

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?

I used a self-assessment that was part of my Woodring curriculum aligned with InTASC standards.

Commented [JB1]: Meets expectation: the student references In-TASC standards in conjunction with Woodring curriculum.

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?

Preparing lessons and activities that ask students to engage with content from different perspectives.

Commented [JB2]: Meets expectation: the student clearly states an area of focus based on the self-assessment they have identified as an area for professional growth as an educator.

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):

In-TASC Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- 5.3 Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives.

Commented [JB3]: Meets expectation: the student has correctly identified 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 want to have a goal that is centered in my professional development and learning, where the students can do well and learn in my classroom because I am also doing well and learning.

Commented [JB4]: Does not meet expectation: the student goal is not specific. Not having a strong goal will cause problems for following responses.

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

In my self-assessment, I identified that I want to use multiple perspectives to help students engage with content. My goal of focusing on my professional development and learning could help me find perspective. If I have perspective, maybe I can use that in my classroom.

Commented [JB5]: Progressing toward expectation: the student does not clearly identify how goal relates to self-assessment. It is important that the goal is aligned with self-assessment.

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

My focus area is to prepare lessons and activities that ask students to engage with content from different perspectives. This relates to my goal because I am also focused on my professional development and learning, which creates another perspective for me to use when preparing lessons.

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

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?

One of the things that I was good at before starting the education program was taking notes. I have always been good at taking notes and I think it has contributed to my success at school.

Commented [JB7]: Does not meet expectation: student does not reference a new skill or ability or an improvement to a skill or ability they plan to develop based on their professional growth goal.

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?

I feel passionate about having a goal that is centered in my professional development and learning. Not only is it important for me to care about my development, but I think it is also important to let others know that I feel strongly about it as well. My passion for learning is something that I feel good about and maybe that will help others feel good too.

Commented [JB8]: Does not meet expectation: the student does not demonstrates a connection between the professional growth goal and an impact on students.

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>
Researching videos on specific content that I plan to use that show multiple perspectives to create a library of videos I can use for future lessons	Keeping a journal of my personal development
Observing more experienced teachers at my school and taking keeping a record of how they use multiple perspectives in their classroom to engage students	Taking notes
Attending an online workshop for teaching note taking in the classroom	Asking other teachers for feedback on my note taking skills

Commented [JB10]: Progressing toward expectation: student evidence does not align with activity.

Commented [JB9]: Meets expectation: the student describes activities that are well defined and detailed.

Commented [JB12]: Progressing toward expectation: student evidence lacks detail

Commented [JB11]: Meets expectation: student provides a variety of activities that are detailed.

Commented [JB13]: Progressing toward expectation: not all activities are aligned to professional growth goal and demonstrate new learning.

Commented [JB14]: Does not meet expectation: evidence does not align with goal or demonstrate impact on students.

Review

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Candidate signature

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Date

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Reviewer signature

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