students improve their understanding of math concepts. For me, the goal will help me measure if the support that I am giving to teachers is having an impact on math instruction.</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>Evidence will come from the student benchmark results for the math teachers I am working with. The goal is for these teachers to have 80% of their students to score 80% or higher on the mid-year district benchmark. Evidence will also come from the teacher feedback survey at the end of the TLG interval that shows 4 out of 5 teachers strongly agree that their use and understanding of teaching with manipulatives support student learning.</p>
<p>Goal Alignment: <i>Reflect on how this goal is related to district strategic plans, school renewal plans, SC Teaching Standards, or student growth.</i></p>	<p>One focus of our school renewal plan is to improve our math data in our district benchmarks for the upcoming school year.</p>