



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,
Elementary Education Program

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 will assess yourself using the [Pre-service teaching standards](#) that are connected to your internship evaluation and self-assessment process.

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

I have completed my self-assessment through my final evaluation using the InTASC 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?

“Collaborates with parents/guardians/advocates to improve student performance” within that tenth standard, I would like to identify this as my area of focus for my professional growth.

3. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from the [Pre-service teaching standards](#).

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

InTASC standard 10: “Leadership and Collaboration”.

“Collaborates with parents/guardians/advocates to improve student performance.”

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?

The Professional growth goal I have identified is to better my communication and relationship building with parents and/or guardians. I want to feel more comfortable with an open line of communication between myself and my students' families.

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

While taking my self-assessment through the InTASC evaluation, I identified communication with families as an area for improvement. During my internship, I have communicated with families through envelopes I send home at the beginning of each week with students' graded work or other important information. I realize this is a one-way form of communication and feel it is an area I can improve upon. It would be beneficial to create positive relationships with families, so I plan to begin making calls home with both roses and thorns. Building relationships will allow further insight into my students' home life and I will get to know what is important to these families and insight into their cultural backgrounds. I believe growing in this area will help me professionally and allow me to offer students better individual instruction.

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

My focus area is on leadership and collaboration from the InTASC standards, learning and growing in my ability to collaborate with the families of each of my students will be incredibly powerful in meeting each of my students' needs.

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 gain the ability to successfully communicate/collaborate with the families of each student in my classroom. Building strong relationships with the families will be important for successful collaboration on student learning. By gaining this skill, I will be improving my ability to meet students where they are and individualizing my instruction to the students in my classroom. By



having those relationships with families, I gain more insight into student's needs, interests, and cultural backgrounds.

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?

Attaining this professional growth goal of improving communication and relationships will directly impact my students for the better. I will have a better understanding of the students and be able to communicate effectively with my students' families on their needs to help them succeed in my classroom. By understanding who my students are outside of the classroom I can effectively engage them in the classroom. I will know their needs and what interests them. Having background on their life will also help me address behavioral issues that arise with individual solutions since students respond differently. I will know more about their backgrounds which will allow me to cater my instruction to students to effectively engage them.

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



	<p>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.</p> <p>The same evidence can be used for multiple activities.</p>
<p>Collaboration with experienced teachers by observing/researching what other educators have used and are currently using to communicate with families of their students.</p>	<p>Observation/PLC notes. I plan to take notes of what has worked well for other teachers and what has not been successful for them and why. I can use these notes as a sort of reflection of what I could possibly implement to foster great relationships with the families of my students.</p>
<p>Testing different forms of communication with families:</p> <ul style="list-style-type: none"> • Send newsletters home each week with important information. • Send home an activity for students and family to complete together to let me know a little bit about them. (Interests, names, jobs, roles in the household, cultural backgrounds, forms of communication, etc.) • Email each family • Call each family • Get everyone signed up with “remind” app to communicate throughout the year 	<p>I will ask families at student conferences for input about communication, what they liked, and what was most helpful. I will use conferences as a form of assessment on my communication and record notes.</p> <p>For “remind” app, I will collect data on participation.</p>
<p>Create a class website to inform students' families of what is happening in my classroom and update it each week with news.</p>	<p>Observe and track visits on class website throughout the week/month/year. I can identify if it is successful/worth using based on the data I collect.</p>
<p>Take a course offered by Commonwealth Education Trust called “Foundations of Teaching for Learning: Developing Relationships” to gain valuable information on creating positive and productive relationships with the parents/families in my room.</p>	<p>Obtaining a course certificate from “Coursera” for my completion of “Foundations of Teaching for Learning: Developing Relationships”</p>
<p>Observing teachers and paraeducators in other classrooms for strategies on student engagement.</p>	<p>Notes and data from observations by teachers/administrators outside of my room to see if I am address and engaging my students effectively, setting certain parameters based on:</p>



- Am I calling on my specific students' interests/are they relating/engaged?
- Am I addressing my students' individual needs effectively?

Review

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Candidate signature

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Date

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Reviewer signature

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Date