

PROFESSIONAL GROWTH PLAN (PGP)

2022-23

Jason Booher

Name

Mercer County

District

Board Initial Approval Date

Board Completion Date

While it is understood that the Superintendent will be evaluated on all seven standards, the Professional Growth Plan (PGP) provides an opportunity to narrow the focus and provide greater depth. During the 2021-2022 school year, the Superintendent will focus on the following Standard(s) in the PGP.

Standard and Goal	Actions that Demonstrate the Standard	Evidence/Artifacts	Dates Initiated/Completed
Standard 4 <u>Human Resource Leadership:</u> Superintendents ensure the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.	1. Development of effective professional learning communities (PLC's) focused on results and characterized by collective responsibility. 2. Recruit and retain school safety resource officer(s) (SRO's) 3. Continue to strengthen our mentoring program for our new teachers 4. Ensure practices for hiring and retaining staff are continuously updated and monitored. 5. Search continuously for the best placement and utilization of staff to fully develop and benefit from their strengths		

PRACTICES: Superintendents practice effective human resource leadership when they:

1. Ensure necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
2. Provide for development of effective professional learning communities aligned with the district's strategic plan, focused on results and characterized by collective responsibility for 21st century student learning;
3. Participate in consistent, sustained, and open communication with school executives, particularly about how policies and practices relate to the district's mission and vision;
4. Model the importance of continued adult learning by engaging in activities to develop professional knowledge, skills, and abilities;
5. Communicate a positive attitude about the ability of personnel to accomplish substantial outcomes;
6. Create processes for educators to assume leadership and decision making roles;
7. Ensure processes for hiring, inducting, and mentoring new teachers, new school executives, and other staff result in the recruitment and retention of highly qualified and diverse personnel;
8. Use data, including the results of the TELL Survey, to create and maintain a positive work environment;
9. Ensure all staff are evaluated in a fair and equitable manner and that evaluation results are used to improve performance;
10. Provide for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs; is connected to district improvement goals; and is differentiated based on staff needs;
11. Search continuously for the best placement and utilization of staff to fully develop and benefit from their strengths; and
12. Identify strategic leadership positions in the district and have a succession plan for each key position.

ARTIFACTS:

1. TELL Survey
2. Leadership Development Plans (for district administrators— EILA)
3. Student performance data
4. Administrators' professional growth plans
5. Number of teachers in the district with National Board Certification
6. Staff evaluation process and protocols