

PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM

CERTIFIED EVALUATION PLAN

JCPS Board Work Session Update
October 27, 2014

Teams at Work...

- ▣ Educator Quality Oversight Committee (EQOC) – JCPS 50/50 Committee
 - Meets at least bi-monthly to review, draft, design, and provide feedback on implementation strategies.
 - Create and approve draft Certified Evaluation Plan (CEP).
- ▣ JCPS PGES Implementation Team & its Sub-committees
 - Meets often/as needed to plan, design, and implement strategies for school-based support of all components of PGES.

PGES Updates

- ▣ 2014-2015 Full Implementation without accountability.
- ▣ Principals and assistant principals continue proficiency in TeachScape for implementation of TPGES and PPGES.
- ▣ All schools have designated a TPGES Teacher Leader Team of experts.
 - Student Voice/CIITS Teacher Leader Expert
 - Self-Reflection/Professional Growth Plan (PGP) Teacher Leader Expert
 - Peer Observation Teacher Leader Expert
 - Student Growth Teacher Leader Expert

PGES Updates (cont.)

- ▣ May 2014 – All principals and assistant principals attended a 6-hour update training on TPGES and PPGES in collaboration with KDE and KASA.
- ▣ June 2014 – All school TPGES Implementation Teams attended a two-day training on all components of PGES, with emphasis on Self-Reflection/PGP, in collaboration with KDE and KASA.
- ▣ September 2014 – Student Voice/CIITS Teacher Leader Experts attended a 3-hour update training on CIITS.
- ▣ October 2014 – Student Growth Teacher Leader Expert, GCC, and administrator attended a 3-hour training on Student Growth Goals in collaboration with KDE.
- ▣ November 2014 – Peer Observation Teacher Leader Experts will attend a 3-hour update training on Peer Observation implementation in collaboration with KDE.
- ▣ January 2015 – Student Voice Teacher Leader Expert update training to be held.
- ▣ 2014-2015 begins the OPGES and Early Childhood Pilot Programs for PGES implementation.

Certified Evaluation Plan

Jefferson County Public Schools Certified Evaluation Plan



Educator Quality Oversight Committee (EQOC)

John Ansman, Evaluation Transition Coordinator (R-5)

Tiffeny Armour, ARD Director - Chair

Beverly Chester-Burton, Teacher (Stuart Middle School)

Margie Eckertle, Evaluation Transition Coordinator (R-6)

Jo McKim, Teacher (Central High School)

Marty Pollio, Principal (Jeffersontown High School)

Tony Prince, Teacher (Atherton High School)

Faith Stroud, Principal (Robert Frost 6th Grade Academy)

Royce Whitman, Teacher (Crumbs Lane Elementary School)

Alan Young, Teacher - Project Manager

CEP Overview

- ▣ KDE has amended the due date of the Certified Evaluation Plan (CEP) from December 2014 to Spring 2015.
- ▣ KDE requires local school boards to approve the district CEP.
- ▣ EQOC is working to present and gain approval from both JCBE and JCTA for this first draft of the CEP in January 2015.
- ▣ The CEP currently includes the roadmap for TPGES and PPGES. We will be adding OPGES and Early Childhood for approval in the Spring.

CEP Overview

▣ There are both state and local decisions in the CEP.

- • = Required
- → = Local Decision
- □ = Options provided

- **Local District Decision** sections are highlighted in *[GRAY]*

- Note the Guiding Questions for Local School Boards provided on pages 6-7.

- Note the Roles and Definitions on page 8.

A Common Understanding of Effectiveness

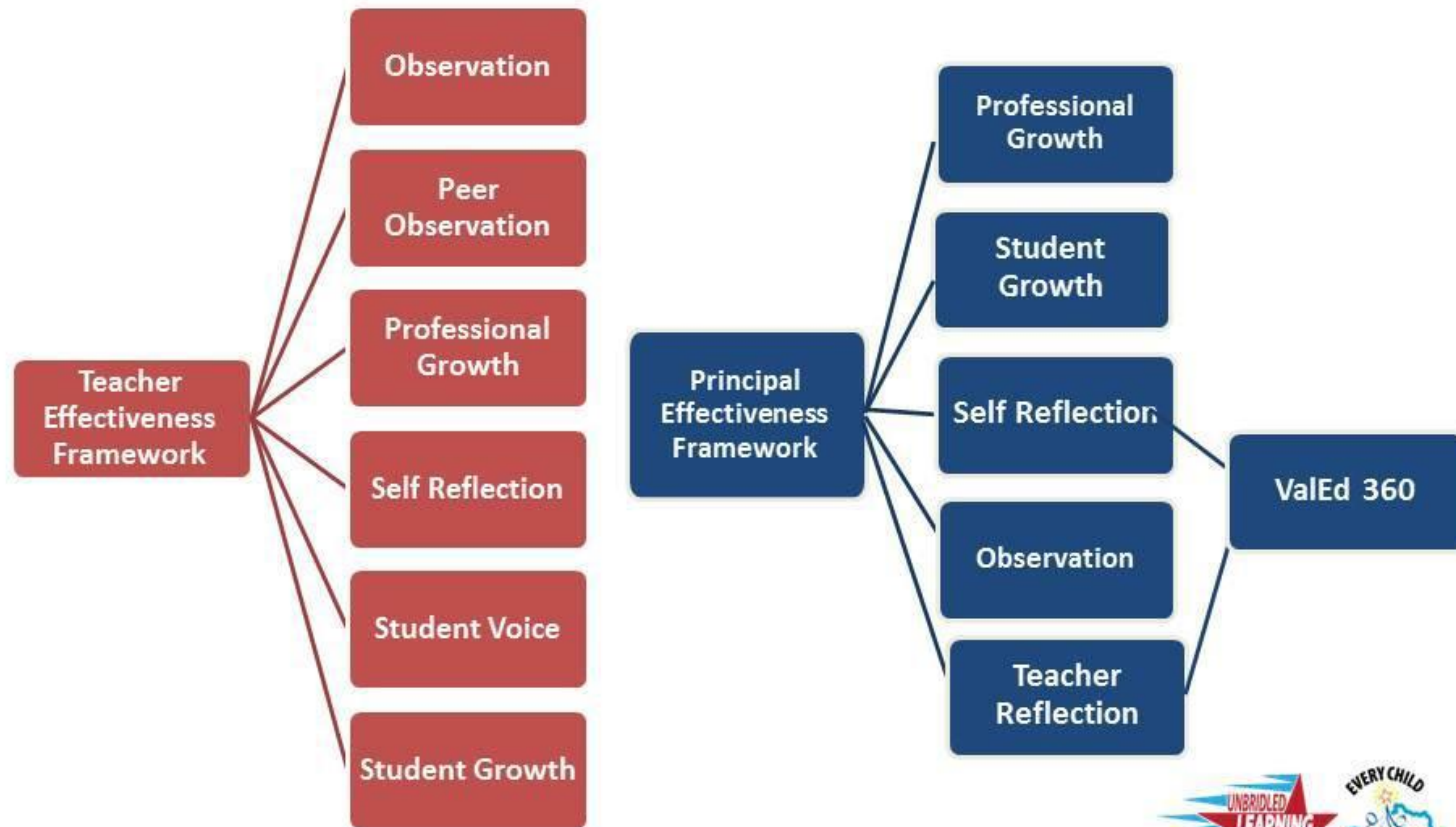
KENTUCKY'S FRAMEWORK FOR TEACHING

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

*(adopted for Kentucky Department of
Education)*

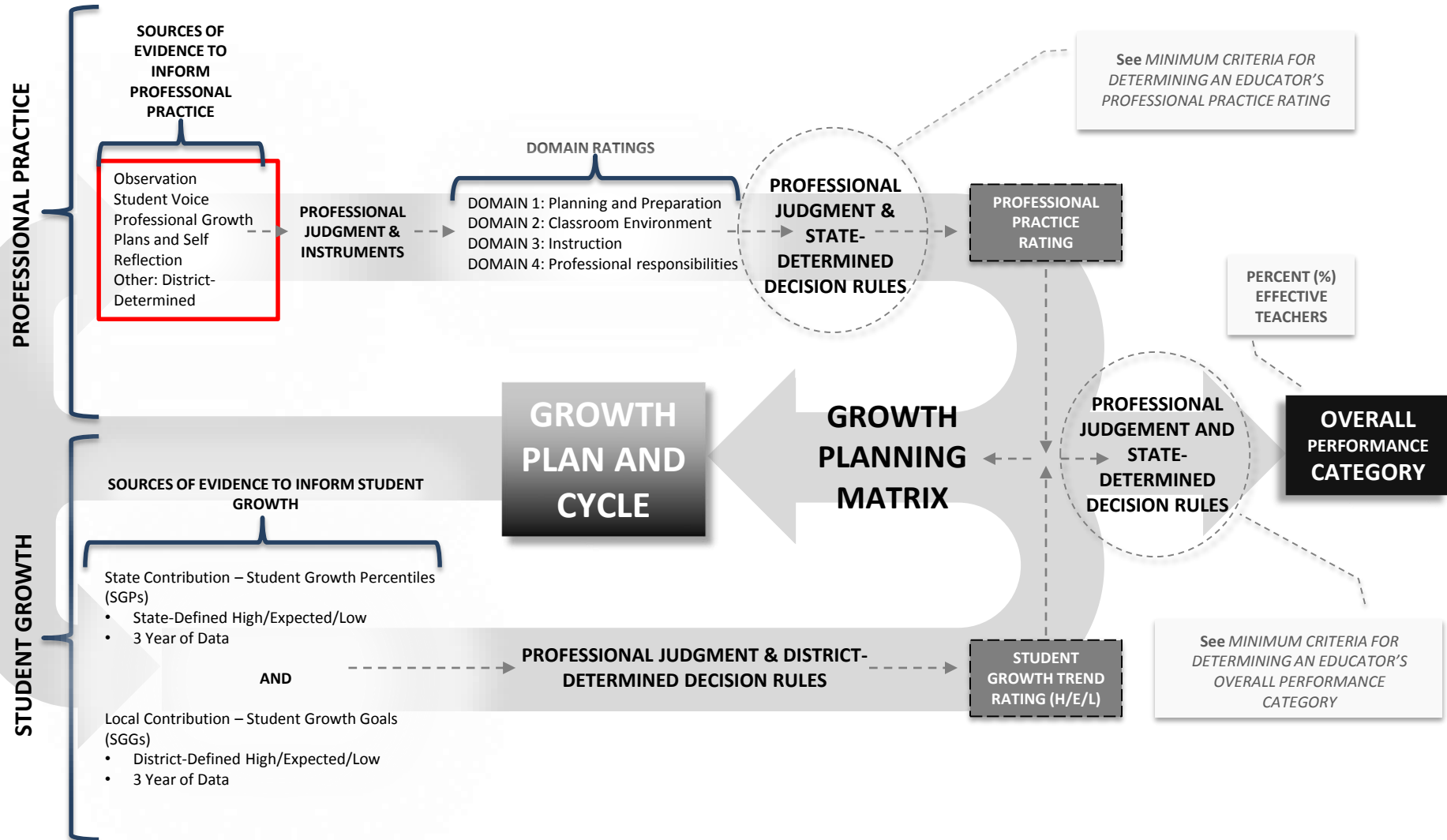
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Kentucky Multiple Measures of Effectiveness Supported with Artifacts and Evidence (Proposed)



Teacher Professional Growth & Effectiveness System (TPGES)

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS MODEL



SOURCES OF EVIDENCE/FRAHEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FFT)		Domain	Planning & Preparation						Classroom Environment				Instruction				Professional Responsibilities						
		Component	1a-Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c-Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f-Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)						Observation									Evidence (pre and post conferences)						
	Student Voice							Kentucky Student Voice Survey															
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self Reflection																						
	Peer Observation							Observation															

EDS/CIITS

- ▣ **The Continuous Instructional Improvement Technology System (CIITS)** connects standards, electronically stored instructional resources, curriculum, formative assessments, professional learning and evaluation of teachers and principals in one place.

- ▣ **PGES: Professional Growth and Effectiveness System:**
 - Certified staff enters and shares their self-reflections, professional growth plans, student growth goals, and peer observations based upon their framework.
 - Ability to upload artifacts to show evidence.
 - Ability for administrators to set up observation caseload for self and peer observers.
 - Observation notes easily aligned to framework.
 - Ability for district and school administrators to see progress of different parts of PGES.

Professional Growth

- ▣ Self-Reflection
 - Completed in CIITS as an ongoing self-assessment tool for teachers.
- ▣ Professional Growth Plan (PGP)
 - Produced in consultation with the evaluator, annually.
 - ▣ What do I want to change about my practice that will effectively impact student learning?
 - ▣ How can I develop a plan of action that can address my professional learning?
 - ▣ How will I know if I have accomplished my objective?

Observations

- ▣ The 3 and 1 Progressive Model
 - 3 Mini Observations and 1 Full Observation
 - ▣ Supervisor conducts 2 Mini Observations and 1 Full Observation.
 - ▣ Peer conducts 1 Mini Observation.
 - ▣ Mini observation last 20-30 minutes.
 - ▣ Full observations are a lesson from beginning to end during one full class period.
 - ▣ All feedback from observations are recorded in CIITS.
 - ▣ Peer feedback is non-evaluative, and cannot be seen by the supervisor.

Teacher Observation Cycles: Tenured vs. Non-Tenured

For those teachers on a continuing (tenured) contract, the cycle is a three (3) year cycle, consisting of at least the following:

CHART 1.0 Tenured Teachers

Year 1	Mini Observation	Supervisor
Year 2	Mini Observation	Supervisor
Year 3 – Summative	Mini Observation Full Observation	Peer Observer Supervisor

*Observations must be documented in CIITS

For those teachers on a limited (non-tenured) contract, the cycle is a one (1) year cycle, consisting of at least the following:

CHART 1.1 Non-Tenured Teachers

Every Year	Observation Window 1 Mini Observation	Supervisor
	Observation Window 2 Mini Observation Mini Observation	Supervisor Peer Observer
	Observation Window 3 Full Observation	Supervisor

*Observations must be documented in CIITS

- All classroom observations are conducted openly and with full knowledge of the certified staff member being observed.



Peer Observation

- ▣ All teachers are eligible for the peer observation certification training.
- ▣ Peer observers must have completed a minimum of three successful years of teaching.
- ▣ All teachers assigned to be peer observers must complete the state approved peer observation certification training. Completion of training will be monitored by the building principal or designee.
- ▣ Each year the principal, in collaboration with the school TPGES Teacher Leader Implementation Team, will select and assign peer observers.
- ▣ Peer observers shall have no more than five teachers to observe, and the recommendation is three or fewer.
- ▣ Peer observers will calibrate every year.

Student Voice

- ▣ The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.
- ▣ The Student Voice Teacher Leader with the assistance of the school TPGES Implementation Team will schedule student groups for the student voice surveys and ensure equal access to all students, with necessary IEP/504 accommodations.
- ▣ Only one class/section per teacher will participate in the survey, through random selection as it fits the school schedule.
- ▣ Schools will monitor to ensure that no one student is overburdened with surveys on multiple teachers.
- ▣ The survey will be completed each year by April 30th.
- ▣ Teachers will only have access to their own student voice survey data.
- ▣ Principals and assistant principals will have access to all student voice survey data.
- ▣ Only certified staff members with ten or more students will have student voice survey results, which may be utilized as a source of evidence.

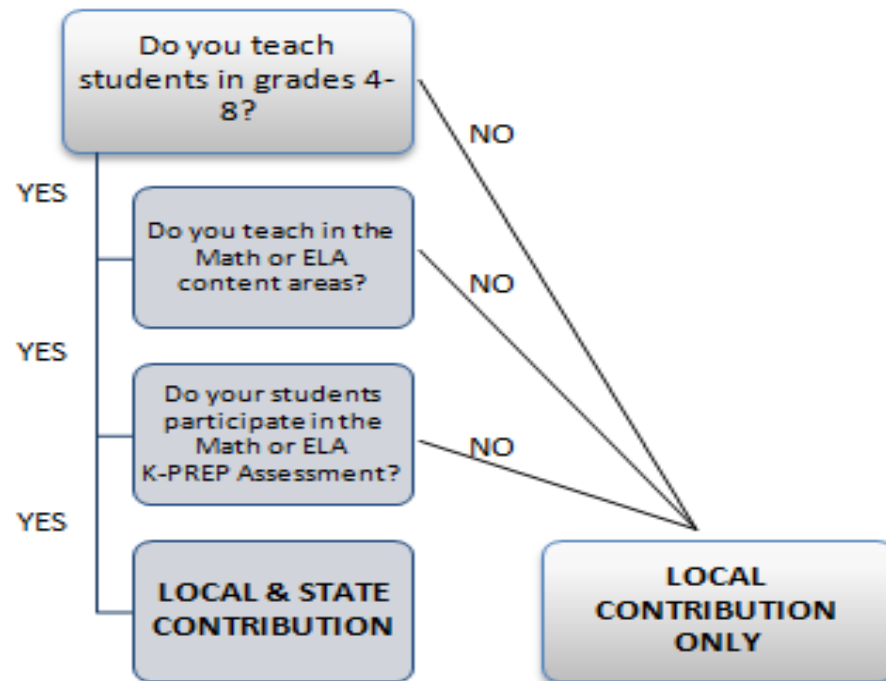
Student Growth

- ▣ The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to about 20% of teachers in the following content areas and grade levels participating in state assessments:
 - 4th – 8th Grade
 - Reading
 - Math

Local & State Contribution

Local = Student Growth Goal (SGG)
State = Student Growth Percentile (SGP)

CHART 3.0 Local/State Contribution



Student Growth Goal Criteria

- ▣ The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- ▣ The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- ▣ The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- ▣ The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

Each teacher will create one SGG for one group of students during one interval of instruction (i.e. full year, semester, trimester, etc.).

Enduring Skills

Defining ENDURING

Learning that

- **ENDURES** beyond a single test date,
- is of value in other disciplines,
- is relevant beyond the classroom (applying learning to new and unique situations)
- is worthy of embedded, course-long focus,
- may be necessary for the next level of instruction.
- Requires critical thinking (analyzing, creating and evaluating)

Rigor & Comparability

Local District Decision

Rigor and Comparability

OPTION C: District-Defined Option—JCPS Protocol for Ensuring Rigor and Comparability of Student Growth Goals

The district adopted a rubric that addresses both *rigor* and *comparability* of criteria. Teachers and administrators will apply the rubric to assist them in creating teacher-developed rubrics and SGGs.



JCPS Rubric

JCPS Rubric for Student Growth Goals

Structure of the Goal		
Requirements: The Student Growth Goal	is acceptable if it . . .	needs revision if it . . .
Focuses on a standards-based enduring skill which students are expected to master.	<input type="checkbox"/> focuses on a standards-based enduring skill.	<input type="checkbox"/> Contains a skill that is not standards-based or does not match enduring skill criteria.
Identifies an area of need pertaining to current students' abilities.	<input type="checkbox"/> identifies a specific area of need related to the enduring skill, supported by evidence for current students.	<input type="checkbox"/> does not identify a specific area of need or the area of need is not related to the enduring skill.
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students.	<input type="checkbox"/> includes a growth target for ALL students and a proficiency target that establishes the mastery expectation for students.	<input type="checkbox"/> is missing one of the targets or fails to differentiate expected performance for one or both targets.
Identifies appropriate sources and kinds of evidence for base-line, mid-course, and end-of-year/course data collection.	<input type="checkbox"/> identifies appropriate sources and kinds of evidence for collecting baseline, mid-course, and end-of-year/course data that matches the skill being assessed.	<input type="checkbox"/> fails to identify appropriate sources and kinds of evidence for data collection, or they are not well-matched to the skill being assessed.
Explicitly states year-long/course-long interval of instruction.	<input type="checkbox"/> specifies a year-long/course-long interval of instruction.	<input type="checkbox"/> fails to specify an interval of instruction, or the interval is less than year-long/course-long.
Rigor of the Goal and Sources and Kinds of Evidence		
Requirements: The rigor of the Student Growth Goal	is acceptable if it . . .	needs revision if it . . .
It is congruent to KCAS grade level/content standards for which it was developed.	<input type="checkbox"/> is congruent and appropriate for grade level/content area standards	<input type="checkbox"/> is congruent to content but not to grade level standards, or it is not congruent
The growth and proficiency targets are challenging for students, but attainable with support.	<input type="checkbox"/> has growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable.	<input type="checkbox"/> has growth and proficiency targets that are not achievable or the targets are achievable, but fail to stretch attainability expectations
The identified sources and kinds of evidence of learning/growth allow for students to demonstrate where they are in meeting or exceeding the intent of the standards in which the enduring skill is being assessed.	<input type="checkbox"/> has identified sources and kinds of evidence that allow students to demonstrate their competency in performing at the level intended by the standards in which the enduring skill is being assessed.	<input type="checkbox"/> has identified sources and kinds of evidence that only allow students to demonstrate competency of a portion or none of the aspects intended by the standards being assessed in which the enduring skill is being assessed.
Comparability of Data and Evidences of Student Learning/Growth		
Requirements: The comparability of the Student Growth Goal	is acceptable if it . . .	needs revision if . . .
Uses comparable criteria across similar classrooms (addressing the same standards) to determine progress toward mastery of the standards-based enduring skill being assessed.	<input type="checkbox"/> reflects collaborative development of common criteria (sources and kinds of evidence/rubrics) to determine competency in performance at the level intended by the standards in which the enduring skill is being assessed.	<input type="checkbox"/> does not reflect common criteria used to determine progress.

Sample Student Growth Goal

Sample Science Goal

This school year, all of my sixth grade students will demonstrate measurable growth in their ability to engage in argument from evidence AND obtain, evaluate, and communicate information. 100% of my students will improve by 2 or more levels on the science rubric developed by my PLC in these areas. 85% of students will perform at level four on the 5-point science rubric.

Determining Growth for a Single Student Growth Goal

PROCESS TO IDENTIFY GROWTH AND PROFICIENCY TARGET RATINGS

The proficiency target rating and the growth target rating will be combined for one overall local student growth goal rating. The decision rule charts below provide information on the criteria for the ratings and combined overall local student growth goal rating.

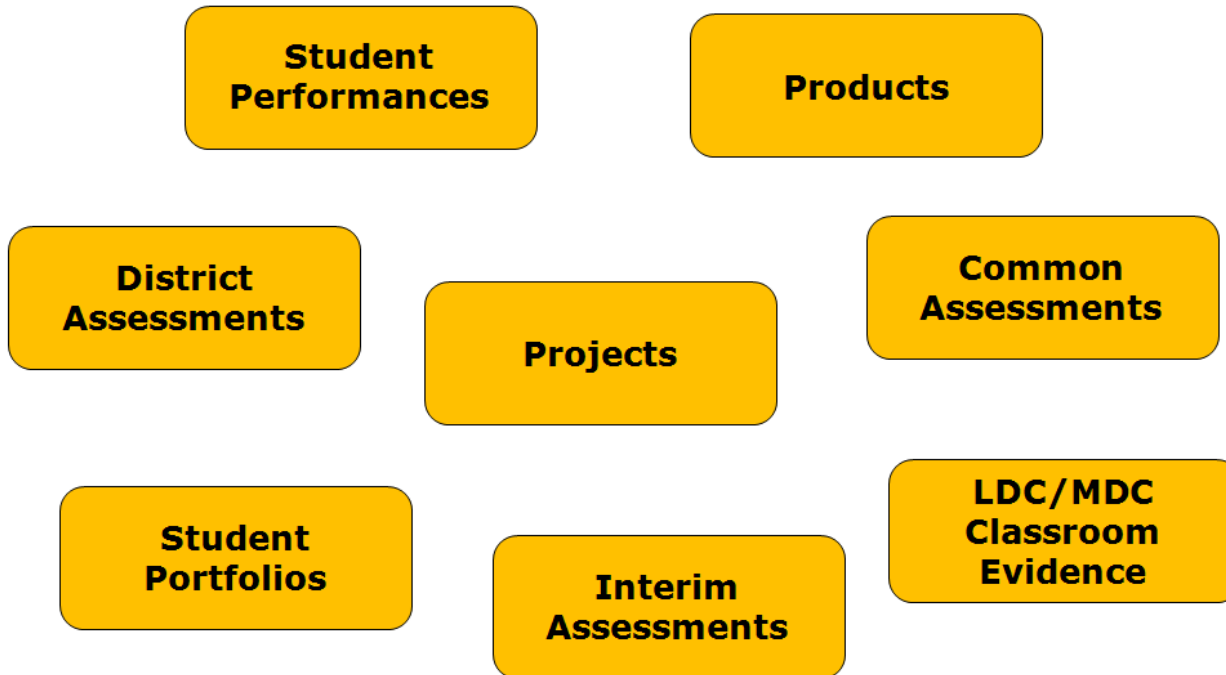
GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
<70% of students meet growth target	70% - < 85% of students meet growth target	≥ 85% of students meet growth target

PROFICIENCY TARGET RATING		
LOW	EXPECTED	HIGH
Does not meet proficiency target within 10%	Meets proficiency target within 10% (of the established target)	Exceeds proficiency target

LOCAL STUDENT GROWTH GOAL DECISION RULES MATRIX AND OVERALL STUDENT GROWTH RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Multiple Sources & Kinds of Evidence

Possible Sources of Evidence



Overall Ratings

Local Student Growth Goal Instruments to Determine Overall Student Growth Rating



Criteria for Determining Overall Student Growth Rating

LOCAL STUDENT GROWTH GOAL DECISION RULES MATRIX AND OVERALL STUDENT GROWTH RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

COMBINED LOCAL AND STATE CONTRIBUTION STUDENT GROWTH RATING (Applies only to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE SGP RATING (provided by the state)	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Criteria for Determining a Teacher's Overall Performance Category

TEACHER OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Developing
	Expected	Ineffective
	Low	Ineffective



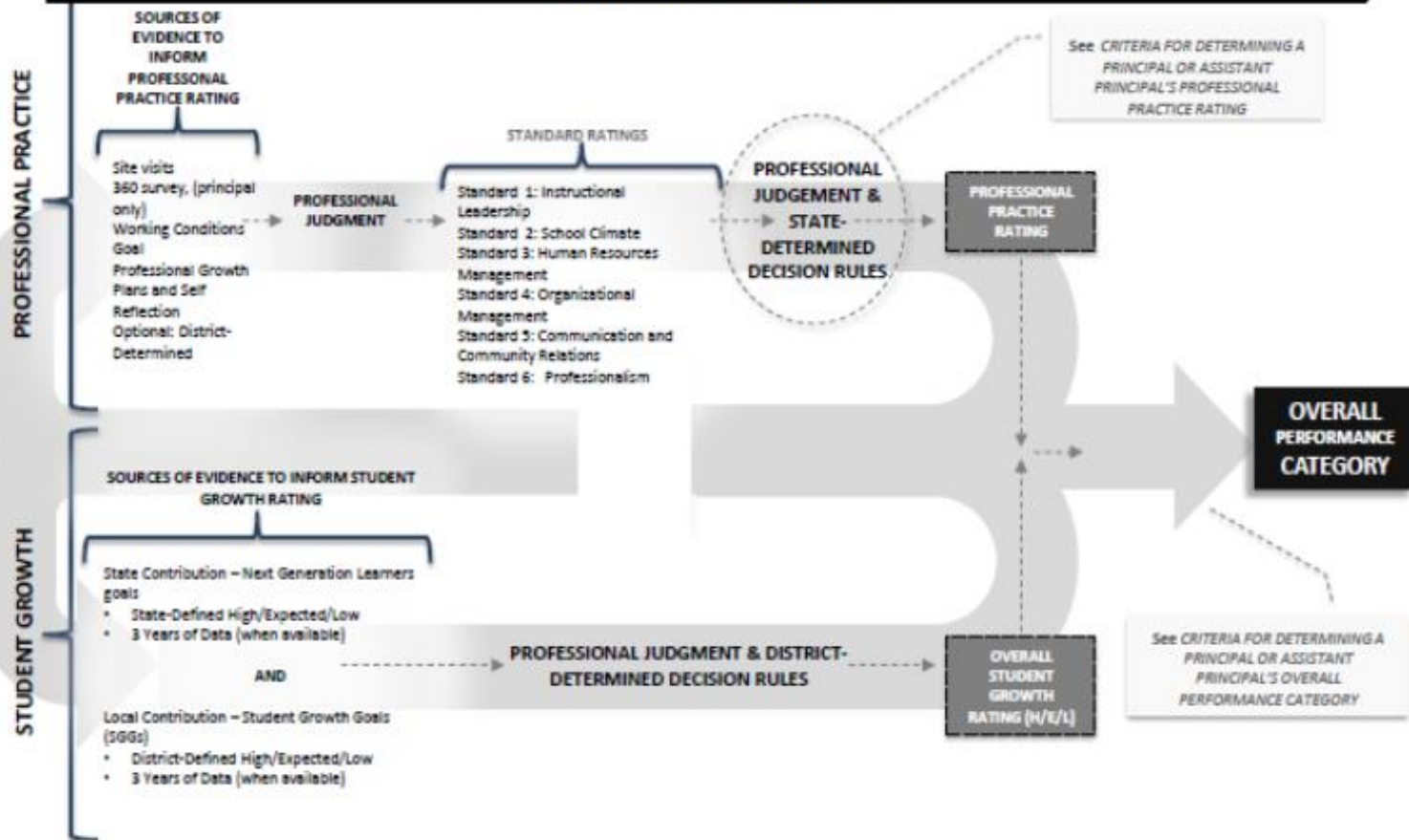
Professional Growth Plan and Cycle for Tenured Teachers

		TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal set by educator with evaluator input One goal must focus on low outcome Formative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative review annually Summative occurs at the end of year 3. 	
	ACCOMPLISHED			
	DEVELOPING	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal Determined by Evaluator Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low performance or outcomes. Plan activities designed by educator with evaluator input. Formative Review annually. 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal set by educator with evaluator input One goal must focus on low outcome Formative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goal Determined by evaluator Focus on low performance area Summative at end of plan 	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal Determined by Evaluator Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan 	
		LOW	EXPECTED	HIGH
		STUDENT GROWTH TREND RATING		
		KDE:ONGL:FCS:TB:011814		

Principal & Assistant Principal Professional Growth and Effectiveness

- ▣ The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.
- ▣ Assistant Principals will inherit the SGG and the Working Conditions Goal from the Principal.

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS



SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

Standards		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
		<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback					
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support
	Val-Ed360 Survey	Superintendent & Teacher Feedback					
High Standards for Student Learning; Rigorous Curriculum; Quality Instruction		Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior	



Components of PPGES

- ▣ Evaluators must use the following categories of evidence in determining overall ratings:
 - Required Sources of Evidence
 - ▣ Professional Growth Planning and Self-Reflection
 - ▣ Site-Visits
 - ▣ Val-Ed 360°
 - ▣ Working Conditions Goal
 - ▣ State and Local Student Growth Goal data

Timeline



Timeline for Self-Reflection/PGP/Site Visits	
Timeline	Action
First 30 work days	Evaluation criteria and process used to evaluate shall be explained
By Oct. 15	Develop PGP and SGG- Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan
Fall semester	Site visit(s), ongoing self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Site visit(s), ongoing self-reflection
By June 15	Summative reflection and Evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response



Working Conditions Goal

(Goal Inherited by Assistant Principal)

Includes TELL Survey and Val Ed 360 Results

Working Conditions Growth Goal Ratings		
LOW	EXPECTED	HIGH
Does not meet goal within 10%	Meets goal within 10% (of the established goal)	Exceeds goal

- A minimum of one Working Conditions Goal will be developed in collaboration with the supervisor of the principal.
- The Working Conditions Goal template will be used to guide mid-point review.
- Additional surveys and/or evidence may be used to inform the Working Conditions Goal.

Combined Student Growth Ratings

PRINCIPAL AND ASSISTANT PRINCIPAL COMBINED STUDENT GROWTH RATING		
LOCAL SGG RATING	STATE ASSIST/NGL GOAL RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Overall Performance Rating

PRINCIPAL AND ASSISTANT PRINCIPAL		
OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Accomplished
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Developing
	Expected	Ineffective
	Low	Ineffective



PPGES Summative Cycle

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS	
PROFESSIONAL PRACTICE RATING	EXEMPLARY
	ACCOMPLISHED
	DEVELOPING
	INEFFECTIVE
LOW	
EXPECTED	
HIGH	
Shall have a minimum of a Professional Growth Plan developed by Evaluator	
Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
Shall have a minimum of a Professional Growth Plan developed by Evaluator	
Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.	