

OREGON TRAIL PROFESSIONAL GROWTH PLAN

Teacher:		School:		Date:	
Administrator:		Year in Cycle <small>(Independent only)</small>	Year 1: SLOs, & PGPs	Year 2: SLOs only	

Goal Setting Conference	Content for first Student Learning Objective (SLO1) <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? Define the timeframe. 			
	Context <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? What are the demographics of my classroom? 			
	Baseline Data for SLO1 <ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data/ pre-assessment. 			
	Write your SLO1 <ul style="list-style-type: none"> Check that goal meets the SMART criteria. 			
	Types of Measures for SLO1 <ul style="list-style-type: none"> Category 1 is mandatory for one goal if available. You must use a second measure of assessment if data is not available by June. Categories 2 & 3: Multiple measures of assessment are not required. Check all that apply & specify. 		<input type="checkbox"/> Category 1: State or National Standardized Test: _____ <input type="checkbox"/> Category 2: Common national, international, regional, district-developed measures: _____ <input type="checkbox"/> Category 3: Classroom-based or school-wide measures: _____	
	Strategies for Improvement of SLO1 <ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment. 			
	Define Level of Performance for SLO1 Fill in the blank row with concrete numbers to delineate between the levels for summative assessment.			
	Exemplary: Exceptional number of students demonstrate growth	Proficient: Significant number of students demonstrate growth	Below Proficient: Less than significant number of students demonstrate growth	Does Not Meet: Few students demonstrate growth
	Content for second Student Learning Goal (SLO2) <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? Define the timeframe. 			
	Context <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? What are the demographics of my classroom? 			

Baseline Data for SLO2			
<ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data/ pre-assessment. 			
Write your SLO2			
<ul style="list-style-type: none"> Check that goal meets the SMART criteria 			
Types of Measures for SLO2		<input type="checkbox"/> Category 1: State or National Standardized Test: _____	
<ul style="list-style-type: none"> Category 1 is mandatory for one goal if available. You must use another measure of assessment if data is not available by June. If you have already used Category 1 in SLO1, you must choose from Categories 2 &/or 3. Categories 2 & 3: Multiple measures of assessment are not required. Check all that apply & specify. 		<input type="checkbox"/> Category 2: Common national, international, regional, district-developed measures: _____	
		<input type="checkbox"/> Category 3: Classroom-based or school-wide measures: _____	
Strategies for Improvement of SLO2			
<ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment. 			
Define Level of Performance for SLO2			
Fill in the blank row with concrete numbers to delineate between the levels for summative assessment.			
Exemplary: Exceptional number of students demonstrate growth	Proficient: Significant number of students demonstrate growth	Below Proficient: Less than significant number of students demonstrate growth	Does Not Meet: Few students demonstrate growth

Goal Setting Conference	Write your Professional Growth Plan (PGP) goal			
	Types of Measures for PGP <ul style="list-style-type: none"> Multiple measures are required. This goal can be from Domains 1, 2, 3 or 4. Circle or underline all that apply & add if necessary. 		<input type="checkbox"/> Classroom observation of instructional practice <input type="checkbox"/> Examination of artifacts (teacher or student produced), lesson plans, curriculum design, teacher reflections, self-reports, data analysis, records of participation in meetings or committees, peer collaboration, parent/ student surveys, portfolios, committee work, building level leadership, etc. <input type="checkbox"/> _____	
	Teacher Signature:	Date:	Administrator Signature:	Date:

Mid-Year Collaborative Data Review	Collaborative Mid-Course Data Review of SLOs, & PGP <ul style="list-style-type: none"> What progress has been made? Are you collecting evidence? 				
	Strategy Modification <ul style="list-style-type: none"> What adjustments need to be made to my strategies? 				
	Teacher Signature:	Date:	Administrator Signature:	Date:	

Summative Review	End-of-Year Data of SLOs, & PGG's <ul style="list-style-type: none"> What does the end of the year data show? Attach supporting data. 				
	Reflection on Results <ul style="list-style-type: none"> Overall, what worked or what should be refined? 				
	Effectiveness of PGG	E	P	BP	DNM
	Effectiveness of SLO1	E	P	BP	DNM
	Effectiveness of SLO2	E	P	BP	DNM
	Effectiveness of Domain 1 The Learner and Learning	E	P	BP	DNM
	Effectiveness of Domain 2 Content Knowledge	E	P	BP	DNM
	Effectiveness of Domain 3 Instructional Practice	E	P	BP	DNM
	Effectiveness of Domain 4 Professional Learning	E	P	BP	DNM
	Professional Growth Plan Implications <ul style="list-style-type: none"> How can I use these results to support my professional growth? Comment on any mitigating circumstances. 				
Teacher Signature:	Date:	Administrator Signature:	Date:		