

Professional Growth Plan and Professional Growth Plan for Induction



The purpose of writing a professional growth plan is to provide documentation of reflection on practice with the goal of demonstrating growth across performance standards related to the learner and learning, instructional practice, and professional responsibility. This professional growth plan template provides a framework for use as you engage in a systematic process of reflection. Each plan will be unique to the individual teacher candidate and each plan is based on candidate self-assessment through careful reflection on feedback provided from CCGA instructors, supervisors, and mentor teachers. The intent of this document is to guide and support the reflective practice required to generate a meaningful professional growth plan through identification of the goals, strategies, resources, and support, and intended results that are of value to candidates seeking to grow as professionals.

Domain Requirements and Criteria

Candidates must score a minimum of Level II – Approaches Target for each of the domains on the CAPS evaluation in order to advance in the program. Note that the domains are spiraling. This means that in each subsequent semester, the candidate must score a minimum of Level II – Approaches Target on the indicated domains for that semester and the domains indicated in previous semesters. In the unusual circumstance that a candidate scores less than a Level II – Approaches Target on a single domain, a professional improvement plan (PIP) will be initiated at the discretion of the Director of Field Experience, Certification, and Outreach, supervisor, and practicum instructor. If a candidate fails to complete the required professional development activities indicated in the PIP, the candidate will be subject to receiving a failing grade in the associated practicum course. In order to receive a grade of satisfactory in practicum 4 (student teaching) and be able to graduate, candidates must provide evidence that they received ratings of Level III – Meets Target across a minimum of four domains.

Practicum I

Power Domains: Domain 4: Learning Environment Domain 5: Professionalism and Communication	
Domain 4: Performance Standard 7 <i>Positive Learning Environment</i>	<i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>
Domain 4: Performance Standard 8 <i>Academically Challenging Environment</i>	<i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>
Domain 5: Performance Standard 9 <i>Professionalism</i>	<i>The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i>
Domain 5: Performance Standard 10 <i>Communication</i>	<i>The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i>

Practicum I/II

Power Domains: Domain 1: Planning Domain 2: Instructional Delivery	
Domain 1: Performance Standard 1 <i>Professional Knowledge</i>	<i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>
Domain 1: Performance Standard 2 <i>Instructional Planning</i>	<i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.</i>
Domain 2: Performance Standard 3 <i>Instructional Strategies</i>	<i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>
Domain 2: Performance Standard 4 <i>Differentiated Instruction</i>	<i>The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i>

Practicum I/II/III

- *In order to successfully complete practicum III, candidates must score at a Level II – Needs Development in all domains.*

Power Domains: Domain 3: Assessment of and for Learning	
Domain 3: Performance Standard 5 <i>Assessment Strategies</i>	<i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i>
Domain 3: Performance Standard 6 <i>Assessment Uses</i>	<i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>

Practicum IV – Incorporation of all Domains

- *In order to successfully complete student teaching, candidates must provide evidence that they received ratings of Level III – Effective across a minimum of four domains.*

Use the template below to document a professional growth plan for induction.

Professional Growth Plan

Teacher Candidate: _____ Date: _____

Semester _____

Identify the standard of teaching and learning that you see as an area of growth.	Why did you select this standard as your goal?

My Goal: Based on self-reflection, evidence from observations, and conversations with my instructors, this is the FOCUS of my growth plan.	Strategy: These are the steps I will take to address my goal statement. These steps include my specific activities, my timeline, and the measures of success that will determine whether my goal is attained.
Resources & Support: These are the resources and support I will need to help me achieve my goal.	<p><i>To be revisited at the close of the subsequent semester and incorporated in the corresponding summative conference –</i></p> Results: Here is the outcome of my strategy with specific focus on the attainment of the stated measures of success.

Professional Growth Plan Team Members Present at Summative Conference

Name	Role