

Professional Growth and Improvement Plans

Teachers develop Professional Growth Plans annually to help them identify areas of professional development that will enable them to enhance their practice. Teachers are accountable for implementing and completing the plan and should use it as a starting point for the school year.

A teacher who is new to the profession or the district develops a Professional Growth Plan collaboratively with the evaluator.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or be placed on a professional improvement plan as follows:

- A. A teacher whose final holistic rating is "**accomplished**" on his/her most recent evaluation will develop a **self-directed Professional Growth Plan annually**
- B. A teacher whose final holistic rating is "**skilled**" will develop a professional growth plan **collaboratively with his/her credentialed evaluator.**
- C. A teacher whose final holistic rating is "**developing**" will develop **a professional growth plan guided by his/her assigned credentialed evaluator,** utilizing the components determined by the District.
- D. A teacher whose final holistic rating is "**ineffective**" will be placed on a **professional improvement plan by their assigned evaluator, utilizing the components determined by the District.**
- E. **A teacher who is new** to the profession or new to the District will develop a professional growth plan **collaboratively with his/her credentialed evaluator. The Resident Educator PGP may align with the Resident Educator goals set with the mentor.**
- F. The District administration has discretion to place a teacher on an Improvement Plan when deficiencies are noted in the evaluation system by the teacher.

Goals:

When writing a professional growth plan the number of goals that each teacher will be required to adopt is as follows:

- **Accomplished one goal**
- **Skilled one goal**
- **Developing two goals**

- **Ineffective two goals**

PGP Timeline:

Teachers on full evaluations will create their Growth Plan two weeks after their initial post conference. Teachers on an off-year evaluation will submit their Growth Plans by the last school day in October.

Professional Growth Plans cannot replace Individual Professional Development Plans(IPDP), nor can Individual Professional Development Plans replace Professional Growth Plans. Professional Growth Plans should reflect the evidence available and focus on the most recent evaluation and observations. Each should be individualized to address the needs of the teacher.

The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). Professional Growth Plans must be clear and comprehensive. They must align to the most recent evaluation results and propose a sequence of activities leading to progress toward the goals.

Professional Growth Plan goals should be continually monitored and discussed with the evaluator throughout the year. Sound professional practice calls for the evaluator and teacher to meet three times a year to discuss goals and progress. They should review the plan regularly and update it as necessary based on collaborative conversations between the evaluator and the teacher.

The Ohio Teacher Evaluation System 2.0 is a growth model design. As such, it is expected that teachers will make progress on their Professional Growth Plan thereby leading to enhanced instruction and increased student learning.

The local board of education may evaluate less frequently each teacher who received a rating of Accomplished or Skilled on the most recent evaluation, so long as the teacher submits a Professional Growth Plan that focuses on areas identified in the observations and evaluation and the evaluator determines the teacher is making progress on the plan.

In any year the teacher is not fully evaluated, the evaluation must include one formal or informal observation, whichever the district determines, and one conference that includes a discussion of the teacher's progress on the plan.