

**Form Purpose:**

The Building Administrator Professional Growth Plan form is an evaluatee-initiated form to be used during the building administrator evaluation process.

**Form Design, Part 1:**



**Rhode Island Department of Elementary and Secondary Education**

Building Administrator Professional Growth Plan

The purpose of the Professional Growth Plan is to document your Professional Growth Plan Goals and Actions.

**Professional Growth Plan Guidance**

All building administrators will create a Professional Growth Plan at the beginning of the year. This plan requires one concrete goal to focus the building administrator's professional development throughout the year. More specifically, the Professional Growth Plan should be:

- based on the building administrator's past performance (e.g., prior evaluation or self-assessment) or a school or district initiative (e.g., transitioning to the Common Core);
- specific and measurable, with clear benchmarks for success;
- aligned with the Building Administrator Professional Practice and/or Professional Foundations Rubrics; and
- discussed and finalized during or directly after the Beginning-of-Year Conference.

**Flexibility Factor:** Schools and districts may determine that a school-wide approach for one professional growth goal is preferable. It is also important that building administrators are able to set individual goals designed to meet their professional improvement needs identified through past performance. This may result in some building administrators establishing two professional growth goals as part of their PGP.

**Note:** Building administrators may develop multi-year Professional Growth Plans with annual benchmarks, activities, and expected results.

**Summary of Self-Assessment Priority Growth Areas**

NONE

Priority Growth Areas will display above if a Self-Assessment was completed.

Growth Goal #1 (required)

**State your goal. How do you want to grow professionally?**

**Goal #1:**

Tahoma

*B I U A<sup>+</sup> A<sup>-</sup>*      

**Alignment to Professional Practice:**

Select the Building Administrator Professional Practice component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Practice components, move to the Alignment to Professional Foundations section.

<p><input type="checkbox"/> 1a. Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators, and stakeholders.</p> <p><input type="checkbox"/> 1b. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.</p> <p><input type="checkbox"/> 2a. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction.</p> <p><input type="checkbox"/> 2b. Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards.</p> <p><input type="checkbox"/> 2c. Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor progress toward the mission, vision, and goals.</p> <p><input type="checkbox"/> 3a. Addresses real and potential challenges to the physical and emotional safety and security of the school community.</p>	<p><input type="checkbox"/> 3b. Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning.</p> <p><input type="checkbox"/> 3c. Employs and improves an evaluation and support system that drives staff and student growth.</p> <p><input type="checkbox"/> 3d. Establishes an infrastructure for finance that operates in support of improving learning and teaching.</p> <p><input type="checkbox"/> 4a. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.</p> <p><input type="checkbox"/> 4b. Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community.</p>
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**Building Administrator Professional Practice Rubric**  
 Details can be found starting on page 67 of the *RI Model Building Administrator Evaluation and Support System Guidebook - Edition II* ([click to launch](#)).

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**Alignment to Professional Foundations:**

Select the Building Administrator Professional Foundations component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Foundations components, move to the next section.

<p><input type="checkbox"/> PF1: Understands and participates in school/district-based initiatives and activities.</p> <p><input type="checkbox"/> PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.</p> <p><input type="checkbox"/> PF3: Acts on the belief that all students can learn and advocates for students' best interests.</p>	<p><input type="checkbox"/> PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions.</p> <p><input type="checkbox"/> PF5: Acts ethically and with integrity while following all school, districts and state policies.</p> <p><input type="checkbox"/> PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.</p>
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Form Design, Part 2:

**Action Steps:**  
What will you do to acquire this knowledge/skill? Write **at least one** action step that describe what you will do to meet your goal.

**Action Step #1**

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**Action Step #2**

abc Tahoma B I U A<sup>+</sup> A<sup>-</sup> [Color] [Image] [List] [Table] [Link] [Print]

**Action Step #1 - Benchmarks**

Set **at least one benchmark** to check your progress throughout the year.

By: [Dropdown]

Identify what you plan to accomplish.

abc Tahoma B I U A<sup>+</sup> A<sup>-</sup> [Color] [Image] [List] [Table] [Link] [Print]

By: [Dropdown]

Identify what you plan to accomplish.

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**Action Step #2 - Benchmarks**

Set **at least one benchmark** to check your progress throughout the year.

By: [Dropdown]

Identify what you plan to accomplish.

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By: [Dropdown]

Identify what you plan to accomplish.

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**Evidence of Achievement**

**Evidence of Achievement: How will you know your goal has been met?**

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**Possible Evidence Sources (select all that apply)**

<input type="checkbox"/> Observation/School Site Visit Records	<input type="checkbox"/> Professional Development Materials and Reflections
<input type="checkbox"/> Student Surveys	<input type="checkbox"/> Student Data
<input type="checkbox"/> Documentation of communications with students	<input type="checkbox"/> Journals
<input type="checkbox"/> Staff Surveys	<input type="checkbox"/> Documentation of communications with school staff
<input type="checkbox"/> Agendas and/or minutes from staff meetings	<input type="checkbox"/> Parent/family surveys
<input type="checkbox"/> Documentation of outreach/communication to parents/families	<input type="checkbox"/> Records from common planning meetings (e.g. grade, content or dept.)
<input type="checkbox"/> Other	

**Evidence:**  
Use the Artifact Tool, accessible from your Educator dashboard, to upload and align evidence of professional growth, progress or attainment at any point during the year. View uploaded artifacts below.

**Professional Growth Plan Artifacts**

Loading Artifact Report...

At the end of the year, identify the extent to which your goal has been achieved.

**Goal #1 Status:**

Achieved  In Progress  Not Achieved

Form Design, Part 3:

**Note:** Growth Goal #2 contains the same fields as Growth Goal #1, which can be seen more clearly on the preceding pages.

Growth Goal #2 (optional)

State your goal. How do you want to grow professionally?

**Goal #2:**

Tahoma

**Alignment to Professional Practice:**

Select the Building Administrator Professional Practice component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Practice components, move to the Alignment to Professional Foundations section.

<input type="checkbox"/> 1a. Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators, and stakeholders.	<input type="checkbox"/> 3b. Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning.
<input type="checkbox"/> 1b. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.	<input type="checkbox"/> 3c. Employs and improves an evaluation and support system that drives staff and student growth.
<input type="checkbox"/> 2a. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction.	<input type="checkbox"/> 3d. Establishes an infrastructure for finance that operates in support of improving learning and teaching.
<input type="checkbox"/> 2b. Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards.	<input type="checkbox"/> 4a. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
<input type="checkbox"/> 2c. Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor progress toward the mission, vision, and goals.	<input type="checkbox"/> 4b. Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community.
<input type="checkbox"/> 3a. Addresses real and potential challenges to the physical and emotional safety and security of the school community.	

**Building Administrator Professional Practice Rubric:**  
Details can be found starting on page 67 of the *RI Model Building Administrator Evaluation and Support System Guidebook - Edition II* (click to launch).

**Alignment to Professional Foundations:**

Select the Building Administrator Professional Foundations component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Foundations components, move to the next section.

<input type="checkbox"/> PF1: Understands and participates in school/district-based initiatives and activities.	<input type="checkbox"/> PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions.
<input type="checkbox"/> PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.	<input type="checkbox"/> PF5: Acts ethically and with integrity while following all school, districts and state policies.
<input type="checkbox"/> PF3: Acts on the belief that all students can learn and advocates for students' best interests.	<input type="checkbox"/> PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.

**Action Steps:**  
What will you do to acquire the knowledge/skill? Describe the steps you will take to reach your goal. Be as succinct and specific as possible.

**Action Step #1:**

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**Action Step #2:**

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**Action Step #1 - Benchmarks**

Set at least one benchmark to check your progress throughout the year.

By:

Identify what you plan to accomplish.

Tahoma

By:

Identify what you plan to accomplish.

Tahoma

**Action Step #2 - Benchmarks**

Set at least one benchmark to check your progress throughout the year.

By:

Identify what you plan to accomplish.

Tahoma

By:

Identify what you plan to accomplish.

Tahoma

**Evidence of Achievement**

Evidence of Achievement: How will you know your goal has been met?

Tahoma

**Possible Evidence Sources (select all that apply)**

<input type="checkbox"/> Observation/School Site Visit Records	<input type="checkbox"/> Professional Development Materials and Reflections
<input type="checkbox"/> Student Surveys	<input type="checkbox"/> Student Data
<input type="checkbox"/> Documentation of communications with students	<input type="checkbox"/> Journals
<input type="checkbox"/> Staff Surveys	<input type="checkbox"/> Documentation of communications with school staff
<input type="checkbox"/> Agendas and/or minutes from staff meetings	<input type="checkbox"/> Parent/family surveys
<input type="checkbox"/> Documentation of outreach/communication to parents/families	<input type="checkbox"/> Records from common planning meetings (e.g. grade, content or dept.)
<input type="checkbox"/> Other	

**Evidence:**  
Use the Artifact Tool, accessible from your Educator dashboard, to upload and align evidence of professional growth, progress or attainment at any point during the year. View uploaded artifacts below.

**Professional Growth Plan Artifacts**

Loading Artifact Report...

At the end of the year, identify the extent to which your goal has been achieved.

**Goal #2 Status:**

Achieved  In Progress  Not Achieved

## Process Overview

### 1. Locate the Form in the Task List

Located on the “My Evaluation Cycle” tab within EPSS, the **Task List** is the tabbed area beneath the Student Learning Objectives and Professional Growth Plan modules. All forms you have access to appear on the “All” tab and you can also use the “Action Required” tab to find only those forms currently requiring your action or waiting to be initiated by you.

After locating the **Building Administrator Professional Growth Plan** in the Task List, click the “Submit” action link adjacent to the form title. This will launch the form in its own tab/window.

### 2. Complete the Form

1. **Note:** If you have already submitted (or plan to submit) the optional Self-Assessment, it is recommended that you do so prior to completing the Professional Growth Plan. This is because the first section on the Professional Growth Plan form – the **Summary of Self-Assessment Priority Growth Areas** – imports its data from the Self-Assessment form. If you do not complete the Self-Assessment, this area will display the word “None.”
2. Below the Summary of Self-Assessment Priority Growth Areas is where Building Administrators can enter up to two growth goals. **Growth Goal #1** is required, but **Growth Goal #2** is optional. The form fields are identical for both goals.
3. For each goal, state your objective and its alignment to Professional Practice and Professional Foundations components in the sections provided. The **Alignment** sections are multi-select, so multiple checkboxes can be checked.
4. For each goal, Building Administrators should enter at least one **Action Step** describing what will be done to meet the goal.
5. For each Action Step, Building Administrators should identify at least one **Benchmark**, inputting a checkpoint date (using the date selector adjacent to “**by:**”) and what you plan to accomplish by that date in the space provided.
6. For each goal, Building Administrators should provide **Evidence of Achievement** and **Possible Evidence Sources** in the spaces provided. Uploaded **Professional Growth Plan Artifacts** can also be viewed in this section.
7. The final field at the bottom of each goal reflects its **Status**. (Note: At the beginning of the year, Building Administrators should indicate a Status of “In Progress.” At the end of the year, Building Administrators should review/edit this form and indicate the extent to which this goal was achieved .)
8. Click **Submit**.

### 3. Form Acknowledgement

As per Form Settings, this form does not require acknowledgement by the Evaluatee.

### 4. Finalize the Form (To be completed by the Evaluator)

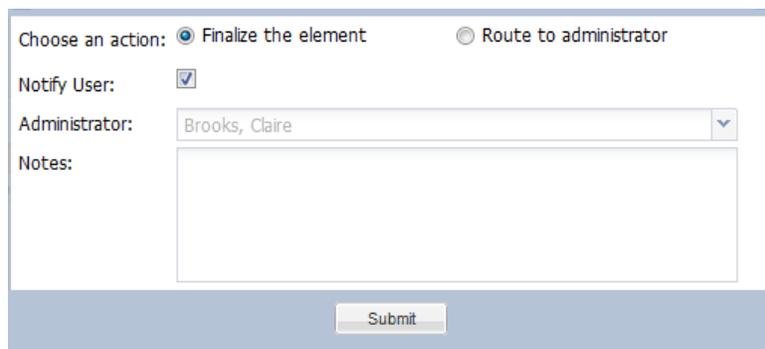
The Finalize Element function is found in the **Evaluation Profile** of the **Process View**.

1. From the user's **Evaluation Profile**, expand components to locate the form in question.
2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.
3. Select:



- "Finalize the element" and click Submit on the pop-up window to immediately finalize the form.
- OR
- "Route to Administrator" and click Submit in cases where another evaluator needs to review and finalize the form.

**NOTE:** Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.



Choose an action:  Finalize the element  Route to administrator

Notify User:

Administrator:

Notes:

Submit