PROFESSIONAL GROWTH PLAN

Step 1–Develop an Action Plan

Name of Educator/Licensed Professional: _____ Position: _____

School/Site Location: _____ School/Site Location Number: _____

School's Tier Status: ☐ Title I, Tier I ☐ Title I, Tier II ☐ Title I, Tier III ☐ Non-Title I ☐ N/A

Educator/Licensed Professional–Track Status: ☐ Two-Year Track (Title I, Tier I and Title I, Tier II) ☐ Three-Year Track (Title I, Tier III and Non-Title)

Name of Supervisor: _____

* In order for an educator/licensed professional to accrue Contact Units (CUs), Steps 1, 2, and 3 of the Professional Growth Plan (PGP) must be completed by the end of October.

Description of the Educator/Licensed Professional's Work

Includes information focusing on whether he/she is a facilitator, mentor, teacher (grade level, subject, number of classes, etc.).

Description of the Educator/Licensed Professional's Assignment

Includes any appropriate information about the students and other background information (e.g., IEP, accommodations and/or modifications).

Opt-Out of Professional Growth Plan for Salary Advancement

At this time, I (Educator/Licensed Professional's Name) _____ have chosen to not complete a Professional Growth Plan. I do so with the understanding that previous and future professional development activities will not count for CUs during the current school year and the following summer. I understand that I may not accrue any CUs until a PGP has been completed by the end of October of the following school year. I also understand that choosing to not complete a Professional Growth Plan will prevent me from accruing CUs during the current school year to apply towards advancement across columns on the Professional Salary Table.

Educator/Licensed Professional Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

If an educator/licensed professional chooses to not complete a PGP, a scanned copy of this signed page needs to be sent as an attachment to the PGS Department via InterAct at *PGS FAQ Mailbox*.

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.

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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:

☐ School/Site Goal(s) ☐ NEPF Goal(s)/ Professional Goal(s) ☐ Career Pathway Goal(s) ☐ School Community Goal(s) ☐ District Goal(s)

Educator/Licensed Professional Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

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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: _____

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.