

PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

Name Tonya D. Skinner Supervisor/Evaluator Garry Dunn Mentor
Nelda Bryan

School DeKalb Junior Senior High School Year 1997-98 Higher Education Representative

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I. Instructional Process				
A. District Responsibility				
1) Discuss Performance Based Teacher Evaluation (PBTE)	Use PBTE guidelines to communicate expectations	Principal and Mentor	Orientation and Ongoing	
2) Identify grading process, test procedures and support service procedures	Review school policy handbook on grading, testing, and support services for counseling and special education	Principal, Counselor, and Mentor	Orientation, First Quarter, and Ongoing	
3) Discuss curriculum expectations	Use Core competencies, key skills and curriculum guides to outline expectations	Principal and Mentor	Orientation and Ongoing	
4) Explain process for distribution of books and supplies	Show how books and supplies are distributed	Mentor	Prior to students' first day of school	
5) Identify instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities	Consult school board policy handbook for policies	Principal and Mentor	Ongoing	
6) Discuss the cultural and socioeconomic background of members of the school community	Present information on the cultural and socioeconomic backgrounds which would enhance learning	Principal and Mentor	Ongoing	

Sample Pdp Goals For Teachers

Siddappa N.Byrareddy

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Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning, teaching, and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success. Features include:

Following on from the sixth edition, assessment takes a central role in planning and teaching. Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices. A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices. The feature entitled *Links and Resources* has been updated in each of the 13 chapters. Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics. Significant revisions have been made to Chapter 12, which now includes updated research and practices as well as a discussion on culturally responsive pedagogy. Likewise, Chapter 8 now includes a description of best and high leverage teaching practices, and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added. Chapter 9, on the practical use of classroom technology, has again been revised to reflect the latest tools available to classroom teachers, including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic. An updated *Instructor's Manual* features a test bank, sample classroom activities, PowerPoint slide content, chapter summaries, and learning outcomes for each chapter, and can be accessed by instructors online at www.routledge.com/9781032472867

Experiencing Teacher Leadership Michael Coquyt, 2019-06-12 *Experiencing Teacher Leadership* is unique in the sense that it chronicles the experiences of five novice teacher leaders as they navigate their new roles as teacher leaders in their respective schools. Teacher leadership is a not a new term in most educational circles but many educators are still unclear about the benefits of

using teachers as leaders let alone what it looks like in action This book takes a deep dive into the experiences good and bad as five teacher leaders move in move through and move out of their first year as leaders in their respective buildings In order to do truly appreciate and understand their experiences qualitative research methods mainly interviews and observations were used to obtain valuable information from a first person perspective It is imperative that the voice of actual teacher leaders is heard and documented for anyone who is interested in learning more about school leadership that falls somewhere in between the classroom and the administration Quite possibly the most beneficial feature for the reader is to discover what these teacher leaders learned along the way Transitioning from the classroom to a leadership role is difficult for many and the first year in this new role is certainly the most challenging This book highlights the challenges but most importantly offers practical guidance to prepare for and overcome some of the impediments first year teacher leaders face

The

Influence of School Culture, School Goals, and Teacher Collaboration on Teachers' Attitudes Toward Their Professional Development Plans Laurie J. Sullivan, 2010 The Professional Development Plan PDP is a specific professional development model situated within the teacher evaluation system being implemented in the Owen Public Schools pseudonym The purpose of this study was to investigate the influence of school culture school goals and teacher collaboration on teachers attitudes toward their Professional Development Plans Data were also collected on teachers perceptions of the steps of the PDP process to determine which steps had the greatest influence on teachers attitudes toward their Professional Development Plans The sample for this study was composed of 154 prekindergarten through high school teachers within one school district Participants held a range of attitudes from very positive to very negative toward the Professional Development Plan Significant correlations were found between teachers attitudes toward the Professional Development Plan TAPDP and four out of the five factors of school culture The factors of school culture Collaborative ix Leadership Teacher Collaboration Professional Development and Unity of Purpose were shown to be associated with teachers attitudes toward the Professional Development Plan although the relationships were not strong Only the school culture factor Collegial Support was found not to be associated with teachers attitudes toward the Professional Development Plan Of the five school culture factors only the factor Professional Development was a significant predictor of teachers attitudes toward the Professional Development Plan One aim of the research project was to discover the extent to which PDPs conducted individually and PDPs conducted collaboratively differed on teachers attitudes toward the Professional Development Plan The data showed a moderate effect size that suggested the variance in TAPDP scores was accounted for by whether a teacher collaborated with other teachers on a PDP or whether it was an individual effort Another purpose of the research was to determine the extent to which PDPs aligned with school goals and PDPs not aligned with school goals differed on teachers attitudes toward the Professional Development Plan The data indicated a very large effect size and highlighted that a very large portion of the variance in TAPDP scores was accounted for by whether a teacher aligned the PDP with a school goal or whether the PDP had little or no

alignment with a school goal. With regard to the steps of the PDP process each of the four steps correlated positively with teachers attitudes toward the Professional Development Plan. The strength of the relationship between TAPDP and Writing a Goal Statement was moderate while strong relationships were evident for Describing Strategies Activities for Reaching PDP Goals Collecting Evidence of Progress on PDP and Reflecting on Evidence and Results of the PDP. Furthermore when the steps of the PDP process were examined for their combined ability to predict TAPDP two steps emerged as predictors. The two steps with the most influence on TAPDP were Describing Strategies Activities for Reaching PDP Goals and Reflecting on Evidence and Results of PDP. Lastly all of the demographic variables were found to be statistically nonsignificant for describing differences in TAPDP scores suggesting that years of teaching, educator role, gender, level of educational attainment and teaching level did not influence teachers attitudes toward the Professional Development Plan.

Innovation in Language Learning and Teaching Hayo Reinders, Christine Coombe, Andrew Littlejohn, Dara Tafazoli, 2019-05-04

This edited collection presents a study of innovation in teaching, learning, assessment and teacher development practices in the Middle East and North Africa (MENA). The thirteen research based chapters in this collection examine recent innovations in English language teaching drawing on classroom, administrative and learning experiences from seven of the countries in the region. The major trends analyzed across the volume include the language skills of reading and writing and the prevalence of technology and technology enhanced instruction. It highlights that innovative teaching, learning and assessment practices that are now in place in virtually all levels of English language teaching and learning from primary school to university to adult education sectors and reflects on possible ways forward for innovation in the field of ELT. This book will provide valuable insight for scholars of applied linguistics and practitioners working in language policy.

Papers and Presentations Digital Equipment Computer Users Society, 1971

Initial Educator Support System Deborah Mahaffey, Wisconsin. Department of Public Instruction, 2005

[The Palgrave Handbook of History and Social Studies Education](#) Christopher W. Berg, Theodore M. Christou, 2020-04-03

This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

[Journal of Research and Development in Education](#), 1989

Dr. Dobb's Journal of Software Tools for the Professional Programmer, 1979

Resources in Education, 1979

Documentation Abstracts, 1985

[Thrust](#), 1979

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