

TEACHER PROFESSIONAL GROWTH PLAN

TEACHER

GROWTH. Teacher talent is essential to student learning. Research tells us teachers are the most influential school-based factor in children's education and a teacher's continuous growth has a positive impact on instruction. Great teachers are ones that continue to learn through inquiry, reflection, and professional development. The new U.S. Virgin Islands Teacher Effectiveness System supports teacher growth through a teacher professional growth plan process.

TEACHER PROFESSIONAL GROWTH PLAN.

The Teacher Professional Growth Plan (TPGP) provides an opportunity for teachers to meet expectations related to **VI Teacher Effectiveness Standard 9: Professional Learning and Ethical Practice**. The TPGP provides multiple ways a teacher can develop skills and knowledge to improve instruction so students are successfully mastering the Common Core State Standards and Next Generation Science Standards. The Plan allows for differentiation based on a teacher's individual needs and experiences. Each teacher develops three goals and identifies the specific professional learning activities he/she would like to

complete to achieve the goals. Through the TPGP, teachers are actively involved in their own professional growth through engagement in learning and reflection.

TEACHER PROFESSIONAL GROWTH PLAN PROCESS.

The TPGP is a reflective, collaborative, and accountable process. It encourages collaboration among teachers and between teachers and principals. The TPGP includes:

- A five step process to develop the TPGP;
- Collaboration with the principal to finalize the TPGP;
- A mid-year check-in with the principal to discuss progress and challenges; and
- A reflective summary of knowledge and skills learned, and how the new learning improved instruction.

TEACHER PORTFOLIO ARTIFACT.

The TPGP is an artifact in a teacher's portfolio as part of his/her evaluation. By developing, implementing and completing a TPGP, teachers provide evidence for Domain 4 of the Framework for Teaching by Charlotte Danielson which focuses on a teacher's professional responsibilities.



WE WANT TO HEAR FROM YOU!

Do you have feedback, questions, or concerns about the new evaluation system?

Contact our help desk: evalquestions@doe.vi

FREQUENTLY ASKED QUESTIONS

Why include a professional growth plan in this process? The TPGP provides an opportunity for teachers to focus on their professional learning while providing evidence of their competency on **VI Teacher Effectiveness Standard 9: Professional Learning and Ethical Practice**, which is often not seen when a principal observes a teacher during instruction.

How do I begin developing my professional growth plan? A teacher reviews instructional data, student performance, and last year's evaluation, reflects on his/her current knowledge and skills and uses the VI Teacher Effectiveness Standards and InTASC Learning Progressions to identify focus areas for professional learning.

How many goals should I develop? A teacher develops three goals:

- An extension goal addressing an area of strength to build upon to demonstrate distinguished performance.
- A growth goal focusing on an area in need of improvement or a new or different set of skills needed to address current student needs.
- A school/district goal identified through the Education System Improvement Process (eSIP).

May I work collaboratively with other teachers on the same goal? Yes, goals can be created by a team or a grade level. While goals are unique to each teacher, multiple teachers can be working on a similar goal and collaboration is encouraged.

How is the plan shared with my principal?

The TPGP is discussed and finalized with the principal during the **Teacher Portfolio Planning Meeting** early in the school year. The principal may have some great suggestions to strengthen the plan.

What supports are provided to me so I can complete the professional learning activities and reach my goals? Teachers identify supports they may need in the TPGP. The supports are discussed with the principal and collaboratively they decide what and how supports will be provided. Additional supports may be identified to address challenges discussed at the **Portfolio Mid-year Check-in** with the principal.

How is feedback on my professional growth plan provided? Engagement in the professional learning activities and progress in meeting the goals are discussed with the principal during the **Portfolio Presentation Meeting** and feedback is provided during that meeting.

How is the professional growth plan scored or counted in the evaluation? The TPGP is an artifact for the Framework for Teaching Domain 4: Professional Responsibilities, Component 4e: Growing and Developing Professionally so it is counted as part of the Portfolio score.

Where can I find more information? The **VI Teacher Professional Growth Plan Guidance** document provides instructions and multiple examples to assist teachers in developing their plans. This document, along with other resources, can be found at <http://www.vide.vi/>.