

VI Teacher Professional Growth Plan Guidance

Supporting Teacher Effectiveness throughout the Virgin Islands

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Teacher Professional Growth Plan Guidance

Introduction

The Virgin Islands Department of Education (VIDE) is implementing a teacher and leader evaluation system to promote the effective practice of teachers and leaders, and ensure that all students receive high quality instruction in preparation for college and/or careers. Research has shown that a teacher's continuous growth has a positive impact on student learning and achievement. Professional Growth Plans facilitate growth and are an essential element of the VI teacher evaluation process. It is an expectation that all teachers engage in professional growth as described in the VI Teacher Effectiveness Standard 9:

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

The Teacher Professional Growth Plan (TPGP) is a required artifact for Component 4e in the **Teacher Portfolio**. The primary focus of the Teacher Portfolio is related to those ***standards that are not easily observed, including VI Teacher Effectiveness Standard 9: Professional Learning and Ethical Practice***. This Standard aligns with Domain 4: Professional Responsibilities; Component 4e: Growing and Developing Professionally of [The Framework for Teaching Evaluation Instrument](#) by Charlotte Danielson.

The TPGP process provides an opportunity for teachers to meet expectations related to Standard 9 and Domain 4, Component 4e. The process fosters collaboration, trust and mutual respect among teachers and their colleagues, and between the teacher and the school's administrators. The TPGP provides multiple ways of developing skills and knowledge, and allows for differentiation based on teacher needs and experiences. Teachers are actively involved in their own professional growth through engagement in learning and reflection.

This document provides guidance in identifying needs, developing personal learning goals, tracking progress on activities, creating a summative reflection, and engaging in discussions of progress and feedback.

Teacher Professional Growth Plan Process

The TPGP process is reflective, collaborative, and provides accountability. The TPGP process includes

- Developing the TPGP using a five step process
- Finalizing the TPGP collaboratively with the principal during the **Teacher Portfolio Planning Meeting**;
- Implementing and monitoring progress of the TPGP throughout the current school year;
- Engaging in mid-year conversation with principal to discuss progress, identify any challenges with activities and modify the TPGP as needed;

- Providing a reflective summary of goals, knowledge and skills learned, and how the knowledge and skills have been applied to improve instruction; and
- Engaging in a TPGP reflection discussion and identify areas of focus for the following school year.

The TPGP process is cyclical to provide a continuous system of growth and improvement for all teachers (See Figure 1).

Figure 1: TPGP Cycle



Development of the Teacher Professional Growth Plan

Planning for professional growth that will impact instruction and student learning requires thoughtful, honest reflection about teaching practice and student learning. The better the planning, the more likely the goals will be met, instruction will be improved, and students' learning will increase. The **VI Teacher**

Professional Growth Plan Template is used to document the planning, progress, reflective summary and feedback of teacher professional growth goals. The guidance provided in the subsequent pages will explain the process of creating a plan using the required template. Two **examples**, including an example for a specials teacher, are provided in *italics*.

Create Personal Learning Goals

Three personal learning goals are to be included in the plan:

- **Personal Learning Goal for Extension**

A personal learning goal for extension is a goal addressing an area of strength that the teacher would like to build upon to demonstrate continued proficiency or distinguished performance. It focuses on an area where the teacher would like to stretch his or her knowledge and skills to go beyond the level of proficiency that is already being demonstrated. Just as we expect students who have mastered a specific Common Core Standard to continue learning, we expect teachers proficient in a VI Teacher Effectiveness Standard to continue learning and growing. This is an opportunity for highly skilled teachers to continue their professional growth.

- **Personal Learning Goal for Growth**

A personal learning goal for growth focuses on an area that is in need of improvement. The teacher may not yet be proficient in this area, or student needs may require a new or different set of knowledge and/or skills. This goal would also address a need identified in the previous teacher evaluation.

- **Personal Learning Goal Related to School Focus**

A personal learning goal related to school focus is a goal related to a school priority area identified through the Education System Improvement Process (eSIP) which are linked to the VIDE state priorities. The teacher contributes to the continuous improvement of the school and district by focusing on a personal learning goal to support the improvement of his or her students' performance related to the outcomes of the eSIP plan. The goal is **NOT** the school goal listed in the school improvement plan. It is a personal learning goal the teacher develops that focuses on learning to impact teaching practice to improve student performance that is connected to an area of focus in the school improvement plan. For example, if a school's improvement plan has a goal to improve the reading achievement of all students, then the teacher may have a personal learning goal to learn a specific reading vocabulary strategy to use with his or her students since student data indicate the students in the teacher's class have specific weaknesses in vocabulary.

If a teacher's final evaluation rating the previous school year is below proficient, then two personal learning goals will support growth rather than including a personal learning goal to address an area of strength.

Personal Learning Goals are developed using a five step process:

1. Identifying needs through analysis of student performance data
2. Identifying VI Teacher Effectiveness Standard and Performance Indicators related to the need

3. Determining teaching practice using the Interstate Teacher Assessment and Support Consortium (InTASC) Learning Progressions related to the VI Teacher Effectiveness Standard
4. Identifying professional learning activities and resources to improve identified teaching practice
5. Writing SMART personal learning goal

Step 1: Identify Need

The needs to be addressed by a personal learning goal are identified through data analysis. The purpose of teacher professional growth is to improve instruction so students are successfully mastering the Common Core State Standards and Next Generation Science Standards; therefore personal learning goals should be related to instruction addressing student needs. Data should be examined at the beginning of each school year, as the needs of students change from year to year. The eSIP process supports this data analysis. Data sources could include

- Formative and summative student performance data, including VITAL, district, school, and classroom assessment data;
- Instructional data including feedback from previous evaluations, walkthroughs and professional learning communities;
- School and district eSIP plans; and
- Other sources of information that indicate how the teacher's students are performing related to the Common Core State Standards and Next Generation Science Standards, Individualized Education Plans (IEPs), etc.

The teacher reviews the performance of individual students, as well as group data. This analysis and discussion could be done collaboratively in grade level teams, subject level teams and/or professional learning communities (PLCs). There could be common needs across subject and/or grade levels that a team of teachers could address together. Multiple needs are prioritized to narrow the focus.

Examples:

- a. Current data indicate variation in student performance. A group of students is proficient on a number of the concepts learned in the previous year, yet there are eight students performing below the proficient level, particularly in key concepts. In addition, there is a small group of students who are achieving above grade level. This indicates a need for specific differentiation which calls for the teacher to understand acquisition of concepts and strategies to differentiate the instruction to reinforce pre-skills or extend concepts in a challenging way.*
- b. Research has indicated a strong connection between music instruction and cognition (e.g., Dana Consortium Report on the Arts and Cognition, 2008). Examining the math achievement of students indicate a large percentage of students are performing below proficiency in math as measured by the VITAL. As a music teacher, there is a need to increase skills in connecting music instruction to math for these students, especially in the area of fractions.*

Step 2: Identify Standard and Performance Indicators Related to Need

After identifying a need, the teacher reviews the VI Teacher Effectiveness Standards and identifies the Standard and Performance Indicators related to the need.

Examples:

a. *The need for differentiated instruction relates to:*

- *VI Teacher Effectiveness Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*
- *Performance Indicators 8a and 8e:*
 - *8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.*
 - *8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.*

b. *The need to utilize music instruction to support math concepts and skills relates to:*

- *VI Teacher Effectiveness Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*
- *Performance Indicators 1a and 1b*
 - *1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development*
 - *1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.*

Step 3: Determine Teaching Practice using the InTASC Learning Progressions Related to the VI Teacher Effectiveness Standards

The InTASC Learning Progressions included in the VI Teacher Effectiveness Standards describe effective teaching with more specificity than the Standards. The Learning Progressions provide guidance about how the practice could be improved and outline possible professional learning experiences to bring about growth and improvement. They provide a continuum of practice and suggestions on how a teacher can make the shift from one level to the next. Using the continuum, the teacher identifies the Learning Progression that best describes her/his current practice and the area of growth.

Example:

- a. After reflecting on the need and reviewing the Standard, Performance Indicators and Learning Progressions, I determined that although I use some strategies, the needs of the students require more strategies that both challenge as well as scaffold learning. This is based on*
 - *Learning Progression 1: The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.*
 - *Continuum 2: The teacher scaffolds student learning of academic language in the content area(s); The teacher offers learners choices about the topics and formats for major projects. S/he provides options for extensions and independent projects to challenge learners and to build their critical and creative thinking skills.*
- b. After reflecting on the need and reviewing the Standard, Performance Indicators and Learning Progressions, I determined that student performance indicate the need for stronger connections between music instruction and math concepts during in music class.*
 - *Learning Progression 1: The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.*
 - *Continuum 2: The teacher identifies individual learner development and calibrates learning experiences, using appropriate balance of support and challenge, to motivate learners toward their next levels of development.*

Step 4: Identify Professional Learning Activities and Resources to Improve Teaching Practice

Now that the focus for professional learning has been identified, the teacher explores resources and identifies professional learning activities to improve practice related to student needs. Resources could

include PD360, available to all teachers in the Virgin Islands, and the LumiBook, a free online resource to deepen understanding of teaching standards and improve professional practice (<http://www.lumibook/intasc.php>). Professional learning activities can range from attending training to utilizing e-learning to observing a peer, and more.

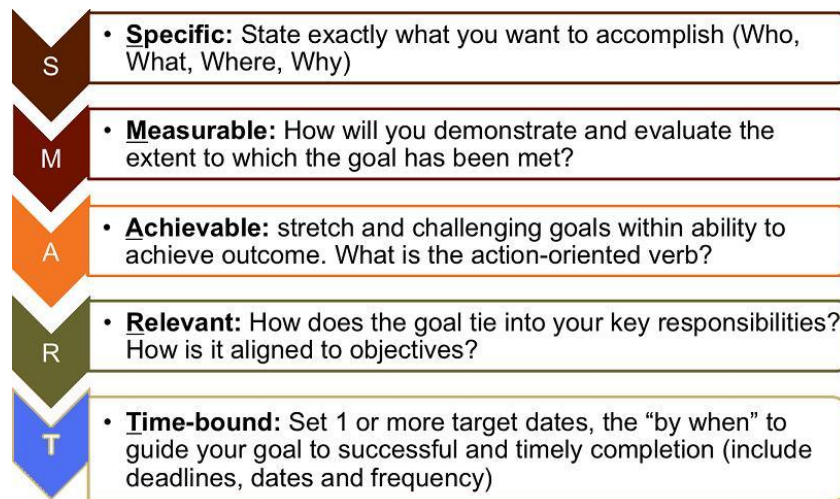
Example:

- a.** *I identified the following activities and resources I could use to increase my understanding of challenging instruction and scaffolding to meet student needs:*
- *a LumiBook video that shows how a chemistry teacher uses the Internet for coaching on differentiated instruction*
 - *Materials and information from the National Center on Accessible Instructional Materials*
(http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl#.Uy8eKldWGw);
 - *Observing a peer who is skilled at differentiating instruction*
 - *Books from the Association for Supervision and Curriculum Development*
(<http://www.ascd.org/publications/books/101043.aspx>)
 - *An e-learning module on providing instructional supports from The IRIS Center*
(<http://iris.peabody.vanderbilt.edu/module/sca/>)
 - *Video and materials on using Universal Design for Learning for differentiation*
(<http://www.gpb.org/education/common-core/udl-part-2>)
 - *Videos and resources from Differentiation Central*
(<http://www.differentiationcentral.com/videos.html>)
- b.** *I identified the following activities and resources I could use to increase my understanding to make connections between music and math concepts and skills:*
- *Mathematics in Music lesson plans*
http://www.educationworld.com/a_curr/profdev/profdev173.shtml
 - *Use Arts Integration to Enhance Common Core*
<http://www.edutopia.org/blog/core-practices-arts-integration-susan-riley>
 - *Specials' Resources for the Common Core*
<https://buhlercc.wikispaces.com/Specials'+Resources>
 - *Foust, T. (2013). How to integrate the Common Core State Standards into the Music Curriculum. Proceedings from the Illinois Music Educators Conference. Peoria, IL. Retrieved from*
http://www.ilmea.org/site_media/filer_public/2013/02/01/foust.pdf
 - *Sousa, D.A. (1998). How the arts develop the young brain. Classroom Compass, Volume 4, Number 2. Retrieved from*
<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=7378>
 - *How to Use Music to Improve Math Skills*
<http://ruthcatchen.wordpress.com/2012/03/29/how-to-use-music-to-improve-math-skills/>

Step 5: Write SMART Personal Learning Goals

Why the need for specific personal learning goals? “Collegial support and professional development in schools is unlikely to have any effect on improvement of practices and performance if they are not connected to a coherent set of goals that give direction and leaning to learning and collegiality” (Elmore, 2003). SMART goals are essential for self-improvement.

SMART goals are



The teacher uses all information gathered in Steps 1 through 4 and writes a SMART personal learning goal to address the need. Although a teacher may find a number of resources, thought should be given to selecting those that best match the need and can realistically be completed.

Example:

- a. I will complete a workshop on differentiated instruction at UVI, an e-learning module on providing instructional supports, and observe a peer applying differentiating strategies during the first semester of school to increase knowledge and skill in differentiated instruction. I will then choose two strategies, one to scaffold learning for struggling students and one to challenge high performing students, and implement the strategies during the second semester.*
- b. I will read two articles related to using music to teach math skills and Common Core State Standards, review online lesson plans and select at least one lesson to use with a class of students during the second semester.*

Personal Learning Goals are documented in **Section 1** of the **VI Teacher Professional Growth Plan**. The Standard, Performance Indicators and rationale describing the need for the personal learning goal are also included. Drop down lists are provided so the teacher need only select the Standard and the Performance Indicators related to the personal learning goal.

Example:

a.

Personal Learning Goal 1	
Goal Statement: (SMART Goal) <i>I will complete a workshop on differentiated instruction at UVI, an e-learning module on providing instructional supports, and observe a peer applying differentiating strategies during the first semester of school to increase knowledge and skill in differentiated instruction. I will then choose two strategies, one to scaffold learning for struggling students and one to challenge high performing students, and implement the strategies during the second semester.</i>	Goal Type: Growth
VI Teacher Effectiveness Standards: <i>Standard 8: Instructional Strategies</i>	
VI Teacher Effectiveness Standards Performance Indicator(s): <i>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</i> <i>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</i>	
Rationale: Why was this goal chosen? <i>Data analysis indicated that my students are varied in mastery of skills in the previous grades. There are eight students who will need learning modeled through scaffolding, including two that have current IEPs, and five who need more challenging opportunities because they are performing at the advanced level of the VITAL and have had consistently high grades throughout last school year. By increasing my knowledge and skills in differentiation, I will be able to apply differentiated instructional strategies to better meet the diverse needs of my students.</i>	

b.

Personal Learning Goal 1	
Goal Statement: (SMART Goal) <i>I will read two articles related to using music to teach math skills and Common Core State Standards, review online lesson plans and select at least one lesson to use with a class of students during the second semester.</i>	Goal Type: Extension
VI Teacher Effectiveness Standards: <i>Standard 1: Learner Development</i>	
VI Teacher Effectiveness Standards Performance Indicator(s): <i>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development and scaffolds the next level of development</i> <i>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning</i>	
Rationale: Why was this goal chosen? <i>Research has indicated a strong connection between music instruction and cognition (e.g., Dana Consortium Report on the Arts and Cognition, 2008. Examining the math achievement of students indicate a large percentage of students are performing below proficiency in math as measured by the VITAL. As a music teacher, there is a need to increase skills in connecting music instruction to math for these students, especially in the area of fractions.</i>	
More Examples: Below is an example of a school goal. The school's improvement plan has a focus on improving school climate and reducing behavior incidences. When the teacher	

examined her class data, she noted several students had been reported for bullying, therefore she needs to improve her practice in effectively using an anti-bullying program with her class.

Personal Learning Goal 3 related to School Focus	
Goal Statement: (SMART Goal) I will attend the Olweus Program training provided to our school and read the Bullying report to increase my skills by the end of November so I can effectively implement the Olweus Program during the current school year as part of our school wide eSIP.	Goal Type: School/District Focus
VI Teacher Effectiveness Standards: <i>Standard 3: Learning Environments</i>	
VI Teacher Effectiveness Standards Performance Indicator(s): <i>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</i>	
Rationale: Why was this goal chosen? <i>The school has a school wide goal of improving the school environment so it is safe and students and families feel welcome and respected. This goal is based on data from the school climate survey that indicates low family engagement in school activities and an increase in the number of students not feeling safe in school.</i>	

Identify Professional Learning Activities

The specific professional learning activities for each personal learning goal are also documented in Section 1. The teacher chooses activities that best meet the teacher's need to increase knowledge and skills so instruction meets the identified student needs. Target dates for completing each activity, anticipated outcomes and how the teacher will apply the skills are included.

Example:

a.

Proposed Professional Learning Activities	Targeted Completion Dates	Outcomes (What is the outcome of the activity?)	Application (How do you plan on applying the learned skills?)
Attend training the Differentiated Instruction offered through the University of the Virgin Islands.	11/10/14	Increased understanding of how to provide instructional supports.	I will use this knowledge to select a strategy to successfully apply to a lesson.
Complete a module on differentiated instruction and providing instructional supports (http://iris.peabody.vanderbilt.edu/module/sca/).	1/5/14	Increased understanding of how to provide instructional supports.	I will use this knowledge to select a strategy to successfully apply to a lesson.
Observe a colleague implementing a strategy to scaffold learning to struggling students in her class.	1/20/14	Increased understanding of how a colleague implements a strategy, how students respond to the strategy and how	I will use two strategies, one for struggling students and one to challenge high

		<i>adjustments are made to the strategy when needed.</i>	<i>performing students, and implement the strategies during the second semester.</i>
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b.

Proposed Professional Learning Activities	Targeted Completion Dates	Outcomes (What is the outcome of the activity?)	Application (How do you plan on applying the learned skills?)
<i>Read the following two articles to learn more about connecting music and math.</i> <ul style="list-style-type: none"> <i>How to Integrate the Common Core State Standards into the Music Curriculum by Tom Foust</i> <i>How the Arts Develop the Young Brain by David Sousa</i> 	<i>11/10/2014</i>	<i>Increased understanding of how to use music instruction to support learning math skills and other Common Core State Standards</i>	<i>I will use this knowledge to select a lesson to successfully apply with a class of students.</i>
<i>I will select at least one lesson plan from the online resources to implement in my class with students. I will share the lesson plan with the math teachers and discuss student responses and learning.</i>	<i>2/15/14</i>	<i>Increased understanding of how to provide music instruction to support math concepts and skills.</i>	<i>I will use the lesson with a class of students and conference with the math teacher regarding student responses.</i>

Identify Evidence of Progress and Success in Meeting Goals

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you're probably rewarding failure
- **If you can't see success, you can't learn from it**
- **If you can't recognize failure, you can't correct it.**
- If you can demonstrate results, you can win public support.

Reinventing Government, Osborne and Gaebler, 1992
University of Wisconsin-Extension, Cooperative Extension
Program Development and Evaluation

After writing the personal learning goal and proposed professional learning activities, the teacher identifies how he/she will demonstrate progress and achievement of the personal learning goals. Identifying evidence is also an important part of planning. Evidence should show that the activities are completed, growth in knowledge and skills occurred, and that practice is changed as a result of the activities.

Example:

a.

How will I know that I am making progress and achieving my goal?
<i>Certificate of the Participation for the Differentiated Instruction training; end of module assessment; Notes taken during observation of a colleague; Student performance on a review quiz after instruction</i>

b.

How will I know that I am making progress and achieving my goal?
<i>Summary of key points in the two articles; lesson plan specifically connecting music concepts with math skills; student work from lesson</i>

Identify Supports for Achievement of Personal Learning Goals

In the same way that students need support to achieve learning goals, teachers also need support to achieve their personal learning goals. Support comes in many forms and can be provided by many people, including the teacher working on the goal. It begins with the teacher seeking out resources within and outside the school to address student needs and professional interests. It includes collaborating with colleagues to reflect upon, analyze, and improve practice to address professional needs (see InTASC Learning Progressions for Standard 9). Supports are available through a number of resources including PD360, an on-demand library of professional teacher development resources available to all teachers in the territory. Professional development opportunities are available through the school, district and/or VIDE. In addition to the principal and school colleagues, District Coordinators and VIDE Directors are available to provide assistance. The teacher identifies possible supports in the TPGP so supports can be discussed and accessed as the plan is implemented.

Example:

a.

What supports might I need to complete the activity and achieve my goal?
<i>I will need support in observing a colleague with strengths in selecting and using differentiated strategies for struggling students and students who have mastered a concept and need to be challenged.</i>

b.

What supports might I need to complete the activity and achieve my goal?
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At this time, I have access to the resources, so no specific support is needed. I will use the mid-year Portfolio Check-in meeting to consider supports if I experience challenges with completing the activities.

Finalize the Teacher Professional Growth Plan

At the beginning of each school year, the teacher and the principal discuss and finalize a **Teacher Portfolio Plan**, which includes the TPGP as an artifact for Component 4e, for the upcoming school year during the **Portfolio Planning Meeting**. The Portfolio Planning form is drafted by the teacher and should include the four Components.

- School Component (component selected by the school leadership)
- Teacher Selected Choice Component 1 (component of the teacher's choosing focuses on VI Teaching Standards 7, 9, or 10 and the Framework for Teaching Domains 1 and 4)
- Teacher Selected Choice Component 2 (component of the teacher's choosing focuses on VI Teaching Standards 7, 9, or 10 and the Framework for Teaching Domains 1 and 4)
- **4e: Growing and Developing Professionally (TPGP developed by the teacher)**

Section 1 of the **VI Teacher Professional Growth Plan** must be drafted before the Portfolio Planning Meeting. The meeting is an opportunity for the teacher and principal to collaborate to ensure the TPGP includes three personal learning goals that will address needs related to student learning; professional activities identified are realistic, yet challenging; and the evidence will show progress and achievement of the personal learning goals. The conversation allows the teacher to share his or her thinking in choosing the goals, activities and evidence; and allows the principal to ask questions, make suggestions and gain understanding of the intent of the TPGP. It is also an opportunity to discuss any supports that may be needed to assist the teacher in reaching each personal learning goal. Once the principal and teacher agree the plan is complete they both sign the form. The plan is then implemented throughout the year and is used to guide discussions on progress and supports, especially during the **Portfolio Mid-year Check-in** meeting.

Implement and Track Progress of the Teacher Professional Growth Plan

A plan is only as good as the level to which it is implemented. Since the TPGP is related to the needs of the students that the teacher will be instructing and supporting throughout the year, implementing the plan is part of everyday teaching and learning. Implementation includes collaborating with colleagues and leadership to support each other in growing and using effective teaching practices. Teachers can collaborate on developing goals, and even work on the same goal. In addition, personal learning goals can apply across subject areas and grades. The implementation of the plan should be ongoing, as opposed to waiting until the end of the school year.

Self-monitoring will ensure the teacher is on track in completing the activities, and when progress is less than expected, supports can be adjusted to overcome barriers. The teacher collects information on progress to share with the principal during the **Portfolio Mid-year Check-in** meeting.

Mid-year Check-in

During the **Portfolio Mid-year Check –in** meeting, the teacher shares progress on completion of the portfolio and on completing the TPGP activities and goals with the principal. It is also a time to discuss any challenges encountered during implementation. If there are challenges, the teacher and principal work collaboratively together to solve the challenges. It is extremely important that an honest conversation occurs so support can be provided to ensure activities are completed by May. Any adjustments needed to the plan are determined during this meeting.

Example:

- a. I am on target to completing the activities in the plan; however the observation of a colleague has not been scheduled yet due to the teacher changing positions. Since the teacher is no longer available, I need to discuss options with the principal.*
- b. I have read the two articles and met with the math teachers to learn the concepts and skills students will be learning over the next few weeks. I will then choose a lesson plan to implement.*

Modifications to the Teacher Professional Growth Plan

At the conclusion of the **Portfolio Mid-year Check –in**, if it was determined that adjustments to the TPGP are needed, the teacher is responsible for making those modifications. Modifications should be highlighted so it is clear what was modified. The modified plan is then shared with the principal and both agree to the adjustments. Modification of the plan should be related to barriers that cannot be overcome, such as training being cancelled or a significant change in student needs.

Example:

a.

I was scheduled to attend training on differentiated learning, however the training was cancelled and it is not being offered again this year. With the help of the District Coordinator, a workshop provided by an on-site trainer was found that I could complete in place of the online training. The plan was modified to indicate the training was cancelled and I would complete an online training instead.

Proposed Professional Learning Activities	Targeted Completion Dates	Outcomes (What is the outcome of the activity?)	Application (How do you plan on applying the learned skills?)
<i>Attend one-day training on differentiated instruction being offered</i>	<i>11/10/2014</i>	<i>Increased understanding of how to provide</i>	<i>I will use this knowledge to select a strategy</i>

through the University of the Virgin Islands. 10/15/14 The training was cancelled and will not be offered until next school year.		instructional supports.	to successfully apply to a lesson.
ACTIVITY ADDED 10/25/14: Complete a workshop provided by the district on differentiated instruction.	11/30/2014	Increased understanding of how to provide instructional supports.	I will use this knowledge to select a strategy to successfully apply to a lesson.
How will I know that I am making progress and achieving my goal?			
Certificate from the Differentiated Instruction training; Assessment at the end of the e-learning module; Summary of key points in the two videos; Notes taken during observation of a colleague; Student performance on a review quiz after instruction. 10/25/14 The Differentiated training was cancelled and replaced with a district workshop. A copy of the workshop certificate will be the evidence for completion.			

b. No modifications are needed at this time.
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The teacher and principal sign the plan after the modifications are made to indicate agreement to the modifications.

Summative Reflection of Teacher Professional Growth Plan

Prior to the **Portfolio Presentation Meeting** with the principal at the end of the school year, the teacher reflects on the activities, learning, and growth in practice during the school year. The teacher provides a summative reflection of progress in meeting the TPGP goals in **Section 2** of the **VI Teacher Professional Growth Plan**. The reflection includes evidence of completing the activities, a description of the impact the activities have had on teacher knowledge and skills, and how the teacher is using the knowledge and skills to improve practice to meet student needs. If participation in an activity occurred late in the year and a teacher has not had an opportunity to utilize the knowledge or skills in practice, the reflection could describe how the skills will be used the following school year.

Example:

a.

Goal	Evidence	Reflection (What impact has this had on you?)	Application (How are you using the skills?)

1	Seven Step Scaffolding Process; lesson plan; graphic organizer; student responses on review problem	<i>I learned a seven step scaffolding strategy to use with students from the materials I reviewed from the IRIS Center. Just reading the materials and viewing the videos changed the way I think about planning lessons. Rather than planning for the average student, I plan for the outliers. I examine the standard and concepts, identify the pre-skills and advanced skills related to the concept and plan for learning opportunities for both.</i>	<i>I developed a lesson using the scaffolding strategy for a small group of students while other students worked in cooperative learning groups on a math challenge activity. I also learned the challenge activity from materials I read from ASCD resources I learned about in the district workshop. The graphic organizer required more modeling than I initially planned for, but after modeling and practice, the students worked in pairs using the graphic organizer. The students then referred to the completed organizer during practice sessions. By the end of the week they were all able to complete the review problem independently.</i>
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b.

Goal	Evidence	Reflection (What impact has this had on you?)	Application (How are you using the skills?)
1	Summary of articles, lesson plan and two examples of student work from the lesson	<i>The articles provided background information and suggestions on how the arts can have a positive impact on cognitive development of students. There were specific examples for each of the fine art areas; however I am focusing on music. There were a number of lesson plans that could be used by art, music and drama teachers so I shared the links with the other specials teachers in our school.</i>	<i>The lesson plan I used was on music notation and learning fractions. The students really responded to the activities and most could see the connections to fractions. The discussion with the math teacher was extremely helpful. We collaborated on follow-up and plan on continuing our collaboration with other skills. This experience allowed me to further understand how I can support the Common Core Standards even though I am not a classroom teacher. It also provided a rich opportunity to collaborate with colleagues.</i>

Feedback

During the **Portfolio Presentation Meeting**, the TPGP is presented and reviewed by both the principal and the teacher collaboratively as an artifact for VI Teacher Effectiveness Standard 9. Professional Learning and Ethical Practice and [The Framework for Teaching Evaluation Instrument](#) by Charlotte Danielson Domain 4: Professional Responsibilities; Component 4e: Growing and Developing Professionally. The teacher shares the summative reflection and discusses his/her progress with the principal. Conversation focuses on the engagement in the proposed activities and evidence demonstrating progress in meeting the personal learning goals using the Continuum of Engagement and Progress provided below. Feedback is documented using **Section 3** of the **VI Teacher Professional Growth Plan**. Recommendations for further work or new areas of growth for the upcoming school year are also discussed.

Continuum of Engagement and Progress			
The teacher made no attempt to engage in the proposed professional learning activities.	The teacher engaged in the professional learning activities, however no evidence was provided to demonstrate progress toward achieving the goal.	The teacher engaged in the professional learning activities and provided evidence of progress toward achieving the goal.	The teacher engaged in the professional learning activities and provided evidence of achieving the goal.

Example:

a.

Goal	Feedback
1	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. The goal related to the student needs and activities provided the skills needed to address student needs. Mr. Instructor shared evidence of applying the skills to differentiate the learning activity and ways his students demonstrated their learning.
2	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. Evidence showed that all activities were completed and Mr. Instructor applied the skills during instruction. Student work samples showed that students were engaged and were mastering the concepts through the differentiated activities.
3	The teacher engaged in the professional learning activities, however no evidence was provided to demonstrate progress toward achieving the goal. Mr. Instructor had some difficulties completing the activities in the third goal. Although the activity was modified and he began the activity, he was unable to complete the activity and apply learning during instruction.
Recommendations for Next School Year: We discussed the plan, evidence and impact of teacher professional learning on student instruction and learning. We agreed that he should continue increasing skills and knowledge of the Olweus Program to continue effective implementation. He might consider leading a	

discussion group using the bullying report or other articles on bullying to share his skills and strategies in implementing the program.

It is also recommended that goal three be continued next year since student needs are not likely to change next year. Since he was unable to complete the activity, different professional activities should be considered.

b.

Goal	Feedback
1	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. Ms. Instructor also shared that the articles were discussed with the math teachers. In addition online lesson plans were found and modified for use with his students.
2	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. Student work indicated that Mr. Instructor applied the learning to his instruction. Feedback from the math teachers indicated the students referred to the music examples during fraction lessons.
Recommendations for Next School Year: Continue increasing skills and knowledge in making connections to support students in achieving skills related to the Common Core Standards. Consider giving a presentation to staff at the beginning of the next school year during a staff meeting.	

The TPGP is scored as an artifact for required Component 4E, one of four components in the Teacher Portfolio. The total Teacher Portfolio score is 40% of the teacher's evaluation, with the remaining 60% from observations. More information on the Teacher Portfolio may be found in **The U.S. Virgin Islands Teacher Evaluation Guidebook**.