



WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR EDUCATOR PREPARATION PROGRAM COMPLETION

Educator information

First name: Removed

Last name: Removed

Preparation program: Woodring College,
Early Childhood Education

Academic year: Removed

Self-assessment and goal selection

1. **Self-assessment.** Use a self-assessment to identify an area of focus that will lead to your professional growth. You might choose to assess yourself using the [pre-service standards for your role](#), or you might choose to use another self-assessment.

- What is the name of the self-assessment you used?

I used a self-assessment that was provided by my program and is based on the InTASC pre-service standards.

2. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning on that will lead to your professional growth?

- What is your area of focus?

Connecting core content to relevant, real-life experiences and learning tasks.

3. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from at least one of the following:

[Pre-service role standards](#)

- To what standard did you align your area of focus (include name of standards used and standard number or another identifier):

InTASC Standard 5: Applications of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.



4. **Professional growth goals.** Professional growth goals are goals that you set for your own professional growth, not for the growth of your students (although your own professional growth will have an impact on the growth of your students). What would you like to learn this year? In what specific area would you like to grow?

- What is your goal for your professional growth?

My goal for my professional growth is to implement challenging learning experiences for students that are related to their real-life experiences and aligned with core content.

- Describe how this goal relates to your self-assessment:

This relates to my InTASC self-assessment because under Standard 5: Applications of Content I noticed that the area that I need to focus on as a professional goal involves the connection of core content to student experiences. Currently, I have strategies to integrate these experiences into the classroom, but I am seeing a focus area for growth in designing instruction and learning tasks that have more meaningful relationships to student interests and life experiences.

- Describe how this goal relates to your focus area identified in question two:

This goal relates to my focus area because it is emphasizing the connection of core content to real-life experiences of the students. Further, it connects the content for the students to meaningful, real-life experiences and interests that they have. Part of this standard is to design learning experiences that integrate student experiences in challenging ways. Implementing these learning experiences will promote student engagement in core content through lenses that they know and are interested in.

Intended outcomes

5. **Educator outcomes.** Professional growth creates outcomes. Educator outcomes refers to some new skill or ability that you, the educator, are able to do or some skill or ability that you can improve based on your learning.

- What will you be able to do as a result of attaining your professional growth goal that you are not able to do now? What skill or ability will you have improved upon?

I will be able to better relate core content based on curriculum and standards to the lives and experiences of the students of the classroom to make learning and teaching more relevant to students. I will be improving on encouraging student voice and identity while integrating into all subjects.

6. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.



- What impact will attaining your professional growth goal have on students?

When content is relevant for students and their experiences, it will promote engagement with the content itself, foster student identity in all subjects, encourage multi-perspective thinking, and allow for student voice. I specifically chose this goal because of the diversity of students within my classroom in terms of multilingual learners, differences in cultural backgrounds, and varieties of family structures that would benefit from relevant experiences integrated into core content.

Professional growth action plan and evidence

Complete the two-column chart below.

In the *left column*, list the professional growth activity you plan to complete.

In the *right column*, list at least one piece of evidence you plan to collect for that activity.

You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this [supplemental chart](#).

7. **Activities.** List your professional growth activities (one per row).

To increase your learning and accomplish your goal, you will need to engage in specific growth activities. Examples of activities you could engage in may include, but are not limited to: attending training, participating in a book study, researching specific information, observing other educators, etc. Activities should connect back to your goal.

8. **Proposed evidence.** List the evidence you plan to

plan to use to verify your engagement in your professional growth activities.

Evidence may include, but is not limited to: professional learning reflections, professional learning community (PLC) notes, certificates of completion, programs implemented, videos of lessons, and other adult data. If desired, you may also plan to collect evidence regarding the impact of your professional growth on students. Evidence of your professional growth impact on students may include, but is not limited to: student work, student reflections, notes from observing students, student test scores, attendance rates, and other student data.

The same evidence can be used for multiple activities.

Observe teachers above and below my grade level and taking notes on strategies they use to connect content to real-life experiences as well as promoting student voice.

Collect notes on strategies for promoting student voice and identity

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Communicate with current students' previous teachers to gain more data about student backgrounds, cultures, and experiences.	More data and observations of student backgrounds, cultures, and experiences
Engage in research online or in libraries to collect data about reading aloud in the classroom, particularly books relevant to real-life experiences.	List of read-aloud books with relevant, real-life experiences
Have discussions with school counselors, educators and other education professionals and take notes on strategies they share for making personal connections with students and encouraging student engagement.	Record discussion prompts for encouraging student engagement based on their real-life experiences (Morning Meeting?)

Review

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Candidate signature

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