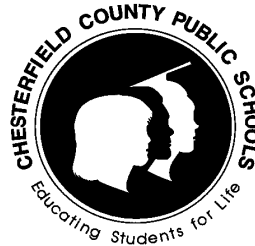


# Professional Growth and Performance Plan for Teachers (PGPP-T)



**Supporting the *Design for Excellence*:  
Knowledgeable and Competent Workforce**

**November 2009**

The Chesterfield County public school system does not unlawfully discriminate on the basis of sex, race, color, age, religion, disabilities or national origin  
More info: [http://chesterfield.k12.va.us/htm/ccps\\_pages/compliance.htm](http://chesterfield.k12.va.us/htm/ccps_pages/compliance.htm)  
More info: [http://chesterfield.k12.va.us/htm/ccps\\_pages/compliance.htm](http://chesterfield.k12.va.us/htm/ccps_pages/compliance.htm)

## Honoring and Supporting Teachers

*Educational change depends on what teachers do and think—it's as simple and as complex as that.*  
(Fullan, 1982, p. 107)

Teaching is a complex profession that requires teachers to integrate both the science and the art of their craft in order to impact learning. The science of teaching necessitates understanding learning theory and how the brain functions. The art of teaching requires teachers to synthesize content, process, products, and environmental resources to *create* engaging learning experiences that promote achievement among diverse learners. Moreover, teachers must perfect the art and science of teaching in a world that is characterized by rapid change, increased cultural diversity, and significant progression and application of knowledge. Such a world requires schools to improve what is taught, how it is taught, the degree to which students learn what is taught, and the structures needed to support learning among staffs and students. *How can we support teachers in this endeavor?*

The *Professional Growth and Performance Plan* outlines a process that honors differences among teachers, encourages positive change, and provides concrete support for improving teaching and learning. Teachers and administrators collaborate to review performance on standards, discuss ways to improve teaching and learning, and identify professional growth goals. This process reflects what is known about adult learners.

| <b><i>Because Adult Learners* ...</i></b>   | <b><i>The Professional Growth and Performance Plan...</i></b>  |
|---|--|
| Want to control their own learning and decide what, where, when and how they learn.                                       | Engages teachers in self-reflection to determine their individual professional growth needs.   |
| Expect immediate utility and the knowledge that what they are learning is urgent and useful.                              | Involves teachers in identifying professional growth goals that are based on immediate needs as indicated by student performance, self-reflection, performance evaluation, and other sources of input. |
| Test their learning in an ongoing manner on the way to mastery.   | Encourages use of job-embedded forms of professional development to engage teachers in “attempting” new strategies and sharing results with others.  |
| Anticipate how they will use their learning and have a clear expectation for transfer to practice.                        | Engages teachers in identifying a plan of action for improving teaching and learning in their classrooms.  |
| Expect performance improvement and self-appraise to determine if there is noticeable improvement.                         | Relates professional growth to performance evaluation so that teachers can examine change in performance to inform professional growth needs.  |
| Maximize available resources by gathering and sharing experiences and resources.  | Includes a process to seek and provide supportive time, people, learning opportunities, and/or material resources that address individual professional growth needs.                                   |
| Require a collaborative, respectful, mutual, and informal climate.  | Engages teachers in collaborating with administrators to identify professional growth goals, consider performance on standards, and provide documentation about performance.                           |
| Require information that is appropriate and developmentally paced and is based on their natural metacognitive tendencies. | Gives teachers greater autonomy in reflecting on their practice to determine what they learn and how they learn for the purpose of improving student achievement.                                      |

\* Based on Fogarty, R. & Pete, B. (2007). *From the staff room to classroom: A guide to planning and coaching professional development*. Thousand Oaks, CA: Corwin Press.

## **Rationale**

The third goal of the *Design for Excellence* for Chesterfield County Public Schools' emphasizes a commitment to providing and supporting competent, caring teachers for ALL students. To accomplish this goal and to ensure that all students achieve rigorous standards, the school district must foster an environment of respect, trust, accountability and continuous learning. The *Professional Growth and Performance Plan* was developed to scaffold teachers' growth in practice by involving them in identifying their professional growth needs and by providing specific, useful feedback on their performance. The PGPP delineates an integrated professional growth and performance evaluation process that is based on several fundamental beliefs.

- Teachers' professional growth and performance should have a positive impact on student learning and achievement.
- The process should define clear, consistent expectations for all teachers and should support continuous learning.
- The process should foster collaboration among the teacher, administrator, and peers.
- The process should be a professional growth experience based on trust and mutual respect.
- The process should provide multiple ways of developing and documenting skills and knowledge.
- The process should provide for differentiation based on teacher support needs and experience.
- The process should engage teachers in reflective practice and active involvement in their own professional growth.

## **Defining Features of the Professional Growth and Performance Plan**

The PGPP process includes professional growth and performance evaluation components. These components link teachers' professional growth to their performance evaluation. Moreover, the process acknowledges that teachers require varied levels of support to improve classroom competence and performance. Key features of the PGPP support all teachers in analyzing their performance and refining their practice through targeted professional development.

- Links professional development to student academic performance and school improvement plans.
- Provides a differentiated process for probationary teachers, veteran teachers, and teachers needing directed improvement plans.
- Defines seven research-based performance standards and related performance indicators.
- Guides self-reflection and self-assessment.
- Fosters collaborative review and planning.
- Includes interim and summative performance evaluations on one or three year cycles, depending on teacher support needs.
- Incorporates annual professional growth plans based on several sources of input.

## Performance Standards and Sample Performance Indicators for Teachers

|   |  |
|---|--|
| <p><b>Performance Standard 1: Data Driven Planning</b><br/>The teacher uses data to plan appropriate curricula, implement instructional strategies, and develop/use resources to promote learning for all students.</p>   | <p><b>Performance Standard 2: Instructional Delivery</b><br/>The teacher increases student learning by delivering instruction that reflects individual learning differences and by using effective instructional strategies.</p>   |
| <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Designs coherent instruction based upon knowledge of subject matter and student performance data.</li> <li>▪ Plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guides.</li> <li>▪ Identifies and plans for the instructional and developmental needs of all students.</li> <li>▪ Selects varied and appropriate instructional strategies and materials.</li> <li>▪ Includes specific student performance expectations in instructional planning.</li> <li>▪ Develops plans that address immediate and long-range goals.</li> <li>▪ Uses the Information Delivery System (IDS) to inform and plan for instruction.</li> </ul>                           | <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Incorporates a variety of teaching methods and instructional strategies.</li> <li>▪ Uses comprehensive materials and resources to support student learning.</li> <li>▪ Uses questioning effectively.</li> <li>▪ Integrates technology effectively and consistently.</li> <li>▪ Teaches 21<sup>st</sup> century skills consistently for digital age literacy, effective communication, inventive thinking, and global connections.</li> <li>▪ Teaches essential content knowledge and skills.</li> <li>▪ Advances students' critical, creative and problem-solving skills.</li> <li>▪ Connects students' prior knowledge/experiences to the learning process.</li> <li>▪ Applies the gradual release of responsibility effectively and appropriately.</li> <li>▪ Makes learning relevant by engaging students in increasingly complex, authentic applications of knowledge such as problem-based learning, cooperative learning, case studies, service learning.</li> <li>▪ Engages students in active learning strategies.</li> <li>▪ Differentiates instruction based on student diversity and learning needs.</li> <li>▪ Provides rigorous learning experiences that engage students in analysis, synthesis, and evaluation.</li> </ul> |
| <p><b>Performance Standard 3: Assessment</b><br/>The teacher consistently develops and analyzes formal and informal assessment data to measure student progress and guide immediate and long-range instruction.</p>   | <p><b>Performance Standard 4: Learning Environment</b><br/>The teacher provides a well-managed, safe student-centered environment that is academically challenging and results in increased student progress.</p>  |
| <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Uses a variety of informal and formal assessments.</li> <li>▪ Develops and creates a variety of assessments.</li> <li>▪ Provides timely and specific feedback.</li> <li>▪ Collects and maintains assessment data records.</li> <li>▪ Analyzes and interprets data to guide instructional decisions (e.g., re-teaches and/or accelerates).</li> <li>▪ Engages students in self-assessment.</li> <li>▪ Monitors student progress frequently.</li> <li>▪ Uses technology to assess, analyze and monitor student progress.</li> </ul>  | <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Establishes rapport in a climate of trust and respect.</li> <li>▪ Recognizes and fosters appreciation of diversity.</li> <li>▪ Uses varied grouping strategies appropriately to promote learning.</li> <li>▪ Fosters student engagement and commitment to learning by promoting a sense of accomplishment and supportive relationships.</li> <li>▪ Actively engages all students in the learning process.</li> <li>▪ Implements classroom/school rules and routines fairly and consistently.</li> <li>▪ Provides a safe and positive environment.</li> <li>▪ Maximizes instructional time.</li> <li>▪ Facilitates a student-centered environment.</li> <li>▪ Creates a learning environment that advances 21<sup>st</sup> century skills and technology.</li> </ul>   |
| <p><b>Performance Standard 5: Communication</b><br/>The teacher communicates effectively with students, staff, parents/guardians, and the community.</p>  | <p><b>Performance Standard 6: Professionalism</b><br/>The teacher maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the curriculum, and contributes to the profession.</p>  |
| <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Communicates and works cooperatively with staff.</li> <li>▪ Uses precise language and acceptable forms of oral and written expression.</li> <li>▪ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.</li> <li>▪ Shares major instructional goals and classroom expectations with students and parents/guardians.</li> <li>▪ Initiates communication and responds to parents/guardians regarding student expectations, progress, or concerns in a timely and confidential manner.</li> <li>▪ Informs parents of student progress in a timely manner using technology and other resources.</li> <li>▪ Uses technology for effective communication.</li> </ul> | <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Maintains a pattern of positive professional behavior (e.g., appearance, punctuality, and attendance).</li> <li>▪ Respects and maintains confidentiality.</li> <li>▪ Performs assigned school duties and follows policies and procedures.</li> <li>▪ Demonstrates knowledge and skills relevant to the subject area(s) taught.</li> <li>▪ Demonstrates a commitment to using technology to promote learning.</li> <li>▪ Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning.</li> <li>▪ Sets goals for improvement of skills and professional performance.</li> <li>▪ Participates in professional growth activities and incorporates learning into instructional practice.</li> <li>▪ Serves on school and/or division committees, promotes and participates in professional learning communities, and supports school activities.</li> <li>▪ Contributes to the well-being of students outside his/her classroom.</li> <li>▪ Demonstrates initiative within job performance.</li> </ul>   |
| <p><b>Performance Standard 7: Student Achievement and Academic Progress</b><br/>The work of the teacher results in acceptable, measurable student achievement and academic progress.</p>  |  |
| <p><b>Sample Performance Indicators</b></p> <ul style="list-style-type: none"> <li>▪ Sets measurable and appropriate achievement goals for student progress.</li> <li>▪ Uses assessment data to regularly monitor student progress and modify instruction as needed.</li> <li>▪ Identifies and establishes additional means of support to increase the achievement level for all groups of students.</li> <li>▪ Provides evidence that achievement goals have been met.</li> <li>▪ Increases the number of students achieving advanced scores on standardized tests.</li> <li>▪ Increases student achievement at all levels.</li> <li>▪ Increases recognition of students with outstanding accomplishments in the arts, technology, and other arenas.</li> </ul>  |  |

Chesterfield County Public Schools  
Professional Growth and Performance Plan

**The Nuts and Bolts of Implementing the Professional Growth and Performance Plan**

| Professional Growth Component |  | Performance Evaluation Component |  |
|-------------------------------|--|----------------------------------|--|
| Steps                         | Actions to Take  | Steps                            | Actions to Take  |
| <i>Review and Reflect</i>     | <ul style="list-style-type: none"> <li>Review your students' achievement, school improvement plan, performance evaluation results, career goals, and self-reflection on the standards.</li> <li>Reflect on how you might link your professional growth goal(s) to the needs found through your review.</li> </ul>  | <i>Observe and Collect</i>       | <ul style="list-style-type: none"> <li>Participate in classroom observations and/or formal walkthroughs annually according to your level of support needs.</li> <li>Collect artifacts that document and reflect your accomplishment of your professional growth goals.</li> </ul>  |
| <i>Identify and Plan</i>      | <ul style="list-style-type: none"> <li>Target one or two annual professional growth goals that are student results oriented and based on your review of the sources above.</li> <li>Discuss the goal(s) with your principal.</li> <li>Identify experts in the field, articles, books, workshops, technology and local people that may help you learn and improve in your goal area (s).</li> <li>Identify the actions you will take for professional growth for the year and complete the appropriate section of your <i>Professional Growth Plan</i>.</li> <li>Write down a method of documenting and reflecting upon each of the actions you will take towards accomplishing your goal.</li> <li>Consider how you will examine the impact that your professional growth has on your students' progress.</li> </ul> | <i>Review and Discuss</i>        | <ul style="list-style-type: none"> <li>Participate in a post-observation meeting with your administrator or designee and discuss what was observed during the classroom observation, including commendations and areas needing improvement.</li> <li>Participate in an interim review meeting with your principal if you are on a directed support plan. During this meeting your principal will discuss your performance on targeted standard(s). Suggestions for improvement and support will be discussed.</li> <li>Request, if desired, an interim review meeting prior to the summative evaluation meeting.</li> </ul>  |
| <i>Implement and Collect</i>  | <ul style="list-style-type: none"> <li>Consider what data you will use to examine how your professional growth impacts your students and collect baseline data.</li> <li>Make necessary arrangements to accomplish the actions outlined in your <i>Professional Growth Plan</i>.</li> <li>Implement your actions.</li> <li>Maintain documentation of your actions and reflect on what you have learned.</li> <li>Share progress towards your goals during a designated meeting.</li> </ul>   | <i>Assess and Connect</i>        | <ul style="list-style-type: none"> <li>Meet with your principal or assistant principal for a summative evaluation meeting by the end of the THIRD year, if you are a continuing contract or probationary teacher performing satisfactorily and not on a directed support plan. During this meeting you and your principal or assistant principal will discuss your performance on each standard according to proficient, needs improvement, or unsatisfactory. Proficient is the baseline of acceptable performance for teachers.</li> <li>Meet with your principal at the end of the directed improvement plan period for a summative evaluation meeting if you are a teacher on a directed support plan. During this meeting you and your principal will discuss your performance on each standard according to proficient, needs improvement, or unsatisfactory.</li> <li>Consider summative evaluation results when developing professional growth plans.</li> </ul> |
| <i>Review and Connect</i>     | <ul style="list-style-type: none"> <li>Examine how your professional growth actions impacted your students.</li> <li>Review your professional growth accomplishments with your principal and other colleagues, if desired.</li> <li>Discuss and determine whether you achieved your professional growth goal(s).</li> <li>Reflect on what subsequent professional growth goal you might target and prepare to repeat the process.</li> </ul>   |                                  | <p><u>NOTE: Proficient is the baseline of acceptable performance on standards. Evaluation results are used to make decisions about continued employment, placement on a directed support plan, or termination of employment. Unsatisfactory performance may result in being placed on a directed support plan or discontinued employment.</u></p>  |

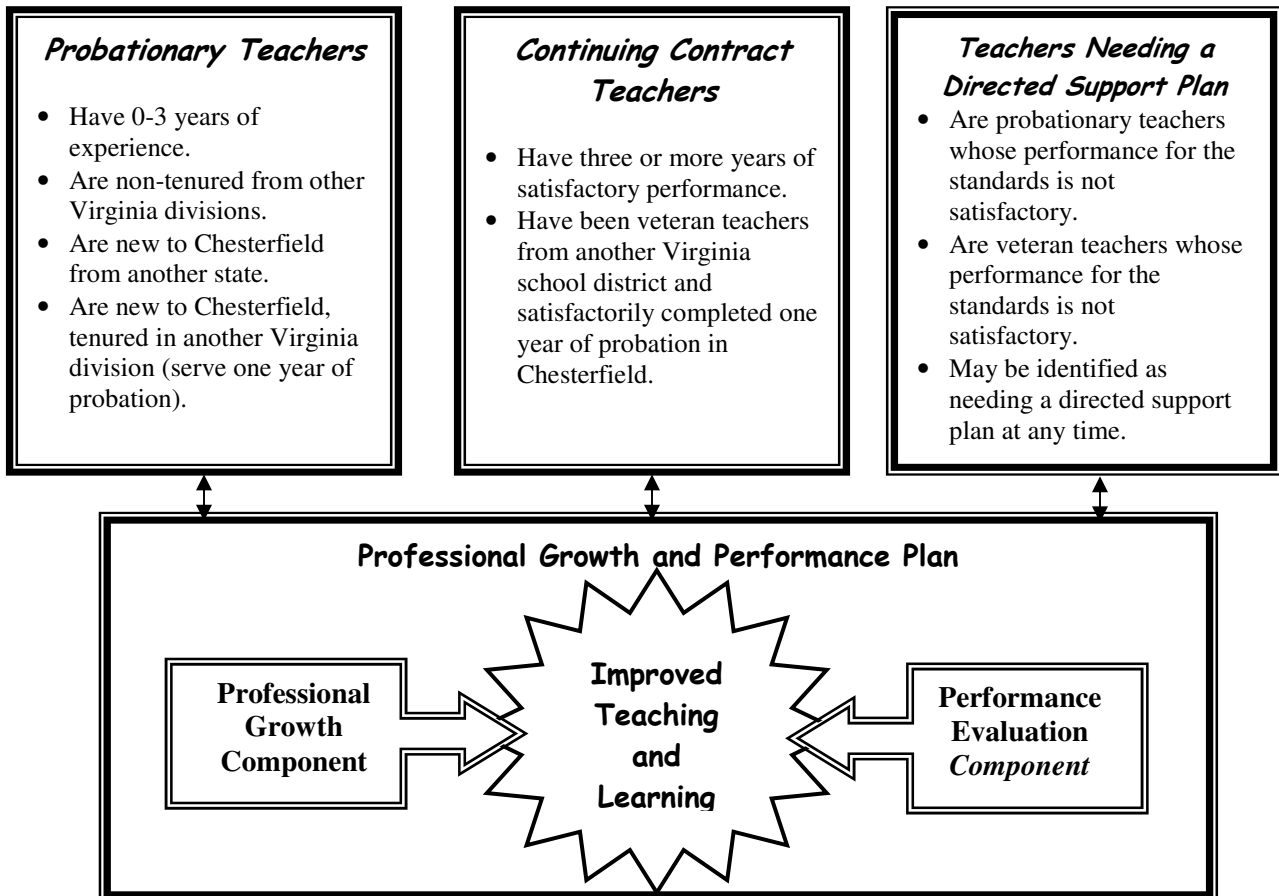
Chesterfield County Public Schools  
Professional Growth and Performance Plan

**Key Components**

The *Professional Growth and Performance Plan* is based on seven performance standards that describe teachers' major responsibilities. The *Professional Growth and Performance Plan* consists of two separate but interrelated components that are designed to support teachers' growth in practice: 1) a professional growth component and 2) a performance evaluation component. The *professional growth component* outlines an *annual* process for all teachers and is based on student academic progress, the school improvement plan, a reflection on performance standards and their indicators, and each teacher's performance evaluation results. The *performance evaluation component* consists of a process for examining the performance of teachers according to seven performance standards. Evaluators use descriptive rubrics to assess teachers' performance on the seven standards. The rubrics summarize performance levels for each standard, describe the measure of performance expected of teachers, and provide a general description of what a rating entails. Teachers' performance is rated according to *proficient*, *needs improvement*, or *unsatisfactory*. Proficient is the baseline of acceptable performance on standards. Evaluation results are used to make decisions about continued employment, placement on a directed support plan, or termination of employment. Unsatisfactory performance may result in being placed on a directed support plan or discontinued employment.

The *Professional Growth and Performance* process acknowledges that teachers require varied support needs to improve classroom competence and performance. Implementation of the professional growth plan and the performance evaluation process varies according to three types of teacher support needs: probationary teachers, veteran teachers, and teachers needing a directed support plan.

**PGPP Components and Teacher Support Needs**



**Implementation of the PGPP with Varied Support Needs**

|   | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  |
|---|---|---|--|
| <b>Probationary Teachers</b>  | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting.</li> <li>• Minimum of 2 observations (one announced and one unannounced) with follow-up conducted by the principal or assistant principal. During follow-up meetings commendations and areas needing improvement will be discussed.</li> <li>• Formal and informal walkthroughs, as needed, with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal or assistant principal's signature to indicate verification of walkthrough.*</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> </ul> | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting.</li> <li>• Minimum of 1 observation (announced or unannounced) with follow-up conducted by the principal or assistant principal. During follow-up meetings commendations and areas needing improvement will be discussed.</li> <li>• Formal and informal walkthroughs, as needed, with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal or assistant principal's signature to indicate verification of walkthrough.*</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> </ul> | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting.</li> <li>• Minimum of 1 observation (announced or unannounced) with follow-up conducted by the principal or assistant principal. During follow-up meetings commendations and areas needing improvement will be discussed.</li> <li>• Formal and informal walkthroughs, as needed, with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal or assistant principal's signature to indicate verification of walkthrough.*</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> <li>• 1 summative performance evaluation with communication of employment decision conducted by principal or assistant principal.**</li> </ul> |
| <b>Continuing Contract Teachers with Satisfactory Performance</b>   | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting.</li> <li>• Minimum of 1 observation (full class period/announced or unannounced) with feedback provided by the principal or assistant principal or minimum of 2 formal walkthroughs (partial class period/unannounced) with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal's or assistant principal's signature to indicate verification of walkthrough.*</li> <li>• Informal walkthroughs, as needed.</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> </ul>                       | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting.</li> <li>• Minimum of 1 observation (full class period/announced or unannounced) with feedback provided by the principal or assistant principal or minimum of 2 formal walkthroughs (partial class period/unannounced) with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal's or assistant principal's signature to indicate verification of walkthrough.*</li> <li>• Informal walkthroughs, as needed.</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> </ul>             | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting.</li> <li>• Minimum of 1 observation (full class period/announced or unannounced) with feedback provided by the principal or assistant principal or minimum of 2 formal walkthroughs (partial class period/unannounced) with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal's or assistant principal's signature to indicate verification of walkthrough.*</li> <li>• Informal walkthroughs, as needed.</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> <li>• 1 summative performance evaluation with communication of employment decision conducted by principal or assistant principal.**</li> </ul>             |
| <b>Teachers on a Directed Support Plan***</b><br><br><b>NOTE:</b> A probationary or veteran teacher may be placed on a directed support plan at any time that need is | <ul style="list-style-type: none"> <li>• 1 professional growth plan planning meeting</li> <li>• Minimum of 2 observations (announced or unannounced) with follow-up by principal or assistant principal.</li> <li>• 1 interim review meeting to discuss the teacher's progress towards the standards and the directed support plan.</li> <li>• Formal or informal walkthroughs, as needed, with feedback provided by the principal, assistant principal, dean, administrative assistant or department chair with principal's or</li> </ul>  | <ul style="list-style-type: none"> <li>• PGPP activities during Year 2 will reflect employment decision communicated to this teacher during the Year 1 end-of year evaluation meeting.</li> </ul>   |  |

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| indicated. | assistant principal's signature to indicate verification of walkthrough.* <ul style="list-style-type: none"> <li>• Collection of documentation for performance on targeted standards (administrators and teachers).</li> <li>• 1 professional growth plan review meeting and review of documentation of accomplishment.</li> <li>• 1 summative performance evaluation meeting with communication of employment decision by the principal. ***</li> </ul> |  |  |
|------------|--|--|--|

**\*Classroom Walkthroughs:**

**Formal:**

- ◆ A minimum of fifteen minutes; used to gather data about teacher effectiveness; considered a formal part of the evaluation process; must use the district forms (Option 1 or Option 2); for continuing contract teachers, if done multiple times in one year, can be used in lieu of a formal observation; must be signed by the teacher and the administrator.
- ◆ If a dean, administrative assistant or department chair conducts a formal walkthrough, the supporting written documentation must be shared with the principal or assistant principal. The principal or assistant principal must read and review all written material and sign the formal walkthrough form verifying that they have read all written material. If serious areas of concern are noted in the formal walkthrough, the principal or assistant principal will arrange for and complete a formal observation for the teacher within the annual cycle. Formal walkthrough and/or observation feedback should be provided to teachers within ten business days.

**Informal:**

- ◆ Brief three- to four-minute walkthroughs; provides a snapshot of student learning; used to engage teachers in conversations about how to improve teaching; coaching in nature; may not be substituted for a formal observation; may use walkthrough forms created for specific purposes.

**\*\*Summative:**

- ◆ The summative performance evaluation for probationary teachers and continuing contract teachers with communication of employment decision can only be made by the principal or assistant principal. Possible employment decisions include continued employment, placement on a directed support plan, or dismissal.

**\*\*\*Directed Support Plan:**

- ◆ Only a principal may recommend a teacher for a directed support plan. Both the principal and assistant principals may conduct observations and provide feedback. The summative performance evaluation with communication of employment decision can only be made by the principal. Possible employment decisions include continued employment, placement on a directed support plan, or dismissal.

**The teacher should sign, along with the evaluator, the professional growth plan, the formal walkthrough(s) and the summative evaluation. Signed copies of these documents must be maintained in the school.**

**ALL DOCUMENTS TO INCLUDE PROFESSIONAL GROWTH GOALS, WALKTHROUGHS, OBSERVATIONS AND SUMMATIVE EVALUATIONS MUST BE POSTED TO THE HUMAN RESOURCES PORTAL OR SENT TO HUMAN RESOURCES BY JUNE 30.**

At any point in time during the professional growth and performance plan process, a principal can make a recommendation regarding employment.



## **Annual Timeline for the Professional Growth and Performance Plan**

### April - September

- Review and analysis of varied sources of input for identifying professional growth goals (i.e. the school improvement plan, student academic progress, self-reflection results, prior performance evaluation results, and career goals)
- Identification of 1-2 professional growth goals
- Completion of professional growth plan form with targeted goals and strategies for accomplishment
- Planning meeting with administrator to discuss self-assessment and to finalize professional growth goals and an action plan for the school year

### September - June

- Classroom observations and formal walkthroughs of probationary teachers, veteran teachers, and teachers on a directed improvement plan
- Ongoing informal walkthroughs
- Collection of documentation of accomplishment of professional growth goals
- Interim performance review meeting for teachers on a directed improvement plan
- Optional informal reviews (individual or group) of progress toward professional growth goals
- Summative performance evaluation and professional growth plan review meetings

### April - September

- Preparations to repeat the *Professional Growth and Performance Plan* process

Designated PGPP Plan

| PGPP Type             | Description  | Targeted Personnel  | Designated Supervisor                                 |
|-----------------------|--|---|---|
| <b>PGPP-A</b>         | Professional Growth and Performance Plan for <i>Staff with Administrative Responsibilities</i>       | • Assistant Superintendents   | • Superintendent                                      |
|                       |  | • Directors   | • Departmental Assistant Superintendent               |
|                       |  | • Assistant Directors   | • Departmental Director                               |
|                       |  | • Principals  | • Departmental Director                               |
|                       |  | • Assistant Principals  | • Building Principal                                  |
|                       |  | • Administrative Assistants, Deans of Students, Specialty Center Coordinators (with Administrative Functions) | • Building Principal                                  |
|                       |  | • Managers  | • Departmental Director                               |
|                       |  | • Supervisors   | • Departmental Director                               |
|                       |  | • Administrators  | • Departmental Director                               |
|                       |  | • Specialists   | • Departmental Director                               |
|                       |  | • Coordinators  | • Departmental Director                               |
|                       |  | • Coordinators of Special Education (Secondary)   | • Building Principal                                  |
|                       |  | • Coordinators of Special Education (Elementary)  | • Departmental Director                               |
| • Liaisons            | • Departmental Director/Specialist   |   |   |
| • Consultants/Coaches | • Departmental Specialist  |   |   |
| <b>PGPP-T</b>         | Professional Growth and Performance Plan for <i>Staff with Teaching Responsibilities</i>             | • Pre-K-12 general and special education classroom teachers   | • Principal/Assistant Principal                       |
|                       |  | • Resource teachers with full-time assignments to home school   | • Principal/Assistant Principal                       |
|                       |  | • Librarians  | • Principal/Assistant Principal                       |
|                       |  | • Specialty Center Coordinators with Teaching Responsibility  | • Principal/Assistant Principal                       |
| <b>PGPP-I</b>         | Professional Growth and Performance Plan for <i>Staff Who Provide Instructional Support Services</i> | • School Counselors   | • Principal/Assistant Principal                       |
|                       |  | • Psychologists   | • Supervisor of Psychological Services/Diagnosticians |
|                       |  | • Diagnosticians  | • Supervisor of Psychological Services/Diagnosticians |
|                       |  | • Social Workers  | • Supervisor of School Social Work                    |
|                       |  | • Occupational/Physical Therapists  | • Departmental Director/Specialist                    |
|                       |  | • Speech/Language Pathologists  | • Departmental Director/Specialist                    |
|                       |  | • Nurses  | • Departmental Director/Specialist                    |
|                       |  | • Head Start Family Service Providers   | • Departmental Director/Specialist                    |

|                             |  |   |  |
|-----------------------------|--|---|--|
| <b>PGPP-C</b>               | Professional Growth and Performance Plan for <i>Classified Staff</i> | • Administrative Assistants               | • Departmental Director                                      |
|                             |  | • Administrative Secretaries              | • Departmental Director                                      |
|                             |  | • Secretaries                             | • Departmental Director/ Principal                           |
|                             |  | • Office Assistants                       | • Departmental Director/ Principal                           |
|                             |  | • Office Managers                         | • Departmental Director/ Principal                           |
|                             |  | • Technicians                             | • Departmental Director/Principal                            |
|                             |  | • Office Clerks                           | • Departmental Director/Principal                            |
|                             |  | • Interpreters                            | • Departmental Director/Specialist                           |
|                             |  | • Paraprofessionals                       | • Principal/Assistant Principal                              |
|                             |  | • Instructional Assistants                | • Principal/Assistant Principal                              |
|                             |  | • Bus Drivers                             | • Departmental Director/Assistant Director                   |
|                             |  | • Lead Zone Supervisors                   | • Assistant Director   |
|                             |  | • Zone Supervisors                        | • Lead Zone Supervisor                                       |
|                             |  | • Team Leaders                            | • Zone Supervisors   |
|                             |  | • Custodians                              | • Departmental Director/ Principal                           |
|                             |  | • Food Service Workers                    | • Departmental Director/ Assistant Director                  |
|                             |  | • Accountants                             | • Departmental Director                                      |
|                             |  | • Dispatchers                             | • Departmental Director                                      |
|                             |  | • Instructional Assistants/TRA            | • Building Principal/Assistant Principal                     |
|                             |  | • Tutor Monitors/School Security Officers | • Building Principal or Security Manager/Assistant Principal |
|                             |  | • Home Instructional Specialist           | • Building Principal/Assistant Principal                     |
|                             |  | • Security Analysts                       | • Departmental Director / Manager                            |
|                             |  | • Programmers, Programmer Analysts        | • Departmental Director / Manager                            |
|                             |  | • Web Developers                          | • Departmental Director / Manager                            |
|                             |  | • Network Analysts                        | • Departmental Director / Manager                            |
|                             |  | • Database Administrators                 | • Departmental Director / Manager                            |
|                             |  | • Network Installer                       | • Departmental Director / Manager                            |
|                             |  | • Student Information Specialists         | • Departmental Director / Manager                            |
|                             |  | • Student Data Management Specialists     | • Departmental Director / Manager                            |
|                             |  | • Microcomputer Analysts                  | • Departmental Director / Manager                            |
|                             |  | • Operations Analysts                     | • Departmental Director / Manager                            |
| • Business Systems Analysts | • Departmental Director / Manager                                    |   |  |