

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: 11 th Grade	SLO Content Area/Focus Class: US History Honors

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 students who are targeted in this SLO are part of a US History and Constitution Honors class. This class meets during third block from 11:30 a.m. until 1:29 p.m. each day Monday through Friday. There are sixteen students in this class. There are 5 males and 11 females in this class. This class is made up of numerous ethnic groups: 11 Caucasian, 4 African American, 1 Other.

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.

Support will be needed to familiarize themselves with Google Classroom and the associated apps used throughout the course to support completion of assignments. Historically, students struggle with the End of Course test in US History and will require additional support in test-taking skills and standards-driven content. USA Test Prep will be utilized for practice tests to help prepare students for the EOC and those scores will be used to progress-monitor.

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.*

The standard focus of this SLO is the Historical Thinking Skill found in Appendix B of the South Carolina Social Studies College and Career Readiness Standards for 11th grade US History: “Evaluate significant turning points, including related causes and effects that affect historical continuity and change.” In my third block class, most of the student data showed remediation needed in correlating major turning points in US History and identifying their causes and lasting effects. The instruction period for this SLO covers the first semester of the 2024-2025 school year. The learning objective is to write an accurate analysis tracing the root causes of major events in US History between the Declaration of Independence and World War II and their lingering effects on current situations.

- 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.

The Learning Objective should be aligned with course- or grade-level content standards or SC Profile of a Graduate Competencies. The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using the or existing data team structures or the Rally platform. The students will demonstrate growth in their ability to analyze and explain the lasting impact of major events in US History, such as the Declaration of Independence, summarize the course of the Civil War, explain the accomplishment and limitations of the women’s suffrage movement, explain the influence of the Spanish-American War on the emergence of the United States as a world power, explain how controversies among the “Big Three” Allied leaders led to post-war conflict and how these relate to circumstances in our world today. They will demonstrate this growth by being able to articulate, in writing, the causes and effects of these major events.

- 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 write to trace the origins/root causes and lasting effects of an assigned major turning point in US History and explain how this chain of events has lasting effects in today’s culture or society. Progress monitoring will take place through various formative assessments using USA Test Prep, formative writing assignments, and classroom discussions and debates. Students should also increase scores on the post-test, assessing the students’ ability to identify major turning points in US History, as well as correlating the lasting effects to the appropriate root cause, in accordance with the suggested Growth Target Sheet presented by St. Charles School District. The students’

scores on the pretest ranged from 20% to 72%. The students targeted scores for the post-test range from 65 to 86. For students to show growth they should meet their targeted scores.

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 practices have always lent themselves to PowerPoints and lecture notes as background to group discovery and learning projects. The students in the classroom are all different learners. Some are visual, auditory, or kinesthetic learners. My professional practice and growth goal for this year is to become more adept at utilizing Padlet to present scholarly articles and primary source documents to students while opening the floor for discussion and analysis of these artifacts. This type of technology will aid instruction which will be differentiated to reach all types of learners.

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

Presenting Instructional Content

- 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?

Knowledge of my students' backgrounds and learning preferences helps me to group students in ways that maximize the impact of the activity and encourage team dynamics like capitalizing on each other's strengths. Opening pathways for discussion of topics can sometimes be controversial and tense, but in partnering students with a variety of personalities and character traits will establish a platform for sharing ideas and having open dialogue about historical issues and how those events affect our present cultures. By requiring every voice to be heard respectfully, I can encourage students to respect other opinions regardless of whether they agree or not.

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 student progress on an ongoing basis. Students regularly produce text based written analyses, which are assessed using a scoring rubric. Written and oral feedback is provided to students. I work with these students individually and in small groups to address areas of deficiency. In analyzing student progress, the data shows that students are continuing to show growth after these more individualized sessions. The most recent assessment, as analyzed by the 4-point short answer rubric, shows that 7 students have a score increase of at least 1 point more than their initial assessment score.

- b. General Reflections.

The educator and evaluator may add additional reflections here.

The students' scores on the pretest ranged from 20% to 72%. The students targeted scores for the post-test range from 65 to 86. The students' post-test scores ranged from 57 to 91. 90% of the students showed growth. Students exhibited the ability to write an analysis of the root causes and lasting effects of major turning points in our history with great success, mechanics notwithstanding. All but two students scored a 3 or 4 on their final written assessment. Of the two students scoring below a 3, one scored a 2 on the written portion but scored a 91 on the multiple-choice post-test, and the other student failed to submit a response to the assignment.

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?

Adding the written assessment to the Post-Test was exactly what I needed to push the idea of relationships between the causes and effects and lasting impacts on our world today. Moving forward, I will incorporate more mini lessons on writing to analyze and evaluating historical narratives and artifacts as resources for evidence to show the correlations between the cause and effect. The data shows that the addition of Padlet as a resource and incorporating more analysis and writing into my instruction were effective, but still needs improvement in reaching the 10% who did not demonstrate growth overall. For next year, I plan to use this data to incorporate more practice with analytical writing about history and remediation opportunities for students falling below their growth targets.

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

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