# CLASS Keys℠

# Module 4:
# Professional Growth Plan

Spring 2010

Teacher and Leader Quality

Education Support and Improvement

*"We will lead the nation in improving student achievement."*
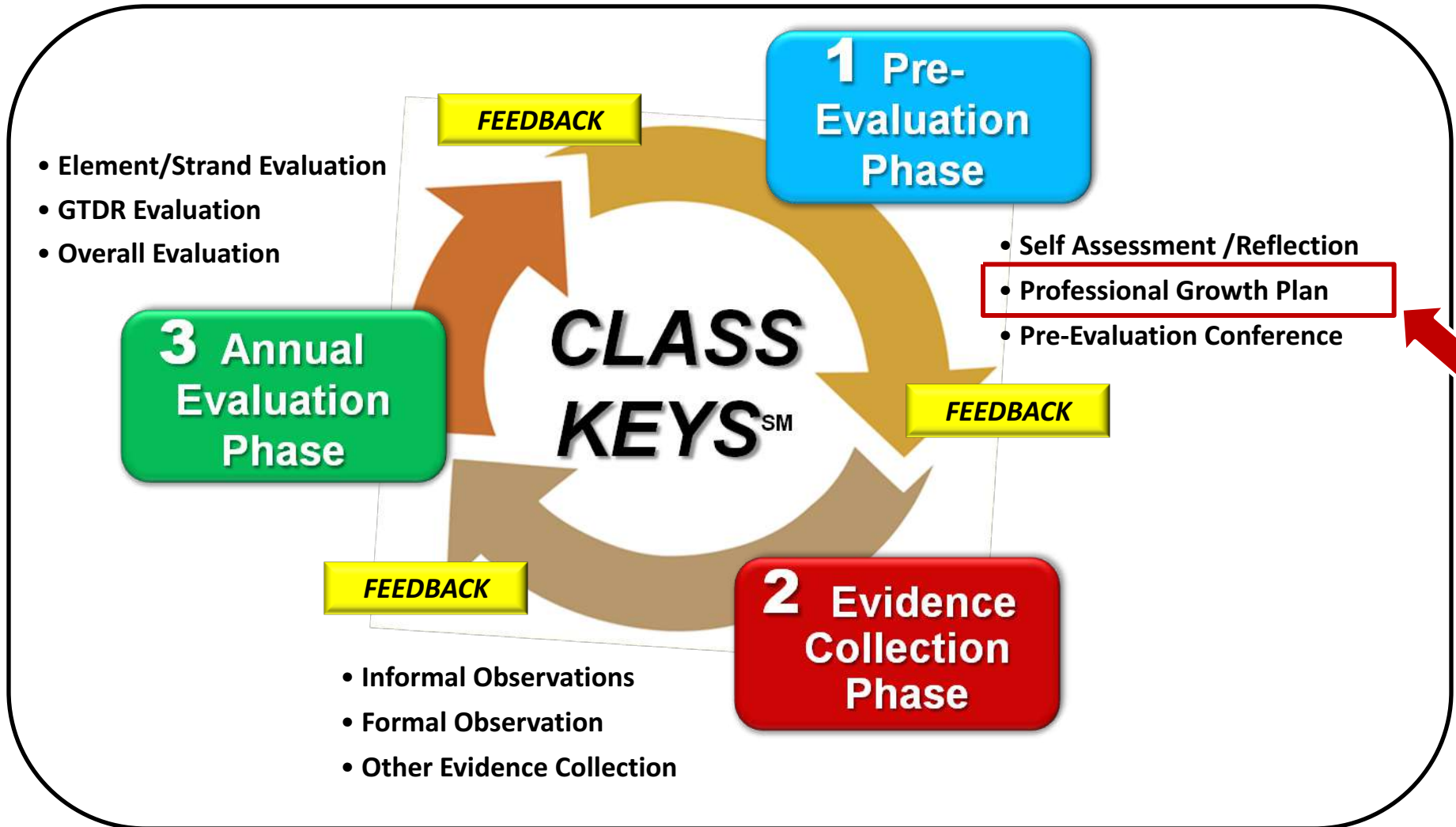
# Resources and Materials

**Teachers will need the following resources and materials for this module:**

- **CLASS Keys℠ Notebook**

- **Module 4 PowerPoint**

- **Professional Growth Plan (PGP) form**

- **Handout 4A: Example of PGP**

- **Self-Assessment and Reflection Results**
  **(If teachers have completed this work.)**

# Module Objectives

- **Emphasizes the teacher's responsibility for writing and monitoring the PGP.**

- **Explains the evaluator's responsibility to approve the elements targeted and the PGP.**

- **Describes the preparation that precedes the development of the PGP.**

- **Explains the step-by-step process for writing and monitoring the PGP.**

# Three Phases of the CLASS Keys℠ Process



**1 Pre-Evaluation Phase**

- Self Assessment /Reflection
- Professional Growth Plan
- Pre-Evaluation Conference

**2 Evidence Collection Phase**

- Informal Observations
- Formal Observation
- Other Evidence Collection

**3 Annual Evaluation Phase**

- Element/Strand Evaluation
- GTDR Evaluation
- Overall Evaluation

FEEDBACK

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CLASS KEYS℠

# Professional Growth Plan

- **Supports teacher ownership in professional learning.**

- **Links professional growth to action plans.**

- **Focuses on needs and strategies that result in individual and collective improvement.**

- **Identifies the CLASS Keys℠ elements, Continuum of Improvement rubrics, evidence, and artifacts that meet identified needs.**

# Preparation for PGP Development

- **Identify elements for growth as individuals or within a team setting, if appropriate.**

- **Prioritize one to three CLASS Keys℠ elements that support the identified needs of the teacher and learner. Evaluators may assist with the selection or assignment of elements.**

- **Think of each selected element as a learning target.**

  - **How will teacher practices change?**
  - **How will student learning be impacted?**
  - **What evidence will prove students are learning?**

# Writing the PGP
# Step 1 - Record the Elements

**Record the information at the top of the PGP form.**

| Professional Growth Plan (PGP) for CLASS Keys[SM] | | |
|---|---|---|
| Teacher:<br>John Rite | Grade/Content:<br>4th Grade Reading | School/District:<br>Key Elementary,<br>Piedmont Schools |
| Evaluator:<br>Sue Hamel | School Year:<br>2010-2011 | Date:<br>9-9-10 |

# List one to three elements to be targeted.

| CLASS Keys℠ Element 1: |
| --- |
| SBI 1.4 The teacher uses flexible grouping practices based on ongoing diagnostic and formative assessment. (p. 35) |
| Teacher learning strategies: |
| Expected impact on teacher practice and/or student learning or behavior: |
| Checkpoints and actual results: |

# Step 2 - Identify Teacher Learning Strategies

- **Examine the teacher evidence found under PROFICIENT and EXEMPLARY for the targeted elements in the CLASS Keys<sup>SM</sup> notebook.**

- **Determine the strategies needed for the teacher to reach that level of performance.**

- **Identify resources that will be needed to support these strategies.**

**CLASS Keys℠ Element 1:**

**SBI 1.4  The teacher uses flexible grouping practices based on ongoing diagnostic and formative assessment. (p. 35)**

**Teacher learning strategies:**

•**Define flexible grouping through collaborative team discussion.**
•**Observe  peer teachers who use effective flexible grouping based on student need.**

**Expected impact on teacher practice and/or student learning or behavior:**

**Checkpoints and actual results:**

# Step 3 – Identify Expected Impact on Teacher Practice and/or Student Learning or Behavior

**Reflect on each selected element as a learning target.**

- **How will teacher practices change?**
- **How will student learning be impacted?**

- **What evidence will prove students are learning?**

# Step 3 – Identify Expected Impact on Teacher Practice and/or Student Learning or Behavior

- **Examine the rubrics, evidence, and data sources found under the PROFICIENT and EXEMPLARY columns for the selected element.**

- **Select relevant evidence or artifacts that support improved student learning.**

- **Consider additional student evidence discussed in collaborative teams.**

- **Record the evidence as "Expected Impact" for each targeted element on the PGP form.**

**CLASS Keys℠ Element 1:**

**SBI 1.4 The teacher uses flexible grouping practices based on ongoing diagnostic and formative assessment. (p. 35)**

**Teacher learning strategies:**

•**Define <u>flexible grouping</u> through collaborative team discussion.**

2.**Observe  peer teachers who use effective <u>flexible grouping</u> based on student need.**

**Expected impact on teacher practice and/or student learning or behavior:**

•**The <u>teacher</u> will use diagnostic and formative assessments and other tools to determine student understanding and adapt grouping accordingly.**

2.**The <u>students</u> will participate in small group instruction based on academic need when appropriate.**

**Checkpoints and actual results:**

# Step 4 – Checkpoints and Actual Results (completed by teacher)

- **Select dates as checkpoints for monitoring progress.  Record these dates on the PGP form.**

- **Record actual results of teacher practice and student learning and/or behavior.**

- **Prepare to discuss formative progress of plan with evaluator whenever requested.**

- **Present the summative results at the Annual Evaluation Conference.**

**CLASS Keys℠ Element 1:**

**SBI 1.4 The teacher uses flexible grouping practices based on ongoing diagnostic and formative assessment. (p. 35)**

Teacher learning strategies:
- Define <u>flexible grouping</u> through collaborative team discussion.
- Observe  peer teacher(s) who uses effective <u>flexible grouping</u> based on student need.

Expected impact on teacher practice and/or student learning or behavior:
- The teacher will use diagnostic and formative assessments and other tools to determine student understanding and adapt grouping accordingly.
- The students will participate in small group instruction based on academic need when appropriate.

**Checkpoints and actual results:  9/30/10**

- **Common definition of <u>flexible grouping</u> adopted at collaborative team meeting. (9-9-10).**

**2. Peer observations completed and discussed. (9-16-10, 9-23-10)**

# Step 5 - Planning for Next Year

The teacher and evaluator:

- Review the actual results of the current PGP during the Annual Evaluation Conference.

- Consider the results of the Annual Evaluation in preparation for designing next year's PGP.

- Discuss any school or district initiatives or requirements that may be in place next year that will impact the PGP.

- Begin the process of developing next year's PGP.