Responsible: Building:

Task:

The Professional Growth Plan (PGP) and the Artifact Review serve to document a Special Education Administrator's performance on five essential leadership practices. A total of **two professional growth goals** and **artifacts** for **three indicators** are required. It is important to ensure that a different essential practice/indicator will be addressed through each goal or artifact. The **Special Education Administrator** completes this form in TalentEd and submits it **prior** to the Evaluation Planning Meeting.

Professional Growth Plan (PGP)

During the Evaluation Planning Meeting, the Special Education Administrator and the Special Education Director discuss the goals and activities for the PGP. The PGP is focused on the Special Education Administrator's professional development. The Special Education Administrator sets professional learning goals, monitors learning activities, and reflects on the impact of the professional learning on practice. The director's approval of the plan indicates a commitment to provide the supports necessary to achieve the goals.

ISLLC Standard 5
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Goal 1 – Personal Growth: A learning goal for the Special Education Administrator that addresses an area of growth or improvement informed by the Essential Practices of Special Education Adminstrators, data, student needs, previous evaluation results, and/or self-reflection.

Framing the Goal
I will improve my ability to (state the practice I want to improve) by (state the learning), (state how and when I will do this) and (how and when I will apply the learning).

Goal Statement (SMART Goal) [required]

Essential Practice: [required]

Indicator: required

Rationale: Why was this goal chosen? required

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Activity: Proposed Learning Activity required

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Application: What will I do with the knowledge and skills I have learned to change instructional practice to meet student needs? required

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Progress: How will I know that I am making progress toward achieving my goal? required

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Outcomes: How will the professional learning impact practice and support student growth? [required]

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Supports: What **supports** might I need to complete the activity and achieve my goal? [required]

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Target Completion Date [required]

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Goal 2 - Collaborative Learning: A goal written by a team of professionals collaborating around a common area for professional learning. Special Education Administrators may wish to collaborate with other Special Education Administrators within or across districts. They may also collaborate with school administrators to address a common need. The goal is the same for all of the team members; however, each member is responsible for identifying and completing appropriate activities, and reflecting on the learning and use of the new skills and knowledge.

Framing the Goal

I will collaborate with (identify colleagues) to improve my ability to (state the practice I want to improve) by (state the learning), (state how and when I will do this) and (how and when I will apply the learning).

Goal Statment (SMART Goal) [required]

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Essential Practice: [required]

Indicator: [required]

Rationale: Why was this goal chosen? [required]

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Activity: What is the proposed collaborative learning activity? [required]

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Progress: How will I know that I am making progress toward achieving my goal? required

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Outcomes: How will the professional learning impact practice and support student growth? required

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

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Target Completion Date required

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Artifact Review

During the Evaluation Planning Meeting, the Special Education Administrator and the Special Education Director discuss the essential practices, indicators, and possible artifacts for the Artifact Review. The practice/indicator for Artifact 1 is chosen by the director. The practices/indicators for Artifacts 2 and 3 are chosen by the Special Education Administrator. Together they identify possible artifacts that would be sufficiently robust to demonstrate performance on each of the selected indicators.

Artifact 1
Essential Practice: required

Indicator: required

List Possible Artifacts required

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Artifact 2
Essential Practice: required

Indicator: required

List Possible Artifacts required

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Artifact 3
Essential Practice:

Indicator: required

List Possible Artifacts required

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