

# PROFESSIONAL GROWTH OPTIONS AND SAMPLE GROWTH PLANS

The following professional growth option can be used to meet the bonus evaluation criteria for receiving Teacher Incentive Fund dollars. If a teacher is 80% proficient (1 share) or 60% proficient/40% distinguished (1.5) the teacher can receive an additional .5 share by completing a project analyzed by their principal. The 2013-14 payout will be approximately \$460.

To be eligible for this opportunity, the teacher must:

- Select a project that will enhance instructional practice,
  - Determine which activity below will be used (Action Research, Study Group/Independent Study, Peer Coaching, Portfolio, Video Analysis, Reflective Journal, Inservice/Workshop/Staff Development Project, Original or Self-Designed Project),
  - Get approval from the building supervisor prior to or during the goal-setting conference by completing the “Self-Directed Evaluation Cycle Professional Growth Plan,
  - Complete the project,
  - Submit documentation (i.e. videos, findings, journals, notebooks, examples, lessons, professional readings, activities related to professional service projects) of the completed project to your principal on a mutually agreed upon deadline.
  - Be prepared to present the project to your principal by that deadline.
  - Meet the criteria of your principal.
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# Professional Growth Activities

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## Action Research

### Definition

Action Research is a process that is conducted in the classroom. It allows an educator to explore various practices through the continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.

### Example

A team of educators at an elementary school wants to determine the most effective method of teaching writing that would improve student achievement. The team decides on data gathering techniques and uses the results to continually refine their instructional practices. At the end of the year they determine which teaching strategy brought the desired results. They publish their findings to be shared with the school and/or the district.

### Suggestions

Components of an Action Research Plan:

1. Educator(s) identifies a research question regarding his/her students.
2. A research plan is developed. The plan includes what data will be collected, by whom, how it will be analyzed, and a timeline.
3. The plan is executed. AS the research is conducted, the educator(s) may keep reflective journals.
4. The educator(s) shares findings with other audiences.

### Evidence of Completion:

- One or more of the following can be used as evidence:
- Completion of the Professional Growth Plan (required)
- Completion of the Action Research paper
- Reflective Journal
- Other documentation as agreed upon with your evaluator/administrator.



**Sample**  
Crook County School District  
**Self-Directed Evaluation Cycle**  
**Professional Growth Plan**

This section is your personal plan for continued professional growth

Educator \_\_\_\_\_ Assignment \_\_\_\_\_  
School \_\_\_\_\_ School Year \_\_\_\_\_

SMART Goal Statement: I will participate with my team to conduct action research to determine the most effective method of teaching writing to improve student achievement. Using the rubric for writing, the students will score 4s and 5s in all categories on at least one paper in the third year.

Related to Domain(s):

Planning, Preparation and Curriculum	1e
Classroom Environment and Student Management	_____
Instruction and Assessment	3c
Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

Using the most effective method will give the students increased opportunity to improve their writing.

What measurable criteria will be used to assess your goal's success?

Student writing will be assessed using the rubric from state assessments.

**Sample**  
 Crook County School District  
**Self-Directed Evaluation Cycle**  
**Professional Growth Plan**

Activities/Methods	Resources Needed	Timeline
Year 1 1. Monthly meetings on 3 <sup>rd</sup> Tues from 3:30-4:30 2. Learn Action Research methods, determine data collection techniques and pre-assess students 3. Review analytical traits 4. Attend conference on writing techniques 5. Implement writing techniques 6. Collect preliminary data 7. Score student papers		Sept  October  December  January - April  May - June
Year 2 -continue monthly mtgs 1. Share results with staff 2. Pre-assess students 3. Implement two new writing techniques 4. Collect data and assess students		October
Year 3- continue monthly mtgs 1. Share data with staff 2. Pre-assess students 3. Train staff on techniques 4. Collect data and assess students		

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## **Study Group/Independent Study**

### **Definition**

This study is an organized, purposeful process for educators to study instructional practice, curriculum, student outcomes, or assessment. Study groups usually consist of several people; however, an educator may wish to do an independent study.

### **Example**

During the school year a group of middle school educators meet to study effective instructional strategies and programs for student at the middle school level. They meet monthly to discuss programs and strategies for implementation. They use collaborative learning team models for their discussions. They keep a notebook to record their meetings and reflections.

### **Suggestions**

1. Research topics are explored through common readings; educators meet to discuss the application of contents to their classroom/students/curriculum.
2. Coursework is completed to further knowledge and understanding.
3. Group meets to develop technology skills and applications for teaching.
4. An individual researches a topic of choice which develops instruction practice.

### **Evidence of Completion**

- Completion of the Professional Growth Plan (required)
- Reflective Journal
- Participant feedback
- Other documentation as agreed upon with your evaluator/administrator

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Related to Domain(s):

Planning, Preparation and Curriculum	<u>1e</u>
Classroom Environment and Student Management	_____
Instruction and Assessment	<u>3c</u>
Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

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What measurable criteria will be used to assess your goal's success?

Student writing will be assessed using the rubric from state assessments.

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**Professional Growth Plan**

Activities/Methods	Resources Needed	Timeline
<p>Year 1</p> <ul style="list-style-type: none"> <li>8. Monthly meetings on 3<sup>rd</sup> Tues from 3:30-4:30</li> <li>9. Learn Action Research methods, determine data collection techniques and pre-assess students</li> <li>10. Review analytical traits</li> <li>11. Attend conference on writing techniques</li> <li>12. Implement writing techniques</li> <li>13. Collect preliminary data</li> <li>14. Score student papers</li> </ul> <p>Year 2 -continue monthly mtgs</p> <ul style="list-style-type: none"> <li>5. Share results with staff</li> <li>6. Pre-assess students</li> <li>7. Implement two new writing techniques</li> <li>8. Collect data and assess students</li> </ul> <p>Year 3- continue monthly mtgs</p> <ul style="list-style-type: none"> <li>5. Share data with staff</li> <li>6. Pre-assess students</li> <li>7. Train staff on techniques</li> <li>8. Collect data and assess students</li> </ul>		<p>Sept</p> <p>October</p> <p>December</p> <p>January - April</p> <p>May - June</p> <p>October</p>

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## **Peer Coaching**

### **Definition**

Peer Coaching is a confidential process in which two or more educators work together to reflect on current practices. Educators share their expertise and provide one another feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

### **Example**

The primary educators choose to develop lessons that emphasize cooperative learning strategies. They plan to brainstorm and pool ideas and materials, plan lessons together, and schedule several opportunities during the year to observe each other teach. They will provide each other with feedback regarding student cooperative skills and effectiveness of the lessons.

### **Suggestions**

Criteria for effective implementation of peer coaching:

1. Coaching arrangements should be initiated by an inviting educator on a voluntary basis.
2. Participants share a common language about curriculum and/or teaching practices.
3. Participants receive training in coaching skills.
4. Participants have the opportunity to select the partner(s) with whom they will work.
5. The person being observed has the opportunity to determine which teaching practice will be observed.
6. The feedback given is based on specific objective data.

Questions to consider when selecting a peer coach:

- Shall I work with someone who is similar to me or different (e.g., issues of style, modalities, and beliefs)?
- What would be the advantages of working with someone from the same grade level?  
Different grade level?
- Would it be helpful to work with someone from the same curriculum area that I teach, or different?
- Is there someone on site who teaches a topic or uses an instructional approach about which I would like to learn more?

### **Evidence of Completion**

One or more of the following can be used as evidence:

- Completion of the Professional Growth Plan (required)
- Reflective Journal
- Participant feedback
- Other documentation as agreed upon with your evaluator/administrator

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School \_\_\_\_\_ School Year \_\_\_\_\_

Goal Statement: To learn peer coaching techniques and apply to observing the implementation of cooperative learning as an integral part of classroom instruction. Peer coaching will be fully implemented in year 3 with analysis of lessons and student work completed in cooperative learning lessons analyzed.

Related to Domain(s):

Planning, Preparation and Curriculum	_____
Classroom Environment and Student Management	2a _____
Instruction and Assessment	3c _____
Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

Cooperative learning has been shown to produce higher achievement, higher self-esteem, improved motivation, more on task behavior and greater social support. Peer coaching will provide support as peer partners implement the teaching strategy.

What measurable criteria will be used to assess your goal's success?

Student surveys, a review of student work produced from cooperative learning groups to compare student work completed individually, peer review of lessons using cooperative learning, a log noting implementation of peer coaching.



## Portfolios

### Definition

Educator portfolios, like student portfolios, are a collection of an individual's record of progress toward a professional growth goal. Throughout the year, educators set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The collection is the reflective record of that progress. An educator's collection may contain self, peer and administrative summaries, documented student achievement, or evidence of educator improved instructional skill. They provide an assessment tool that reflects personal accomplishment and evidence of instructional achievement.

### Example

An educator wants to devise a series of units that integrate the arts with other subject areas. His/her collection contains a copy of their goals, an outline of training attended and sample units and lessons. As the educator obtains more expertise, he includes photographs and a video of student performance. In addition, colleagues and administrators are invited to sit in on and discuss demonstration lessons. The comments from these sessions, the educator's self-evaluation, and written student work are included in the collection. At the end of the year, the educator has a meaningful reflection of his own and the students' progress.

### Suggestions

1. An educator's collection should reflect progress toward a professional growth goal.
2. It is not a "scrapbook." It is a purposeful collection of work with appropriate self-reflection.
3. It should include current thinking (throughout the year) about the growth area.
4. The educator selects appropriate artifacts to place in the portfolio that provide evidence of the Professional Growth Program goal.

Elements that may be included in the portfolio are:

- Lesson plans
- Educator reflection and/or journal entries
- Student work
- Student project (pictures)
- Homework assignments
- Unit plans
- Measures of performance
- Learning displays
- Videotapes (student performances)
- Newspaper articles
- Survey feedback
- Peer coaching notes
- Awards and recognitions
- Staff development experiences

### Evidence of Completion

One or more of the following can be used as evidence:

- Completion of the Professional Growth Plan (required)
- Completed Educator's Collection
- Reflective Journal
- Other documentation as agreed upon with your evaluator/administrator

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School \_\_\_\_\_ School Year \_\_\_\_\_

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Related to Domain(s):

Planning, Preparation and Curriculum	<u>1e</u>
Classroom Environment and Student Management	_____
Instruction and Assessment	<u>3c</u>
Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

Using the most effective method will give the students increased opportunity to improve their writing.

What measurable criteria will be used to assess your goal's success?

Student writing will be assessed using the rubric from state assessments.

**Sample**  
 Crook County School District  
**Self-Directed Evaluation Cycle**  
**Professional Growth Plan**

Activities/Methods	Resources Needed	Timeline
<p>Year 1</p> <ul style="list-style-type: none"> <li>15. Monthly meetings on 3<sup>rd</sup> Tues from 3:30-4:30</li> <li>16. Learn Action Research methods, determine data collection techniques and pre-assess students</li> <li>17. Review analytical traits</li> <li>18. Attend conference on writing techniques</li> <li>19. Implement writing techniques</li> <li>20. Collect preliminary data</li> <li>21. Score student papers</li> </ul> <p>Year 2 -continue monthly mtgs</p> <ul style="list-style-type: none"> <li>9. Share results with staff</li> <li>10. Pre-assess students</li> <li>11. Implement two new writing techniques</li> <li>12. Collect data and assess students</li> </ul> <p>Year 3- continue monthly mtgs</p> <ul style="list-style-type: none"> <li>9. Share data with staff</li> <li>10. Pre-assess students</li> <li>11. Train staff on techniques</li> <li>12. Collect data and assess students</li> </ul>		<p>Sept</p> <p>October</p> <p>December</p> <p>January - April</p> <p>May - June</p> <p>October</p>

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## **Mentoring**

### **Definition**

Mentoring is a process in which two educators work to reflect on current practices. The mentor educator shares expertise and provides feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

### **Example**

A primary educator accepts a student educator or newly assigned educator and assumes responsibility for helping this individual. Mentor educator serves as a role model and resource while providing feedback and support as needed.

### **Suggestions**

Criteria for effective implementation of mentoring:

1. Mentoring arrangements should be initiated by an inviting educator on a voluntary basis.
2. Participants share a common language about curriculum and/or teaching practices.
3. Participants have the opportunity to select the partner(s) with whom they will work.
4. The persons being observed may have the opportunity to determine which teaching practice will be observed.
5. The feedback given is based on specific, objective data.

Questions to consider:

- Shall I work with someone who is similar to me or different (e.g. issues of style, modalities, and beliefs)?
- What would be the advantages of working with someone from the same grade level? Different grade level?
- Would it be helpful to work with someone from the same curriculum area that I teach, or different?
- Is there someone on site who teaches a topic or uses an instructional approach about which I would like to learn more?

### **Evidence of Completion**

One or more of the following can be used as evidence:

- Completion of the Professional Growth Plan (required)
- Reflective Journal
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Related to Domain(s):

Planning, Preparation and Curriculum	<u>1e</u>
Classroom Environment and Student Management	_____
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Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

Using the most effective method will give the students increased opportunity to improve their writing.

What measurable criteria will be used to assess your goal's success?

Student writing will be assessed using the rubric from state assessments.

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Activities/Methods	Resources Needed	Timeline
<p>Year 1</p> <ul style="list-style-type: none"> <li>22. Monthly meetings on 3<sup>rd</sup> Tues from 3:30-4:30</li> <li>23. Learn Action Research methods, determine data collection techniques and pre-assess students</li> <li>24. Review analytical traits</li> <li>25. Attend conference on writing techniques</li> <li>26. Implement writing techniques</li> <li>27. Collect preliminary data</li> <li>28. Score student papers</li> </ul> <p>Year 2 -continue monthly mtgs</p> <ul style="list-style-type: none"> <li>13. Share results with staff</li> <li>14. Pre-assess students</li> <li>15. Implement two new writing techniques</li> <li>16. Collect data and assess students</li> </ul> <p>Year 3- continue monthly mtgs</p> <ul style="list-style-type: none"> <li>13. Share data with staff</li> <li>14. Pre-assess students</li> <li>15. Train staff on techniques</li> <li>16. Collect data and assess students</li> </ul>		<p>Sept</p> <p>October</p> <p>December</p> <p>January - April</p> <p>May - June</p> <p>October</p>

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## **Video/Audio Analysis**

### **Definition**

Videotape/Audiotape analysis is an ongoing process that provides individuals or groups of educators an opportunity to assess a presentation, small or large group lesson, or classroom dynamics in order to identify strengths and areas for refinement. It also may be used to assess progress when learning new teaching techniques such as questioning strategies, cooperative learning, or performance assessment.

### **Example**

Three educators in a high school mathematics department implement a new instructional strategy with their students. Each educator brings in a videotaped lesson using the particular strategy. The following questions are selected to focus on the discussion of the videotapes:

- The number of concrete examples the educator used
- The amount of time students interacted compared to the amount of educator talk
- Number of minutes students practiced the skill, refine and strengthen their practice

### **Suggestions**

1. It helps to have something specific for which to look. For example, “During class discussion, do I ask questions that require higher order thinking in greater proportion than lower level thinking?” or “When I use brain compatible teaching strategies, how do all students perform?”
2. Tapes are recorded, analyzed, and in some cases compared to previous ones.
3. Develop a system to record ongoing observations and analysis (e.g., notebook, journal, computer log).
4. Next steps are identified (e.g., long-term planning, refocusing teaching strategies, identify training or additional resources.)

### **Evidence of Completion**

One or more of the following can be used as evidence:

- Completion of the Professional Growth Plan (required)
- Reflective Journal
- Participant feedback
- Other documentation as agreed upon with your evaluator/administrator

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Related to Domain(s):

Planning, Preparation and Curriculum	<u>1e</u>
Classroom Environment and Student Management	_____
Instruction and Assessment	<u>3c</u>
Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

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Activities/Methods	Resources Needed	Timeline
<p>Year 1</p> <p>29. Monthly meetings on 3<sup>rd</sup> Tues from 3:30-4:30</p> <p>30. Learn Action Research methods, determine data collection techniques and pre-assess students</p> <p>31. Review analytical traits</p> <p>32. Attend conference on writing techniques</p> <p>33. Implement writing techniques</p> <p>34. Collect preliminary data</p> <p>35. Score student papers</p> <p>Year 2 -continue monthly mtgs</p> <p>17. Share results with staff</p> <p>18. Pre-assess students</p> <p>19. Implement two new writing techniques</p> <p>20. Collect data and assess students</p> <p>Year 3- continue monthly mtgs</p> <p>17. Share data with staff</p> <p>18. Pre-assess students</p> <p>19. Train staff on techniques</p> <p>20. Collect data and assess students</p>		<p>Sept</p> <p>October</p> <p>December</p> <p>January - April</p> <p>May - June</p> <p>October</p>

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## **Reflective Journal**

### **Definition**

A Reflective Journal is a process of regularly reflecting on professional experiences and classroom events. It is a dated record of observations, feelings, and insights about educational practices that provide a basis for future planning as well as a record of past successes and challenges. Journals should contain both observational and reflective entries. There should be periodic summaries, times where past entries are reviewed and used to improve instruction.

### **Example**

A group of educators meet monthly to refine their use of inquiry methods in science classes. They have chosen to use reflective journals as a means to document progress, ask questions, and indicate successes. Prior to their monthly meeting the group of participants reviews their personal progress and the progress of their students. This information services to focus the discussion and provides each educator with accurate information.

### **Suggestions**

A journal may address:

1. Success or problems with a lesson, unit, program, or activity
2. Parent-teacher conferences
3. Professional development experiences (e.g., workshops, committee meetings)
4. Professional reading
5. Any insight you would profit from remembering

### **Evidence of Completion**

- Completion of the Professional Growth Plan (required)
- Reflective Journal
- Participant feedback
- Other documentation as agreed upon with your evaluator/administrator

## **Inservice, Workshops, Staff Development Project**

### **Definition**

The educator is involved in planning, coordinating, and carrying out the professional development of the context of in-service teacher training, workshop or staff development. Training is provided for professionals and paraprofessionals. This project should fall into one of the domains of professional practice and relate to the educator's role or area of instruction. The educator will be actively involved in all aspects of the project.

### **Example**

An educator conducts an in-service on the new power standards. They are responsible for all aspects of the logistics involved in the implementation of the in-service. They troubleshoot and solve problems that arise during the project.

### **Suggestions (Key Elements)**

1. Educators are involved in the planning and implementation
2. Individual and collaborative connections to the program's goals
3. There is emphasis on growth, expansion and refinement of skills
4. There are follow-up procedures in place

### **Evidence of Completion**

One or more of the following can be used as evidence:

- Completion of the Professional Growth Plan (required)
- Reflective Journal
- Participant feedback
- Completed Project
- Other documentation as agreed upon with your evaluator/administrator

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Related to Domain(s):

Planning, Preparation and Curriculum	<u>1e</u>
Classroom Environment and Student Management	_____
Instruction and Assessment	<u>3c</u>
Professional Responsibilities and Relationships	_____

How will this goal improve student learning?

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What measurable criteria will be used to assess your goal's success?

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Activities/Methods	Resources Needed	Timeline
<p>Year 1</p> <p>36. Monthly meetings on 3<sup>rd</sup> Tues from 3:30-4:30</p> <p>37. Learn Action Research methods, determine data collection techniques and pre-assess students</p> <p>38. Review analytical traits</p> <p>39. Attend conference on writing techniques</p> <p>40. Implement writing techniques</p> <p>41. Collect preliminary data</p> <p>42. Score student papers</p> <p>Year 2 -continue monthly mtgs</p> <p>21. Share results with staff</p> <p>22.Pre-assess students</p> <p>23.Implement two new writing techniques</p> <p>24.Collect data and assess students</p> <p>Year 3- continue monthly mtgs</p> <p>21. Share data with staff</p> <p>22.Pre-assess students</p> <p>23.Train staff on techniques</p> <p>24.Collect data and assess students</p>		<p>Sept</p> <p>October</p> <p>December</p> <p>January - April</p> <p>May - June</p> <p>October</p>

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## **Original or Self-Designed Projects**

### **Definition**

The educator identifies a project that does not match a description of other options. This project should correlate to one of the domains and the educator's role or area of instruction.

### **Example**

An educator selects a community service project that causes the educator to learn new information and content related to that particular project. The educator then teaches related information skills to the students before the actual service project is activated. All activities related to the service project would be measured for student understanding.

### **Suggestions**

1. Parent training/workshops
2. Community service project
3. Business partnership
4. Conducting staff in-services
5. Educator exchange

### **Evidence of Completion**

One or more of the following can be used as evidence:

- Completion of the Professional Growth Plan (required)
- Reflective Journal
- Completed Project
- Other documentation as agreed upon with your evaluator/administrator

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School \_\_\_\_\_ School Year \_\_\_\_\_

SMART Goal Statement:

Related to Domain(s):

Planning, Preparation and Curriculum \_\_\_\_\_  
Classroom Environment and Student Management \_\_\_\_\_  
Instruction and Assessment \_\_\_\_\_  
Professional Responsibilities and Relationships \_\_\_\_\_

How will this goal improve student learning?

What measurable criteria will be used to assess your goal's success?

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**Professional Growth Plan**

Activities/Methods	Resources Needed	Timeline

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