

TPGP SY15-16

Sample Secondary 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 read two research articles about differentiated learning in math instruction and apply concepts and strategies in at least two lessons to address low and high performing students.

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(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Rationale: Why was this goal chosen?

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

are eight students performing below the proficient level, 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 the teacher to understand acquisition of concepts and strategies to differentiate the 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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete the module on differentiation in algebra (http://www.wmich.edu/math/kaap/modules/differentiated-algebra/differentiated-algebra.swf), read an article on rich math problems (http://math.sfsu.edu/hsu/papers/HsuKyshResek-RichProblems.pdf) and implement at least one strategy in a lesson during the second semester.	I will apply at least two strategies in planning a lesson and during instruction.	I hope to learn instructional strategies to support low performing and high performing students in learning algebra.	11/21/15

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

Summary of the two articles, lesson plan with strategies and student work samples

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

Access to computer to complete 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 8th grade music and math teachers will read articles and explore possible lessons connecting music and math. We will select a lesson, modify as needed and implement it with our students during the second semester.

VI Teacher Effectiveness Standards:

Standard 1. Learner Development

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.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning

Rationale: Why was this goal chosen?

Research has indicated a strong connection between music instruction and cognition (e.g., Dana Consortium Report on the Arts and Cognition, 2008). Examining the math achievement of students indicate a large percentage of students are performing below proficiency in math as measured by the VITAL. I administered a student interest survey and results indicate a number of my students have a strong interest in music. Connecting math and music may make learning math more engaging and relevant for these students.

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"/>
Read the article, <i>The Impact of Music Education on Academic Achievement</i> by	I will use a lesson with my students to see if connecting	Learn of some example lessons connecting music with	3/20/2016

Donald A. Hodges and Debra S. O'Connell, explore lesson plans connecting music with math instruction at https://www.teachervision.com/math/resource/10340.html , and choose one to implement with my students during the second semester.	music with learning math increases the relevancy for my students.	math so I can use them during my math instruction to increase the relevancy of learning math.	
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How will I know that I am making progress and achieving my goal?

Selected lesson plan with modifications and student work from the lesson

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

Materials if I do not have them to carry out the lesson I choose. I will be able to identify needs during the mid-year check-in.