



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, Special Education Program	Academic year: Removed

Self-assessment and goal selection

- 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?
Special Education & Education for Inclusive Environments Self-Assessment
- 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?
10.6Identifies, plans for, and monitors instructional roles of paraprofessionals
- 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):
Pre-Service Role Standards: Standard #10: Leadership and Collaboration:

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.



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 is to work with Paraprofessionals collaboratively to improve the learning of students in the school.

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

The goal of working with paraprofessionals is related to my self-assessment because it is an area of improvement that I have spent less time with but want to develop. I worked with paraprofessionals when I took over for my full-time teaching, but many of the groups had already been created and I had limited amounts of group development and collaboration with the paraprofessional team.

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

This goal is related to the area of focus for monitoring and planning for instructional roles of paraprofessionals because this is a huge part of working in special education. Monitoring and planning with paraprofessionals is important for the progression of learning for students along with students reaching their IEP goals. I have had some time working with paraprofessionals in creating groups, problem solving, restructuring groups, and preparing materials. Development on this goal is important because the time I have spent working with paraprofessionals is limited and I know that I will need to work on scheduling along with intervention for each individual student on a caseload.

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?

Once I have met my professional growth goal, I will be able to work efficiently with the paraprofessional team and improve student education working toward their goals. Working with paraprofessionals is key to the success of our students and being able to communicate effectively with each other will make changing groups, curriculum, or schedules easier. I want to be able to confidently communicate and support the paraprofessional staff to create the schedules, rework groups if necessary, and prepare materials.



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?

Once I attain my professional growth goal, the students will be receiving great instruction that is curated to their needs and goals. With effective communication with paraprofessionals, students will be placed with the right curriculum and group to meet their specific needs and this will show through student data and growth.

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.



<p>Create roles and responsibilities in collaboration with paraprofessionals.</p>	<p>Documentation of roles and responsibilities for each para and the teacher.</p> <p>Schedules that align with agreed upon roles and responsibilities document.</p>
<p>Gathering advice on how to communicate with paraprofessionals from other SPED teachers:</p> <p>Communicating with other SPED teachers and what has worked for them for effective communication and strong relationships with paraprofessionals.</p>	<p>Notes from conversations that include various options for communication, consensus building, meetings, etc.</p>
<p>Building relationships with paraprofessionals:</p> <p>Getting to know each paraprofessional and knowing their personalities and strengths.</p>	<p>Schedules and roles and responsibilities reflect individual's strengths.</p> <p>Observational evidence of healthy professional interactions between para/teacher, para/para, para/student.</p>
<p>Weekly meetings with Paraprofessionals:</p> <p>Meeting weekly to check in on student progress and hearing out anything they may want to share.</p>	<p>Weekly meeting agendas and notes.</p> <p>Adjustments to schedules, instruction or student plans based on para input.</p> <p>Student data that demonstrates growth or need.</p>

Review

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