

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:	School:
SLO Evaluator Name:	SLO Interval (circle): Year or Semester
Grade Level:	SLO Content Area/Focus Class:

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.

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.

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.*

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.

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.

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?

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

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? Choose an item.

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?

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?

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.

b. Reflection on Data

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

c. [SLO Rating](#)

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

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