

PROFESSIONAL GROWTH PLAN



ame of Educator/License	ed Professional:		Position:			
School/Site Location:			School/Si			
nool's Tier Status:	Title I, Tier I	Title I, Tier II	Title I, Tier III	Non-Title I		
ucator/Licensed Profes	sional–Track Status:	Two-Year (Title I, Tier I and		Three-Year Track (Title I, Tier III and Non-Title)		
order for an educator/ npleted by the end of C			eps 1, 2, and 3 of the Profes	sional Growth Plan (PGP) must be		
•			grade level, subject, number	of classes, etc.).		
•	or/Licensed Professional's A nformation about the studer	•	formation (e.g., IEP, accomm	nodations and/or modifications).		
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toward CUs for column movement. The PGP may be adjusted based on the educator/licensed professional's professional growth. CCF-PGP1-5.18.16



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Step 2 and 3–Design and Finalize the Professional Growth Plan

During the Pre-Evaluation Conference, the educator/licensed professional shares his/her self-assessment and works collaboratively with his/her supervisor to set goals that serve as a focus of the Professional Growth Plan (PGP). The educator/licensed professional works with his/her supervisor to discuss the focus area(s) of professional learning and the intended impact of the professional learning on his/her goals and student achievement.

Focus Area(s) of the Professional Learning Activities:

How will these focus area(s) of professional learning promote the attainment of your goals?

• How can you build the professional learning into the action steps for your goals?

• How will the professional learning improve student learning?

Indicate the alignment of the focus area(s) of your professional learning:

Educator/Licensed Professional Signature: Date:	School/Site Goal(s)	NEPF Goal(s)/ Goal(s)	Career Pathway Goal(s)	School Community Goal(s)	District Goal(s)	
Supervisor Signature: Date:						

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The educator/licensed professional is responsible for maintaining all documentation in alignment with his/her PGP and ensuring that the professional learning activities count toward CUs for column movement. The PGP may be adjusted based on the educator/licensed professional's professional growth. CCF-PGP1-5.18.16





Step 4–Maintain Evidence of the Professional Growth Plan

During the Mid-Cycle Review, the educator/licensed professional shares progress toward the PGP with his/her supervisor. The *Contact Unit Log* and the *Contact Unit Verification Form(s)* are reviewed as formative documentation of progress toward the PGP. The educator/licensed professional review the impact of the professional learning on instruction, professional practice, and student achievement.

• How has the professional learning impacted the attainment of your goals?

• Describe any other focus area(s) of professional learning that might assist you in reaching your goals.

• How has the professional learning impacted student achievement?

Educator/Licensed Professional Signature:	Date:
Supervisor Signature:	Date:

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Step 5–Yearly Review of the Professional Growth Plan

During a Pre- or Post-Observation Conference or the Post-Evaluation Conference, the educator/licensed professional shares progress toward the PGP. The *Contact Unit* Log and the *Contact Unit* Verification Form(s) are reviewed as documentation of progress toward the PGP. Professional learning activities may be adapted in order to continue and update the PGP in alignment with the educator/licensed professional's goals.

• Share the progress that you have made toward your PGP and goals.

How has the professional learning impacted your instruction and professional practice?

How has the professional learning impacted student learning?

• Share any adjustments to your PGP that might further assist you in attaining your professional growth goals.

Educator/Licensed Professional Signature:	Date:
Supervisor Signature:	Date:

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