**Professional Growth Plan and Student Learning Objectives**

**1. Objectives**

Objectives are observable and verifiable actions. An objective is verifiable if it can be confirmed or substantiated by another individual. Objectives describe how your goal promotes your professional growth and how your professional growth will have an effect on student learning. The completion of these objectives should result in the accomplishment of your goal. Goals will answer the question, Where do I want to go? And objectives will address the question, How do I get there?

**2. Description of Activities and Timeline**

The activities outline the actions, steps, and timeline that will lead to the achievement of objectives and goal(s) that will impact professional growth and have an effect on student learning. The activities may draw upon a wide array of types of professional development. Some activities may be completed in a year or less. Others may take a year or more to complete.

A general description of your planned activities should be included in your plan with the understanding that more specific activities may be included in your plan for assessment. As you complete each activity, note the date of completion. Activities may include but are not limited to

■ Serving as a mentor to new teachers in your district.

■ Meeting with an accomplished person in education or other fields who shares extensive knowledge with you over an extended period of time. Record the highlights of your discussions.

■ Watching other accomplished people in education or other fields as they work, making notes of instructional practices or subject knowledge for future use in the classroom.

■ Meeting with education leaders or accomplished people in education or other fields for feedback as you begin to apply knowledge and skills to student learning.

■ Completing a university course, technical college course, summer seminar, or distance-learning course related to your goal.

■ Trying a new instructional approach and documenting the results.

■ Attending scheduled sessions that will advance your professional growth.

■ Attending or presenting at a national conference or participating in a national web-talk that will advance your professional growth.

■ Changing your student instruction and PDP after analyzing students’ daily work and progress.

■ Participating in study groups that provide additional information or collegial support.

■ Participating in professional readings, viewing of videos, and website searches to locate and record new content knowledge, resources, and instructional strategies that can be immediately used in the classroom.

**3. Collaboration**

Collaboration takes many forms: collaboration with professional peers with higher education, with a professional learning community, or with your mentor. Evidence of collaboration must be included in your documentation of successful completion of the plan. State who you plan to work with in formulating and carrying out your PDP and how often you plan to meet. Examples of collaboration with professional peers may include but are not limited to

■ Meeting with colleagues on a regular basis to share notes, get ideas, gather feedback, etc.

■ Working with other educators on similar activities and objectives.

■ Choosing a master educator in teaching, pupil services, or administration to provide an ear for your ideas more regularly than once a year.