

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 Of Teacher Professional Development Plan

Sylvia B. Key



Sample Of Teacher Professional Development Plan:

Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000 **Resources in Education**, 1998-04 *Enhancing Instructional Problem Solving* John C. Begeny, Ann C. Schulte, Kent Johnson, 2012-05-25 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas *The Survival Kit for the Elementary School Principal* Abby Barry Bergman, Judy Powers, Michael L. Pullen, 2010-02-26 For the new and veteran elementary school principal here is a unique survival kit packed with tested advice practical guidelines and ready to use materials for all aspects of your job From the perspective of an author with twenty five years experience this book offers techniques such as creating a school vision building and sustaining morale utilizing technology and long term strategic school planning The included companion CD ROM serves as the perfect enhancement to this book This time saving device contains all of the book's forms checklists and letters for easy print out and use 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 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

Teacher-Centered Professional Development Gabriel Diaz-Maggioli, 2004-05-15 Teacher Centered Professional Development is a hands on guide to collaborative skill building for educators It introduces the Teacher s Choice Framework a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules strengths and needs The book describes a wide variety of professional development strategies including mentoring journal writing peer to peer coaching and seminars For each strategy the author provides A brief history of the research base A step by step guide to implementing the strategy Sample handouts and assessment forms Examples from the field of the strategy in practice With this book teachers at all levels can quickly learn how to set up development teams conduct action research and engage in other activities to further their skills In addition the Teacher s Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs Teacher Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them Note This product listing is for the Adobe Acrobat PDF version of the book

Professional Development Sylvia B. Key, 1995 **Professional Development** Jack Rhoton, Patricia Bowers, 2001 There s got to be more to professional development than in service workshops This thoughtful book paves the way to change It shows the circumstances under which professional development has the most impact on student learning reviews programs that work and offers practical ideas about how professional development can sustain science education reform **Pennsylvania**

Educational Leadership ,2007 **The Massachusetts register** ,1992-03-13 **The Digital Teaching Portfolio Handbook** Clare R. Kilbane,Natalie B. Milman,2003 The Digital Teaching Portfolio Handbook offers comprehensive information on preparing a teaching portfolio for a Web site or CD ROM This practical text not only demonstrates the process for developing a digital teaching portfolio it also provides students with strategies and suggestions for creating an appealing package that is accessible to a diverse audience The Digital Teaching Portfolio Handbook helps students understand the benefits of portfolios and how to use portfolios to enhance professional growth and success This comprehensive guide is not only an essential learning tool but also a fabulous resource for students entering the teaching profession When posted on the Web or burned on CD ROM digital portfolios provide easily accessible and professionally appealing representations of educators work But the process of producing a portfolio can be even more useful than the product This text allows teachers to acquire skills while reflecting on their professional growth during development displaying pedagogical knowledge by using technological skills "*Code of Massachusetts regulations, 1995*" ,1995 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "**Code of Massachusetts regulations, 1994**" ,1994 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 Schmidt v. Department of Education, 441 MICH 236 (1992) ,1992 90858 "Code of Massachusetts regulations, 1996" ,1996 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "**Code of Massachusetts regulations, 1990**" ,1990 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "*Code of Massachusetts regulations, 1991*" ,1991 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "*Code of Massachusetts regulations, 1989*" ,1989 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **Minnesota Journal of Education** ,1925 California. Court of Appeal (2nd Appellate District). Records and Briefs California (State).,

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