

Professional Development Planner

TEACHER: _____ SCHOOL YEAR: _____

READY: Use the following questions to reflect and guide your goal setting

- What do I want to achieve this school year? *To help every student reach their learning goals and master the standards set by the state each year, be a model teacher*
- What are my strengths? Weaknesses? *Strengths: Analyzing data, curriculum planning
Weaknesses: Differentiating instruction, individual skill delivery, keeping students engaged*
- What do I want my students to achieve? *The state standards, pass state testing, 21st century skills*
- What do I want to learn more about? *More effective ways to teach reading, how to keep students better engaged in learning*
- What are the needs of my students? *Differentiated instruction, reading strategy instruction to increase comprehension scores, strategies to write constructed responses in reading*
- In what ways do I need to better align my professional development with any district initiatives? *The district is using the Science of Reading. My goal is related to comprehension which is a part of the Science of Reading.*

SET: SMART goal setting

SPECIFIC	What do you want to achieve?	<i>Use the 4-step mini-lesson process to deliver reading comprehension instruction that results in mastery of reading comprehension skills.</i>
MEASURABLE	How will you know when you've achieved your goal?	<i>The goal will be achieved when I have applied this best practice in reading instruction through lesson planning and delivery with 80% mastery.</i>
ATTAINABLE	Is your goal realistic and within your reach?	<i>The goal is achievable with the resources and time available during prep periods, team planning, & early release/ delay starts.</i>
RELEVANT	What makes this goal appropriate for students? Yourself?	<i>The graded-release model used in the 4-step mini-lesson will help keep students engaged throughout the whole lesson, which in turn, means student achievement. The skills taught are rooted in grade-level standards.</i>
TIME-BOUND	When do you want to achieve this goal?	<i>Because this is a teaching practice that is appropriate across the board and there is ample time for practice, the goal can be achieved by the end of the school year.</i>

Use your responses to build a SMART goal below:

I will intentionally plan and deliver 4-step mini-lessons during whole-class comprehension instruction in order to demonstrate 80% mastery of this best practice by the end of the school year.

Sample Professional Learning Plans For Teachers

Allison Rodman



Sample Professional Learning Plans For Teachers:

Best Practices in Professional Learning and Teacher Preparation National Assoc For Gifted Children, Angela Novak, 2021-09-03 Several states offer additional teacher preparation programs by providing either an endorsement or certification in the field but these are often pursued by teachers specifically enrolled in gifted coursework rather than in general education programs Practitioners and researchers agree that time and energy should be spent on training teachers in how to address the needs of gifted and talented students both within the regular classroom and in specialized programs This three book series acknowledges this need and provides specific strategies for professional development in a variety of settings using various methods Drawing on both literature in the field and research based best practices in professional learning this series provides the reader with a foundation for designing and implementing effective professional development experiences for educators working with gifted learners This volume Provides strategies and curricular materials resources for working with gifted learners in specific content areas i e mathematics science social studies literacy languages and the arts Discusses the importance of training teachers to use high quality curriculum Builds off of research on talent development cultural awareness and social justice in education Details instructional strategies that are appropriate for challenging gifted learners including developing growth mindset A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice *Transforming Teaching Through Curriculum-Based Professional Learning* Jim Short, James B. Short, Stephanie Hirsh, 2022-08-06 The future of professional learning starts here The curriculum based professional learning detailed here enables teachers to deepen their understanding of the essential components of successful curriculum implementation and work together to provide instruction that has a positive impact on student engagement and learning Features include Detailed case studies based on actual schools and districts that illustrate the elements of curriculum based professional learning in action Detailed guidance on the roles and responsibilities of teachers administrators and other stakeholders Comparison charts that show the distinctions between curriculum based professional learning and more traditional forms of professional development Elements icons that help readers navigate each chapter of the book **Teacher Professional Learning** Shu-Shing Lee, Bee Leng Chua, Alexius Chia, Monica Woei Ling Ong, Pamela Costes-Onishi, 2025-05-29 This book provides an insider s perspective of the Singapore education system that views teacher capacity building as a key lever for quality educational experiences It describes experiences from policy conceptualisation to practice implementations of teacher learning This book includes international perspectives in the form of expert commentaries and critique where comparisons are made between Singapore s experiences and those of other education systems It also describes the complexities of teacher professional learning within and across three levels policies partnerships and schools that shape policy to practice implementations of teacher professional learning from pre service to in

service teachers Together with the international scholars this book shares the lessons learnt in Singapore to encourage policy makers scholars and schools to continue thinking about how teacher professional learning can be enhanced caution against the direct transfer of practices and describe how teacher capacity building lays the foundation for the education system to stay relevant address challenges and meet students needs *Personalized Professional Learning* Allison Rodman,2019-05-23 It s time to say goodbye to sit and get one size fits all PD sessions and embrace professional learning that meets the needs of all teachers Allison Rodman s *Personalized Professional Learning* provides district and school administrators with a roadmap for transforming existing professional development programs into more effective and innovative learning experiences that elevate onsite expertise while still aligning with school and district priorities This book is a step by step guide for diagnosing planning executing evaluating and refining teachers professional learning Supported by research and informed by the experiences of educators across the United States it distills best practices for adult learning into clear advice and ready to use tools Curious about what it looks like to commit to a personalized approach that prioritizes teacher voice and provides meaningful opportunities for co creation social construction and self discovery Rodman provides answers and a clear way forward **Making every school a health-promoting school** World Health Organization,United Nations Educational,United Nations Educational, Scientific and Cultural Organization,Scientific and Cultural Organization,2021-06-22 A health promoting school HPS approach was introduced over 25 years ago and has been promoted globally since however the aspiration of a fully embedded sustainable HPS system has not yet been achieved and very few countries have implemented and sustained the approach at scale This publication is based on an extensive review of global evidence on the barriers to and enablers of implementation maintenance and scaling up of the health promoting school approach Its aim is to guide adaptation and implementation of the global standards for HPS National and subnational stakeholders in all sectors involved in identifying planning funding implementing monitoring and evaluating the HPS approach will find this publication useful for understanding what should be done how it should be done and who should be involved in making every school a health promoting school **Teaching Powerful Problem-Solving in Math** Catherine C. Lewis,Akihiko Takahashi,Shelley Friedkin,Nora Houseman,Sara Liebert,2025-08-22 *Teaching Powerful Problem Solving in Math* provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would By learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics This book introduces readers to urban elementary and K 8 schools where teachers have dramatically transformed math learning for teachers and for students Readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques The authors

use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school s work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency

Making every school a health-promoting school UNESCO,WHO (World Health Organization),2021-06-23 *Breaking Down the Monolingual Wall* Ivannia Soto,Sydney Snyder,Margarita Espino Calderón,Margo Gottlieb,Andrea Honigsfeld,Joan Lachance,Marga Marshall,David Nungaray,Rubí Flores,Lyn Scott,2023-09-24 Your guide to culturally and linguistically sustaining practices in your dual language classroom and school It s time to set the record straight Multilingualism is a tremendous asset that must be nurtured and valued and the most effective pathway to multilingualism is dual language education Despite significant evidence attesting to the cognitive social emotional and economic benefits of multilingualism the majority of our classrooms and schools are monolingual Encouragingly recent shifts in state policies have increased the demand for dual language programming in our schools This increased momentum brings new challenges including the need for more bilingually authorized teachers high quality instructional resources and accurate assessment and accountability in the target languages of instruction With contributions from ten experts in multilingual education *Breaking Down the Monolingual Wall* outlines the systemic and pedagogical approaches necessary for successful multilingual and dual language programs The book supports educators to Shift the paradigm from one that is subtractive and deficit based to one that is additive and assets based Embed culturally and linguistically sustaining practices in their instruction Understand how to promote multilingualism in the context of teaching academic content Develop assessments as for and of learning in multiple languages Lead high quality dual language schools and programs Recruit and retain highly qualified bilingual educators Offering a comprehensive overview of bilingual policies and historical context all educators should understand *Breaking Down the Monolingual Wall* is an invaluable guide to creating dual language learning environments that build on the

precious assets of our multilingual students and families Collaborative Approaches to Professional Learning and Reflection Carole Cooper,1996 Professional Learning in Education Bram De Wever,Ruben Vanderlinde,Melissa Tuytens,Antonia Aelterman,2016 On teacher educators professionalism and student teachers practices and professional development **Reflective Planning, Teaching, and Evaluation** Judy W. Eby,Adrienne L. Herrell,James L. Hicks,2002 For General K 12 Teaching Methods and General Secondary Methods courses Reflective Planning Teaching and Evaluation K 12 takes a constructivist approach and offers an original Reflective Action model of how thinking caring teachers function in real classrooms Professional Learning Andrea L. Ray,2021-02-15 If you need to develop learning activities that create relevant professional learning for teachers this book is for you Professional Learning A Planning Guide is a practical resource with a research based foundation that produces desired results If you are responsible for designing developing and delivering professional learning to teachers this book is for you This planning guide contains examples explanations and space for readers to create their own activities If you would like a set of professional learning templates that produce activities which sustain teachers learning over time this book is for you This planning guide contains ready to use templates that help you develop activities for teachers use before during after and beyond implementation If you desire to create professional learning that initiates lasting improvements in teachers practices this book is for you Every template aligns with at one or more educational change elements **Building a Professional Learning Community at Work** Parry Graham,William Ferriter,2010 Get a play by play guide to implementing PLC concepts Each chapter begins with a story focused on a particular challenge A follow up analysis of the story identifies the good decisions or common mistakes made in relation to that particular scenario The authors examine the research behind best practice and wrap up each chapter with recommendations and tools you can use in your school *The Professional Teacher's Handbook* Kenneth H. Hoover,1976 This package contains the following components 0205543022 Natural Speaker The 0205688543 MySpeechKit *Creating Your Teaching Portfolio: Presenting Your Professional Best* Patricia Rieman,Jeanne Okrasinski,2007 This portfolio handbook includes authentic student generated artifacts as well as insights from administrators teachers and parents Issues of classroom management diversity communication planning standards based education and reflection are all addressed in the context of how to approach these important aspects within a teaching portfolio and during interviews The materials are designed for continued use as the students become in service educators Bulletin of the National Association of Secondary-School Principals National Association of Secondary School Principals (U.S.),1928 **Turning on Learning** Carl A. Grant,Christine E. Sleeter,2012-04-13 With a wealth of ready to use lesson plans for grade levels K 12 covering a variety of subject areas Turning on Learning Fifth Edition shows students how to apply the principles of multicultural education in the classroom This practical lesson based companion to Sleeter and Grant s Making Choices for Multicultural Education Five Approaches to Race Class and Gender features additional lesson plans and new resource material along with updates of

existing lesson plans **Developing a Professional Teaching Portfolio** Patricia M. Costantino, Marie N. De Lorenzo, 2002

This handbook is a practical and comprehensive set of guidelines to smoothly lead teacher candidates and practicing teachers through the rigorous process of developing a professional teaching portfolio based on national state standards of performance. The guidelines included in *Developing a Professional Teaching Portfolio: A Guide for Success* are designed to increase a teacher's understanding of the concept of a professional teaching portfolio, the value of using standards, and the phases of portfolio development. It also contains a multitude of suggestions for items to include in the portfolio, a variety of resources, and over 75 examples of portfolio artifacts. In addition, there is a chapter on developing an electronic portfolio. This handbook has been recognized as one of the most complete and practical sets of guidelines for portfolio development.

Popular Mechanics Magazine, 1928 Fulfilling the Needs of Teachers Andrea L. Ray, 2018-06-18

Fulfilling the Needs of Teachers gives teacher educators the power to reach a teacher's mind and soul. This book guides educators through a five-step process for creating design tasks. Design tasks are multi-dimensional professional learning activities that develop teachers' understandings, skills, and abilities by presenting knowledge in a context that affects his or her beliefs, attitudes, and emotions.

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Sample Professional Learning Plans For Teachers Introduction

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