



Shakopee Public Schools PROFESSIONAL GROWTH PLAN | Part 1

Name [Click here to enter text.](#) Year [Click here to enter text.](#)

Building [Click here to enter text.](#) Date of Self-Assessment [Click here to enter text.](#)

Assigned Administrator [Click here to enter text.](#)

RATINGS KEY	
4	Model/Trainer
3	Fully Integrated
2	Partially Integrated
1	Emerging

PLAN CYCLE Probationary | Year 1 2 3 **OR** Previously tenured in another MN public school district
 Tenured | Year 1-2 Observation Options Walkthroughs Coaching Cycle Lab Classroom
 Tenured | Year 3 Observation Formal Observation by Administrator

This Professional Growth Plan is... NEW CONTINUING (e.g. year 2 or 3)
 PRINCIPAL-DIRECTED REVISED (e.g. year 2 or 3)

STEP 1 — SELF-ASSESSMENT

Using the District's Instructional Framework for Personalized Learning, carefully reflect on your teaching performance in each area listed below. Complete the Self-Assessment for each statement below. Under the "Rating Continuum" column, type in a value between 1.00 (Emerging) and 4.00 (Model/Trainer) that best describes where you believe you currently perform on that continuum.

CATEGORY	RATING CONTINUUM			
	1	2	3	4
BELIEFS				
A. I believe all students can achieve high standards (grade level or above).	Click here to enter text.			
B. I believe all students deserve to be valued for who they are (inclusive of race, ethnicity, culture, religion, gender, income level, and disability) and to have their unique strengths fostered.	Click here to enter text.			
C. I believe student needs drive instruction.	Click here to enter text.			
D. I believe a growth mindset is critical for my continuous improvement.	Click here to enter text.			
E. I believe collaboration with colleagues, students, families, and our community leads to improved performance.	Click here to enter text.			
F. I believe change is constant and requires me to be a positive, flexible problem-solver.	Click here to enter text.			
PROFESSIONALISM				
A. I improve my practice based on effective self-reflection, feedback, coaching, and evidence of student learning.	Click here to enter text.			
B. I collaborate and communicate effectively with all stakeholders to ensure student success.	Click here to enter text.			
C. I understand that excellent teaching requires a significant investment of time and perseverance while maintaining a healthy work/life balance.	Click here to enter text.			
D. I have a strong foundation of pedagogy, content knowledge, and culturally responsive methodologies.	Click here to enter text.			
E. I am organized, well-planned, and maintain accurate records of student learning.	Click here to enter text.			

F. I demonstrate leadership by being actively engaged in the implementation of our efforts to improve and strengthen instruction to raise student achievement and eliminate the achievement gap.

Click here to enter text.

G. I seek to resolve conflict respectfully with others by understanding the right time, place, and method for addressing the issue, speaking with the appropriate individuals personally, assuming good intentions, and seeking to understand

Click here to enter text.

CATEGORY		RATING CONTINUUM			
COMPETENCIES		1	2	3	4
PLANNING	A. I align District standards, essential learnings and skills, and authentic experiences to craft daily lessons.	<i>Click here to enter text.</i>			
	B. I use the District’s Instructional Framework for Personalized Learning to plan for all aspects of the student experience.	<i>Click here to enter text.</i>			
	C. I design effective lessons utilizing a variety of sources, materials, and my own expertise.	<i>Click here to enter text.</i>			
	D. I use student-friendly learning targets to clarify purpose of learning.	<i>Click here to enter text.</i>			
	E. I align frequent formative assessments with high-quality summative assessments and use student results to inform and modify instruction.	<i>Click here to enter text.</i>			
	F. I plan appropriately for accommodations and modifications for unique learners.	<i>Click here to enter text.</i>			
INSTRUCTION	A. I utilize gradual release of responsibility (explicit teaching, demonstration and modeling, guided and independent practice).	<i>Click here to enter text.</i>			
	B. I integrate critical literacy strategies into daily lessons.	<i>Click here to enter text.</i>			
	C. I create and facilitate student engagement through a variety of differentiated and personalized learning experiences (project based learning, self-paced and student-directed learning, culturally responsive methodologies, questioning / discussion techniques, etc.).	<i>Click here to enter text.</i>			
	D. I purposefully integrate technology to enhance student learning.	<i>Click here to enter text.</i>			
ASSESSMENT	A. I apply the appropriate assessment method for the content and skills being demonstrated.	<i>Click here to enter text.</i>			
	B. I balance formative and summative assessments in order to effectively monitor student learning.	<i>Click here to enter text.</i>			
	C. I utilize quality grading practices that align with District expectations.	<i>Click here to enter text.</i>			
LEARNING ENVIRONMENT	A. I establish effective procedures and routines to create an encouraging and positive learning environment.	<i>Click here to enter text.</i>			
	B. I create a learning environment which is welcoming, inclusive, and responsive to all students.	<i>Click here to enter text.</i>			
	C. I create an environment that values and embraces cultural differences.	<i>Click here to enter text.</i>			

CATEGORY	RATING CONTINUUM			
CRITICAL INSTRUCTIONAL PRACTICES	1	2	3	4
A. Authentic Learning I create opportunities for students to define, develop, implement, and refine solutions to real-world problems or questions.	<i>Click here to enter text.</i>			
B. Student-Centered Learning I foster an environment where student needs, interests, and passions drive instructional choices (the how, what, when, and where of learning).	<i>Click here to enter text.</i>			
C. Digital Learning I enable students to become producers of knowledge rather than mere consumers of content.	<i>Click here to enter text.</i>			
D. Gradual Release of Responsibility I scaffold learning experiences in order for students to become independent learners.	<i>Click here to enter text.</i>			
The 6 Cs — STUDENT CAREER READINESS SKILLS	1	2	3	4
A. Critical Thinking I teach students to reason effectively, use systematic thinking, and make judgments and decisions to solve problems in both conventional and innovative ways.	<i>Click here to enter text.</i>			
B. Collaboration I set students up to work together to share, advocate, and compromise on issues critical to a team’s success using intrapersonal and interpersonal skills in both conventional and digital settings	<i>Click here to enter text.</i>			
C. Communication I teach students to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.	<i>Click here to enter text.</i>			
D. Creativity I inspire students to be curious, imagine possibilities, develop and refine ideas, and view failure as an opportunity to learn (persistence).	<i>Click here to enter text.</i>			
E. Cultural Competency I encourage students to learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles.	<i>Click here to enter text.</i>			
F. Character I help students to develop the personal qualities of trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience.	<i>Click here to enter text.</i>			



Shakopee Public Schools PROFESSIONAL GROWTH PLAN | Part 2

Name [Click here to enter text.](#)

Building [Click here to enter text.](#)

STEP 2 — REFLECTIVE AREAS TO CONSIDER

Based on your self-assessment results, what areas of growth will you consider as you create your goal(s)?

[Click here to enter text.](#)

Based upon your principal evaluations, supervisor observations, and peer coaching cycle experience, what else might be added as you consider creating your goal(s)?

[Click here to enter text.](#)

STEP 3— INDIVIDUAL GROWTH GOAL

The Professional Growth Plan must have at least one professional growth goal. Growth goals are based on the teacher's individual areas for growth as listed in the "Reflective Areas to Consider" box above.

What do you want to improve regarding your instructional practice?

Keep in mind that your goal should (1) be reflective of your self-assessment, (2) be measurable, and (3) be something about which the you can provide evidence (e.g. student work samples, assessment results, etc.).

[Click here to enter text.](#)

STEP 4 — INDIVIDUAL DEVELOPMENT PLAN

To ensure effectiveness, the Professional Growth Plan's Individual Growth Goal must have a supporting plan. Please describe your plan by answering the following questions:

What steps will you be taking to accomplish your goal?

[Click here to enter text.](#)

How do you plan to monitor your progress and the impact on student learning?

[Click here to enter text.](#)

What evidence will you provide that demonstrates your progress towards achieving your goal?

[Click here to enter text.](#)

Probationary Teachers will receive three formal observations per year.

Tenured teachers have the option to be observed by informal, unscheduled classroom walkthroughs (principals) and/or by participating in a coaching cycle or by serving as a lab classroom teacher in years 1 and 2. All tenured teachers will have a formal observation & at least 2 classroom walkthroughs in year 3.

We, the undersigned, affirm that we have reviewed this plan together, and it has been approved.

Initial Meeting

[enter text.](#)

Staff Signature

[enter text.](#)

Administrator Signature

[Click here to enter text.](#)

Date

[Click here to enter text.](#)

Date

Review Meeting

[Click here to](#)

Staff Initials

Date

[Click here to](#)

Admin Initials

Date