

Teacher Growth Plan Resource



BATESVILLE COMMUNITY
SCHOOL CORPORATION

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Introduction & Purpose

The purpose of this teacher growth plan resource is to explain how teachers are supported in their professional practice. This resource outlines the process, tools, timelines, and expectations to promote teacher growth, ensure proficient practices, and align instruction with Bulldog Ready.

Three years ago, the Batesville Community School Corporation began our Bulldog Ready journey, transitioning our district from traditional school structures to a PK-12 transformational, career-connected design. The way forward is captured in our vision statement:

Bulldog Ready Vision

Together with our community, BCSC is committed to providing an engaging and relevant learning environment based on a strong foundation of academic knowledge, transferable skills, and real-world experiences. Batesville Bulldogs embody confidence, empathy, and resiliency to ensure 21st-century success.

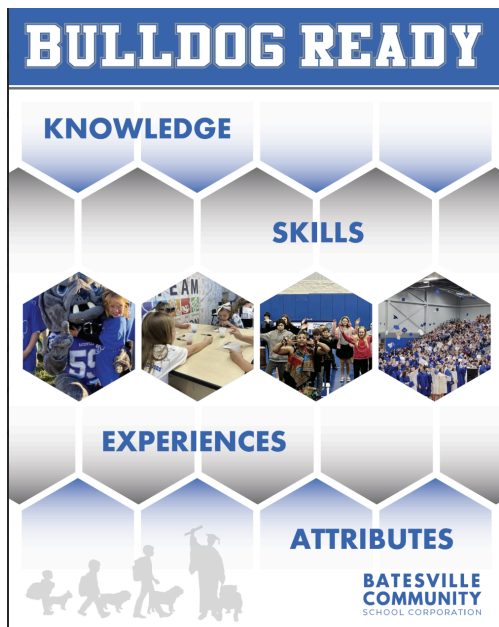
Why

The opportunity before us is to transform our traditional evaluation system—one that has long been focused on compliance, observation scores, and summative ratings—into a more meaningful, growth-oriented process for all teachers. This shift prioritizes what matters most: local instructional practices that align with our vision of being Bulldog Ready. Bulldog Ready is more than a vision; it's a dynamic framework encompassing the knowledge, skills, experiences, and attributes essential for each graduate's success. This K-12 continuum is tailored to meet the needs of students at every grade level, ensuring a comprehensive and targeted approach to learning.

The Bulldog Ready framework is built on three interconnected strands that work together to support student success. Teaching and Learning focuses on creating relevant and engaging learning experiences that link traditional academics with real-world career pathways. Cultures, Systems, and Structures focuses on creating a positive school climate, establishing clear processes, and building equitable structures that foster safety, communication, and efficiency. School and Community Partnerships promotes active partnerships between schools, businesses, and community leaders to ensure that education is aligned with local industry needs and opportunities. Together, these three strands work to create an integrated approach that drives long-term success for students, schools, and communities.

By using a simple, structured framework, this new approach makes Bulldog Ready real, tangible, and embedded in our everyday teaching and learning practices. The resources in the following pages are intended to empower teachers and administrators as they take bold

steps forward in our shared journey of transformation—bringing to life the vision of a thriving, student-centered Bulldog Ready community.



KNOWLEDGE

Graduates will establish a foundation of academic knowledge and lifelong learning.

- Demonstrate academic mastery
- Acquire financial, health, civic, & digital literacy
- Develop an appreciation for personal growth and lifelong learning

SKILLS

Graduates will gain valuable skills that will serve them well in the future.

- Think critically and make informed decisions
- Sharpen communication skills through practice and feedback
- Identify, analyze, and solve problems effectively
- Complete credentialing requirements aligned with student skills and interests

EXPERIENCES

Graduates will find their passion and next steps after graduation.

- Expand community awareness to become responsible citizens
- Deepen understanding of subject matter through experiential learning
- Find their passion, answering "What's my why?"
- Engage in college and career exploration opportunities

ATTRIBUTES

Graduates will be prepared to become desirable applicants.

- Confidence
- Empathy
- Resilience
- Integrity
- Authenticity
- Leadership
- Drive

The Shift from Traditional Teacher Evaluation to Growth

The **Teacher Growth Plan** provides a clear path forward, transitioning us from a traditional evaluation model to one that is truly transformational.

<p>Performance Level Ratings</p>	<p><u>Proficient</u> - Meets expectations. <u>Improvement Necessary</u> - Requires growth and improvement in defined areas before reaching proficiency.</p>
<p>Categories</p>	<p>Category 1: Teacher Observation Category 2: Teacher Growth Goal Category 3: Core Professionalism</p>
<p>Compensation Qualification</p>	<ul style="list-style-type: none"> ● To move on the salary schedule, a teacher must be rated proficient on summative evaluation and achieve two (2) leadership points. ● If a teacher finishes the school year with an 'Improvement Necessary' rating in any of the three categories, they will begin the following school year on an improvement plan in that category and will not be eligible to advance on the salary schedule.
<p>Observations</p>	<p>Each new teacher to BCSC will receive at least two (2) observations, one (1) per semester, and each returning teacher will receive at least one (1) observation. Observation times are at the discretion of the administrator.</p>
<p>Teacher Growth Plan Process</p>	<p>1. Growth Through Self-Reflection and Goal Setting</p> <ol style="list-style-type: none"> 1. Each teacher will define a professional growth goal rooted in their self-reflection on the essential indicators—focused on Knowledge, Skills, Attributes, and Experiences, and Bulldog Ready Strands (Teaching and Learning, Culture, Systems and Structures, School and Community Partnerships). 2. Beginning of the year conference <ol style="list-style-type: none"> a. Teachers will present at least one (1) Professional Growth Goal during this conference, derived from the self-reflection tool. The administrator may assign one (1) Professional Growth Goal to the teacher, as needed. 3. Once submitted and approved, meetings will be scheduled to provide targeted feedback and support. These coaching conversations will be anchored in the GROW Model. <p>2. Observations & Reflection</p> <ul style="list-style-type: none"> ● Administrators will conduct classroom observations. ● Teachers will complete the post-observation reflection (GROW model) within three school days following the observation. ● Administrators will share observation notes within three days after receiving the teacher’s post-observation reflection (GROW model).

- Post-Observation Conference and Discussion, at the request of the teacher or administrator.

3. **Final Summative Meeting** to discuss EOY rating (Proficient, or Improvement Necessary) based on:

- Category 1: Teacher Observation
- Category 2: Teacher Growth Goal (Teachers will give a final progress update on their growth goal.)
- Category 3: Core Professionalism
- If a teacher finishes the school year with an Improvement Necessary rating in any of the three categories, they will begin the following school year on an improvement plan in that category and will not be eligible to move on the salary schedule.

GROW Coaching: A Framework for Real Growth

GROW is a coaching conversation framework **grounded in trust, reflection, and meaningful progress**. It supports a coaching culture where educators engage in structured, supportive dialogue about their professional growth and goals. Leaders and peers will use it to support each other in structured ways that lead to sustained transformation and practice change.

The GROW model embodies:

- **G – Goal:** What do I want to achieve?
- The first step invites teachers to define a clear, specific, and relevant goal—one that reflects student needs, instructional challenges, or district priorities (such as Portrait of a Graduate skills or interdisciplinary teaching). The goal becomes a guiding anchor for their growth journey.
- **R – Reality:** Where am I now?
- Teachers assess their current practice with honesty and precision. What's working? What's getting in the way? This step encourages data-driven reflection, self-awareness, and insight into both strengths and growth areas.
- **O – Options:** What strategies can help me move forward?
- This phase invites brainstorming and exploration. Teachers and coaches collaboratively identify possible strategies, resources, or supports that could help address challenges and move closer to the goal. It fosters creativity, choice, and ownership over the path forward.
- **W – Way Forward:** What specific actions will I take and when?
- The final step turns intention into action. Teachers commit to concrete, time-bound steps and determine how they will measure progress. This creates momentum and accountability, while still allowing space for flexibility and reflection.


Rather than telling teachers what to fix, the GROW model invites them to **set goals that matter to them, reflect on their current context, explore realistic strategies, and commit to action**. It promotes sustained transformation by creating space for curiosity, vulnerability, and honest reflection. GROW conversations are catalysts for professional learning and change.



Professional Growth Goal

Growth Through Self-Reflection and Goal Setting

1. Each teacher will define a professional growth goal rooted in their self-reflection on the essential indicators—focused on Knowledge, Skills, Attributes, and Experiences, and Bulldog Ready Strands (Teaching and Learning, Culture, Systems and Structures, School and Community Partnerships)
 - a. Self-Reflection Tools - (*Links to pages in this document*)
 - i. [Bulldog Ready Professional Growth Goal Self-Reflection](#)
 - ii. [GROW Teacher Self-Reflection Form](#)
 - b. [Bulldog Ready GROW Model Growth Goal Examples](#)
 - c. Professional Growth Goal Submission

		PROFESSIONAL GROWTH GOAL	
		2025 -2026 SCHOOL YEAR	
		TEACHER NAME:	
KNOWLEDGE	SKILLS	EXPERIENCES	ATTRIBUTES
		TEACHER GOAL	
Strand to Focus On: Strand 1: Teaching and Learning; Strand 2: Culture, Systems, and Structures; Strand 3: School and Community Partnerships		Strand:	
G – Goal (What do I want to achieve?)		G -	
R – Reality (Where am I now?)		R -	
O – Options (What could I do?)		O -	
W – Way Forward (What will I do and when?)		W -	
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- i. Click on the link to open the [Professional Growth Plan](#) sheet and make a copy
 1. Name the sheet: Last Name First Name | Professional Growth Plan | 25 26
 2. On the Professional Growth Goal tab
 - a. Add your Name and the Strand you will focus on
 - i. Strand 1: Teaching and Learning
 - ii. Strand 2: Culture, Systems and Structures
 - iii. Strand 3: School and Community Partnerships
 - b. Add your goal, focusing on the GROW Model
 - i. G – Goal (What do I want to achieve?)
 - ii. R – Reality (Where am I now?)
 - iii. O – Options (What could I do?)
 - iv. W – Way Forward (What will I do and when?)
 3. Share the first draft of your goal in the sheet with your principal via email by September 5
 - a. Click the Share button
 - b. Choose - Anyone with the link - Editor

Bulldog Ready Professional Growth Goal Self-Reflection

Together with our community, BCSC is committed to providing an engaging and relevant learning environment based on a strong foundation of academic knowledge, transferable skills, and real-world experiences. Batesville Bulldogs embody confidence, empathy, and resiliency to ensure 21st-century success.

Strand 1: Teaching and Learning

To support the development of academic foundations and lifelong learning, students must be able to recognize the real-world relevance of what they learn, feel genuinely engaged in their learning experiences, and have their individual needs thoughtfully addressed.

Example Growth Areas:

- Relevance in Instruction (Real-World Connections)
- Career Awareness and Exploration
- Hands-on and Engaging Learning
- Inquiry Learning
- Personalized or Differentiated Instruction

Reflective Questions	What I Do Well	How I Might Grow
<ul style="list-style-type: none"> • How do I consistently communicate and use the learning targets with my students in learner-appropriate language? • Do I regularly connect my lessons to real-life situations and scenarios? • Do I use driving questions to engage students in learning? • How do I intentionally plan for students to be actively engaged and applying skills in each lesson? • How do I use instructional materials and supporting resources to meet the needs of individual students? 		

Strand 2: Culture, Systems and Structures

To build a safe and positive classroom and school culture, staff must collaborate as a professional team to support students in learning, practicing, and consistently applying Bulldog Ready skills and attributes across daily procedures, transitions, expectations, and lessons.

Example Growth Areas:

- Skills and Attributes in Classroom Procedures, Transitions and Expectations
- Student Skill Development (Critical Thinking & Communication)
- Student Leadership Opportunities/ Classroom Jobs

- Distributive Leadership Role on Academy/Grade Level Team

Reflective Questions	What I Do Well	How I Might Grow
<ul style="list-style-type: none"> • Are my classroom expectations, transitions and procedures aligned to the Bulldog Ready skills and attributes? • Do I have an intentional plan for teaching and reviewing each classroom and school procedure at the beginning of and throughout the year? • Do I intentionally teach students how to positively communicate with others to build relationships and work collaboratively? • Do I provide all students opportunities to hold classroom jobs or to apply leadership roles in the classroom? • Do I play an active role on my academy or grade level team to support school and team goals and student success? 		

Strand 3: School and Community Partnerships

To create meaningful and immersive learning experiences rooted in real-world challenges and geared toward community-driven solutions, collaboration and intentional planning with local partners is essential.

Example Growth Areas:

- Expand on Guaranteed Experiences in the Classroom
- Apply Classroom Skills to Real-World Experiences and Challenges

Reflective Questions	What I Do Well	How I Might Grow
<ul style="list-style-type: none"> • Do I utilize externships and opportunities to connect with community partners to learn how to relate my lessons to real-world examples or career exploration? • Do I use the career-focused guaranteed experiences in the community to engage students in learning the content I am teaching? • Am I having the students apply Bulldog Ready skills for a real-world challenge? 		

GROW Teacher Self-Reflection Form

Teacher : _____ Date: _____ Coach/Evaluator: _____

Focus Area: _____ (e.g., knowledge, skills/attributes, experiences, leadership)

G – Goal: What do you want to achieve?

Define a clear and meaningful goal related to your practice.

- What specific area of your teaching do you want to improve or grow in?
- Why is this goal important to you, your students, and/or your team?
- What would success look like by the end of this cycle?

Teacher Response: _____

R – Reality: Where are you now?

Reflect on your current situation and starting point.

- What evidence do you have about your current performance in this area (e.g., data, student feedback, observation)?
- What strengths can you build on?
- What challenges or barriers are you facing?

Teacher Response: _____

O – Options: What could you do?

Generate possible strategies and supports.

- What are some strategies or resources you could use to grow in this area?
- Who could you collaborate with for support or inspiration?
- What small steps or experiments could you try first?

Teacher Response: _____

W – Way Forward (Will): What will you do?

Commit to a concrete action plan.

- What specific action steps will you take?
- What is your timeline?
- How will you measure your progress?
- What support or accountability will help you stay on track?

Teacher Response: _____

Bulldog Ready GROW Model Growth Goal Examples

[Primary GROW Model Goal - Transitions and Routines](#)

[Primary \(Kindergarten\) Math GROW Model Goal](#)

[Primary \(1st Grade\) Reading GROW Model Goal](#)

[Primary \(2nd Grade\) Reading GROW Model Goal](#)

[Intermediate GROW Model Goal - Transitions and Routines](#)

[Intermediate \(3rd Grade\) Math GROW Model Goal](#)

[Intermediate \(4th Grade\) Reading GROW Model Goal](#)

[Intermediate \(5th Grade\) Science GROW Model Goal](#)

[Middle School \(6th grade\) ELA GROW Model Goal](#)

[Middle School \(7th Grade\) Math GROW Model Goal](#)

[Middle School \(8th Grade\) Science GROW Model Goal](#)

[High School \(9th Grade\) Non-Specific Subject - Exploration GROW Model Goal](#)

[High School \(10th Grade\) English GROW Model Goal](#)

Observation and Reflection

1. Administrators will conduct classroom observations.
2. Teachers will complete the post-observation reflection (GROW model) within three school days following the observation. (The observation reflection will be added to the sheet containing the professional growth goal, Final | Growth Plan | 25 26, Use the Observation Reflection tab.)
3. Administrators will share observation notes within three days after receiving the teacher's post-observation reflection (GROW model).
4. Post-Observation Conference and Discussion will be scheduled at the request of the teacher or administrator.

The classroom observations are based on the following Strands and Essential Indicators.

Strand 2: Culture, Systems, and Structures

To build a safe and positive classroom and school culture, staff must collaborate as a professional team to support students in learning, practicing, and consistently applying Bulldog Ready skills and attributes across daily procedures, transitions, expectations, and lessons.

ESSENTIAL INDICATOR 1 - Positive Classroom Culture & Environment

The teacher cultivates a focused classroom culture where respectful participation and risk-taking are encouraged. Bulldog Ready skills and attributes are used to create Clear routines, procedures, expectations, and behavior responses that promote a safe, positive environment that supports both academic and social growth.

- **Proficient:** The classroom feels respectful and supportive; students participate willingly and take academic risks; routines and behavior responses are consistent with students displaying Bulldog Ready skills and attributes.
- **Needs Improvement:** Classroom culture is inconsistent; participation is low or hesitant; behavioral routines are unclear or reactive.

Strand 1: Teaching and Learning

To support the development of academic foundations and lifelong learning, students must be able to recognize the real-world relevance of what they learn, feel genuinely engaged in their learning experiences, and have their individual needs thoughtfully addressed.

ESSENTIAL INDICATOR 2 - Aligned Objectives & Purposeful Instruction

The teacher sets clear objectives and delivers purposeful instruction that supports a strong foundation for learning.

- **Proficient:** Learning objectives are clearly stated and visible; instruction is focused and purposeful, providing relevance to students; the teacher uses informal or formal checks to guide instruction.
- **Needs Improvement:** Objectives may be unclear or missing; instruction lacks focus or alignment to the standard.

ESSENTIAL INDICATOR 3 - Instructional Design & Delivery

The teacher delivers logically sequenced instruction that builds on prior knowledge. Expectations support focused learning and meet students' needs.

Leadership Points

Points for activities done outside the workday

Each of the following is equal to ONE leadership point EXCEPT FOR ACHIEVING A 97% ATTENDANCE RATE.

1. Achieves a 97% attendance rate – 2 points
 - i. This requirement excludes the following: Bereavement, Corporation approved FMLA, Jury Duty, Professional Days, and Military Leave.
2. Receives pre-approved certification/additional state teacher licensure (i.e. Advanced Placement (AP), Advanced College Project (ACP), Ivy Tech, National Board Certification, High Ability, Reading, ESL).
3. Participates in Inservice/Curriculum Mapping totaling 9 hours outside contract time.
4. Attends voluntary professional development opportunities outside board approved contract time, or utilizing a personal day and teacher paying expenses, totaling 9 hours (travel time shall factor into the calculation of 9 hours when traveling outside of BCSC school corporation).
5. Serves as a mentor for a new teacher.
6. Serves as a Summer School Teacher, supervisor for After school tutoring, Homework help, or instructs a dual college credit course.
7. Is recognized and/or holds a leadership position in the current contract year by a state or national organization (i.e. IDOE, U.S. Department of Education, National Council of Teachers of Mathematics, or other curriculum organizations, ASCD, Colleges or Universities, National Board for Professional Teaching Standards, Milken Institute).
8. Participates as a BCSC coach/activity sponsor.
9. Serves as a volunteer for BCSC activities at various school events for a minimum of 9 hours.
10. Serves as a volunteer for a Batesville Area Arts Council (BAAC) activity/event for a minimum of 9 hours.
11. Voluntarily supervises students during the contract day if it is an addition to normally scheduled duties for a minimum of 9 hours. Examples include assisting with morning or after school supervision, covering classes, and supervising lunch or recess duties.
12. Conducts nine hours of parent/teacher meetings outside the contract day.

13. Supervises a student teacher.

14. Volunteers for tutoring/study sessions outside the student day for a minimum of 9 hours

15. Chairs a Committee at the building or corporation level.

16. Serves on a corporation-created committee.

** Any combination of voluntary activity as described above that totals a minimum of 12 hours shall qualify as one (1) point*

** Leadership opportunities from the summer are applied to the next school year.*

**Other Leadership opportunities that are mutually agreed upon by the Bargaining Unit and Administrative Team.*

**Leadership Points will always be based on the current Master Contract.*

Core Professionalism Tracker

The Core Professionalism Tracker will be used to monitor and document progress in key professionalism areas—such as school culture, peer collaboration, student advocacy, family engagement, record-keeping, and professional development. All educators will begin the year as Proficient in all areas.

- **Contribute Positively to School Culture:**

The teacher actively demonstrates leadership, contributes expertise to support the school's mission, goes above and beyond for students and peers, and builds strong, positive relationships with all members of the school community.

- **Collaborate with Peers:**

The teacher actively contributes to the professional community, school, and district initiatives while serving as a positive faculty leader.

- **Advocate for Student Success:**

The teacher demonstrates a strong personal commitment to the success of all students by dedicating time and support both in and outside the classroom.

- **Engage Families in Student Learning:**

The teacher communicates frequently and professionally with families, involving students and engaging families in the instructional program when appropriate.

- **Maintain Accurate Records and Follow Policies:**

The teacher consistently meets contractual obligations, adheres to policies and procedures, maintains accurate and efficient records, and provides engaging, detailed lesson plans for substitutes.

- **Professional Development:**

The teacher actively engages in professional development, contributes to the profession, and seeks feedback from supervisors and colleagues.

Roles and Responsibilities

Shared Responsibilities

- Build a culture of trust, collaboration, and continuous learning
- Use the GROW process as a tool, not a task—focusing on growth, not just compliance
- Reflect on and adjust goals based on impact, not just completion

Administrator (Coach/Evaluator)

- 1. Own the Growth Journey**
 - Create a safe, trusting environment for open dialogue.
 - Ask thoughtful, non-directive questions that prompt deep thinking (especially in Reality and Options stages).
- 2. Align Support to the Teacher's Context**
 - Connect teacher goals to school/district initiatives (Bulldog Ready).
 - Offer guidance for resources, PD opportunities, or model practices as needed.
- 3. Support Goal Clarity and Feasibility**
 - Help refine goals so they are specific, measurable, and actionable.
 - Ensure goals are ambitious yet realistic.
- 4. Encourage Follow-Through**
 - Schedule regular check-ins to monitor progress and adjust as needed.
 - Provide encouragement, specific feedback, and celebration of growth.
 - Encourage GROW conversations

Teacher

- 1. Own the Growth Journey**
 - Identify areas of interest or challenge tied to instructional goals and Bulldog Ready.
 - Take the lead in crafting meaningful goals.
 - Identify their Fire (focus)
- 2. Engage in Honest Reflection**
 - Assess current reality with evidence (e.g. student data, self assessment, feedback).
 - Be open about strengths and areas for improvement.
- 3. Explore Options**
 - Collaborate with peers or administrators to identify multiple strategies or solutions.
 - Remain curious and willing to try new approaches.
- 4. Commit to Action**
 - Develop a clear, time-bound plan with next steps.
 - Track progress, gather evidence, and reflect on outcomes.
- 5. Document and Share Learning**
 - Share results and reflections during check-ins or evaluation conferences.

Teacher Growth Plan Overview

General Understanding

1. What are the components of the new GROW model for teacher evaluation?

- a. Goal Setting
- b. Observation
- c. Self Reflection
- d. Post observation conference (if needed)
- e. Core Professionalism
- f. Mid-Year Conference
- g. Final Summative Conference
- h. Final Score?

2. How many observations will I have?

- a. New teachers will have two observations.
- b. All other teachers will have one observation.

3. Who will evaluate me?

- a. Principal or Assistant Principal

4. What evidence should I collect or provide during the evaluation process?

- a. Items related to goal evidence
- b. Self-reflection after observation
- c. Core Professionalism Tracker

5. Can I ask for an additional observation?

- a. Yes or an observation may be requested by the administrator.

Timeline, Scheduling, and Feedback

6. What are the key dates and timeline for the evaluation process?

- a. 25-26 Evaluation Overview With Staff
 - i. August 1 - Introduction to the Teacher Growth Plan
- b. Teacher GROW Goals
 - i. August 1 - October 10
- c. Classroom Observations
 - i. October - April
- d. Mid-year Check-in
 - i. January
- e. Final Evaluation Conference
 - i. April
- f. Administrators Submit Final Evaluation
 - i. June 1

7. Will I be notified in advance of an observation or will they be unannounced?

- a. The observations will be unannounced. The teacher can request observations for additional feedback.

8. Will there be a pre-conference before the observation?

- a. Not related to the observation.

9. When and how (written, verbal, or both) will I receive feedback after an observation?

- a. The teacher will provide a reflection within three days following the observation.
- b. The principal will provide notes three school days after the self-reflection.

Observation Process

10. What should I expect during an observation?

- a. The administrator will observe instruction and complete the observation form, focusing on the 4 Essential Indicators.
- b. After the observation, the teacher will self-reflect on the lesson
- c. The administrator will share feedback with the teacher

11. How long do observations typically last?

- a. There is no set length of time for the observation. The intention is for the administrator to observe essential aspects of the lesson.

12. Can I choose which lesson is observed?

- a. The scored observations will be unannounced.
- b. The teacher can request observations throughout the year for feedback.

13. Are unannounced or informal walkthroughs part of the evaluation?

- a. Yes

Scoring

14. What are the potential ratings I might receive?

- a. Proficient
- b. Improvement Necessary

15. How will my rating of “proficient” or “not proficient” be determined?

- a. Observation
- b. Growth Goal
- c. Core Professionalism - Start the year as Proficient
 - If a teacher finishes the school year with an Improvement Necessary rating in any of the three categories, they will begin the following school year on an improvement plan in that category and will not be eligible to move on the salary schedule.

16. How will the two leadership points be incorporated in this process?

- a. Leadership Points remain “as is”
- b. Determines eligibility for a pay increase

17. Will mentoring or coaching be provided if I receive a low rating?

- a. Discussion will take place throughout the year
- b. Coaching/mentoring from the Admin Team
- c. Conference after observation - requested by either party.

APPENDICES

- **Glossary of Terms**
 - [Portrait of a Graduate](#)

- **Calendar/Timeline at a Glance**
 -

- **Observation and Feedback Forms**
 -

- **Growth Plan Templates (GROW Model)**
 - [Professional Growth Plan](#)

- **Sample PoG Rubrics**
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- **Self-Reflection Tools**
 - [Bulldog Ready Professional Growth Goal Self-Reflection](#)
 - [GROW Teacher Self-Reflection Form](#)

- **Bulldog Ready GROW Model Growth Goal Examples**
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 - [High School \(10th Grade\) English GROW Model Goal](#)

- **Support for Non-Proficient Ratings**