

**VI Teacher Professional Growth Plan****Teacher Name:** Click here to enter text. **Position:** Click here to enter text.**School:** Click here to enter text. **School Year:** Click here to enter text.**Supervisor Name:** Click here to enter text.**Meeting Dates:****Portfolio Planning  
Meeting and Discussion  
of TPGP:**Click here to enter a date.**Portfolio Midyear Check-in  
Meeting and Discussion of  
TPGP:**Click here to enter a date.**Portfolio Presentation  
Meeting and Reflection of  
TPGP:**Click here to enter a date.**Plan Agreement:** The plan is complete and both the teacher and principal agree to the plan.**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Revision Agreement:** If the Plan is revised as a result of the Mid-Year Check in, signatures indicate agreement. Revisions should be indicated by highlighting text.**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Instructions**

The Teacher Professional Growth Plan (TPGP) is a **required Component of the Teacher portfolio** as an artifact for Standard 9: Professional Learning and Ethical Practice, Framework for Teaching Domain 4 Professional Responsibility, Component 4e: Growing and Developing Professionally. The TPGP is to be completed by the end of the first quarter of the current school year as part of the Teacher Portfolio Plan. The plan is considered finalized when both the teacher and principal sign the plan indicating their agreement to the goals and activities for the current school year. Detailed instructions on completing the TPGP can be found in the [VI Teacher Professional Growth Plan Guidance](#) document.

Three goals must be included in the plan:

- **Extension Goal:** A goal addressing an area of strength that the teacher would like to build upon to demonstrate distinguished performance\*;

- **Growth Goal:** A goal addressing an area of needed growth or improvement (informed by data, previous evaluation results and self-assessment); and
- **School /District Goal:** A goal related to school and/or district improvement goals identified through the **Education System Improvement Process (eSIP)** linked to the Virgin Islands Department of Education (VIDE) state priorities.

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

Complete instructions on identifying, developing and tracking goals; professional learning activities; and summative reflection are provided in the **VI Teacher Professional Growth Guidance Document**.

### SECTION 1: [Goals](#)

Use multiple data sources including student data, previous teacher evaluation results, school and district identified priorities and develop at three professional learning goals. Indicate the type of goal (extension, growth or school/district), related VI Teacher Standard and Performance Indicators, and the rationale for the goal. The goal should be written as a SMART goal (Specific Measurable, Attainable, Relevant, and Time-bound). Include the rationale, proposed activities, how progress will be demonstrated and possible supports needed to be successful.

<b>Goal 1</b>			
<b>Goal Statement:</b> ( <a href="#">SMART Goal</a> ) Click here to enter text.			<b>Goal Type:</b> Choose an item.
<b>VI Teacher Effectiveness Standards:</b> Choose an item.			
<b>VI Teacher Effectiveness Standards Performance Indicator(s):</b> Choose an item.  Choose an item.  Choose an item.			
<b>Rationale:</b> Why was this goal chosen? Click here to enter text.			
<b>Proposed Professional Learning Activities</b>	<b>Targeted Completion Dates</b>	<b>Outcomes</b> What do I expect to learn?	<b>Application</b> What will I do with the knowledge and skills I have learned?
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
<b>How will I know that I am making <a href="#">progress</a> and achieving my goal?</b>			
Click here to enter text.			
<b>What <a href="#">supports</a> might I need to complete the activity and achieve my goal?</b>			
Click here to enter text.			

<b>Goal 2</b>			
<b>Goal Statement:</b> ( <a href="#">SMART Goal</a> ) Click here to enter text.			<b>Goal Type:</b> Choose an item.
<b>VI Teacher Effectiveness Standards:</b> Choose an item.			
<b>VI Teacher Effectiveness Standards Performance Indicator(s):</b> Choose an item.  Choose an item.  Choose an item.			
<b>Rationale:</b> Why was this goal chosen? Click here to enter text.			
<b>Proposed Professional Learning Activities</b>	<b>Targeted Completion Dates</b>	<b>Outcomes</b> What do I expect to learn?	<b>Application</b> What will I do with the knowledge and skills I have learned?
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
<b>How will I know that I am making <a href="#">progress</a> and achieving my goal?</b>			
Click here to enter text.			
<b>What <a href="#">supports</a> might I need to complete the activity and achieve my goal?</b>			
Click here to enter text.			

<b>Goal 3</b>			
<b>Goal Statement:</b> ( <a href="#">SMART Goal</a> ) Click here to enter text.			<b>Goal Type:</b> Choose an item.
<b>VI Teacher Effectiveness Standards:</b> Choose an item.			
<b>VI Teacher Effectiveness Standards Performance Indicator(s):</b> Choose an item.  Choose an item.  Choose an item.			
<b>Rationale:</b> Why was this goal chosen? Click here to enter text.			
<b>Proposed Professional Learning Activities</b>	<b>Targeted Completion Dates</b>	<b>Outcomes</b> What do I expect to learn?	<b>Application</b> What will I do with the knowledge and skills I have learned?

Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
<b>How will I know that I am making <u>progress</u> and achieving my goal?</b>			
Click here to enter text.			
<b>What <u>supports</u> might I need to complete the activity and achieve my goal?</b>			
Click here to enter text.			

## SECTION 2: Summative Reflection

Provide a summative reflection of progress throughout the school year in meeting the TPGP goals. Include evidence that the activities were completed, reflection about any new knowledge or skills gained through the activities, and how the knowledge and skills were used to improve teaching and learning.

Goal	Evidence	Reflection What impact has this had on you?	Application How are you using the skills?
1	Click here to enter text.	Click here to enter text.	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.

## SECTION 3: TPGP Feedback

During the **Portfolio Presentation Meeting**, the teacher and principal meet to discuss progress and feedback on the TPGP using the rubric below.

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.

Recommendations for continued or new areas for growth are also discussed. Feedback and recommendations discussed during the meeting should be described below.

Goal #	FEEDBACK
1	Click here to enter text.

<b>2</b>	Click here to enter text.
<b>3</b>	Click here to enter text.
<b>Recommendations</b> Click here to enter text.	