**WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE**

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| **Educator information** |
| **First name:** Click here to enter text. | **Last name:** Click here to enter text. |
| **Certificate number or birthdate:** Click here to enter text. |
| **District or agency:** Click here to enter text. | **Academic year:** Click here to enter text. |
| **Role:** From the following list, please mark the checkbox(es) for the role(s) that most align with the certificate(s) you hold.**Teacher:** [ ] Residency Teacher [ ] CTE Teacher**Administrator:**[ ] Superintendent [ ] Principal [ ] Program Administrator [ ] CTE Administrator**Classified:** [ ] Paraeducator**ESA:** [ ] School Counselor [ ] School Psychologist [ ] School Nurse [ ] School Physical Therapist [ ] School Speech Pathologist or Audiologist [ ] School Behavior Analyst [ ] School Occupational [ ] Therapist [ ] School Orientation & Mobility Specialist [ ] School Social Worker |
| **Certificate renewal requirements (optional).** Does your PGP meet any of the following certificate renewal requirements? Your PGP is not required to meet these requirements. Learn more about each of the requirements at the links provided.☐ [Educational leadership](https://www.pesb.wa.gov/current-educators/certificate-renewal/educational-leadership/) (administrators\*)☐ [Equity based school practices](https://www.pesb.wa.gov/current-educators/certificate-renewal/equity-based-school-practices/) (teachers and administrators\*)☐ [STEM integration](https://www.pesb.wa.gov/current-educators/certificate-renewal/stem-integration/) (teachers with STEM-related endorsements\*)*\*Whether or not you have to complete each certificate renewal requirement depends on the certificate(s) or endorsement(s) you hold, not on your current position.*  |
| **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 use one of the [self-assessments based on the certificate standards for your role](https://drive.google.com/drive/folders/1tJXKnDVha6RmYzUwPjBWuhbQgnH0f4PZ), PESB’s [Social Emotional Learning standards self-assessment](https://docs.google.com/document/d/1vMIGpl83K2bxiEilSKUwXe5MZStOJ6AgPH201cU_mkQ/edit?usp=sharing) or [Cultural competency, diversity, equity and inclusion standards self-assessment](https://docs.google.com/document/d/1zG34ZTaJbnr7-3PIGiNnXpVLLkl6dQZZoOuAkvcKGvU/edit?usp=sharing), or you might choose to use another self-assessment.
	* What is the name of the self-assessment you used?

Click here to enter text. |
| 1. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning around that will lead to your professional growth?
	* What is your area of focus?

Click here to enter text. |
| 1. **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, Diversity, Equity and Inclusion (CCDEI)](https://drive.google.com/file/d/1_1nf9XWXJKT_a3lOP169VmVc3U0l1ze0/view) standards, **or**[Social Emotional Learning (SEL) standards](https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/SELStandardsBenchmarksIndicatorsLongForm.pdf), benchmarks, and indicators, **or**[Professional role standards](https://docs.google.com/document/d/1j9z3VqpT8hPWbjm960zBuz0EHjBkV_RIchZTFuSrlRM/edit?usp=sharing)* To what standard did you align your area of focus (include name of standards used and standard number or other identifier):

Click here to enter text. |
| 1. **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?

Click here to enter text.* + Describe how this goal relates to your self-assessment:

Click here to enter text.* + Describe how this goal relates to your focus area identified in question two:

Click here to enter text. |
| **Intended outcomes** |
| 1. **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?

Click here to enter text. |
| 1. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.
	* What impact will attaining your professional growth goal have on students?

Click here to enter text. |
| **Professional growth action plan and evidence** |
| Complete the three column chart below. In the *left column*, list the professional growth activity you plan to complete.In the *middle column*, list at least one piece of evidence you plan to collect for that activity.In the *right column*, describe the evidence you finally collected. You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this [supplemental chart](https://docs.google.com/document/d/110rV503Qtyl3Pgg0kAFd-5LIoaG4Tfdnzc6ydBWlsaQ/edit?usp=sharing). |
| 1. **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. | 1. **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. **Evidence collected.** Describe the evidence that you collected for your professional growth goal and, if desired, the impact on students.

Provide the evidence and documentation to the certified educator, either supervisor or colleague, who will be reviewing this professional growth plan.The same evidence can be used for multiple activities. |
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| **Reflection** |
| 1. **Reflection.** Reflect on your professional learning, outcomes from the PGP activities, and next steps that might guide your future professional growth.
	* Share what you learned through the various activities you completed:

Click here to enter text.* + What was the outcome of your professional learning? What can you do now that you didn’t before, or what professional skill or ability did you improve?

Click here to enter text.* + What impact did/will your professional learning and growth have on students?
	+ Click here to enter text.
	+ What are the next steps you might take to guide your future professional growth?

Click here to enter text. |
| **Review** |
| The falsification or deliberate misrepresentation, including omission, of a material fact on this form is an act of unprofessional conduct and subjects the certificate holder to revocation of their certificate under RCW 28A.410.090(6), and chapters 181-86 and 181-87 WAC. This form should be retained by the holder for possible dispute.  I declare under penalty of perjury under the laws of the State of Washington that I have completed the professional growth plan and submitted evidence to that effect. The falsification or deliberate misrepresentation, including omission, of a material fact on this form is an act of unprofessional conduct and subjects the certificate holder to revocation of their certificate under RCW 28A.410.090(6), and chapters 181-86 and 181-87 WAC. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator signatureClick here to enter text.Print nameClick here to enter text.DateI declare under penalty of perjury under the laws of the State of Washington that I have reviewed the professional growth plan and evidence to that effect. The falsification or deliberate misrepresentation, including omission, of a material fact on this form is an act of unprofessional conduct and subjects the certificate holder to revocation of their certificate under RCW 28A.410.090(6), and chapters 181-86 and 181-87 WAC. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator reviewer signatureClick here to enter text.Print nameClick here to enter text.Date |

**APPENDIX**

For information regarding your Washington state educator certificate, including information on certificate renewal, please consult the OSPI Certification Office website at <http://www.k12.wa.us/certification/> or email cert@k12.wa.us.

Only one PGP 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 professional growth plan 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: <https://ospi.k12.wa.us/sites/default/files/2023-08/1128-8.pdf>

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/>