

## Professional Growth Plan Assignment Directions

### 1. In class, complete Initial Self Assessment

**DIRECTIONS:** Reflecting on your fall student teaching, and using specific data from your lesson plans, and PISL project, fill out the initial self assessment with specific teaching practices you engaged in, and list the specific student evidence you would have to support your practices.

Self assessment using:

- Feedback from mentor teacher
- Feedback from principal
- Feedback from faculty
- Personal observations

For each determine:

- 1 = Do this all the time, it's an automatic part of my teaching
- 2 = Do this occasionally, but not consistent part of my teaching
- 3 = Did this only because it was an assignment, not a regular part of my teaching repertoire yet

Based on this self-assessment, identify two areas in Standard I and one area in Standard II that needs improvement.

### 2. Using these 3 identified areas for professional growth, Complete the **PROFESSIONAL CERTIFICATE PROFESSIONAL GROWTH PLAN** Sections 1-4 for **3** of the 12 criteria (two from standard 1 and one from Standard 2)

Contextualize your growth to focus on improvements needed shown from your student teaching, and that you can work on this quarter in your seminar readings and contract work and that you can show specific evidence in your own growth through documentation this quarter, and implementation in spring quarter.

Submit Word Document electronically to your faculty:

- 1) the Self Assessment (as evidence of your being able to self assess)
- 2) the **PROFESSIONAL CERTIFICATE PROFESSIONAL GROWTH PLAN**

**DUE: FRIDAY, JANUARY 21, 1:00 P.M.**

**Professional Growth Plan  
Initial Self Assessment**

<b><i>Standard 1: Effective Teaching</i></b>	<b>Summary of teaching practice</b>	<b>Student evidence</b>
1(a) Using instructional strategies that make learning meaningful and show positive impact on student learning		
1(b) Using a variety of assessment strategies and data to monitor and improve instruction		
1(c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment		
1(d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student		
1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members		
1(f) Integrating technology into instruction and assessment		
1(g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.		

<b>Standard 2: Professional Development</b>		
2(a) Evaluating the effects of his/her teaching through feedback and reflection		
2(b) Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities		
2(c) Remaining current in subject area(s), theories, practice, research, and ethical practice		
<b>Standard 3: Professional Contribution</b>		
3(a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student		
3(b) Participating collaboratively in school improvement activities and contributing to collegial decision-making.		
3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students		