

Professional Growth Plan Packet



PROFESSIONAL GROWTH
PLAN
(OPTION 3)
SUPPORTING PROFESSIONAL LEARNING

The PGP process offers options to support
professional learning
with group or individual participation...

- ❖ Focuses on building plans/goals.
- ❖ Encourages use of teams to develop collaborative PGPs.
- ❖ Supports action research.
- ❖ Attempts to eliminate concept that PGP is something “in addition to” regular work.
- ❖ Expects to link professional growth direction to the improvement of teaching and students learning.
- ❖ Adds an assessment component and accountability.
- ❖ Increases the “value” and “support” of participating in professional growth with other focused colleagues.

Professional Growth Plan Option 3 Description and Requirements

The primary focus of evaluation shall be to improve teaching and encourage professional growth. The professional growth plan option, hereafter referred to as Option 3, is a process that is (by law) teacher-centered, encourages collaboration and support, and includes self-evaluation and goal setting. Observations and comments related to Option 3, with the exception of the annual Professional Growth Plan Verification Form, will not be included as part of the certificated employee's permanent record.

The professional growth plan option is available to certificated staff members who have completed four consecutive successful summative evaluations in the Spokane Public Schools. The decision to participate in the professional growth plan option is to be made jointly by the employee and the supervisor no later than June 1 in order to participate in the option beginning the following September. (The decision may be made by October 15 in 2004 only.)

The staff member and the supervisor share the responsibility for the professional growth plan option. The fundamental activity of this option is the development of specific instructional and/ or direct job-related goals by staff member in accordance with their potential impact on student learning.

Collaboration is heartily encouraged as a part of Option 3. Individuals may elect to involve colleagues in observation, data collection or as collaborators. Certificated staff may choose to work in teams, department groups or grade levels. The supervisor acts as a coach, observer, facilitator and/or data collector.

The PGP option may not be used as a basis for determining that an individual's work is unsatisfactory or probable cause for non-renewal of an individual's contract.

Eligible certificated staff may participate in the professional growth plan option for no more than three consecutive years. Every **fourth** year, the summative evaluation (Option 1) is required.

Either the employee or the District will have the right to terminate the use of the PGP process at the end of a school year and to use the summative evaluation process (Option 1) or agree to use the short form evaluation (Option 2) for the following year.

A PGP information packet will be available as a reference to employees considering the PGP option. It will clarify the process, offer goal setting guidelines and suggestions, and provide a menu of self-assessment instruments.

By October 15, individual certificated staff members are required to complete the Professional Growth Option Planning Form and are required to discuss the plans with their supervisors. Participants will present their goal(s), areas to be investigated, resources needed, colleagues to be involved, methods for collecting data and the methods for self- evaluating growth towards the goal(s). The plan may include, if the employees choose, observation and comment by peers and/or students and/or parents. Such observations and comment will become the property of individual staff members and will not be placed in permanent records. During this fall meeting, supervisors may serve as collaborators, providing assistance in clarifying and refining the goal(s). Both the supervisor and the certificated staff member will sign off on the planning form.

A minimum of sixty minutes of documented conversation, meeting/observations and/or feedback by the supervisor is required annually. **The sixty minutes does not need to be continuous.** The certificated staff member and the supervisor will meet formally and informally throughout the year to discuss progress on the goal(s) and to determine if additional resources or support are needed. Records, data and notes will be kept on the Certificated Staff Professional Growth Log which becomes the property of the staff member and will not be included in the employee's permanent records.

Prior to June 1, a final meeting will be held to review the goal(s), the activities related to the goal(s), and the analysis of data throughout the year such as surveys or comments collected by the staff member. At this meeting, both the staff member and the supervisor will sign the Professional Growth Verification Form which verifies that the staff member has met statutory requirements. Only the Professional Growth Verification Form will be placed in the individual staff member's permanent records. (All other notes and documents will be returned to the employee at the completion of the goal.)

At the final meeting, the certificated staff member or the supervisor may elect a return to Option 1 for the following year **OR the certificated staff member may be required to return to the summative evaluation process (Option 1) if no longer eligible to participate in the Professional Growth Option. Eligibility is for a maximum of three years away from the long form summative evaluation.**

If the supervisor requires the employee to return to Option 1 before the end of the 4 year cycle without adequate evidence, the employee may request an appeal of the supervisor's decision to Labor Management.

SAMPLE PGP GOALS

- A. Increased use of instructional objectives tied to the GLES and District Curriculum Guides to develop classroom lessons, activities and student assessment.
- B. To develop procedures for increasing the amount and quality of student engagement and higher level thinking skills.
- C. To develop department/grade level lessons and assignments that are tied to the GLEs and Principles of Learning.
- D. To develop assessment activities which assist with on-going measurement of student achievement of the GLES.
- E. Alter my questioning style to invite thinking and challenge the different ability levels in my classroom.
- F. Increase sensitivity to different cultural styles and backgrounds of students. Increase the number and variety of materials, which promote greater understanding of diversity within our content presentations and assignments.
- G. To develop units of study using the UbD structure and format. Evaluate units' effectiveness with both formative and summative assessments.
- H. Increase authentic student use of technology. Develop activities and assignments that prompt students to use the Internet so that they develop skills in searching for alternative sources of information.
- I. Increase my use of the equitable interactions (wait time, proximity, use of higher level questions and probing) during instructional lessons.
- J. To use student feedback to assess the clarity and effectiveness of our instructional lessons, assignments and directions.
- K. Explore and develop my skills, questions and language so the student's are more efficacious in their role as learner.
- L. To present lessons and model responses to learners that generates increased precision in students' language, thought and writing.

DEVELOPING INDIVIDUAL PGP GOALS

1. Develop an area of instruction that you recognize as one you want to develop or become more skillful in using.

Suggestions:

Review observation summaries from previous year.

Review the district and building goals.

Review test scores.

Review EALRS and GLES District curriculum guides.

2. List several reasons why your efforts in this area will be professionally beneficial for you.
3. List several reasons why/how your efforts will be beneficial to your students.
4. Determine if there are colleagues who might have similar goals/needs. (Sometimes two or more people focused on a goal are more productive than one person working in isolation.)
5. Draft rigorous, challenging, and meaningful goal (s). (Begin with the end in mind.) Your goal needs to be specific and measurable.
6. One to three goal areas recommended for your year's efforts.
7. Develop a plan for achieving your goal (s)
 - What do you need to learn?
 - How will you practice and receive feedback on your progress?
 - Who will be your supporting system?
 - When will you meet with others to dialogue about your goals?
 - (a minimum of once a month is recommended)
 - How will you measure your efforts?
 - Who might benefit from you presentation about your efforts?
8. Share your draft plan with your evaluator for input and collaboration.
9. Finalize your goals and begin.
10. In May, meet with your evaluator to summarize your efforts and record the work you have accomplished.

DEVELOPING GROUP/BUILDING PGP GOALS

1. Review the district and building goals. Determine a specific area that you will spend time working on during the year.
2. Identify other staff who may want to “team” with you and form a study group.

CONSIDER . . .

- Other grade level/department teachers
 - Teachers who may have more expertise than you in the area
 - Teachers outside your grade level/department who can provide a different perspective
 - People who have a different learning/teaching style or cultural/ethnic background and can provide additional perspectives to your thinking/planning/teaching.
 - Specialists (in/out of building)
 - Special education staff member
3. Set up a time to meet and identify goals. (Working as a group will allow opportunities to share the workload, pool resources, etc.) Your principal will want to be involved in the final writing of the goals and plan.
 4. Identify resources. (Is there a book you want to read, school you want to visit, or an expert you want to invite to the building?)
 5. Set up a schedule of meeting times throughout the year to share progress on your goals. Check with your principal about using collaborative time, professional planning days, etc.
 6. Consider sharing your efforts with other staff members as a way of assessing and summarizing the work you have completed.

Spokane Public School District
Professional Growth
Planning Form

Name: _____ Location: _____ School Year: _____

**The mission of the Spokane Public Schools
is to develop the skills and talents of all students through rigorous learning
experiences, relevant real-life applications, and supportive relationships.**

1. Professional goals that are to be the focus of my Professional Growth Plan activities and discussion (One to three goals related to the district/building goals.)

2. What is the plan of action for achieving my goal(s)?

3. How can my supervisor help me to achieve my goal(s)?

4. Who will be involved, and in what capacity, in working with me to achieve my goals?

5. How will I measure my success in achieving my goals?

6. Signatures:
Certificated Staff Member: _____ Date: _____
Supervisor: _____ Date: _____

To be completed by October 15

Distribution: 1 copy to employee
1 copy to supervisor. (to be returned to employee at year end.)

Spokane Public School District
Option 3
Professional Growth Plan Verification Form

Name: _____ Location: _____

Supervisor: _____ School Year: _____

Assignment: _____

TO BE COMPLETED BY CERTIFICATED STAFF MEMBER:

Professional Goal(s): (List as identified on the Professional Growth Planning Form.)

Progress Made on Identified Goal(s):

Self-Assessment Measurements or Processes Used:

TO BE COMPLETED BY SUPERVISOR:

- Professional Growth Planning Form was completed. Activities and progress toward goal attainment were verified.
- Through conversations, meetings, observations, and/or feedback, _____'s overall performance has been documented in accordance with statutory requirements.

TO BE COMPLETED JOINTLY BY STAFF MEMBER AND SUPERVISOR:

(Decisions may be altered if either the employee or the supervisor leave the location/program)

- Eligible and continuing in Option 3 for next year
- Eligible and participating in Option 2 for next year
- Returning to Option 1 for next year

Date: _____ Employee Signature: _____

Supervisor Signature: _____

To be completed by June 1.

Distribution: 1 copy to employee
1 copy to supervisor
1 copy to permanent employee file

Spokane Public School District
Option 3
Professional Growth Log

Name: _____ School Year: _____

Location: _____ Assignment: _____

Goal(s): _____

Use this document or a similar document throughout the year to record data and notes related to your goals. Although this document will not be submitted, you and your supervisor will refer to data collected as you discuss your activities and progress. You are required to keep a log of your activities. At least 60 minutes of observations, conversations, meetings, and/or activities with your supervisor must be documented on this document. (The time does not need to be continuous.)

DATE & TIME	ACTIVITY	NOTES/COMMENTS

DATE & TIME	ACTIVITY	NOTES/COMMENTS

Spokane Public School District
Option 3
Professional Growth Log

Name: Joe Teacher School Year: 2004-05

Location: Spokane Elementary Assignment: Grade 6

Goal(s): Increased use of instructional objectives tied to the GLEs and District Curriculum Guides to develop classroom lessons, activities, and student assessment.

Use this document or a similar document throughout the year to record data and notes related to your goals. Although this document will not be submitted, you and your supervisor will refer to data collected as you discuss your activities and progress. You are required to keep a log of your activities. At least 60 minutes of observations, conversations, meetings, and/or activities with your supervisor must be documented on this document. (The time does not need to be continuous.)

DATE & TIME	ACTIVITY	NOTES/COMMENTS
10/10/04 9:10-9:30	Conference with Principal	Reviewed PGP Planning Form and discussed action plan.
10/31/04 3:00-4:00	Attended Math Curriculum Guide Roll-Out with Grade Level Team	
11/10/04 8:00-9:00	Grade Level Collaboration	Discussed how to most effectively align Math GLEs with our yearlong plan. Will bring back draft of my idea.
11/30/04 11:30-12:00	Lunch Planning Period	Shared Ideas. Began developing template.

Spokane Public School District
Option 3
Professional Growth Log

Name: Jill Teacher School Year: 2004-05

Location: Spokane High School Assignment: Science

Goal(s): To develop procedures for increasing the amount and quality of student engagement, inquiry and critical thinking.

Use this document or a similar document throughout the year to record data and notes related to your goals. Although this document will not be submitted, you and your supervisor will refer to data collected as you discuss your activities and progress. You are required to keep a log of your activities. At least 60 minutes of observations, conversations, meetings, and/or activities with your supervisor must be documented on this document. (The time does not need to be continuous.)

DATE & TIME	ACTIVITY	NOTES/COMMENTS
10/10/04 9:10-9:30	Conference with Principal	Reviewed PGP Planning Form and discussed action plan.
10/31/04 3:00-4:00	Attended Book Study on <u>Pathways for Understanding</u>	
11/10/04 7:00-8:00	Grade Level Collaboration	Discussed engagement strategies. Set goals. Will report results to group in two weeks.
11/30/04 11:30-12:00	Lunch Planning Period	Shared Ideas and Experiences. began developing menu of effective engagement strategies.

