

Overview of Professional Growth Option (PGO)

1. Why a Professional Growth Option

The Professional Growth Option is intended to enable administrators and teachers (who meet the qualifying criteria) to focus their collaborative energies on improving teaching skills in an articulated, mutually developed and cooperative process.

2. Identifying Professional Growth Option Participants

- 2.1 All teachers must be evaluated at least once every four years utilizing the long form evaluation process, as required by law.
- 2.2 Teachers must qualify for the short form evaluation process in order to participate in the PGO.
- 2.3 Participants must be willing to develop a Professional Growth Plan (see Appendix A) that is mutually acceptable to the teacher and the administrator. Participants must also be committed to setting and accomplishing goals that focus on improvement of instruction.

Oak Harbor School District Professional Growth Option

The Professional Growth Option represents a fundamental change in the way Oak Harbor School District approaches instructional improvement.

The Professional Growth Option acknowledges trust, respect, and collaboration as critical elements in the growth process.

The Professional Growth Option entrusts teachers with control of their professional growth and development.

The Oak Harbor Professional Growth Option is intended:

- **to encourage teacher self-assessment and goal setting;**
- **to provide opportunities for and encourage sharing among teaching and support staff of personal professional growth plans; and**
- **to link identified professional needs with appropriate in-service, staff development, and other appropriate professional growth and instructional improvement opportunities.**

Oak Harbor School District Professional Growth Option

Procedure/Process:

1. Professional Growth Option (PGO) is optional to teachers who qualify for the short form evaluation procedure.
2. Professional growth plans will be mutually agreed upon by the teacher and his/her administrator/evaluator.
3. Timeguide:
 - 3.1 **May-October: Initiate Goals**

The teacher and administrator will confer and agree on a professional growth plan, identify resources, determine methods of collecting data, and develop a strategy for evaluating each individual goal.
 - 3.2 **October-April: Assess Progress**

The teacher and administrator will meet at appropriate points in time to collaboratively discuss progress to attainment of the identified goals.
 - 3.3 **April-May: Assess Plan**

Each teacher and his/her administrator will meet to assess the completion of the identified goals (Appendix A). The administrator and the teacher will determine cooperatively the next steps to be pursued in the PGO plan. It is understood that identified goals are not bound by time and may take less or considerably more than the traditional nine months available during the school year to complete.
4. Either the administrator or the teacher may elect to dispense with the PGO as the year progresses.
5. All data resulting from the PGO will belong to the teacher, and not be part of the formal evaluation process.
6. At all times during the PGO, collaborative interaction, based on trust and confidence, is expected of both parties.
7. Peer involvement is heartily encouraged. Teachers may elect to use colleagues in observations, data collection, or as collaborators. Teachers may choose to work individually or in teams.
8. Goals may include, but are not limited to, teaching area goals, effective communications, personal growth, curriculum integration, instruction and assessment alignment, and management.

9. Participants are encouraged to assist in coordinating efforts toward common goals that may exist in the work site.
10. The administrator is encouraged to disseminate information and resources to teachers that may have some bearing on their goals.
11. One or more of the following sources of information is to be used in developing a professional growth plan.
 - 11.1 Peer review and evaluation
 - 11.2 Input by parents
 - 11.3 Input by students
 - 11.4 Personal and/or professional goals
 - 11.5 School district goals
 - 11.6 Building goals
 - 11.7 Self assessment
 - 11.8 Personal academic records
 - 11.9 School district evaluations
12. The teacher will complete the Progress Report (Appendix B) by May 15. Both the teacher and the administrator will initial the Progress Report.

Oak Harbor School District Professional Growth Plan

Plan Agreement

Teacher

Administrator

Staff Member:

Assignment:

School Year:

Worksite: [Click Here](#)

Supervisor: _____

1. Sources of information for plan development:
2. Professional goal which is to be the focus of my Professional Growth activities and discussions. Please address each goal on a separate page:
3. Indicators of goal attainment/measures of progress:
4. Identified activities, procedures, and resources needed to assist in fulfilling my goal:
5. Plan of action, including a time line:

Oak Harbor School District Professional Growth Option

Progress Report

PGO Participant:

Assignment:

Administrator:

Site: [Click Here](#)

Date of year-end assessment conference:

Statement of goal, activities, and conclusions:

_____ / _____ (initials of teacher and evaluator)

Oak Harbor School District Professional Growth Plan

Plan Agreement

Teacher

Administrator

Staff Member: _____ Assignment: _____
School Year: _____ Worksite: _____
Supervisor: _____

1. Sources of information for plan development:

I have volunteered to be part of the District Curriculum Review Team which will be developing a new math curriculum and adopting instructional materials.

2. Professional goal which is to be the focus of my Professional Growth activities and discussions. Please address each goal on a separate page:

I will become informed about the latest research and expert opinion on math curriculum and instruction. I will communicate this to staff in my building. I will learn about and implement adoption procedures for new curriculum and instructional materials.

3. Indicators of goal attainment/measures of progress:

A new math curriculum and set of instructional materials will be purchased by the school district and used by teachers at my building. Teachers will express satisfaction with the decision-making process and with the curriculum and materials adopted.

4. Identified activities, procedures, and resources needed to assist in fulfilling my goal:

I will need release time for the Curriculum Review Team work and staff meeting time for communicating with teachers in my building. I would like to attend regional and national math workshops and conferences. I would like to have an extra file cabinet in order to keep track of the research and various sample materials.

5. Plan of action, including a time line:

- a. Meet with the Curriculum Review Team and outline an annual schedule.
- b. Plan at least once a month meetings with the staff to discuss topics dealing with the math adoption.
- c. Observe other math classes in action and have others observe my math class.
- d. Examine student performance on math tests in our building.
- e. Ask for teacher feedback regarding the adoption after it has been approved by the school board next May.

Oak Harbor School District Professional Growth Plan

Plan Agreement

Teacher

Administrator

Staff Member: _____ Assignment: _____

School Year: _____ Worksite: _____

Supervisor: _____

1. Sources of information for plan development:

Both during parent conferences and through occasional phone calls from parents throughout the year, I have received requests for transmitting more information to parents about activities and student progress in my classroom.

2. Professional goal which is to be the focus of my Professional Growth activities and discussions. Please address each goal on a separate page:

Satisfy parent desire for information regarding classroom activities and student progress.

3. Indicators of goal attainment/measures of progress:

Parents will be asked to complete a simple three or four question survey during parent conferences at the end of first and third quarters.

4. Identified activities, procedures, and resources needed to assist in fulfilling my goal:

I'll need to duplicate whatever written communications are sent home. I may need training in how to use parent volunteers. I need time to complete these activities. I need access to a telephone for making home contacts.

5. Plan of action, including a time line:

- a. Recruit one or more room parents to assist with written communications and classroom newsletters.
- b. For a telephone tree to inform and contact parents.
- c. Attend a workshop on parent volunteers in the classroom.
- d. Make a schedule and log of all telephone calls to parents both positive and problem-oriented.
- e. Design, duplicate, and give parent surveys regarding success of information sharing.