Monroe County School District Professional Growth Plan – Counselor or Counselor Needing Assistance

School Year:	

Counselor:		*Grade Level(s):*		*School:*	

A. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?
- ☐ *Review of student data*
- ☐ *Collaboration with principal/supervisor*
- ☐ *Past year's summative evaluation: check one being targeted on this for:* ❑ Domain 1 – Planning and Preparation; ❑ Domain 2 – The Learning Environment; ❑ Domain 3 – Delivery of Service; ❑ Domain 4 – Professional Responsibilities

What student data will be used to guide the development of the professional learning goals? *(e.g., Performance Matters, FAIR, behavior contracts, Student Portfolios, student attendance, etc.)*

Write a measureable goal to indicate expected improvement in student performance. *(This is a SMART* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).*

Check Domain(s) of Focus:

- ☐ **Domain 1 – Planning and Preparation**
- ☐ Domain 2 – The Learning Environment
- ☐ **Domain 3 – Delivery of Service**
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ *Counselors on Individual Growth Plans must select one component that the counselor has identified as having the greatest potential for increasing student learning.*
- ☐ *Counselor needing assistance must select a power component.*
- ☐ *Power Components are in bold and shaded.*

	1a		1b		**1c**		1d		1e		1f
	2a		2b		**2c**		2d		2e		
	3a		**3b**		3c		3d		3e		3f
	4a		4b		4c		4d		4e		4f

B. Development of Professional Learning Goals

Professional Learning Goal(s) *What goals will enable me to strengthen my practice?*	**Professional Learning Activities/Actions** *What activities/actions will help me attain my goals?*
Goal 1:	
Goal 2:	

Approval to Proceed with Growth Plan _____   _____

Administrator/Supervisor Signature   Date

C. Ongoing Monitoring and Review
The Professional Growth Plan shall be reviewed at every post conference meeting.

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by _____

Date(s) _____   _____   _____   _____   _____

D. Professional Growth Plan
End-of-Year Review

Evidence and artifacts that support that the professional learning goals were met:
(*Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice.*

Student Performance Outcomes: (*Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion purposes only.*)

E. Professional Growth Plan
End-of-Year Review

Overall rating for Professional Growth Plan _____

Rating Rubric for Professional Growth Plan	
3 **Highly Effective**	The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community _(groups such as vertical teams , PLCs, lesson study ,multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents) .
2 **Effective**	The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels.
1 **Developing/Needs Improvement**	The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.
0 **Unsatisfactory**	The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.

Teacher Signature _____ **Date** _____

Administrator Signature _____ **Date** _____

* **SMART** is an acronym for:

Specific – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

Measurable – a measurable goal has an outcome that can be assessed and/or measured in some way.

Attainable – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a "stretch" if the outcome is tough or there is a weak starting position.

Results-Oriented & **R**elevant – a results-oriented and relevant goal helps maintain focus on the mission or the "bigger picture."

Time-bound − a time-bound goal includes realistic timeframes. Our timeframes are imposed as an instructional year. Because of this, carefully consider what is attainable within this timeframe.

Examples of SMART Goals

1. Every student will show evidence of growth in math number ordering.
SMART Goal = Numeration – (greater than/less than, equal to)
>During the 2011-12 school year, all students will improve their numeration skills in ordering numbers using the appropriate math symbol measured by an increase of 15 points on the unit test for Big Idea 1 - Develop an understanding of base-ten numerations system and place-value concepts.

2. Reduce levels of non-proficient students by 10% in solving word problems
SMART Goal = Math Problem solving (Numbers & Operations)
>During the 2011-12 school year, non-proficient students (as indicated by a unit test for MA.7.5.2 non-routine problem solving) at Sample School will improve non-routine problem solving skills by 5% as measured by an increase in the percentage of students scoring at mastery on the midterm and/or course final.

3. Students will show growth in Vocabulary as measured by FAIR.
SMART Goal = Vocabulary
>During the 2011-12 school year, non-proficient students (as indicated by the FAIR vocabulary subtest) at Sample School will improve their vocabulary skills by 5% as measured by an increase in the percentage of students scoring at or above grade-level on the FAIR vocabulary assessments given in AP1 and AP3.

4. Students will comprehend grade level text.
SMART Goal = Reading Comprehension- Literary Analysis – Fiction/Nonfiction
>During the 2011-12 school year, non-proficient students (as indicated by the Performance Matters Progress Monitoring Tool) at Sample School will improve their ability to analyze character development by 5% as measured by an increase in the percentage of students scoring at or above "proficient" on Progress Monitoring for Benchmark LA.8.2.1.2.