

The following step by step procedure is written to align to the PGP rubric used at the end of the year to evaluate the work (beginning with the end in mind). Using these steps gives everyone an opportunity to earn a score of Effective or Highly Effective.

Step One: Identification of Area(s) of Focus. You must choose between the following three options.

All three apply to various degrees. Student data is the crux of the first goal (Student Achievement Goals). The annual evaluation will impact the second (Professional Learning Goal), in one of two ways. If you received an area in Domain 3 or Domain 2 with a mark of Needs Improvement or lower– then the Professional Learning Goal must align to this area. If you received NO scores of needs improvement or lower, your reflection on the process, Florida Standards Implementation, and the Danielson Framework itself will inform your goal.

Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- REVIEW OF STUDENT DATA
- COLLABORATION WITH PRINCIPAL/SUPERVISOR
- ANNUAL EVALUATION


Step Two: What student data is being considered?

In this area you may use a variety of resources including but not limited to those listed. The key here is to consider your target group, then consider what data you have evaluated, or are evaluating, in making the goal. You must show that you are looking at STUDENT NEED.

A. Development of Student Achievement Goals

What student data will be used to guide the development of the student achievement goal?

(e.g., Performance Matters, FAIR, EOC's, Unit Tests, Student Portfolios, etc.)


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**These two steps satisfy the following element of the EFFECTIVE and HIGHLY EFFECTIVE RUBRICS: The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory.*

Step Three: Student Achievement Goals

This area aligns with the overarching School Improvement Goals AND can be tailored to your individual teaching assignment and student groups. The only critical aspect of the goal itself is that what you DO in the plan must impact the goal. There must be a clear link between the two.

Write a measurable goal to indicate expected improvement in student achievement

 Characters left 2000

Step Four: What Activities will support the goal?

This section is **CRITICAL**. This is where you EXPLAIN the connection. You have 2000 characters – feel free to explain everything you plan to get out of the PD that will impact student achievement *as it relates to the goal*.

What activities will you use to support your goals?

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**This step satisfies the following element of the EFFECTIVE and HIGHLY EFFECTIVE RUBRICS: Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning.*

Step Five: Check Domain of Focus

Select the indicators in the first section that make sense. In the second section select the areas that align with the Danielson rubric and the PD activities.

Check Domain(s) of Focus:

- DOMAIN 1 - PLANNING AND PREPARATION
- DOMAIN 2 - THE CLASSROOM ENVIRONMENT
- DOMAIN 3 - INSTRUCTION
- DOMAIN 4 - PROFESSIONAL RESPONSIBILITIES

CLASSROOM TEACHER MUST SELECT COMPONENT THAT THE CLASSROOM TEACHER HAS IDENTIFIED AS HAVING THE GREATEST POTENTIAL FOR INCREASING STUDENT LEARNING

CLASSROOM TEACHER NEEDING ASSISTANCE MUST SELECT A POWER COMPONENT.

Power Components are in bold.


Power Components

- 1A
- 1B
- 1C

Step Six: Professional Learning Objective

B. Development of Professional Learning Goals


What data will be used to guide your professional learning goal?

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The “data” for this goal can be a little more diverse. This might be a self inventory of critical reading strategies, it could be student performance data, it could be information from last year’s summative evaluation, or a personal interest in one area of the Danielson Framework. The key line in the rubric is “educator’s previous performance rating, credentials and/or *self-inventory*”.

Step Seven: Write measurable professional learning goal

Write a measurable goal to indicate expected improvement in professional learning.

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In this section, you are creating a measurable professional learning goal. Here are some examples.

- During the 2014-2015 school year, I will assist and help mentor new and beginning teachers to help them become successful educators by mentoring and sharing my knowledge, teaching strategies and materials used working with students.
- I will use data for developing and implementing interventions that accelerate learning for students using the MTSS framework by working with/on the MTSS school-based team to develop and implement intervention plans for students each month.
- I will incorporate social/emotional curriculum through the weekly implementation of I-believe and/or second step program in order to increase student achievement and decrease behavioral interruptions to instruction.
- I will enhance my abilities in educating students in order to improve student learning by attaining (# of hours towards) my Master’s Degree in Curriculum Development during the 2014-2015 school year.
- During the 2014-2015 school year, I will attain Master Teacher/National Board for Professional Teaching Standard designation in order to improve upon my professional practices through the process of self-reflection.
- I will promote collaboration among staff members to better align our curriculum by leading a weekly professional learning community/lesson study targeting _____.
- I will track my progress and demonstrate the use of technology through the use of the Technology Integration Matrix monthly in order to become more proficient with technology use as it relates to student achievement.

Step Eight: What are the activities?

What activities will you use to support your goals?

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AGAIN, the connection is the key – though in the second goal it should be easier to align them since the PD should **be the goal!**

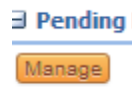
*This step satisfies the following element of the EFFECTIVE and HIGHLY EFFECTIVE RUBRICS:
Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning.

Step Nine: CLICK SUBMIT. Your principal will review the information and preliminarily approve or schedule a meeting for resubmission. Supporting data will be turned in and kept for reference during the school year. From this point forward the critical aspect is IMPLEMENTING YOUR PLAN and collecting evidence of the process actually being used with students in the classroom.

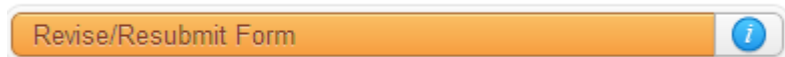
- Be present for quarterly reviews with leadership/teams.
- Document your activities with artifacts, reflections, and logs.
- Bring materials about the PD to the midyear meetings.

Collect evidence that supports implementation and achievement as available

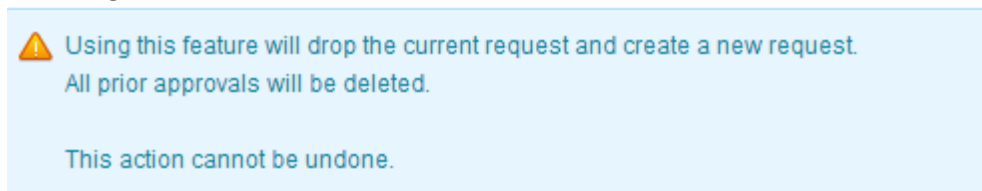
You may edit-revise your PGP at any time. Simply click the manage button next to the activity.



Then click- revise-resubmit.



You will get a disclaimer that looks like this.



Continue anyway. Your form will reopen and you can adjust things as part of the PGP process. There is a time stamp and principal approval needs to be granted when this is done.

**This step satisfies the following element of the EFFECTIVE and HIGHLY EFFECTIVE RUBRICS:
The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need.*

Step Ten: (End of Year): Include available student data results and a *reflection (under Professional Growth Outcomes)* regarding your professional growth as it relates to your PGP plan.

The screenshot shows a web form with three main sections: 'Student Performance Outcomes', 'Professional Growth Outcomes', and 'Finish'. The 'Student Performance Outcomes' section has a text box with a note: '(Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion purposes only.)'. Below this is a large empty text box and a 'Characters left 2000' indicator. The 'Professional Growth Outcomes' section has a similar large empty text box and 'Characters left 2000' indicator. A red arrow points from the 'Professional Growth Outcomes' text box down to the 'Submit' button in the 'Finish' section. The 'Finish' section contains two buttons: 'Submit' and 'Save as Draft'.

**This step satisfies the following element of the EFFECTIVE and HIGHLY EFFECTIVE RUBRICS:
The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice.*