PROFESSIONAL EDUCATOR STANDARDS BOARD
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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	**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?

   Self-Assessment

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?

   As I continue to grow as a teacher, I need to continue to develop and become more effective in teaching my students.

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):

   Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Commented [JB1]: Does not meet expectation: the student does not identify self-assessment which is a primary component of the PGP. The correct response would be to reference In-TASC standards in conjunction with Woodring curriculum.

Commented [JB2]: Does not meet expectation: the student does not clearly state an area of focus based on the self-assessment. The student should reference a section of their self-assessment that they have identified as an area for professional growth as an educator.

Commented [JB3]: Does not meet expectation: the student has correctly identified an In-TASC standard, however, it is not aligned with their area of focus. The correct response would include an In-TASC standard that is aligned with their area of focus.

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?

  I will improve my skills in teaching literacy by exchanging instructional strategies with experienced teachers and seeking feedback from students, parents, paraeducators, and principal, so that my students will increase their reading skills and positively impact student learning.

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

  It's an area I need to improve on.

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

  I want to make improvements.

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?

  Be better prepared to teach literacy to my students.

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?

  By improving my ability to teach literacy, the students will benefit from improved instruction. By learning new strategies and techniques for teaching literacy, I will be better suited to meet the needs of the students.

Commented [JB4]: Meets expectation: the student has created a strong goal for professional growth. However, it is not aligned with their self-assessment, area of focus, or In-TASC standards which will cause problems for other responses.

Commented [JB5]: Does not meet expectation: the student does not show how goal relates to self-assessment. It is important that the goal is aligned with self-assessment.

Commented [JB6]: Does not meet expectation: the student does not identify how goal relates to area of focus. It is important that the goal is aligned with the area of focus.

Commented [JB7]: Meets expectation: student provides brief, but acceptable answer based on goal.

Commented [JB8]: Meets expectation: this response demonstrates a connection between the professional growth goal and an impact on students.

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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 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.
Starting units with pre-assessments	Gathering and recording data on student literacy levels through assessment
Making improvements as a teacher	Discussing literacy levels with experienced teachers and taking notes on useful information

Greeting students as they enter the classroom	Asking students how they would like to be greeted each day

Review

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Candidate signature

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Print name

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Date

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Reviewer signature

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