

Professional Growth Planning for Clock Hours ESD Plan



PROFESSIONAL GROWTH PLANNING FOR CLOCK HOURS

In response to district professional development needs, a consortium of ESDs has initiated a plan to facilitate Professional Growth Planning for Clock Hours to the participating ESD regions and surrounding areas. The ESD is seeking approval that beginning September 1, 2007, the ESDs will offer educators the opportunity to participate in professional growth planning for clock hours.

The following ESD Professional Growth Plan for Clock Hours was adapted from the already approved Vancouver School District and PSESD plan.

A. General Process

1. **Initiation.** An educator interested in professional growth planning for clock hours:
 - a. Obtains an ESD professional growth plan template at a training in September at ESD 113.
 - b. Completes a reflective self-analysis/needs assessment.
 - c. Prepares a professional growth plan.
2. **Supervisor Input.** The educator collaborates with his/her **supervisor**, who provides **input** to the plan.
3. **Plan Approval.** The educator submits the plan with supervisor input to the **Professional Development Committee**. The PDC **reviews/approves** the professional growth plan.
4. **Mid-term Review.** A member of the Professional Development Committee convenes a midterm **review in January** in which the educator and supervisor attend at ESD 113. Two additional check points on progress will occur through the spring with a PDC member via Internet.
5. **Report of Completion.** In Mid- May the educator submits a **report of completion** for verification and award of clock hours.
6. **Professional Development Committee.** The Professional Development Committee will consist of:
 - Chair: Charlene Allen, Program Specialist Center for School Improvement
 - Bruce Kelly, Math and Science Content Specialist
 - Cheryl Vance, Reading and Writing Content Specialist
 - Dawn Knutzen, New Teacher Induction and Professional Certification Program
7. **Award of Clock Hours.** The ESD, with the recommendation from the PDC **approves** the clock hours. The educator retains the last part (official approval) of the report of completion as a record of **clock hours**.

A. **PROFESSIONAL GROWTH PLANNING PROCESS**

The following is provided as guidance for the overall process in districts or approved private schools for development and use of professional growth plans for the purpose of earning clock hours.

1. **Initiation**

Educators (as individuals or as members of a collaborative group or team such as a grade level team, department, school improvement team, etc.) indicate their interest in using professional growth planning for clock hours, and each participant:

- a. Attends training at ESD 113 in September and obtains an ESD **professional growth plan template** that shows steps in the process and provides guidance for preparing the plan and documenting its completion.
- b. Completes a **reflective self-analysis/needs assessment** within the context of the educator's practice.
 - (1) The **reflective self-analysis** involves self-evaluation of the educator's current personal capacity to positively impact student learning (using) which may obtain input from:
 - (a) Current student learning data relevant to their current assignment (see Content Area Professional Development Needs Assessment tools for each essential academic learning area, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx#worksheets>.)
 - (b) Applicable district and/or school improvement plans, and:
 - (c) Any or all of the following:
 - (i) Educational research;
 - (ii) Career-long professional standards;
 - (iii) Professional certification standards listed in WAC 180-78A-540;
 - (iv) The educator's current personal capacity to positively impact student learning (see Learning Process Needs Assessment tool in the Washington State Professional Development Planning Guide, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx#GreenBook>);
 - (v) Input from the educator's supervisor;
 - (vi) Applicable school improvement plan(s) and/or district improvement plan to which the educator is expected to contribute;
 - (vii) Past experience;
 - (viii) The context in which the educator practices;
 - (ix) Information from past evaluations;
 - (x) Personal and professional goals;
 - (xi) Self-evaluation; and
 - (xii) Evidence of direct or indirect impact on student learning.
 - (xiii) Evidence of their direct or indirect impact on student learning and input from the educator's supervisor, including information from past evaluations.
 - (2) **Needs Assessment:**
 - (a) The **needs assessment** relevant to their current assignment may include information from the following sources:
 - (i) Applicable **district** and/or **school improvement plans**.
 - (ii) **Evidence of learning, which** includes disaggregated student performance data including state and local assessments, analysis of student work, and teacher observation. The purpose of using a variety of data sources is for teachers to know their students well. In turn, teachers should use that knowledge to plan professional development that will increase each child's learning with an intentional focus on closing any achievement gap.
 - (iii) Analysis of evidence, using **Content Area Professional Development Needs Assessment** tools for each essential academic learning area, available at <http://www.k12.wa.us/profdev/profgrowthtools.aspx#worksheets>. Teacher professional development needs are defined by student learning needs.
- c) Prepares a **professional growth plan** including areas of focus and planned growth activities that are designed to extend their capacity to positively impact student learning and enhance advanced practice knowledge and skills as described in career-long standards and criteria described in the Washington State Professional Development Planning Guide, and

professional certificate standards/criteria listed in WAC 181-78A-540: **See listing on Types of Goals and Evidence Used in Professional Growth Planning.**

2. Supervisor Input

- a) The educator collaborates with his/her supervisor, who provides input to the plan,
- b) The PGP is in alignment with applicable district and/or school improvement plan(s), and
- c) Comments are written for review by the professional development committee.

3. Plan Approval The educator submits the plan with supervisor input to the professional development committee for review approval following the PGP verification form. Review criteria includes whether the plan is aligned with the district's or school's improvement plan, and additional criteria as called for in the district/school professional development plan or as determined by the PDC.

- a) Upon **review**, the committee **approves** the plan or,
- b) Provides comments and returns the plan for possible revision.

4. Mid-Term Review

A member of the PDC will convene a midterm review for participants and supervisors, in preparation for which each participating educator:

- a) Writes an **individual reflection** on progress made on the plan as of the date of the review, including preliminary evidence of positive impact on student learning or teacher behavior, and describes any adjustments made in the plan;
- b) Obtains **comments** from the **supervisor** including comments regarding its alignment with school and district improvement plans;

5. Report of Completion

The educator submits a report of completion for verification and award of clock hours, which includes:

- a) Individual **reflection on professional growth**;
- b) An **affidavit** to certify:
 - (1) **Completion** of the professional growth plan and
 - (2) Submission of **evidence** of impact on student learning;
- c) Comments from the **supervisor** as to the activities completed and the evidence submitted; and
- d) A list of **evidence** submitted to document completion of the plan and impact on student learning.

6. Professional Development Committee Review

The Professional Development Committee reviews the report of completion, and:

- a) Based on the committee's professional judgment, indicates **approval** and the **# of clock hours** approved.
- b) Provides **comments** (including feedback on evidence which may be determined to be incomplete or unsatisfactory).
- c) If after receiving feedback the individual educator **resubmits** the report with revised/additional evidence, the professional development committee will review such evidence, again relying on the professional judgment of its members, for **reconsideration** of approval and # of clock hours.

The ESD PGP designee approves clock hours approved by the Professional Development Committee, and returns the approved report of completion to the educator. The educator retains the last part (approval page) of the report of completion as a record of clock hours.

PROFESSIONAL DEVELOPMENT COMMITTEES

The following information provides guidance for professional development committees (PDC's), including procedures for professional growth planning, and the award of clock hours.

1. Initiation

- a. The ESD appoints committee members, including the chair.
- b. The **Chair** and a PDC member receive individual professional growth plans from participants and shares them with committee members.
- c. The Committee, exercising the professional judgment of its members, **reviews** individual professional growth plans, following the PGP verification form, submitted by participants to ensure they include:
 - i. Complete information identifying the educator;
 - ii. Identification of the supervisor;
 - iii. Individual reflective self-analysis;
 - iv. Goals/Area(s) of focus and rationale/critical questions;
 - v. Planned professional growth activities that will increase capacity to impact student learning
 - vi. Timeline for planned activities;
 - vii. Plan for documentation of growth and gathering of evidence;
 - viii. Supervisor's comments, including alignment with school/district improvement plan(s)
- d. If warranted, the committee provides **comments** for revision of the plan and requests such revision.
- e. If in the committee's judgment the plan is satisfactory, the PDC **approves** the plan.

2. Mid-Term Review

A member of the Professional Development Committee convenes a midterm review with participating educators and supervisors, ensuring that they:

- a. Write an **individual reflection** on progress made on the plan as of the date of the review, including preliminary evidence of positive impact on student learning or teacher behavior, and describe any adjustments made in the plan;
- b. Obtains **comments** from the **supervisor**, including comments regarding its alignment with school and district improvement plans, then
- c. **Shares** the reflection and experiences with peers.

3. Report of Completion

The professional development committee reviews the report of completion, relying on the professional judgment of its members, and:

- a. Indicates approval (if warranted) or provides feedback for resubmission of evidence of completion;
- b. Determines the # of clock hours approved; and
- c. The chair (or superintendent or designee) signs the approved document.

SUPERVISORS

The following information provides guidance for supervisors, including procedures for professional growth planning and the award of clock hours.

1) Supervisor's Input

- A) **Attend** the first and interim training session with the participant. The supervisor can receive clock hours for attendance;
- B) **Review** individual professional growth plans submitted by the individual educator to ensure they include:
 - i) Complete information identifying the educator;
 - ii) Identification of the supervisor;
 - iii) Individual reflective self-analysis;
 - iv) Goals/Areas of focus and rationale/critical questions;
 - v) Planned professional growth activities that will increase the educator's capacity to impact student learning
 - vi) Timeline for planned activities;
 - vii) Plan for documenting growth/gathering evidence;
- C) Provide **input** to the plan by:
 - i) Indicating whether it is aligned with applicable school improvement plan(s) and/or district improvement plan, and
 - ii) Adding comments for review by the professional development committee.

2) Mid-term Review

- A) Review the **individual reflection** on progress made on the plan as of the date of the mid-term review, including preliminary evidence of positive impact on student learning or teacher behavior, and adjustments made in the plan;
- B) Provide **supervisor comments** including comments regarding its alignment with school and district improvement plans, and
- C) If assigned, convene an interim review with a group of participating educators, ensuring that they:
 - i) Write an **individual reflection** on progress made on the plan as of the date of the review, and adjustments made in the plan;
 - ii) Obtain **comments** from the **supervisor**, then
 - iii) **Share** the reflection and **experiences** with peers.

3) Report of Completion

- A) The supervisor reviews the report of completion, and provides supervisor comments.

Types of Goals.

The following are ideas offered by Danielson for different types of professional development goals that might be established in the course of professional growth planning:

- 1) Improvement of **Current Practice**, including such areas as classroom management. This kind of goal could involve observation/assessment of current practice including gathering of teaching artifacts, identification of desired improvements, making adjustments, and evaluation.
- 2) Acquisition of **New Teaching Competency** (Skills or Knowledge). This might involve demonstration of a new competency through in-person presentation, written materials, or videotape demonstrating the competency. This kind of goal might be developed in a team setting or as part of a school improvement plan, and might be implemented over more than one year.
- 3) **Changing Practice**. Such goals as project-based learning, teaching in a multi-age or non-graded classroom, conversion to a new schedule, development of interdisciplinary teams, etc. may require extensive changes in practice over a period of several years. These goals would involve work on understanding the reasons for the change, desired student outcomes, possible system-wide implications, and involvement of multiple levels in the organization.
- 4) Deepening Student **Understanding**. This kind of goal supports an effort to shift from broad 'coverage' of curricular content to more indepth mastery of concepts. It requires prioritization of desired student outcomes, and an emphasis on mastery of critical questions over the accumulation of knowledge.
- 5) **Integrating** Student Learning. This kind of goal attempts to weave together mutually supporting disciplines across the curriculum. They could be individual or team goals, and have a timespan of a single year, or one lasting several years in length.
- 6) Student **Engagement**. These goals target student motivation for learning by addressing the differing needs of students, as individuals or members of groups, distinguished by cultural or socio-economic factors.
- 7) **Assessment**. This kind of goal involves design and use of assessment-related activities and methods such as classroom-based assessment, whose purpose is to determine how much knowledge students have learned and the skills they have acquired.

Evidence Used in Professional Growth Planning

The professional growth plan should include a plan for gathering evidence of professional growth and positive impact on student learning. Within parameters provided in the district's or school's professional development system, selection of evidence is an individual responsibility in collaboration with the supervisor, and is subject to review/feedback from the professional development committee. The following is a list of potential sources and/or forms of evidence:

- 1) Teaching artifacts, including organizing documents (class schedules, student profiles, seating charts, and classroom rules), and planning documents (semester and unit plans, daily lesson plans, activity descriptions, and document analysis) as well as assignment descriptions, worksheets, handouts, and directions for projects and assigned student work.
- 2) Documentation of **student work**, including gradebook, student achievement test scores, video and audio recording (tape/digital) of student performance, student tests/quizzes/assessments, comparison of classroom work between September and May, teacher comments/marginal notes on student assignments, performance of most able student, and performance of least able students.
- 3) Self-assessment/structured **reflection**, including inventory of professional standards/criteria, record of professional contributions, journals/diary noting activities and reflections about them, artifacts reflecting service on a curriculum committee, and documents from site council participation. including inventory of professional standards/criteria,
- 4) **Communication** with parents and others, including class newsletters, syllabi and class outlines for back-to-school night, progress reports, logs of contacts with parents, notes from parent conferences, and flyers sent home in preparation for classroom events/field trips.
- 5) **Feedback** from colleagues/students/parents, including unprompted feedback, structured or informal surveys, student feedback that is age-appropriate, focuses on the class (rather than the teacher), asks about student behaviors (not teacher behaviors), and asks for observations rather than conclusions, and parent feedback of information that only parents can reasonably know, that is not too detailed, that is student-oriented by asking about student skills/knowledge rather than the teacher's skills/knowledge, or that asks about the accessibility of the teacher.

6) District or School Improvement Goals

A ready source of data for professional growth planning can be found in existing district or school improvement plans.

- a) Goals rely on the collection and analysis of student learning data, including standardized tests - norm-referenced and criterion-referenced, district-made tests, student work samples, and portfolios.
- b) Other data that may be found in a school improvement plan, including grade retention, high school completion, reports of disciplinary actions, school vandalism costs, enrollment in advanced courses such as AP or IB, performance tasks, participation in post-secondary education.