

WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE

Educator information

First name: Identifying information redacted

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.

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: <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 school psychologist needs assessment located on the PESB website which focuses on the career level benchmarks.
- Identify the general area of focus you selected:

I determined my area of focus, based on the needs assessment, is consultation and collaboration based on Standard 5B “certified school psychologists have knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to individual and contextual situations”

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.

I am choosing School Psychologist standard 5B, Career level benchmark A: Lead others to implement models, strategies and methods in collaborative consultation activities to promote effective service deliveries school and/or district wide.

I am also aligning my work to the Washington State SEL Standard 2: Self management: Individual develops and demonstrates an ability to regulate emotions, thoughts, and behaviors in contexts with people different from oneself. I will focus specifically on 2A: Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.

3. **Professional growth goal(s).**
 - What is your goal for your professional growth?

My professional growth goal is to research, learn and practice mindfulness activities and strategies that assist with coping skills, self regulation, and readiness to learn. My hope is to later use this in direct teaching with students or collaborative consultation with teachers.

- Describe how this goal relates to your self-assessment.
This goal relates to my self-assessment, in that I identified consultation and collaboration as an area of growth from the self-assessment. Part of my goal is to collaborate with teachers and share these strategies with them.
- Describe how this goal relates to your focus area identified in question one.

This relates to my focus area of consultation and collaboration based on Standard 5B “certified school psychologists have knowledge of behavioral, mental health, collaborative, and other consultation models

and methods and of their application to individual and contextual situations”, and to the SEL standards, as this is a simple approach that can be used at the individual, group, or even school level to support self regulation, treat trauma symptoms, and support readiness to learn. I can later use these skills to collaborate with teachers on classroom implementation.

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?

The intended outcomes are to develop my own knowledge of mindfulness and self regulation strategies. I will also be able to use these practices with students. Additionally, I will be able to support staff at the individual and whole school level in obtaining more tools for teacher social emotional skills in their classroom.

- What impact will attaining your professional growth goal have on students?
Students will be better able to self-regulate their emotions which, in turn, will increase their readiness to learn. In addition, the teachers and staff who work with students will be able to use these strategies and methods to help students who are exhibiting symptoms and trauma.

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.
- Completion of a 16 hour online course on Mindfulness Fundamentals through Mindful Schools (this does not include the time expected for practicing new learning, just the time to participate in all the lessons, reading, and guided practice).
 - studying the impacts of mindfulness practices on self regulation
 - learning the evidence based impacts of this on the brain and body, how to practice as an adult, and how to adapt activities for children and teachers.
 - exploring application in schools including curriculums and classroom based strategies
 - Researching self regulation strategies with a focus on calming strategies such as mindfulness, including different curriculum – this includes but is not limited to MindUp for two different age groups
 - Finding books appropriate for adult learning as well as for students -
 - Share this information with my PLC team in the short term, and later work with teachers across the school setting through our student support team on a consultative basis
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.

- Certificate of completion for the course
- Sharing out new learning with my colleagues
- share the curriculum reviewed and tools purchased with PLC team, other teachers and staff
- share the books I reviewed

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.

I completed my course and was given a certificate of completion. I shared out new learning with my PLC team including offering information regarding the evidence base for this practice, as well as 3 tools that can be used with their students. I will also share feedback regarding the curriculum reviewed and tools purchased. Examples include MindUp for teaching, The Mindful Child for adult learning, and Breathe Like a Bear for student learning. I have a lot of different materials I can have collected including research articles and visuals that show the connection between our brain and body and how mindfulness practices support self regulation and self control. I was able to meet with one teacher and collaborated on ideas for her classroom. As a result, she started implementing two “mindful minutes” each day in her class and she reported that her students enjoyed it and it helped them calm down after transitions. I worked with the Sound Discipline data team to develop a short mindfulness strategy lesson for staff which was presented as a collaboration. This helped create buy-in, and teachers reported that they started to use strategies in their classrooms.

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?

Given the school closure, I was unable to try new strategies with students in person as I hoped. However, I gained a lot of knowledge for myself as a professional and that can be shared with other educators in the future, and was able to share out with one colleague and two school teams. This was timely growth plan because I was able to learn and implement these practices during a stressful and uncertain time, which has better prepared me to use these tools to support students and teachers. Next steps will include offering support to teachers either through our student study team or at their request, which could even include teaching them or supporting their classes virtually.

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.

Identifying information redacted

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.

Identifying information redacted

Educator reviewer signature

Click here to enter text.

Print name

Click drop down to enter a date.

Date