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Professional Growth Plan: Elements, Goal & Purpose
Self-Study Guide

DEVELOPING A PROFESSIONAL
GROWTH PLAN (PGP)

AGENCY NAME _____

NAME: _____

DATE: _____

The PROFESSIONAL GROWTH PLAN will empower you to take control of your own path toward instructional and professional growth.
Embark on your own journey through self-determination.
Use your PGP as a vehicle toward a continual upward spiral of growth!
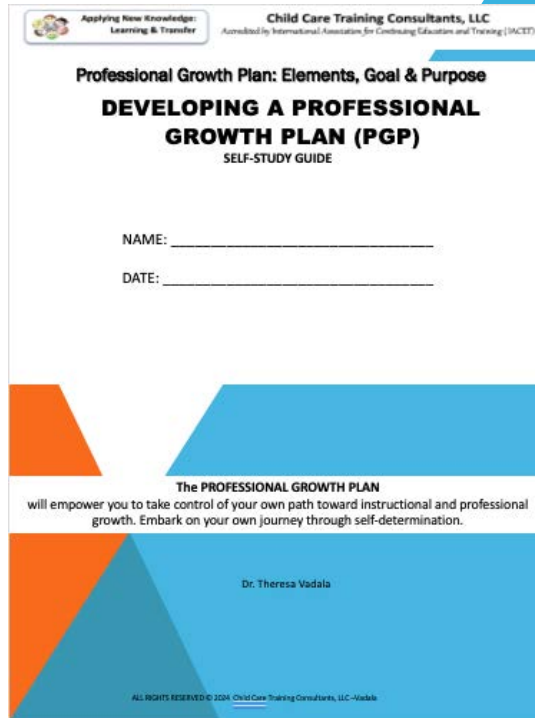
Dr. Theresa Vadala

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Professional Growth Plan: Elements, Goal & Purpose

Theresa Vadala, Ed. D

Child Care Training Consultants, LLC

Las Vegas, Nevada 89139

Professional Growth Plan: Elements, Goal & Purpose

DEVELOPING A PROFESSIONAL GROWTH PLAN (PGP)
SELF-STUDY GUIDE

NAME: _____

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The PROFESSIONAL GROWTH PLAN
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Dr. Theresa Vadala

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PRESCHOOL Module 6		
CDA Subject Area 6: Maintaining a commitment to professionalism Title: CDA PROF 6.D Professional Growth Plan: Elements, Goal & Purpose	**3 Hours**	**0.3 CEUs**

THE NEVADA REGISTRY TRAINING APPROVED

Dr. Theresa Vadala
(Instructor & Curriculum Designer)
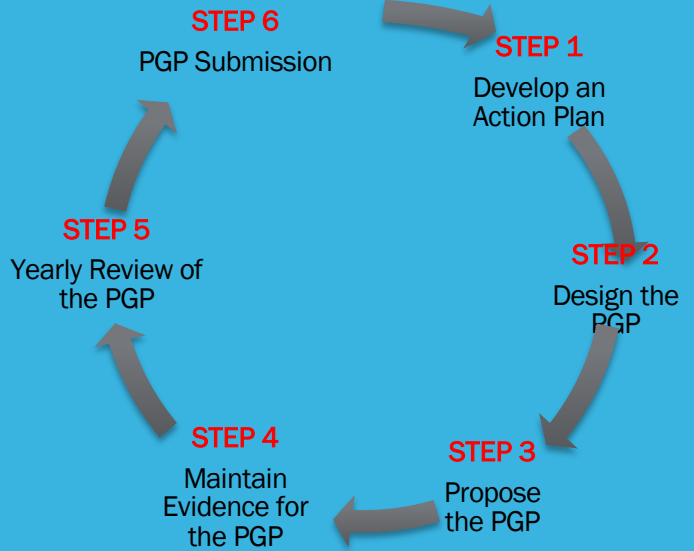
AUTHORIZED IACET PROVIDER

STEP 6
PGP Submission

STEP 1
Develop an
Action Plan

STEP 5
Yearly Review of
the PGP

STEP 2
Design the
PGP

STEP 4
Maintain
Evidence for
the PGP

STEP 3
Propose
the PGP

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Thank you for choosing

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Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of

completion.

Questions?
We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434

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Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

"Child Care Training Consultants, LLC's is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation's premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC's vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.

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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).

Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

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DEVELOPING A PROFESSIONAL GROWTH PLAN

Introduction

A Professional Growth Plan (PGP) is carefully designed to empower and guide educators towards instructional and professional growth. This guide will help educators increase knowledge, skills, and expertise as they embark on their journey to self-growth. This course, *Developing A Professional Growth Plan,* provides participants with a guide and templates on developing an effective PGP. The elements of the PGP are:

• The Action Plan

• Designing a PGP

• Yearly Review of the PGP

The goal of this professional growth training is to provide participants with the tools necessary to create an effective PGP by:

1. Examining the context within your own school and classroom

2. Thinking about your own professional and instructional practices

3. Presenting your PGP to your supervisor

4. Maintaining your own formative documentation of growth

5. Collaborating with your supervisor annually to review progress towards your PGP

6. Reflecting upon the impact your growth has made on your students and professional instructional practices

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DEVELOPING A PROFESSIONAL GROWTH PLAN

The purpose of a Professional Growth System:

a) Provides an outline for career options for educators/ licensed professionals who want to seek additional responsibility without leaving the classroom

b) Recognizes and rewards educators/ licensed professionals who attain and demonstrate knowledge and skills that improve professional teaching

c) Recognizes and rewards improved educator/ licensed professional practice that is a factor in student learning and other student outcomes

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DEVELOPING A PROFESSIONAL GROWTH PLAN (PGP)
LEARNING OBJECTIVES & OUTCOMES

Course Objectives

Participants will be able to:

1) Identify the 6 steps to develop an action plan to include the focus area of professional and instructional growth.

2) Identify the process on how to design a professional growth plan (PGP)

3) Identify the methods on how how to review your PGP

Learning Objectives

Learners will learn to:

1) Identify the 6 steps to develop an action plan to include the focus area of professional and instructional growth.

2) Identify the process on how to design a professional growth plan (PGP)

3) Identify how to review your PGP plan annually.

Materials:

Printable PGP Self-Study Guide

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AGENDA

PART 1: The Action Plan

Step 1: Develop an action plan to include the focus area of professional/instructional growth

- What is an action plan?

- Why develop an action plan?

- What are criteria for an effective action plan?

- How to communicate and action plan

- Action plan worksheet and template

PART 2: The Professional Growth Plan (PGP)

Step 2: Developing the Professional Growth Plan (PGP)

- Design the PGP

- Align the PGP with action goals and your state's standards and indicators

Step 3: Propose the professional growth plan

Step 4: Maintain Evidence for your PGP

PART 3: PGP Yearly Review

Step 5: Yearly Review of your PGP

Step 6: Document Accomplishments pertaining to the PGP

Review

References

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PART 1

STEP 1: DEVELOP AN ACTION PLAN TO INCLUDE THE FOCUS AREA OF PROFESSIONAL/INSTRUCTIONAL GROWTH

Develop an Action Plan to include the focus area of Professional/Instructional Growth

When developing an action plan, the educator/licensed professional needs to complete a Contextual Information Evidence Form, etc, community assessment/surveys, information that influences your program, practice or policy being considered. This allows all parties to have a better understanding of the context, purpose, and expectation of the Professional Growth Plan (PGP). Information may include, but is not limited to;

a) Current professional position,

b) Brief description of the employee's current work, including whether s/he is a facilitator, mentor, teacher (grade level, subject, number of classes), etc., and

c) brief description of assignment, including any appropriate information about the students and other background information (e.g., IEP, accommodations and/or modifications) and of the method of movement along the Professional Salary Table that is the focus of the employee's PGP. Choose your path according to your own needs and those of your students.

Describe your current professional position

_____
_____

List the needs of your school population

_____
_____

What instructional contribution have you made to support students?

_____
_____

What area of professional/instructional growth would you like to focus on throughout your PGP?_____
_____

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WHAT IS AN ACTION PLAN?

An action plan is a document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required. Creating an effective action plan begins with having a clear purpose, with a vision or goal in mind. The action plan is designed to take you, the educator, from wherever you are currently, to the accomplishment of your stated goal. You can achieve virtually any goal you set out to accomplish when creating a well-designed plan. When creating an action plan, consider each action step or change desired to include the following information:

1) What actions or changes will take place?
2) Who will carry out these changes? Who are the stakeholders and what should they know?
3) When will these changes take place? What is the timeline?
4) What resources are needed to carry out these changes?

What is the vision for your school? Write your vision or school vision below:

_____

_____

What are your goals? Write your goal/s below:

_____

_____

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CREATING YOUR ACTION PLAN

1. **Keep a record of everything.** As you work through your action plan, you may find it helpful to have a binder with different tabs in it to section off different aspects of your planning process. Some examples of sections:

- Agenda/Minutes
- Ideas/Miscellaneous notes
- Daily Schedules
- Monthly Schedules
- Follow-up
- Stakeholders involved/Contacts
- Resources

2. **Know what you want to do.** The clearer you are about what you want to do, the more effective your plan will be. Be specific and define what you want to achieve before starting your project.

3. **Be specific and realistic in your planning.** Having a specific goal is just the beginning: you need to be specific and realistic in every aspect of your project — for example, by stating specific and achievable schedules, milestones, and final outcomes. Being specific and realistic while planning a long project is all about pro-actively reducing stress that can accompany poorly planned projects such as missed deadlines and exhausting long hours.

4. **Set measurable milestones.** Milestones mark significant stages along the road to achieving your end goal. Create milestones easily by starting at the end (the accomplishment of the goal) and working your way backwards to your present day and circumstances. Having milestones can help you — and if applicable, your team — stay motivated by breaking the work into smaller chunks and tangible goals so that you don't need to wait until the project is completely finished to feel as though you've accomplished something.

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CREATING YOUR ACTION PLAN

5. Make scheduled lists. Make a list of tasks that you need to complete in order to hit your milestones. Make a timeline associated with specific, realistic actions. Example: By breaking your lit review into smaller chunks, you'll know exactly what you need to get done, and can figure out a realistic timeframe for those tasks. Perhaps every one to two days you will have to read, analyze, and write about one key reading.

6. Put timelines on everything. Without specific time frames and deadlines, work will expand to fill the time allotted, and some tasks may never get completed. No matter what action items you choose for which phase of your action plan, it is essential that a time frame be attached to absolutely everything.

7. Create a visual representation. Once you've listed your action items and set a specific

timeline, the next step is to create some type of visual representation of your plan. You might use a flow chart, a spreadsheet, or some other type of business tool to accomplish this. Keep this visual representation in an easily accessible place — even on a wall in your office or study room, if possible.

8. Check items off as you go. Checking items off as you go will not only feel satisfying, but it

will also help you keep on track. This is particularly important if you're working with other people. If you're working with other people, you might consider using a shared online document so that everyone can check in no matter where they are.

9. Don't stop until you've reached your final goal. Once your plan is established and

shared with the team (if applicable), and your milestones are scheduled, the next step is simple: take daily actions to achieve your goal.

10. Change the date if you must, but never give up on your goal. Occasionally, circumstances or unforeseen events can arise that may change in your ability to meet deadlines, complete tasks and achieve your goal. If this happens, do not get discouraged – revise your plan and continue working to meet targets and move forward.

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WHY DEVELOP AN ACTION PLAN?

Developing an action plan lends credibility to your organization. An action plan shows members that your organization is well organized and dedicated to getting things done. It also helps that any details are not overlooked. A complete, clear, and current action plan saves the organization time, energy, and resources. Developing an action plan increases the changes that people will do to what needs to be done for accountability.

There are many reasons to work out the details of an organization's work in an action plan, including:

- To lend credibility to your organization.

- An action plan shows members of the community (including grant makers) that your organization is well ordered and dedicated to getting things done.

- To understand what is and isn't possible to do for your organization

- For efficiency: to save time, energy, and resources in the long run

- For accountability: To increase the chances that people will do what needs to be done

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WHAT ARE THE CRITERIA FOR A GOOD ACTION PLAN?

There are different views on what a good action plan should look like. It can depend on the

scale and complexity of the change to be achieved. The following characteristics

are important in all action plans.

1.   There is a single, clearly defined, objective.

2.   The timescales are realistic.

3.   The plan is created by the past but focused on the future.

4.   The plan considers external factors and constraints.

5.   The tasks in the plan all contribute to the same objective.

6.   The plan does not include anything unnecessary for the achievement of the objective.

7.   The plan is sufficiently detailed for its purpose.

8.   Responsibility for who does what is completely clear.

9.   The measures in the plan are clearly aligned to success.

10.   The plan is revisited and updated at appropriate intervals.

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HOW TO COMMUNICATE THE ACTION PLAN

- Regular phone calls from staff members or dedicated volunteers asking others how they are doing with their tasks.

- This should be a supportive call, not a "are you doing what you're supposed to" call.

- A friendly call gives the member the sense that he is a very important part of the group

- Distribute the action plan in writing to all members, with names attached to specific tasks.

- Ensure timelines (with due dates) are complete, clear and current.

- At regular group meetings, such as committee meetings or board meetings, ask members to report on accomplishing the tasks they have set out to do. Consider making this a regular part of the meeting.

- Celebrate the accomplishment of tasks. It's important that getting something done actually means something and is recognized by the group as a whole.

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THE ACTION PLAN WORKSHEET

Answer the following five questions when creating an action plan:

1) What actions or changes will take place? (in your school, classroom, lesson plans, etc.)

_____

_____

2) Who will carry out these changes? List all stakeholders who will assist in carrying out the action plan. (teacher, administrator, etc.)

_____

_____

3) By when will these changes take place, and for how long?

_____

_____

4) What resources are needed to carry out these changes? (Professional growth training, training guides, administrator, etc.)

_____

_____

5) Recommendations (Additional information to help carry out action plan)

_____

_____

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ACTION PLAN

Name: _____

Start Date: _____   Date of Completion: _____

Vision Statement:

Action/Changes Required	Stakeholders: (Who will carry out the action/changes?)
1.	
2.	
3.	

Goals: (List three goals?)

1.

2.

3.

Objectives #1:	Objective #2:	Objective #3:
1.	1.	1.
2.	2.	2.
3.	3.	3.

Resources	

Recommendations:

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PART 2

STEP 2: DESIGN THE PROFESSIONAL GROWTH PLAN (PGP)

STEP 2 Design the Professional Growth Plan

The educator/licensed professional self-assesses and then works collaboratively with the supervisor to set goals. The key actions are for them to analyze student data, reflect on past performance, and identify a student learning goal and/or professional practice goal that will serve as the focus of the PGP. The plan should outline a clear path for action that will support the educator's professional growth and improvement, align with school and/or District goals, leverage existing professional development and expertise from within the school/District where possible, and may include teacher generated school/district assessment(s).

1. The PGP applies to all licensed professionals or student learners and should support your State's Education Performance Frameworks goals of:

a. Positively impacting the achievement of students in your state

b. Growing professionally through targeted, sustained professional development and other supports;

c. Monitoring student growth, identifying and developing quality instructional practices, and sharing effective educational methods with colleagues;

d. Reflecting upon practice and taking ownership for their professional growth;

e. Participating in constructive dialogue and obtaining specific, supportive feedback from evaluators.

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STEP 2
DESIGN THE PROFESSIONAL GROWTH PLAN (PGP)

2. The PGP shall be the exclusive work product of the educator/licensed professional who has the sole discretion to submit evidence of progress towards professional growth under the plan for their evaluation. The plan can be mapped out as an individual, small group, or as an agreed upon school-wide plan to address specific needs. The educator/licensed professional has the sole discretion to opt out of portions of a school-wide PGP if there is a demonstrated reason that the proposed PGP does not meet the instructional or professional practice needs of the employee/licensed professional.

3. In order to complete an individually designed PGP, proposed coursework or professional learning opportunities will match the specified number of contact hours with a clear connection to the goals and authorized by the supervisor.

4. Each PGP shall contain an outline of professional learning opportunities. These professional learning opportunities shall connect deeply with the aims of the PGP in a manner that is consistent with your states Performance Framework (and district and/or department or school-wide goals, which align with the needs of students served by the educator/licensed professional.

5. Documented accomplishments shall be considered professional work that is completed outside of the contracted day serving as evidence of student/adult learning. Categories of documented accomplishments will include, but are not limited to, professional learning opportunities with families and communities, work as a leader/collaborator, and/or development as a learner. Development of the Professional Growth Plan (PGP) needs to include both the input of the educator/licensed professional and their supervisor.

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STEP 2
DESIGN THE PROFESSIONAL GROWTH PLAN (PGP)

STEP 2 Design the Professional Growth Plan

Self-assess and work collaboratively with your supervisor to develop a clear path. Begin building your plan. Include the following components:

Self-assess your own practices:

_____
_____

What are your individualized action goals?

_____
_____

Record your proposed professional learning opportunities:

_____
_____

Estimate the number of contact units:

_____
_____

Summarize the intended impact:

_____
_____
_____

　　　　Develop an action plan that will align to your States Education Performance Standards

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STEP 2
DESIGN THE PROFESSIONAL GROWTH PLAN (PGP)

Connecting the Education Performance Framework

NOTE: Design your Professional Growth Plan using the performance standards for your state.

_____

_____

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STEP 3
PROPOSE THE PROFESSIONAL GROWTH PLAN (PGP)

STEP 3 Propose the Professional Growth Plan (PGP)

The educator/licensed professional presents the Professional Growth Plan (PGP) to the supervisor for final review and feedback. If the PGP is not mutually agreed upon by the teacher/licensed professional and supervisor, the teacher/licensed professional will be given no fewer than seven (7) days to make adjustments and resubmit.

In most school districts the PGP is finalized by by the last day of October in order to be implemented in the same academic year. The administrator does not substitute their own goal(s) for that of the educator/licensed professionals. Recommendations may be addressed if the proposed PGP does not meet the specified criteria. Adjustment are made then resubmit the PGP.

STEP 3 Propose the Professional Growth Plan (PGP)

Finalize the professional Growth Plan.

Share your PGP with your supervisor before submitting.

Present your final PGP to your supervisor.

Document your collaboration between you and your supervisor.

Mutually agree upon the final review of your PGP.

Register your PGP with Human Resources.

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STEP 4
MAINTAIN EVIDENCE OF THE PROFESSIONAL GROWTH PLAN (PGP)

STEP 4 Maintain Evidence of the Professional Growth Plan (PGP)

Educators/licensed professionals will be required to maintain formative documentation of progress towards completion of the Professional Growth Plan (PGP). The document, titled "Formative Progress", will record contact units(CU) completed as well as an educator/licensed professional review of the impact on instructional and professional practice.

Supervisors and educators/licensed professionals will review the Formative Progress document and give growth-based reflective feedback during supervisor evaluation meetings. This feedback will record reflections by both supervisor and educator/licensed professionals and may serve as evidence of growth towards the professional responsibilities standard(s) for both educator/licensed professional (at their sole discretion).

STEP 4 Maintain Evidence of the Professional Growth Plan (PGP)

• Keep formative documentation of progress towards your PGP

• Chart your progress.

• Organize documentation.

• Update your plan to include the contact units you have completed

• Reflect upon your practice and take ownership of your professional growth through targeted and sustained professional learning opportunities.

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PART 3: YEARLY REVIEW OF THE PROFESSIONAL GROWTH PLAN (PGP) STEP 5

The Professional Growth Plan (PGP) will be reviewed annually with the educator/licensed professional and their supervisor to track progress and adjust as needed. The yearly review may be incorporated as part of goal setting and pre/post conferences. The yearly review serves as evidence towards you and your schools' effectiveness in supporting professional learning opportunities and the strategic growth of educators/licensed professionals. It also informs your education agency of the effectiveness of the investment made towards compensation (e.g., salaries, benefits), the influence on enhanced teaching and learning, and impact on recruitment and retention of quality educator/licensed professionals within your organization.

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STEP 5: YEARLY REVIEW OF THE PROFESSIONAL GROWTH PLAN (PGP)

Review your Professional Growth Plan progress annually.

Consider the following:

- Review your goals

- Reflect on your own learning

- Connect your learning to your goals

- Communicate your impact on student/adult learning

- Revise your goals and outcomes to ensure your continued rigorous growth

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STEP 6
DOCUMENT ACCOMPLISHMENTS PERTAINING TO THE PGP

The documenting of accomplishments pertaining to the PGP should be evidence-based on your schools' Education Standards and Indicators in accordance to state law. The evidence should be clear on the connections to course work and student learning. Student's abilities should inform expectations of student academic growth.

Educator/licensed professional reflection takes time, training and practice. Documentation of PGP accomplishments includes time spent analyzing and reflecting upon connections among documented accomplishments, focusing on instructional or professional challenges encountered, as well as discuss plans for continued professional growth and efforts that have an impact on student/adult learning. Analysis of professional growth shall be determined by your States' Educator Performance Standards and Indicators. If the educator/licensed professional does not reach the expected outcome in their plan they shall be granted the opportunity to re-submit and demonstrate impact of their Professional Growth Plan.

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STEP 6: DOCUMENT ACCOMPLISHMENTS PERTAINING TO THE PGP

Reflect upon your accomplishments.

- Think about your growth holistically

- Look for patterns, and find the thread that links your accomplishments

- Focus on the challenges you have encountered and strengths you have discovered throughout this journey

- Discuss goals for your future PGP

Connect the Professional Growth Plan (PGP) to you States' Education Performance Standards and Indicators

Use your PGP as a vehicle toward a continual upward spiral of growth!

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Learning Assessment

Read the material provided, take the 5-10 quiz questions and

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