



WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR EDUCATOR PREPARATION PROGRAM COMPLETION

Educator information

First name:

Last name:

Preparation program: MIT-E

Academic year: 2021-2022

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?
Professional Dispositions Evaluation for Field Experiences (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?
Disposition Standard 2: The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.

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 Standard 2: The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.

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 readily acknowledge that students have individual learning needs. I want to improve my abilities at modifying lesson activities and developing supplementary materials to best



accommodate emerging learners, students who easily grasp new content, and students who exhibit a strong proclivity for ease of gaining content mastery when using a specific strategy. My aim is to help each student meet their personal rigorous learning goals in the most effective and efficient ways possible.

- Describe how this goal relates to your self-assessment:
This goal relates to my self-assessment as I identified developing differentiated lesson plans as an area for which I need additional development.
- Describe how this goal relates to your focus area identified in question two:
This goal will allow me to become a more effective educator to students of varying learning styles by better accommodating those grasp new content quickly and those who need additional strategies.

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?
Upon attaining my professional growth goal, I will be able to adjust my lesson content accordingly so that students receive instruction at their individual learning level and by their preferred presentation of the lesson material. It is my hope that these strategies become rote to me and that I am able to do them relative ease and success and without adding an untoward amount of preparation time. That is, my want is to be so well-versed in the implementation of differentiated instruction that it is a natural component of my lesson planning.

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?
With my mastery of developing differentiated lessons that allow for flexible instruction, students at varying levels of ability will be best served. Gaining confidence in this area will also benefit students who are prone to more easily grasping new content when presented to them in a specific strategy. Students will receive individualized supports that allow them to increase their readiness to learn, their interest in learning, and their learning profile.

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](#).

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<p>7. Activities. List your professional growth activities (one per row).</p> <p>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.</p>	<p>8. Proposed evidence. List the evidence you plan to plan to use to verify your engagement in your professional growth activities.</p> <p>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.</p> <p>The same evidence can be used for multiple activities.</p>
<p>Complete the CAST-offered training course UDL101: Introduction to Universal Design for Learning. This online course is offered from January 31-April 25, 2022.</p>	<p>Certificate of completion.</p>
<p>Read and study the book Unlearning: Changing Your Beliefs and Your Classroom with UDL by Allison Posey and Katie Novak.</p>	<p>Professional learning reflection.</p>
<p>Observe lessons that include differentiated instruction that are given by members of my professional learning community.</p>	<p>Observation notes.</p>
<p>Review lesson plans developed by my professional learning community that include differentiated learning strategies and materials.</p>	<p>Review notes.</p>
<p>Seek guidance and review on the differentiated learning aspects of my lesson plans from my professional learning community and my prior master teachers.</p>	<p>Review feedback from my professional learning community.</p>
<p>Collect data from students.</p>	<p>Notes from oral communications with students about their impressions of and satisfaction from lessons where I believe I successfully implemented differentiated learning strategies.</p>
<p>Click here to enter text.</p>	



Click here to enter text.

Review

Educator signature

Print name

11/20/2021

Date

Educator reviewer signature

Click here to enter text.

Print name

Click here to enter text.

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/>