Professional Growth Plan, now known as Deliberate Practice

• Teachers will record their Deliberate Practice PGPs online in iObservation.
• Teachers will choose 1-3 elements within Domain 1 that they want to focus on throughout the year.
• These chosen elements are determined by the teacher.
• Teachers will identify their chosen elements, and then forward them in iObservation to their evaluator for feedback. After any necessary discussion, the chosen elements will be finalized.
• Teachers will receive frequent feedback on their chosen elements via walkthroughs and formal observation(s); iObservation will prompt the evaluator towards the chosen elements.
• Soft Due Date September 5 (Hard date September 19).
What is deliberate practice?

It is a structured process where teachers grow their instructional expertise and improve performance by completing planned activities and reflections centered around 1 to 3 self-selected elements from Domain 1.
Option this Year

• DQ1 - Elements 1, 2 and 3 pertaining to **Learning Goals and Scales** can be selected for deliberate practice PGP. Teachers selecting this element will receive additional data points beyond formal evaluation(s) as appropriate during a walkthrough.
Domain 3: Reflecting on Teaching
Developing and Monitoring a Professional Growth Plan

Domain 3: Reflecting on Teaching
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Evaluating Personal Performance
1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
4. Developing a Written Growth and Development Plan
5. Monitoring Progress Relative to the Professional Growth and Development Plan
Domain 3: Element 4
Review Teacher Evidence

Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

Evidence:

Teacher Evidence:

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources
## Domain 3: Element 4
Review the Scale

<table>
<thead>
<tr>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
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</tr>
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<tbody>
<tr>
<td>The teacher is a recognized leader in helping others with this activity</td>
<td>The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources</td>
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Scale for Developing a Written Growth and Development Plan
How to initiate Deliberate Practice

Follow this 2-click process after you log into iObservation:
Hover over *Growth* and click *Plans*.
Click *Create New Plan*. 
Step 1: Self-Assessment

- Surveys elements in Domain 1
- Private and Confidential
- New Teachers – It is strongly suggested to rate yourself every element in order to view all opportunities for areas of improvement.
- Returning Teachers – Optional, but assess yourself on all elements you think you may want to focus on this year.
Step 1: Self-Assessment

IDEA:

Are you actively involved in your PLC? If so, can you identify an element in Domain 1 that you can focus on this year as you work within your PLC?

This could your Deliberate Practice element! If so, you need to ensure that you’ve assessed yourself so that it appears in the list of available elements when you select your target element.
Step 1: Self-Assessment

- Select **Save and Close** to return and edit Self-Assessment at a later time (recommended)
- Clicking **Finish** will prevent returning and making changes
Step 2: Select Target Elements

• Click *Select Target Elements*
Step 2: Select Target Elements

• New Teachers
  • Of the elements listed, choose one to begin working on this year.
  • Click on **Configure** to select the element for deliberate practice.
  • Click **Preview** for a preview of the element and access to other resources
Step 2: Select Target Elements

• Returning Teachers
  • See elements evaluated previous school year and elements from self assessment (if completed). Missing elements are those that either were not self assessed or evaluated the previous year. Elements from previous year can be selected again for this year.

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**Step 2: Select Target Elements**

Select a target element from the choices below. After selecting a target element you will answer a few questions before making it part of your Growth Plan. Please select one to three elements.

**Recommended Elements**

<table>
<thead>
<tr>
<th>Domain 1: Classroom Strategies and Behaviors</th>
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<tr>
<td>Reflecting on Learning</td>
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**Available Elements**

<table>
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<th>Domain 1: Classroom Strategies and Behaviors</th>
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<tbody>
<tr>
<td>Establishing Classroom Routines</td>
</tr>
<tr>
<td>Organizing the Physical Layout of the Classroom</td>
</tr>
<tr>
<td>Identifying Critical Information</td>
</tr>
<tr>
<td>Organizing Students to Interact with New Knowledge</td>
</tr>
<tr>
<td>Previewing New Content</td>
</tr>
<tr>
<td>Chunking Content into &quot;Digestible Bites&quot;</td>
</tr>
<tr>
<td>Processing New Information</td>
</tr>
<tr>
<td>Elaborating on New Information</td>
</tr>
</tbody>
</table>
Step 2: Select Target Elements

- On the configure screen, click on the ratings button to select a starting performance level and a final goal.

![PerformanceGoalDiagram]
Step 2: Select Target Elements

• Scroll down to get two required responses after the rating section.
• Box one – Current student behavior/learning desired to improve as a result of focusing on target element.
• Box two – Changes student behavior/learning expected as a result of focusing on target element.

Consider the scale for Developing a Written Growth and Development Plan available on the next slide when filling out the boxes.
Step 2: Select Target Elements

- Applying Rating
  - Plan has clear and measurable goals

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Step 2: Select Target Elements

- The first element is saved, but still can be edited, deleted or previewed by clicking on the appropriate link next to the name of the indicator.
- Repeat step 2 process if selecting a 2nd or 3rd element.
Step 2: Select Target Elements

• Click on **Back to Plan** button at the bottom of the screen to get back to the **Create New Growth Plan** screen.

• As long as one element is finished, a green checkmark appears next to step 2. Step 2 can be edited at any time prior to submission.
Step 3: Identify Action Steps

- Scroll down to step 3, **Identify Action Steps**. Click on the **Develop a Plan for Growth** link.
Step 3: Identify Action Steps

- Click on the **Add a Step** link to start a new step.

Again, consider the scale for Developing a Written Growth and Development Plan available on the next slide when completing this step.
### Step 3: Identify Actions Steps

#### Scale for Developing a Written Growth and Development Plan

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Step 3: Identify Action Steps

- Methods for identifying good action steps
  - Look at the evidences in the protocol for the element selected. Teacher evidence could be turned into an action step.
  - Review scales that explain the difference between innovating, applying, developing, beginning, and not using
  - iObservation Resource Library
  - Evaluator can give you suggestions and ideas
  - School’s classroom practice mentor(s)
Step 3: Identify Action Steps

• **Describe the Action Step**: Actions planned to deliberately practice the instructional strategy

• **Date**: Note the date to work on the action step. If it is a yearlong activity (e.g. PLC meetings), write weekly, monthly or ongoing.
Example Action Steps:
Establishing Classroom Routines

--Become more familiar with routines that are efficient and save time in class. Resources needed include locating a master teacher whom I can observe in action to get some good ideas for new routines.

--Remind students of routines and procedures. No resources needed for this step.

--Ask students to restate or explain rules and procedures prior to an activity. No resources needed for this step.

--Provide cues and signals when a rule or procedure should be used. Will talk with a colleague I know who does this already to get ideas about how to do this in class.

--Reference or point to poster with numbered rules outlined. Need poster board or chart paper to write down rules.

--Use teacher proximity to let a student know when a rule needs to be followed. Will ask a colleague to watch one of my lessons and record how often I use proximity and how often it is effective in maintaining order in class.
Step 3: Identify Action Steps

- **Element:** Select the deliberate practice element that should be linked to the step. If the step is linked to all elements, then leave as **All**.

- **Add a Resource:** This list is only for using a resource from iObservation. Adding one is not required and other resources can be added later.

- When finished, click **Save Action Step**. You can edit or remove action steps at later time.
Step 3: Identify Action Steps

• Continue to add action steps using the **Add a Step** button. Remember to include a description of any resources needed. Resources can be materials, videos, books, articles, colleagues, PD activities, etc.

• When finished click on **Save Action Steps**
Step 4: Submit Plan for Approval

- Click **Submit for Approval**. *Note - No confirmation of submission will be given. Teacher may follow up with evaluator by beginning a discussion in iObservation.*
- Plan will be reviewed by administrator.
- Email notification will be sent when administrator approves the plan or sends it back for revisions.
- At that time, log back into the system, hover over **Growth** menu tab, click on **Plans** to review either the plan or administrator’s comments.
- If the plan was not approved, make edits and send back for approval using the same steps.
- The deliberate practice PGP becomes official when teacher and evaluator agree on the plan.
Does an evaluator have any input into deliberate practice PGP?

- Evaluators can make comments, ask questions and provide feedback. Evaluators are there for support.
- All conversations will occur in the iObservation system via the discussion tool.
- When evaluators visit classrooms, the deliberate practice elements are highlighted, which prompts them to give feedback on that chosen element if applicable.

Soft Due Date September 5 (Hard date September 19).
What if I have questions later?

If you have questions, the following people are good resources:

• Classroom Practice Mentors at your school
• Your evaluator
• Your KEA building representative

iObservation has a great tool on the home page that walks you through the step-by-step process.

• Click on **Growth Plans Quick Start Guide** near the bottom