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:	**Last name:** Click here to enter text.
Preparation program: Washington State University	**Academic year:** 2021

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, the social emotional learning standards self-assessment, the cultural competency standards self-assessment, or you might choose to use another self-assessment.

   - What is the name of the self-assessment you used?
     Washington State University PDEFE

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?
     Assessment of Student Learning

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:
   Cultural competency standards, **or**
   Social Emotional Learning (SEL) standards, benchmarks, and indicators, **or**
   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):
     Disposition #4-PDEFE: Assessment
     The teacher candidate understands and uses both formative and summative methods of assessments, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instructioin to improve student learning.

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 professional growth goal is to learn how to use formative and summative assessment in order to differentiate instruction to help my students succeed.

- Describe how this goal relates to your self-assessment:
I am still learning how to split my time and instruction depending on student needs. It is important for me to know how to spend more time on concepts with the students that need it while still allowing for practice and time with the students that are understanding the concept quickly.

- Describe how this goal relates to your focus area identified in question two:
This goal relates to my focus area because in order to differentiate instruction and meet student needs I must first know how to effectively assess their learning and know how to reteach concepts. I need to know when is a good time to implement small group, large group, and individual instruction in order to ensure that students are learning and understanding concepts.

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 use student assessment data to make decisions on what concepts need more attention as well as which students need small group or individual instruction in order to understand. I will know how to use the assessment data and what kinds of assessments are most effective to help me see how I am going to differentiate my instruction. The point of reteaching and giving the students that need more attention the time to work in small groups or one-on-one with me is to help those students meet standards and be at the same level that their peers are performing at. The better I get at implementing informal assessment specifically, the better I will get at seeing which students need more instruction.

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 attaining my professional growth goal, my students will improve in the areas they are struggling with much quicker. Instead of being lost in the large group and feeling like they are alone, they will be working with other students that also need support. Each small group that gets created through assessment data will have different levels of support so every student's learning needs are being met. The hope is that by my attaining my professional growth goal and improving my skills in using assessment data to differentiate instruction, the gap in student understanding will close.

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.
1. Discuss and work with PLC team in order to learn ways to use assessment data to plan instruction and create/implement small groups.	1. Take and keep notes from PLC meetings and implement ideas from our discussion.
2. Exit Tickets	2. Every day at the end of a lesson, students are given an exit ticket based on what we've been learning. Based on student performance on their exit tickets, small groups will be made in order to meet student needs the next day.
3. Quick Quizzes	3. Quick quizzes are a little more formal than exit tickets but are just 4-5 questions based on what we are doing that give me a bit more information on student performance than exit tickets. They would be once a week or two.
4. One on One math problems	4. Each student is given one math problem based on the concept we are learning at the time. They must show me their process in solving it. I keep track of how each student did and if they are understanding the concept or
5. Progress monitor sheets	
6. White boards	
7. Research ways to use assessment data in the classroom	

need more support and create groups or give more individual time with me based on that information.

5. Each time students turn in an assignment I record their grade in a progress monitor sheet. This shows me how students are progressing through the units and if they need some intervention and what small groups I need to create to effectively meet student needs.

6. A very informal assessment that gives a lot of information. I give a question or math problem on the projector. Each student is given a white board, they are to write their answer on it and I come around to give a checkmark once they have given the correct answer. This shows me very quickly and discretely who needs more support.

7. Keep notes, website links, use the suggestions found online

Review

Educator signature

Click here to enter text.
Print name
December 8, 2021
Date

Educator reviewer signature
Print name
12/10/2021
Date

APPENDIX

Only one PGP for certificate renewal may be completed each year between July 1 of one year and June 30 of the next. Completion includes review by another educator who holds a Washington state teacher,

administrator, paraeducator, or educational staff associate certificate (WAC 181-85-033). Learn more about PGPs: https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/

Individuals who complete an annual PGP for certificate renewal are eligible for 25 continuing education credit hours (WAC 181-85-033). The verification form which may be used to document these clock hours can be found here: http://www.k12.wa.us/certification/ClockhoursDocumentation.aspx

Collaboration can be a positive tactic for support and professional learning. This can include collaborating on common goals, completing activities together, such as training or bookstudies, supporting each other in PGP completion, and reviewing each other's PGPs.

Resources

- PGP supporting documents: https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/pgp-forms-and-support-materials/
- PGP examples by educator role: https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/pgp-examples-by-role/
- Frequently asked questions about PGPs: https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/pgp-faq/