

Professional Growth Plan

Name	Kyle Visser	Established Date	December 6, 2016
		Review Date	

Goal

Build positive relationships between the community, parents, other colleagues, and students both in my class and outside of my class

Rationale

I have included this because teaching is a career where we as educators must collaborate with all people. In my PSI and PSII I was never involved in integrating the community and parents into the classroom. I want to be a teacher that can be approachable whether or not there is an issue present.

Related KSA(s)

KSA 12: the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

KSA 13: student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

Indicator(s) of Success

- The number of students who come seek help
- The number of parents that are involved in the classroom
- The number of community members brought in

Action

Resource(s)

Timeline

Host a meet the teacher night

- Parent letter
- Introduction letter (of me)
- Snacks ☺

First two weeks

Invite community members into the classroom

- FAMI elders
- Scientists
- Pastors

Throughout the practicum

Open door policy

- Keep my door open so students can come in and speak to me
- "come in" sign

Throughout the Practicum

Reflection

Sample Teacher Professional Growth Plan

**Judy K. Werder Sargent, Ann E.
Smejkal**



Sample Teacher Professional Growth Plan:

The Educator's Professional Growth Plan Jodi Peine, 2008 Outlines a systematic method that helps professional educators focus their energies on lasting professional growth Strategies and templates assist teachers in reflecting on their own professional performance setting their own learning targets and managing their own progress toward greater professional success Scott Estes Principal Glendale School East Peoria IL Offers the school leader a well organized and effective plan Reveals that true professional growth occurs through systematic reflection and analysis of one's strengths and weaknesses Bonnie Watson Writing Lab Coordinator Owensboro 5 6 Center KY Empower teachers with growth opportunities that build rich professional collaborations and raise student achievement Recognizing that student achievement is intrinsically linked to high quality teaching Jodi Peine offers an invaluable guide that helps educational leaders strengthen teachers instructional practice with an individualized and robust professional development process The author provides administrators and staff developers with step by step guidance for designing implementing and sustaining a professional growth plan Grounded in research at elementary middle and high school levels the process is delivered in manageable sections with reproducible forms for every step With a refined method that includes formal data analysis this guidebook Demonstrates how participants can develop their own goals and action plans Provides current terminology and topics for individual growth plan development Examines steps to take after completing first generation professional growth plans Helps redefine school improvement efforts to produce enduring systemic change The Educator's Professional Growth Plan Second Edition provides a targeted approach that accommodates the unique needs of individual teachers Within a supportive context educators can assume responsibility for their own learning witness changes in their professional practice and realize substantive gains in student performance

Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000 *The Handbook for Enhancing Professional Practice* Charlotte Danielson, 2008 Ready to use forms and instruments offer sound advice and step by step procedures for how teachers and other school staff can incorporate the framework for professional practice into their work Includes guidance and tools for evaluation by self mentors and supervisors

The Educator's Professional Growth Plan Jodi Peine, 2007-07-26 Outlines a systematic method that helps professional educators focus their energies on lasting professional growth Strategies and templates assist teachers in reflecting on their own professional performance setting their own learning targets and managing their own progress toward greater professional success Scott Estes Principal Glendale School East Peoria IL Offers the school leader a well organized and effective plan Reveals that true professional growth occurs through systematic reflection and analysis of one's strengths and weaknesses Bonnie Watson Writing Lab Coordinator Owensboro 5 6 Center KY Empower teachers with growth opportunities that build rich professional collaborations and raise student achievement Recognizing that student achievement is intrinsically linked to high quality teaching Jodi Peine offers an invaluable guide that helps educational leaders strengthen teachers instructional practice with

an individualized and robust professional development process The author provides administrators and staff developers with step by step guidance for designing implementing and sustaining a professional growth plan Grounded in research at elementary middle and high school levels the process is delivered in manageable sections with reproducible forms for every step With a refined method that includes formal data analysis this guidebook Demonstrates how participants can develop their own goals and action plans Provides current terminology and topics for individual growth plan development Examines steps to take after completing first generation professional growth plans Helps redefine school improvement efforts to produce enduring systemic change The Educator s Professional Growth Plan Second Edition provides a targeted approach that accommodates the unique needs of individual teachers Within a supportive context educators can assume responsibility for their own learning witness changes in their professional practice and realize substantive gains in student performance

Writing Year-End Teacher Improvement Plans-Right Now!! Cornelius L. Barker,Claudette J. Searchwell,2001 This book is a ready reference guide that will allow the busy administrator to compose detailed year end improvement plans and professional improvement plans in half the time Forms are provided which allow administrators to Identify demonstrated strengths in teaching performance Pinpoint areas requiring improvement Provide salient suggestions for strengthening areas of weakness and improving performance Utilize a coded method of recording selected benchmark areas Complete year end teacher improvement plans quickly and easily Review the achievements made by teachers during the previous year Chart ongoing progress as teachers work toward meeting objectives In the ever evolving classroom there should be a continuous cycle of providing quality instruction assessing results and reconfiguring instructional techniques in order to maximize student achievement Reflective analysis of personal and professional practices with the resultant outcomes is essential to reaching sound objectives Writing Year End Teacher Improvement Plans Right Now provides all the tools principals need to efficiently and effectively promote teachers professional growth from assessment to improvement to charting progress

Using the National Gifted Education Standards for PreK-12 Professional Development Margie Kitano,2008-03-27 This is a highly useable guide to align inservice training coursework with the new national standards The latest thinking on high quality gifted education is invaluable I can be sure that I am teaching what my teachers need Christine Nobbe Gifted Education SpecialistRockwood School District MO The great leveler for new and veteran teachers of gifted and talented learners begins with an understanding of the foundation for the field and current best practice This guide helps professional development specialists bring their programs in line with the same national standards that are being used in teacher candidate preparation programs Cindy Sheets Gifted FacilitatorShawnee Mission School District KSReshape the professional development of teachers in gifted education The ten NAGC CEC and TAG knowledge and skills standards represent the best research based practices in gifted education and identify what teachers of the gifted should know and be able to do To ensure that students with gifts and talents realize their full potential it is crucial that gifted education teachers receive

ongoing professional development that reflects standards based practices This unique resource shows PreK 12 education leaders how to plan and implement inservice training programs or realign existing programs based on the newly approved gifted education standards Authored by the organizations that developed the standards this volume features a wealth of helpful material for developing objectives activities and assessments of professional development including four different observation instruments a sample needs assessment survey a sample individual professional development plan a checklist for meeting the knowledge and skills standards and a CD ROM with an annotated bibliography of the research base used to develop the standards Staff developers will be able to Determine professional development objectives based on standards Understand and assess teacher needs Design and evaluate the effectiveness of activities and onsite programs Implement standards for addressing diversity Using the National Gifted Education Standards for PreK 12 Professional Development is an essential companion for staff developers and administrators faced with the challenge of giving classroom teachers the necessary training to provide exceptional instruction *Texas Documentation Handbook: Appraisal, Nonrenewal, Termination*, 2006 *Handbook of Research on the Educator Continuum and Development of Teachers* Zugelder, Bryan S., L'Esperance, Mark, 2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum providing researchers with scholarly contributions that advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians *RTI for Reading at the Secondary Level* Deborah K. Reed, Jade Wexler, Sharon Vaughn, 2012-03-14 Grounded in the best current knowledge this book shows how to implement response to intervention RTI in middle and high school contexts Detailed guidelines are presented for teaching reading comprehension vocabulary and other aspects of literacy across the content areas and for providing effective interventions for students who require additional support The authors describe RTI procedures that are specifically tailored to the needs of struggling adolescent learners and that take into account the challenges and logistics of secondary level implementation More than 20 reproducible tools for planning assessment progress monitoring and multi tiered instruction are featured the large size format facilitates photocopying Provided by publisher **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

Resources in Education, 2000-04

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 , **Assessment Tools and Systems** Barbara J. Smith, 2022-12-27 Feedback matters for everyone committed to school improvement Rather than tweaking flawed assessment tools it is time to consider developing more meaningful feedback systems the impact the critical masses that make up the school community Cultivating new assessment approaches for students staff as well as non instructional staff teacher leaders principals superintendents trustees and grant philanthropic funders can lead to remarkable change The goal of learning for students should not be separate or secondary to performing well on standardized tests Implementing feedback systems that engage and prompt critical and creative thinking should matter more in today s schools Assessment tools that explicitly align with expectations not only create a fair playing field but they can enhance deep learning **Assessment Tools and Systems Meaningful Feedback Approaches to Promote Critical and Creative Thinking** presents a comprehensive compilation of constructive assessment choices grounded in educational research that emerged through 60 years of experiences as a student teacher principal teacher educator consultant school founder school trustee and educational philanthropist **Linking Teacher Evaluation and Student Learning** Pamela D. Tucker, James H. Stronge, 2005 Tucker and Stronge explore a variety of ways to include measures of student achievement in teacher evaluations so that teachers can better focus efforts to improve their practice **The Supportive Learning Environment** Jennifer Hindman, Leslie Grant, James Stronge, 2013-10-02 This entry in the James H Stronge Research to Practice Series focuses on the characteristics of teachers who create supportive learning environments for their students By conveying a sense of immediacy credibility and caring they communicate to students in both verbal and nonverbal ways that are essential to cultivating a positive and productive learning community In this book Stronge Grant and Hindman provide a comprehensive overview of the qualities of a supportive teacher They offer a bridge between research based theories and practical classroom applications with templates planning forms and other reproducibles The authors help teachers move toward establishing a learning environment that contributes to effective instructional practices Topics include engaging students and their families effective communication student ownership of the learning environment and much more **Ten Assessment Literacy Goals for School Leaders** Stephen Chappuis, Steve Chappuis, Susan M. Brookhart, Jan Chappuis, 2021-04-21 Of all school related factors that influence student learning only classroom instruction has greater impact than leadership And leaders have the greatest impact when they set direction citing that the goals and purpose they provide serves to strengthen and solidify the faculty The ten competencies for school leaders described in this book are based on a few factors First standards driven reform has created new knowledge requirements and responsibilities for school leaders In today s systems sorting students along a bell curve and artificially creating winners and losers has been replaced by a mission that all students must learn well Instead of a curriculum focused on what a teacher should teach the curriculum identifies what

students must know and be able to do These standards are public and communicate what a state or district values when it comes to student learning Assessing the standards day to day not through large scale accountability tests or even local short cycle or common assessments is a requirement for effective standards based reform Second is the reward of improved student learning brought about by the use of classroom assessment for learning Assessment for learning has implications not just for school leaders but also for broader educational practice The research is conclusive and improved learning lies within the grasp of anyone wishing to apply it What does it look like when school leaders demonstrate mastery of the Ten Assessment Competencies Included in the book are examples learning activities and opportunities for practice as well as success indicators for each competency as leaders work toward mastery *Connecting Teachers, Students, and Standards* Deborah L. Voltz, Michele Jean Sims, Betty Palmer Nelson, 2010 This book introduces you to a field tested framework for teaching that ensures that inclusion and differentiated instruction are in harmony with standards based education

English Teaching Forum, 2002 *Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2000: Department of Education* United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2000

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