

## 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)

<b>Teacher Name:</b> Sample Teacher	<b>School:</b> Sample School
<b>SLO Evaluator Name:</b> Sample Evaluator	<b>SLO Interval (circle):</b> Year or <b>Semester</b>
<b>Grade Level:</b> 8 <sup>th</sup> Grade	<b>SLO Content Area/Focus Class:</b> Spanish

## **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 19 students in the class; 8 of them are males, and 11 are females. Six of the students are White, 8 students are black, and 5 students are Hispanic. All 5 of the Hispanic students speak English as a second language. One male student and one female student 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.*

**Based on the most recent iReady data, only 3 of the students are reading at or above grade level. With most of the students struggling with reading comprehension, there will need to be targeted support and engagement strategies to overcome skill barriers to comprehend texts in Spanish. Students will not only need to learn the vocabulary, but also understand how conjugation changes the structure of words and phrases in Spanish.**

## 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.

**Students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are written.**

- 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.*

**At the end of the semester, students should be able to read texts in Spanish and explain the main idea of the text orally and in writing. They should recognize common Spanish words and phrases in the text to communicate what the text is about.**

- 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.*

**At the beginning of the semester, all students completed a formative assessment to test their knowledge of common Spanish terms and phrases. Throughout the course, students will continue to be assessed on their ability to recognize and interpret these terms and phrases in their reading and in speaking. The final assessment will consist of cold texts where students will be required to read several paragraphs or short stories that use this language and explain in writing what is happening in the text. They must also be able to answer comprehension questions about the text.**

### 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?

**Consistent, academically focused feedback is essential to this learning process. Because many of these students have shown deficiencies with reading and comprehension, being able to read and comprehend in a foreign language will require consistent communication between the students and teacher to ensure comprehension is taking place. This consistent communication will allow me to provide clear, specific, standards-based feedback to students to support their understanding and growth. Further, having students communicate with the teacher and amongst themselves via academic feedback gives them the opportunity to learn and grow from and with one another.**

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

**Academic Feedback**

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**

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?

**Because I understand the background of these students and know where their strengths lie, I can communicate with them in a way that acknowledges and highlights their strengths. Classroom activities will allow them to demonstrate mastery in a variety of ways, providing each student the opportunity to display their strengths. I will be concise and specific with my communication, so that students have a clear understanding of content and expectations and are thus able to meet those expectations. Further, effective communication provided through academic feedback will help students understand their areas of growth and provide them with the necessary adjustments to feel successful.**

#### **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?

**Student mastery is monitored in multiple ways. I can gauge students understanding of the language through their verbal and nonverbal responses when I give commands and ask questions in Spanish. Student work is consistently reviewed to determine whether students understand what they are reading and respond appropriately in writing. When student deficiencies are identified, targeted instruction is provided via individual and small group practice. When necessary, content is readdressed for the whole group so that students can see the material in a different format. Students receive timely written and oral feedback on tasks and are required to engage in dialogue with their peers and teacher surrounding learning standards. Assessments allow students to demonstrate mastery in a variety of ways, so each student can display his/her learning.**

- b. General Reflections.

*The educator and evaluator may add additional reflections here.*

**Students show eagerness in learning the content and demonstrating what they learn. They often use what they learn in Spanish class in other areas.**

#### **V. End of Year Conference Reflection**

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

**Final assessments required students to read texts in Spanish and explain what was occurring in each scenario. Sixteen of the 19 students (84%) were able to explain the events of the text. Seventeen of the 19 students (89%) were able to accurately respond to questions requiring them to identify the main idea and key details of the texts. All students were able to provide oral explanations of a text that was read aloud by the teacher.**

- b. Reflection on Data

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

**A comparison of assessment data at the beginning of the semester and at the end of the semester provided evidence that every student showed growth. Because all students were able to provide oral responses to the text, it is evident that students were able to comprehend and retain common Spanish vocabulary. Consistent use of the terms and phrases throughout the semester allowed students to become familiar with the vocabulary. This is a practice that will continue. Recognizing that some students struggled with reading and explaining texts in writing, I know that I will need to continue providing multiple ways for them to demonstrate their learning.**

- c. [SLO Rating](#)

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

## Section II. Professional Goal

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