Helpful Tips for Writing Your PGP

By Terri Hook, August 1, 2019

Preparing for OTES Changes in 2020-2021

This will be the last year for Ohio school districts to use the current form of the Ohio Teacher Evaluation System (OTES) as it is currently written. In order to help prepare for the changes taking place in the system for 2020-2021, it is not too early to begin to think about how to best make a smooth transition to the updates for OTES. There will be a pilot implementation of the OTES changes during this school year by several districts across Ohio. The results of the pilot will be studied through the school year, but we do already know that there will be a focused shift toward professional growth conversations generated by each individual's Professional Growth Plan (PGP). Writing a meaningful PGP this year, will help prepare you for the OTES changes next year.

The Power of Reflection

The first place to begin the process of writing your PGP is with reflecting on your teaching practice. Research continues to show how powerful the impact reflection has on effective teaching practices and student achievement. A self-assessment tool is provided both in eTPES (electronic Teacher Principal Evaluation System) and the Teacher Evaluation Handbook section of the collective bargaining agreement between OCFT and OBOE. The self-assessment is aligned with the Ohio Standards for the Teaching Profession, which are the standards used in the OTES rubric.

By thinking through the self-assessment, specific areas will emerge for you as being areas of strength or areas for growth. If using the eTPES version of the self-assessment, any notes you make will be confidential. Evaluators do not have access to this part of eTPES.

*Using self-assessment tools is a requirement of the Resident Educator Program. If you are a resident educator, it is required that you and your resident educator instructional mentor develop your PGP together.

PGP Requirements

- Every teacher and principal is required to develop a professional growth plan. The types of plans are self-directed, collaborative and improvement plans.(Accomplished teachers write self-directed plans. Skilled teachers have an option of writing their plan collaboratively with their evaluator and developing teachers must write a collaborative plan with their evaluator. Ineffective teachers have an improvement plan developed with their evaluator… per OCFT/OBOE collective bargaining agreement).

- Goal 1: Student Achievement/Outcomes for Students, Evidence Indicators & Areas of Professional Growth

Preparing a Student Achievement Goal Statement: Beginningnext year, in 2020-2021, student growth measures will no longer be an automatic 50% calculation of the Final Summative Rating. Approaching average and least effective SGMs will no longer trigger an automatic full evaluation cycle the following year.

When writing your student achievement goal, please review any data from previous years or newly attained data that you may have on your current students.When reviewing this data, you will want to identify an area where you would want to focus on student growth that will be measurable through recordable assessment data.Make this goal as specific as possible to areas where you want to see student growth. **This is no longer a building or district student growth goal that has been used on past PGPs.**

If you have been using an SLO as a student growth measure, you can develop a Student Achievement Goal based on the data areas that show where the students need the most growth or an area that is particularly important to foundational learning. Units of instruction where students tend to have the most difficulty may also be used to write this goal.

When writing your goals remember to use the SMART components of goal writing. S – **s**pecific, M - **m**easureable, A – **a**ttainable, R – **r**elevant, and T – having a **t**ime frame.

Example Student Achievement Goal:

By May 1, 2020, 85% of my reading students will achieve the designated DRA reading levels by using Orton-Gillingham instructional techniques and targeted small group instruction determined by Fall 2019 pre-assessment and Spring 2020 post-assessment results.

Remember to list where you will look for evidence of student's growth toward the goal and any professional learning or supports you need to use as resources to assist you with working toward the goal.

- Goal 2: Statement of Teacher Performance on the Ohio Standards for the Teaching Profession, Evidence Indicators & Areas of Professional Growth

Example of Teacher Performance Goal:

By May of 2019, I will incorporate project-based learning into my social studies instruction at least once a month during first semester and twice a month during second semester, by utilizing access to the Chromebook and possible use of community experts through the district's course relevancy program.

Consider this goal to be aligned with any feedback received from previous OTES observation feedback, as well as personal areas of growth determined by reflection and the use of the self-assessment tool. If you are a 5-year professionally licensed educator, you may also want to consider a goal that corresponds with the long-term goal written for your Individualized Professional Development Plan (IPDP).

Remember to list where you will look for evidence of how you will reach the goal and any professional learning or supports you need to use as resources to assist you with working toward the goal.

If your final summative ratingfrom the previous year's OTES Final Summative Rating is skilled, your evaluator *may have*specific suggestions for your goals.

If you are a Developing or Ineffective rated teacher according to the previous year's OTES Final Summative Rating, your evaluator will have suggestions for your goals.

- Record dates when your PGP is discussed with your evaluator.

Assistance Writing PGPs

If you are a 5 Year Professionally licensed educator, feel free to contact, Terri Hook, OCS Lead Teacher for assistance with writing your PGP.

If you are a Resident Educator, you will collaborative write your PGP with Terri, who serves as your RE Instructional Mentor.

Any questions about the OTES evaluation process or student growth measures and SLOs, may also be directed to Terri.

PGP Due Dates

PGPs are due in eTPES no later than August 31st for 5 Year Professionally Licensed Educators. Make sure you have pinned your PGP to your evaluator in eTPES.

The goal is to have all Resident Educators submit their PGP prior to their first OTES observation pre-conference or by September 30.