

**COVER SHEET**  
**Three-Year Professional Growth Plan**

**Focus of Staff Development for Next Three Years:** Before developing your goals for the coming three years, make certain you review the district and building level goals and the Guiding Questions on the reverse side of this Please list no more than three overarching goals you hope to achieve in the coming three years:

**Goal 1:**

**Goal 2:**

**Goal 3:**

Complete one attached sheet for each of the goals you set, entering the goal at the top of each page. Note that the goals that are part of the approved three-year professional growth plan (PGP) will serve as the basis for your evaluation and must be approved before any staff development funds can be accessed. You may modify or amend the PGP after it has been filed so long as the changes proposed have been reviewed and approved in advance by the supervisor and the Principal or building level administrator serving on the CSDS. Revisions must be submitted as an amended PGP and filed with the BSDS secretary.

\_\_\_\_\_  
Applicant

\_\_\_\_\_  
Date Submitted

\_\_\_\_\_  
Coordinator (if applicable)

\_\_\_\_\_  
Date Reviewed

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date Reviewed

Date Filed with BSDS: \_\_\_\_\_

### **Guiding Questions for Writing the Professional Growth Plan**

The teacher should ask the following questions in writing a Professional Growth Plan.

#### **District and School Goals/State Requirements**

- \* What are the educational goals for this district and this school?
- \* What will the improvement look like in this district and school when these goals are met?
- \* What goals am I particularly responsible for and how do I demonstrate that responsibility?
- \* What are the state requirements for recertification and will my plan satisfy them?

#### **Standards of Best Practice (Individual Goals)**

- \* What are the criteria for excellence in teaching and what do they look like in the everyday activity of classrooms?
- \* What distinguishes a competent teacher from an excellent one?
- \* What are my teaching strengths and how do I use them?
- \* What teaching demands are most difficult for me?
- \* How do I rate myself on the district's criteria for excellence in teaching?
- \* What do I need to improve and develop to become a more effective educator in this school and district?
- \* Have I identified the content learning and educational practices I need to demonstrate?

#### **Student Outcomes**

- \* What student data relates to the improvement goals?
- \* In what ways do data from my students confirm the need to focus on the selected goals?
- \* What do the goals, data, and work samples tell me I need to do?

#### **Methods/Performance Indicators**

- \* Am I using the goal setting process to improve instruction so that my students will be more successful learners or am I completing paperwork to satisfy my supervisor?
- \* Have I been too specific and/or too limited in setting my goals?
- \* What activities offer the best opportunity for successfully meeting my goal?
- \* How can I demonstrate progress toward my goals?
- \* What evidence can I present that demonstrates that I have made important changes in my practices in the classroom?
- \* How will the evaluation model I select support the attainment of my goals?
- \* Have I been specific enough to allow me and others to monitor progress along the way?