The Professional Development Plan should be completed by students in EDU 4134/44/54/64/74 during the final weeks of the semester and used as a framework for discussion during the final evaluation among the cooperating teacher, university supervisor and student. The Professional Development Plan should incorporate the intern’s two reflections, reflection feedback from the university supervisor and the Midterm Evaluation completed by the university supervisor and cooperating teacher. The intern must also include a 500 word written explanation to describe the rationale for goal selection and strategies for improvement. During Internship II (Student Teaching Orientation), each intern will be expected to meet with his/her university supervisor to review the plan and its areas of focus PRIOR to beginning the internship experience. Progress in the areas/goals identified in the plan will be re-assessed during the mid-term evaluation of the student teaching internship (EDU 4230/4240/4250/4260/4270). The Professional Development Plan will be evaluated as one of the final assignments in EDU 4134/44/54/64/74 based on the rubric below:

<table>
<thead>
<tr>
<th>Goals: The intern’s Professional Growth Plan focuses on two goals which are clear, realistic and accurately aligned to the feedback received by the Cooperating Teacher and/or University Supervisor.</th>
<th>Emerging/Developing 1 (Below 80%)</th>
<th>Proficient 2 (80-89%)</th>
<th>Accomplished 3 (90-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional Growth Plan is vague and/or does not clearly identify two specific goals for improvement. Or- The Professional Growth Plan does not appear to align with noted areas of improvement as identified in the intern’s own reflections or the feedback received by the cooperating teacher and/or university supervisor.</td>
<td></td>
<td>The Professional Growth Plan is clearly written and identifies two specific goals for improvement. And- The Professional Growth Plan does align with noted areas of improvement as identified in the feedback received by the cooperating teacher and/or university supervisor.</td>
<td>The Professional Growth Plan indicates the intern has thoughtfully identified two goals that are significant in terms of overall impact on P-12 student learning. And- The Professional Growth Plan incorporates the feedback received throughout the semester from a variety of sources including the intern’s own reflections, feedback from the cooperating teacher, university supervisor during lesson plan delivery and formal evaluations.</td>
</tr>
</tbody>
</table>
| Activities/Actions: The activities and actions proposed by the intern to achieve his/her goals can be clearly measured, are realistic in scope for the student teaching experience, and incorporate suggestions for improvement made by the cooperating teacher and university. | The activities/actions proposed by the intern in the Professional Growth Plan will be difficult to measure, they are vague, and /or they do not seem to consider the suggestions for improvement that have been offered by the cooperating teacher or university supervisor. | The activities/actions proposed by the intern in the Professional Growth Plan are measureable and seem realistic for the scope of the student teaching internship. And- The actions/activities do reflect suggestions for improvement offered by the cooperating teacher. | The activities/actions proposed by the intern in the Professional Growth Plan are measureable and the intern offers insight into how he/she will monitor his own progress toward goal achievement. And- The actions/activities outlined by the intern seem to be thoughtfully
### Expected Outcomes:

The intern has clear expectations on what outcomes he/she expects to achieve for each goal identified in the Professional Development Plan.

- **The intern’s plan is vague in identifying what he/she hopes to accomplish when working on each of the two stated goals. Outcomes are subjective and difficult to measure.**

- **The intern is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified in the plan. The outcomes are clear, measureable and, if achieved, will seemingly have a positive impact student learning.**

### Resources Needed:

The intern’s plan addresses what resources (materials, support, workshops, etc.) would be needed to achieve the goals identified.

- **The intern’s plan does not include resources for achieving the goal.**
  - **Or:** The resources identified by the intern for achieving the identified goals are impractical or unrealistic.

- **The intern’s plan includes 1-2 resources needed for achieving the two goals.**
  - **And:** The resources identified by the intern for achieving the identified goals are realistic given the student’s role and function in the school as a student teacher, budgeting, and access to additional support.

### Timeline

Intern provides an estimated timeline for implementing the activities/actions suggested in the plan and is able to

- **The intern provides no timeline for implementing the activities/actions suggested in the plan and there is no mention of what the intern hopes to achieve by the mid-semester evaluation during student teaching.**

- **The intern provides a realistic timeline for implementing the activities/actions suggested in the plan and there is only a vague expectation of where the intern hopes to be for each goal by the mid-semester evaluation of student teaching.**

- **The intern provides both a realistic timeline for implementing the activities/actions suggested in the plan and there is a clear expectation of where the intern hopes to be for each goal by the mid-semester evaluation of student teaching.**
### 500 Word Explanation/Rationale

The intern provides the rationale behind the Professional Development Plan that appropriately addresses how the two goals that were selected will assist him/her in meeting the N.C. Professional Teaching Standards/Elements.

<table>
<thead>
<tr>
<th>The intern’s explanation does not accompany the plan OR-</th>
<th>The intern’s 500 word explanation is adequate And:</th>
<th>The intern’s 500 word explanation is clear and compelling And:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rationale provided does not effectively link the two goals to the appropriate N.C. Professional Teaching Standards/Elements.</td>
<td>The rationale provided does link the two goals to the appropriate N.C. Professional Teaching Standards/Elements.</td>
<td>The rationale provided illustrates a deeper level of insight in connecting how achievement of the two goals will facilitate the intern’s growth as a teacher for the particular N.C. Professional Teaching Standards/Elements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Total Score Emerging/Developing</th>
<th>Total Score Proficient</th>
<th>Total Score Accomplished</th>
</tr>
</thead>
</table>

Emerging: Total Score of 11 or below (C or below on Project)
Proficient: Total Score of 12-15 (B- to B+ on Project)
Accomplished: Total Score of 16-18 (A- to A+ on Project)

University Supervisor: ___________________________ Date: ___________________________

Follow-Up Needed (An intern may be asked to revise the Professional Development Plan if a score of 11 or below is obtained):