



Growth Plan Guidance Session (PGP + SLO)

Utilizing Observation Platforms to streamline
the PGP and SLO as part of the growth process.

by
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Development or Measurement?

What should be the focus of your teacher evaluation system?

1. Purely to develop teachers
2. Emphasize development but also measure
3. Equal emphasis on measurement and development
4. Emphasize measurement but also develop
5. Purely to measure teachers



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S.M.A.R.T. Growth Plans (PGP + SLO)

11/21/2016

0 Comments

MERA Fall Conference (11.22.2016)

A collaborative initiative by superintendents across Ottawa and Muskegon ISDs to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and student growth for educator evaluations. An overview was given at the Fall MERA Conference (PPT) in reference to the [Growth Plan \(PGP + SLO\) Page](#). More in depth information will be provided at the MSTC on February 14, 2017, [registration](#) now available.

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Growth Plan (PGP/IDP + SLO) Criteria

A collaborative initiative by the Ottawa Area Superintendents to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and educator evaluations.

Can we make student growth...

1. Meaningful
2. Simple
3. Yet Compliant

OASA Growth Plan in short

Teachers will create a Growth Plan that contains at least:

1. One Teacher Action Goal based in the evaluation framework (5D+)
2. Two Student Impact Goals:
 - o Priority Content
 - o Baseline Data or Information
 - o Set rigorous and attainable goals
 - o Provide rationale for goals
3. Reflection on evidence



Growth Plan (PGP/IDP + SLO) Criteria

A collaborative initiative by the Ottawa Area Superintendents to create a meaningful, simple and compliant process and documentation that will meet state law §1249 and §1249 on teacher performance goals and educator evaluations.

State Law requires a Teacher Growth Plan and allows for Student Impact Goals

According to state law §1249(2)(a)(iii), "for each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals." These can be teacher generated goals based on research based instructional strategies, likely to align with the district adopted evaluation framework. For probationary teachers and any teachers rated less than "Effective," districts will assign an individualized Development Plan (IDP). The primary difference between an IDP and PGP is that "the school administrator shall develop the IDP in consultation with the teacher and in conjunction with the year-end evaluation." Several districts across the state simply call all growth plans IDPs, since the term PGP is not found in the law. We will simply refer to both as "Growth Plans" and will be the section referred to as the Teacher Action Goal(s).

State assessment results are not required to be used until 2018-19 and only apply to teachers with a direct connection with the standards being tested. In 2018-19, "student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to the state standards." Currently, the state law calls for educator evaluations to "take into account student growth and assessment data... using multiple measures that may include student learning objectives." Within the Growth Plan, we will refer to this portion as the Student Impact Goals. The Growth Plan may constitute multiple measures if there are two or more goals associated with student growth and assessment data. States such as Indiana and Rhode Island require two while limiting teachers to four goals. Therefore, we recommend a minimum of three total goals (1 Teacher Action and 2 Student Impact Goals) and a maximum of 5 total goals (i.e. 3 Teacher Action and 2 Student Impact Goals).

Section 1: Teacher Action Goal(s)

After reviewing the evaluation framework, in whole or part, and any district priorities for instructional strategies, select one to three element(s), indicator(s) or strategy(ies) to monitor. These are teacher actions that will be observed, supported and reflected upon through the course of the year. Set a rigorous yet attainable Teacher Goal, describe the action steps to achieve the goal and how progress will be measured. In general, teacher action goals may count towards the overall evaluation but not likely to count towards the student growth and assessment portion.

Requirements include:

- Goal(s) address professional growth aligned to the evaluation framework or district priorities
- Describes specific action steps associated with the professional growth goal(s)
- Include specific ways the teacher needs be supported to achieve the goals
- Attain administrative approval of growth plan, IDP requires development by the administrator.

Additional considerations (optional):

- Describes how goal(s) will be monitored, what evidence will be provided which will allow for teacher reflection (NOTE: Section 3 addresses Quality of Evidence and Reflection).
- Self-assess on a number of elements within the educator evaluation framework that the district has prioritized for the school year
- NOTE: Districts may elect to also assign a teacher a Plan of Assistance which when combined with the Teacher Action Goal(s) may constitute an individual Developmental Plan.

Teacher Action Goal(s) (1–3)

Growth Plan: Teacher Action (PGP) and Student Impact (SLO) Goals

Teacher:

Administrator:

Grade Level/Content Area:

Date/Time of Initial Meeting:

Teacher Action Goal (or PGP)	
Professional growth goal	
Specific Support Need, if applicable	

NOTE: Specific Action Steps are articulated after the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.



Student Impact Goals (2)

Section 2: Student Impact Goals using student growth and assessment data

After meeting with department or grade level about priority knowledge and skills to measure student achievement, consider collaborating together to write two or three Student Impact Goals. The Student Impact Goals are based on the essential components of Student Learning Objectives (SLO).

Required components include (For all teachers, probationary and tenured):

- **Priority Content:** What are the most important knowledge/skills students must attain?
 - Identify essential standards or competencies to be measured for this goal, standards should align to state or national standards adopted by the district.
 - Baseline Data/Information: Where were my students prior to my class with respect to the standards or foundational standards needed for the priority content?
 - Consider student achievement in previous grade/course or information from previous teacher(s). Pre-test data is not required but may be used as an option.

Student Impact Goal #1 (or SLO)	
Priority Content: What are the most important knowledge/skills student must attain and where are they at currently?	
Essential	

Student Impact Goal #2 (or SLO)	
Priority Content: What are the most important knowledge/skills student must attain and where are they at currently?	
Essential	

Student Impact Goals (1 of 2)

▶ PRIORITY CONTENT

- What are the most important knowledge/skills student must attain?
- Where are my students prior to my class with respect to foundational knowledge/skills?

▶ Rigor of Student Impact Goal

- What will students be expected to know/do and how will they demonstrate their knowledge/skills?

▶ Quality of Evidence

- What evidence will be collected (not uploaded), utilized and reflected upon?



Action Plan & Evidence

- ▶ How might you achieve your goals over the course of the year, what actions are required?
- ▶ What evidence will you collect to demonstrate student growth or achievement?
 - NOTE: Do not upload into the system.
- ▶ What evidence, if any beyond observations, will you collect to support your teacher action goal?

Worrying gets you nowhere. If you turn up worrying about how you're going to perform, you've already lost. Train hard, turn up, run your best and the rest will take care of itself.

— Usain Bolt —



Development or Measurement?

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1. Purely to develop teachers
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Section 3: Quality of Evidence and Reflection

This section will be completed towards the end of the interval of instruction. Reflection and Feedback are key aspects in the process surrounding the Growth Plan (both Teacher Action and Student Impact goals). John Dewey profoundly stated “We don’t learn from experience. We learn from reflecting on experience.” Therefore, the function of the Evidence section is to reflect on teaching and learning while referring to the data collection. There is no need to paste the data in this section, the process is more about the dialogue around the data and less about the actual data.

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S.M.A.R.T. Growth Plans (combining PGPs and SLOs)

A collaborative initiative by superintendents across Ottawa and Muskegon ISDs to create a meaningful, simple and compliant process and documentation that will meet state law §1248 and §1249 on teacher performance goals and student growth for educator evaluations. The end result was a S.M.A.R.T. Growth Plan that has two sections: **Teacher Action Goal(s) and Student Impact Goals.**

Section 1: Teacher Action (PGP)

According to state law (§1249(2)(a)(iii)), “for each teacher, there must be specific performance goals and any recommended training that would assist the teacher in meeting these goals.”

These can be teacher generated goals based on research based instructional strategies, likely to align with the district adopted evaluation framework. For probationary teachers and any teachers rated less than “Effective,” districts will assign an Individualized Development Plan (IDP). The primary difference between an IDP and PGP is that “the school administrator shall develop the IDP in consultation with the teacher and in conjunction with the year-end evaluation.” Several districts across the state simply call all growth plans IDPs, since the term PGP is not found in the law. We will simply refer to both as “Growth Plans” and will be the section referred to as the Teacher Action Goal(s).

Growth Plan: Teacher Action (PGP) and Student Impact (SLO) Goals

Teacher:

Administrator:

Grade Level/Content Area:

Date/Time of Initial Meeting:

Teacher Action Goal (or PGP/IDP)	
Professional growth goal	
Specific Support Need, if applicable	

NOTE: Specific Action Steps are articulated after the goals. Teachers may duplicate fields to have up to three teacher actions or up to a combination of five goals between Teacher Action and Student Impact Goals.

Action Steps to Support the Goals	
Steps	Timeline

Note: It is the responsibility of the teacher to keep a record of work completed for these goals and to provide evidence of the same.

Click the picture above to enlarge. View the [Template](#) or the [Guidance Doc](#) online.

[How to complete the Teacher Action section](#)

Preponderance of Evidence

A standard of proof that must be met by a plaintiff if he or she is to win a civil action.

<http://legal-dictionary.thefreedictionary.com/Preponderance+of+Evidence>

- ▶ The quantum of evidence that constitutes a preponderance cannot be reduced to a simple formula (as prevalent with VAM).
- ▶ A preponderance of evidence has been described as just enough evidence to make it more likely than not that the claim is true.

Drive by Daniel Pink

“Dan Pink says human are motivated by 3 things:

- 1) Autonomy (Set our own goals)
- 2) Mastery (always striving to be a little better than the day before) and
- 3) Purpose (connects to a higher cause).”

Summary

