

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 learning 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 **U.S. Virgin Islands Department of Education Employee Effectiveness System (VIDE EES)** supports teacher growth through a teacher professional growth plan process as part of the teacher evaluation process.

TEACHER PROFESSIONAL GROWTH PLAN

The Teacher Professional Growth Plan (TPGP) is an artifact in the Teacher Portfolio. The Teacher Portfolio is one of the three measures for all teacher evaluations. The TPGP provides an opportunity for teachers to meet expectations related to **VI Teacher Effectiveness Standard 9: Professional Learning and Ethical Practice and Domain 4 Component 4e: Growing and Developing Professionally of the *Framework for Teaching* by Charlotte Danielson**. 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 two goals and identifies the specific 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 process 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, how the new learning changed teacher practice and how the changed practice impacted student learning.

TEACHER PORTFOLIO ARTIFACT The TPGP is a required artifact in each teacher's portfolio. The Teacher Portfolio is part of the annual teacher evaluation process in the U.S. Virgin Islands. All teachers are required to create, submit, and share a portfolio, regardless of evaluation performance. 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!

Contact our Help Desk: evalquestions@doe.vi

FREQUENTLY ASKED QUESTIONS

How do I begin developing my professional growth plan? The TPGP is created and managed through **TalentEd**, the VIDE human resources performance management system. 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 with the InTASC Learning Progressions to identify focus areas for professional learning. The TPGP rubric is available at <http://tle.vide.vi> to assist teachers and principals in developing the TPGP.

How many goals should I develop? Two goals are included in the TPGP:

- ❖ **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/or self-reflection using the InTASC Learning Progressions in the VI Teacher Effectiveness Standards.
- ❖ **Collaborative Learning Goal:** A team of teachers (e.g. grade level, subject area, cross grade level, vertical grade level, department, PLC) collaborate on a learning goal that focuses on common learning and application of the learning to change teacher practice and improve student learning. The group of colleagues identify an area of professional learning based informed by data, student needs, previous evaluation results and self-reflection using the InTASC Learning Progressions in the [VI Teacher Effectiveness Standards](#). The goal is the same for all of the teachers, however each teacher is responsible for identifying the activities, completing the activities, collecting evidence and reflecting on their

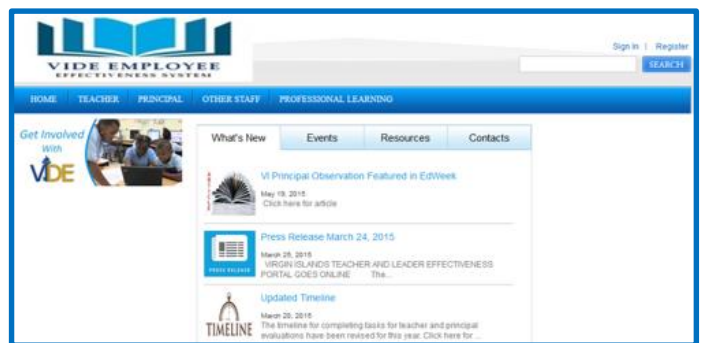
learning and use of the new skills and knowledge.

How is the plan shared with my principal? The teacher's draft TPGP is shared during the Portfolio Planning Meeting early in the school year. The teacher and principal discuss and finalize the plan.

How is the TPGP scored or counted in my evaluation? Near the end of the year, the TPGP is scored and included as a component of the Portfolio total score. The TPGP rubric is used to score the TPGP and can be accessed at <http://tle.vide.vi>.

What supports are available to help me in completing my learning activities and achieving my goals? Teachers identify supports they may need in the TPGP. The supports are discussed with the principal and they decide collaboratively what and how supports will be provided. Additional supports may be identified to address challenges discussed at the **Mid-Year Check-In** with the principal.

Where can I find more information on the teacher evaluation process? The VIDE provides a one stop shop for all information and resources related to the teacher evaluation process through the VIDE EES web portal at <http://tle.vide.vi>.



1. URL: Go to <http://tle.vide.vi>
2. Click the **Teacher** Tab
3. Log in with vide email and password
4. Click the **Teacher** Tab again

In addition, the VIDE Division of Human Resources can be contacted at evalquestions@doe.vi.