To begin your Professional Growth Plan, please assess your level of performance on every indicator. Use a “1 to 4” scale as follows: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

Complete this self-assessment prior to generating your "professional growth plan (PGP)" and then attempt it again annually. Typically, you would self-assess every two PGP preparations.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

**Performance Criteria:** The extent to which you:

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<tr>
<td></td>
<td></td>
<td></td>
<td>1.1 Communicate concepts, processes and knowledge.</td>
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<td>1.2 Connect content to life experiences of students.</td>
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<td>1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.</td>
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<td></td>
<td>1.4 Guide students to understand content from various perspectives.</td>
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</tbody>
</table>

STANDARD 2: The Teacher Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Performance Criteria:** The extent to which your planning demonstrates that you:

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<td>2.1 Develop significant objectives aligned with standards.</td>
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<td>2.2 Use contextual data to design instruction relevant to students.</td>
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<td>2.3 Plan assessments to guide instruction and measure learning objectives</td>
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<td>2.4 Plan instructional strategies and activities that address learning objectives for all students.</td>
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<td>2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.</td>
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</table>

STANDARD 3: The Teacher Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Performance Criteria:** The extent to which you:

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<td>3.1 Communicate high expectations.</td>
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<td>3.2 Establish a positive learning environment.</td>
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</tbody>
</table>
3.3 Value and support student diversity and addresses individual needs
3.4 Foster mutual respect between teacher and students and among students
3.5 Provide a safe environment for learning.

STANDARD 4: The Teacher Implements/Manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

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<tbody>
<tr>
<td>4.1</td>
<td>Use a variety of instructional strategies that engage students in active learning aligned with learning objectives.</td>
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<td>4.2</td>
<td>Implement planned instruction based on diverse student needs and assessment data.</td>
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<td>4.3</td>
<td>Use time effectively.</td>
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<td>4.4</td>
<td>Use space and materials effectively</td>
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<td>4.5</td>
<td>Implement and manages instruction in ways that facilitate higher order thinking.</td>
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</table>

STANDARD 5: The Teacher Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

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<tbody>
<tr>
<td>5.1</td>
<td>Use assessments that are aligned with learning objectives.</td>
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<tr>
<td>5.2</td>
<td>Use a variety of assessments to measure student learning.</td>
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<td>5.3</td>
<td>Analyze assessment data to guide instruction and learning and to measure learning progress.</td>
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<td>5.4</td>
<td>Communicate learning results to student and parents.</td>
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<tr>
<td>5.5</td>
<td>Adapt assessments to accommodate diverse learning needs and situations.</td>
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STANDARD 6: The Teacher Demonstrates The Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria: The extent to which you:

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<tr>
<td>6.1</td>
<td>Use technology to design and plan instruction.</td>
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<td>6.2</td>
<td>Use technology to implement instruction and facilitate student learning.</td>
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<td>6.3</td>
<td>Use technology to assess and communicate student learning.</td>
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<td>6.4</td>
<td>Integrate student use of technology into instruction.</td>
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</table>
STANDARD 7: Reflect On and Evaluates Teaching and Learning: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

**Performance Criteria:** The extent to which you:

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<td>Use data to reflect on and evaluate student learning.</td>
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<td>Use data to reflect on and evaluate instructional practice.</td>
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<td>7.3</td>
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<td>Use data to identify areas for professional growth.</td>
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STANDARD 8: Collaboration: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Performance Criteria:** The extent to which you:

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<td>Identify students whose learning could be enhanced by collaboration.</td>
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<td>Design a plan to enhance student learning that includes all parties in the collaborative effort.</td>
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<td>8.3</td>
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<td>Implement planned activities that enhance student learning and engage all parties.</td>
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<td>8.4</td>
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<td>Analyze data to evaluate the outcomes of collaborative efforts.</td>
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STANDARD 9: Evaluates Teaching & Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

**Performance Criteria:** The extent to which you:

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<td>9.1</td>
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<td>Self assess performance relative to Kentucky's Teacher Standards.</td>
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<td>Identify priorities for professional development based on self-assessment, student performance and feedback from colleagues.</td>
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<td>9.3</td>
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<td>Design a professional growth plan that addresses identified priorities.</td>
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<td>9.4</td>
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<td>Show evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning.</td>
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STANDARD 10: Provides Leadership Within School/Community/Education: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

**Performance Criteria:** The extent to which you:

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<td>10.1</td>
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<td>Identify leadership opportunities that enhance student learning and/or professional environment of the school.</td>
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<td>10.2</td>
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<td>Develop a plan for engaging in leadership activities.</td>
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</tbody>
</table>
10.3 Implement a plan for engaging in leadership activities.

10.4 Analyze data to evaluate the results of planned and executed leadership efforts.

Now use the results for your PGP; the areas with the higher scores should become your “strength” areas, while those with the lower scores will be your “growth” areas. Simple as that!