

**PROFESSIONAL CERTIFICATE
PROFESSIONAL GROWTH PLAN**

Use this form in conjunction with the 3 standards and 12 criteria

Name: <i>Toakase Finau</i>
Building and Assignment: <i>Tailulu High School, Social Studies</i>
Standard/Criterion: <i><u>Pro Cert Criterion 1 (a)</u> Using instructional strategies that make the learning meaningful and show positive impact on student learning;</i>
Step 1 - Needs Assessment and Goal Selection
1a-Professional Growth Area of Focus Your self-assessment using the Descriptions of Practice, discussions with your Professional Growth Team, and the review of school/district plans will provide guidance on a specific area for growth within the selected criterion.
Identify learning goals in the social studies unit that will be important for the learner as adults and connect them to my students' prior learning. I need to learn how to sort essential and enduring learning goals from short-term or trivial goals. I have a required textbook but the content doesn't match Washington State's EALRs. I need to be more intentional about the content I select for my lessons and what student learning should be tracked.
1b-Rationale What will your students be able to do as a result of your professional growth that they are not now able to do?
Identify and demonstrate rights of United States citizenship related to local, state, national, and international issues. (4.2 from Civics Essential Academic Learning Requirement #4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.)
Step 2 - New Learning
Based on your rationale, what new skills and knowledge (grounded in research) will you need to build your capacity in this area? Be Specific.
I will learn how to start with the end in mind and focus on big ideas that will be an important base for informed citizens in a democratic society. I've heard people talking about "backwards design" and I will learn the elements and process of that approach.

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Step 3 - Professional Growth Action Plan

What specific growth activities will you engage in to obtain the identified new learning?

ACTIVITIES	TARGET DATE	RESOURCES NEEDED
Read <u>Under-standing by Design</u> by Wiggins and McTighe and attend a district-sponsored workshop on the topic scheduled for spring. Participate in the Social Studies Curriculum Committee discussions about aligning curriculum with EALRs.	February Entire 2nd semester	Learning targets will be known at the beginning of the unit. Learning experiences will be logically sequenced and build on prior learning year-to-year

Step 4 - Evidence Proposed

What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?

I will use rubric descriptors to evaluate accuracy and completeness of responses to questions about the voter registration process and other responsibilities of a citizen in a democratic society as well as their skill in providing a cogent rationale for selecting one position over another after reading opposing positions on an issue from the voter's pamphlet

Step 5 - Evidence Presented Upon Completion

Briefly describe the actual evidence of impact on student learning? You may refer to evidence within your portfolio entries.

Step 6 - Reflection/Implications

Focus Question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning? This section may also be reflected in your Portfolio and referred to here.

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Collaboration with the Professional Growth Team

Arrange to consult with your Professional Growth Team and share your plan. Make revisions to your plan based on feedback.

APPROVAL OF PLAN (TEAM MEMBERS)

_____ Date:

_____ Date:

_____ Date: