PROFESSIONAL EDUCATOR STANDARDS BOARD

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

Educator information

First name: Carrie	**Last name:** Lee
Preparation program: CWU MAT	**Academic year:** 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?
     "Needs Assessment Worksheet – Teacher"

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?
     *I determined through this self assessment that the area of focus that will result in professional growth is proposition 1: "Teachers know their mission transcends the cognitive development of their students."

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):
     INTASC standard 1 (Learner Development), specifically substandard E: "The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs."

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 will complete the Social Emotional Learning (SEL) training units and CARE unit on the OSPI moodle training site. Utilizing the evidenced based strategies and best practices provided in the trainings, I will embed SEL objectives to my instruction and will incorporate trauma informed practices to units and lessons to help students identify and cope with their feelings leading to empathy towards others and value eachother as a community, aiding in the process as the world (hopefully) begins to move forward and heal after the pandemic.

- Describe how this goal relates to your self-assessment:
  *This goal relates to my self-assessment because it indicated that my professional growth would be best served to focus on student growth beyond the cognitive needs, and SEL is a core non-cognitive need for learner development.

- Describe how this goal relates to your focus area identified in question two:
  *This goal offers a vehicle to continue increasing my SEL practice proficiency skill level by embedding the strategies directly into the academic learning activities, to positively impact students development beyond the cognitive, without ignoring the academic needs.

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?
     *I will be able to align SEL and Learning goals, identify appropriate SEL strategies, and integrate SEL and trauma informed practice in my classroom managment and lesson plans.

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?
     *Students will be impacted through witnessing the appropriate modeling, and through participating in consistent practice. Students will also feel acknowleged and seen in their academic journey, as a whole person with experiences outside of the classroom. The prioritization of equity and SEL will give students the experiences and tools to identify emotions and strategies to cope with challenges they face. Meeting these needs allows for more buyin and will hopefully lead to positive engagement in school, class, and learning.

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.

7. **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.	8. **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.
Complete OSPI online training: Introduction to Social Emotional Learning (SEL1)	Moodle module SEL1 completion report printout
Complete OSPI online training: Embedding SEL Schoolwide (SEL2)	Moodle module SEL 2 completion report printout
Complete OSPI online training: Creating a professional culture Based on SEL (SEL3)	Moodle module SEL 3 completion report printout
Complete OSPI online training: Integrating SEL into Culturally Responsive Classrooms (SEL4)	Moodle module SEL 4 completion report printout
Complete OSPI online training: Trauma-informed Practice and SEL (SEL5	Moodle module SEL 5 completion report printout
Complete OSPI online training: Identifying & Selecting Evidence-Based SEL programs (SEL6)	Moodle module SEL 6 completion report printout
Complete OSPI online training: Care: Confident Action and Referral by Educators	Moodle module CARE completion report printout TOTAL Series reflection and implementation reflection.

Review

Educator signature
Carrie Lee
Print name
11/7/2021
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/