

# Professional Growth Plan (PGP)/Coaching Plan Samples

Released September 2024

## Sample 1

Professional Growth Plan (PGP)/Coaching Plan							
<b>Teacher</b>	Ms. Pelican	<b>Observer</b>	Ms. Magnolia	<b>Beginning Date</b>	09/03/2024	<b>End Date</b>	10/1/2024
<b>Student Need(s)</b>		Students need multiple opportunities to share responses with each other in order to hear different perspectives and give & receive meaningful feedback.					
<b>Teacher Need</b> (Post-Conference Plan Refinement Goal)		<u>Questioning</u> : Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).					
<b>Recommended Action</b> (Post-Conference Plan Model)		By the next observation, the teacher will develop and use several structures (Grouping-related) regularly to allow for 100% participation in thinking and answering questions.					
Follow-up Support Coaching Plan							
Activities and Resources		Evidence of Teacher Learning “Look-Fors”		Evidence of Student Learning “Look-Fors”		Reflect/Adjust/Next Steps	
Visit 3rd Grade Math Class, take note of the various ways students are asked to respond to questions beyond calling on hands. Notice the percentage of students responding to questions and		Observation notes related to questioning structures		none			

receiving the opportunity to respond.			
<p>Find places in the lesson where students will be asked to answer questions. Annotate the structure for the question to include a variety of response types.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1) Think-Pair-Share</li> <li>2) “Think, don’t say” or “Hands Down, Stop &amp; Think”</li> <li>3) Stop and Jot</li> <li>4) Use of sticks or talking chips</li> <li>5)Planned choral and Active Responses (On my snap...)</li> </ol>	Teacher annotations	none	
Use variety of questioning techniques during the lesson	Teacher uses a variety of questioning techniques throughout a lesson to allow all students to think and respond.	100% Participation	Students who have engaged in thinking and answering questions prior to Mastery check will be given additional feedback throughout the lesson. Therefore, exit tickets should show higher rates of mastery overall.

# Sample 2

Professional Growth Plan (PGP)/Coaching Plan							
<b>Teacher</b>	<b>Mr. Beignet</b>	<b>Observer</b>	<b>Mrs. Rampart</b>	<b>Beginning Date</b>	08/28/2024	<b>End Date</b>	10/30/2024
<b>Student Need(s)</b>		Students use connections in order to retain information.					
<b>Teacher Need (Post-Conference Plan Refinement Goal)</b>		<u>Standards and Objectives:</u> Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and/or (c) knowledge of other disciplines.					
<b>Recommended Action (Post-Conference Plan Model)</b>		By the next observation, the teacher will Invoke prior knowledge and ask students or frame for students how new learning fits into what we've done. Create intentional "chains" and connections between topics, particularly in math.					
Follow-up Support Coaching Plan							
Activities and Resources		Evidence of Teacher Learning "Look-Fors"		Evidence of Student Learning "Look-Fors"		Reflect/Adjust/Next Steps	
Math: Teacher reviews Module overview and familiarizes herself with the "arc" of the learning for the unit.		Lesson plan annotations, verbalize connections					
Instructional coach will assist during planning to review objectives for connections to "real-world" and other subjects		Lesson plan annotations where opportunities allow for connections to be made. Teacher is able to communicate explicit connections between prior learning and daily lesson.		Students are able to verbalize connections.			
Teacher creates a slide or slide icon to remind herself to engage students in Integration. On existing slides, place a link symbol as a reminder. When students read the objective, intentionally connect to previous		Teacher communicates connections and intentionally integrates new learning with previous and future learning. Learning objectives may also be integrated with real-world connections and/or other subject learning.		Engagement. Students should be able to communicate how what they are learning today connects to what they've already learned and what they will be doing in the future.			

learning and future learning, as well as final assessment goals.			
<p>Teacher creates <b>integration prompts</b> to enhance the opening of a lesson. These should include questions that ask <i>students</i> to make the connections by recalling what has been previously learned and/or the unit goals overall. Students may also be asked about how what they are learning connects to their lives “outside of school” or in other subjects.</p>	<p>Teacher asks questions to prompt student thinking and provides structured response time (wait time, turn and talks, etc)</p>	<p>Students articulate connections and integration. Students communicate how what they are learning connects to previous and future learning, as well as outside of school and other subjects. Students use connections as anchors to retain information.</p>	

# Sample 3

Professional Growth Plan (PGP)/Coaching Plan							
Teacher	Mrs. Chachere	Observer	Mr. Audubon	Beginning Date	09/05/2024	End Date	09/26/2024
Student Need(s)		Students reflect on and revise writings that are effectively organized, clear and coherent where there may be a few minor errors in mechanics, grammar, and usage, but meaning is clear					
Teacher Need (Post-Conference Plan Refinement Goal)		By the next observation, the teacher will develop and implement a plan for Lesson Structure and Pacing that ensures individual student needs are attended to and pacing provides many opportunities for students who progress at different rates, resulting in all students demonstrating mastery of the standards/objective.					
Recommended Action (Post-Conference Plan Model)		Plan pacing to ensure individual student needs are attended to for students that need one-on-one support.					
Follow-up Support Coaching Plan							
Activities and Resources	Evidence of Teacher Learning "Look-Fors"	Evidence of Student Learning "Look-Fors"	Reflect/Adjust/Next Steps				
Analyze student work from the previous lesson to identify students who will need individualized support during core instruction with the context of the curriculum.	Annotate lesson plan to identify when and how support will be provided to identified students.	none					
Identify a chunk of time during the curriculum lesson to address identified individual needs	Support identified students while other students are working on their claim statements and/or collaborating in groups to revise and improve their claim statements.	Students make necessary edits in their writing over time.  Students progress toward mastery of objectives.	<b>NEXT STEPS -</b> <b>Follow the same action step</b> for students in an upcoming lesson to ensure their writing is more concise and coherent and they are reflecting on their progress <b>Identify 3 more students</b> that also may benefit from individualized support				