



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 Three-Year Track
(Title I, Tier I and Title I, Tier II) (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: _____

All Educators/Licensed Professionals must submit their signed and approved PGP or Opt-Out at <http://bit.ly/17-18PGPSubmit> for the 2017-2018 school year.

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.

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)
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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.

