

## TPGP SY15-16

### Sample Elementary TPGP

The Teacher Professional Growth Plan (TPGP) is a required Component of the Teacher portfolio as an artifact for [VI Teacher Effectiveness Standard 9](#): Professional Learning and Ethical Practice, [Framework for Teaching Domain 4](#): Professional Responsibility, Component 4e: Growing and Developing Professionally. The plan is considered finalized when both the teacher and principal electronically sign the plan in TalentEd indicating their agreement to the goals and activities for the current school year. Detailed instructions on completing the TPGP can be found in the Teacher Portfolio Guidebook found at the [EES web portal](#) <http://tle.vide.vi/pages/teacher-evaluation-process-624>. This form is completed and submitted to the principal using TalentEd prior to the Teacher Evaluation Planning Meeting to ensure the conversation at the meeting is kept to 30 minutes or less.

#### GOALS

##### Goal 1 - Growth Personal Learning Goal

Goal Statement (SMART Goal)\*

**Growth Personal Learning Goal:** A personal learning goal for the teacher that addresses an area of needed growth or improvement informed by data, student needs, previous evaluation results and self-reflection using the InTASC Learning Progressions in the [VI Teacher Effectiveness Standards](#).

I will complete an e-learning module on differentiated instruction during the first semester of school to increase knowledge and skill in providing instructional supports to students. 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.

VI Teacher Effectiveness Standards:

Standard 8. Instructional Strategies

VI Teacher Effectiveness Standards Performance Indicator: Choose one indicator from the selected Standard above. For example, if the teacher selected Standard 1, only Indicators 1A, 1B, **or** 1C can be chosen below as an Indicator.

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

**Rationale:** Why was this goal chosen?

Current data indicate variation in student performance. A group of students are proficient on a number of the concepts learned in the previous year, yet there

are eight students who are below proficient 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 me to understand acquisition of concepts and strategies to differentiate instruction to reinforce pre-skills or extend concepts in a challenging way.

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change instructional practice to meet student needs?	Outcomes: How will the professional learning impact practice and support student growth?	Target Completion Date
Complete the STAR Legacy Module, <i>Differentiated Instruction: Maximizing the Learning of All Students</i> module on providing instructional supports through differentiated instruction at <a href="http://iris.peabody.vanderbilt.edu/module/di/">http://iris.peabody.vanderbilt.edu/module/di/</a>	Once I learn the strategies, I can choose ones to use in my lessons that match my students' needs.	Increased understanding of how to provide instructional supports and learn strategies I could apply in my lessons will impact my practice and support student growth.	12/15/15

How will I know that I am making progress and achieving my goal?

Evidence will be: completing the end of module assessment of the STAR Legacy Module, *Differentiated Instruction: Maximizing the Learning of All Students* module; a lesson plan that includes two strategies learned in the module to differentiate instruction; and student work from the lesson

What supports might I need to complete the activity and achieve my goal?

Access to STAR Legacy Module, *Differentiated Instruction: Maximizing the Learning of All Students* module so I can complete the e-learning module.

## Goal 2 – Collaborative Learning Goal

**Collaborative Learning Goal:** A team of teachers (e.g. grade level, subject area, cross grade level, vertical grade level, department, PLC) collaborate to identify a learning goal that focuses on a common area for learning growth. The team works together on learning and application of their learning to improving teacher practice and student learning. The group of colleagues identifies an area of professional learning informed by data, student needs, previous evaluation results and self-reflection using the InTASC Learning Progressions in the [VI Teacher Effectiveness Standards](#). The goal would be the same for all of the teachers; however,

each teacher is responsible for identifying appropriate activities, completing the activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

The fourth grade team will access specific online resources and sample lessons and units related to the Next Generation Science Standards 4-ESS3-1 Earth and Human Activity, complete a learning module on coral reefs and climate change and implement at least one lesson that incorporates the content with writing to engage in evidence through argument (Science and Engineering Practice 7).

VI Teacher Effectiveness Standards:

Standard 4. Content Knowledge

VI Teacher Effectiveness Standards Performance Indicator: Choose one indicator from the selected Standard above. For example, if the teacher selected Standard 1, only Indicators IA, IB, or IC can be chosen below as an Indicator.

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

**Rationale:** Why was this goal chosen?

Student data indicate that 54% of students in the VI are proficient in science at the 5<sup>th</sup> grade level. The rigor for science is increasing with the implementation of the Next Generation Science Standards. Students in the 4<sup>th</sup> grade classes need to strengthen their understanding of science concepts including understanding how change occurs in nature and in social and technological systems. In addition, student written work indicates weak argumentative writing skills.

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change instructional practice to meet student needs?	Outcomes: How will the professional learning impact practice and support student growth?	Target Completion Date
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about coral reefs and climate change as an example of "earth and human activity" by	Develop and teach at least one lesson on the impact of earth	Increased knowledge of content related to the Next generation	2/16/16

reviewing resources and modules on Teaching Ocean Science ( <a href="http://teachoceanscience.net/">http://teachoceanscience.net/</a> )	and human activity using the example of coral reef and climate change.	Standards related to “earth and human activity” will increase my ability to successfully implement the Next Generation Science Standards to strengthen the students’ understanding of science concepts.	
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How will I know that I am making progress and achieving my goal?

Lesson plan incorporating content, resources and strategies learned and student written work after science lesson.

What supports might I need to complete the activity and achieve my goal?

I may need assistance with obtaining materials for the lesson if they are not easily available. I may also want to invite local experts to discuss the coral reef changes in the Virgin Islands.