



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

### Educator information

First name:

Last name:

Certificate number or birthdate:

District or agency:

Academic year:

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](mailto: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: <http://www.k12.wa.us/certification/ClockhoursDocumentation.aspx>

Collaboration can be a positive tactic for support and professional learning. This can include collaboration on common goals, support for each other in PGP completion, and reviewing each other's PGPs.

Educators also need to note that any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning the representation of completion of in-service or continuing education credit hours, such as PGPs, is an act of unprofessional conduct and subjects the holder to revocation of their certificate under Title 181 WAC.

### 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/>

### 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://www.pesb.wa.gov/workforce-development/developing-current-educators/pgp/pgp-forms-and-support-materials/>. You might also choose to use another self-assessment.
  - Identify the self-assessment you used:



I used the PESB self-assessment worksheet for school speech language pathologists/audiologist

- Identify the general area of focus you selected:  
I identified the area of intervention, as I want to increase oral expression and listening comprehension skills in students who have both SLP services and special education services.

2. **Standards.** The area of focus for your professional growth goal needs to align to the certificate standards at the career level benchmarks. You may find the certificate standards for your role here: <https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/>.

- Note the certificate standard(s) you have selected for your area of focus for professional growth. We recommend choosing no more than two standards.  
. ASHVA Standard VB - 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

3. **Professional growth goal(s).**

- What is your goal for your professional growth?  
My goal is to collaborate with a Special Education and Language Arts teacher to improve my data collection and strategies to help me better implement interventions to increase oral expression and listening comprehension skills in students who have both SLP services and special education services.
- Describe how this goal relates to your self-assessment.  
This goal relates to my self-assessment, because in my self=assessment an area for growth was collaborating with others in planning appropriate interventions that meet client needs.
- Describe how this goal relates to your focus area identified in question one.  
My focus area is intervention. This goal relates to intervention because collaborating with the teachers will help me better implement interventions for students.

4. **Intended outcomes.**

- What will you be able to do as a result of attaining your professional growth goal that you are not able to do now?  
Working with the special education teacher to develop data sheets and strategies will continue to increase my ability to collaborate and make speech language services more related to both the special education curriculum and the general education curriculum.
- What impact will attaining your professional growth goal have on students?



- Students who receive special education services will experience increased oral expression and listening comprehension skills

## Professional growth action plan

5. **Activities.** Provide a detailed description of the specific growth activities you will engage in for your professional learning and to attain your professional growth goal. Activities should connect back to your goal.

Develop data sheets

Research possible strategies to increase student's ability to follow directions and express their ideas clearly.

Discuss possible strategies with special education teacher

Collaboratively develop strategies to use with specific students

Plan lessons to teach strategies for following directions and oral expression

Meet with teacher routinely to discuss student progress.

6. **Proposed evidence.** Describe the evidence you plan to collect for your professional growth goal and the impact on students. Evidence may include professional learning reflections, professional learning community (PLC) notes, test scores, attendance rates, discipline referrals, programs implemented, student work, videos of lessons, and / or other student or adult data.

- copies of data sheets
- notes from strategy research
- notes from meeting with special education teacher
- list of strategies collaboratively developed with sped teacher
- copies of lesson plans
- copies of student progress discussion notes

## Evidence and reflection

7. **Evidence collected.** Describe the evidence that you collected for your professional growth goal and 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.

- data sheets - I collected data related to each student's specific IEP goals. Data was collected weekly within the sped language arts classroom as well as in pull out sessions with students.
- notes from strategy research - I research strategies online that increase student's ability to follow directions and improve oral expression
- notes from meetings - The special ed teacher and I reviewed the data to determine future teaching targets and to determine which students needed smaller group or one to one instruction in a specific area.
- copies of lesson plans I used with students

8. **Reflection.** Reflect on your professional learning and outcomes from the PGP activities. Based on this learning, what are some next steps that might guide your future professional growth?



The outcomes: Based on the data collected, we revised goals as IEPs were reviewed to ensure what we were measuring was reflective of what the students needed to do in all of their middle school classes. Data also showed improvement in some of the students' oral expression and comprehension skills.

I learned quite a bit about helpful strategies to use to help improve students skills in this area, not only through my research, but especially through my collaboration with the special education teacher.

This was also a good reminder of the effectiveness of implementing strategies with students on a 1:1 basis or in small groups.

Next year the special education teacher and I would like to continue to have a common planning time to enable us to collaborate on student learning. I would also like to do more small group instruction throughout the year to enhance student learning.

## Review

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 intentional misrepresentation of a material fact in this form subjects the certificate holder to revocation of their certificate under Title 181 WAC.

**Educator signature**

[Click here to enter text.](#)

**Print name**

[Click drop down to enter a date.](#)

**Date**

I 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 intentional misrepresentation of a material fact in this form subjects the certificate holder to revocation of their certificate under Title 181 WAC.

**Educator reviewer signature**

[Click here to enter text.](#)

**Print name**

[Click drop down to enter a date.](#)

**Date**