

Teaching Professional Growth Plan: 2017/2018

Danielle Fischer – Grade 2

Goal One		Action Plan
Use data and assessment to inform further instruction and learning, and ensure that all units, activities, and assessments are meaningfully linked to outcomes.		<ul style="list-style-type: none"> • Create a focus outcome for each activity and assessment – linked to mark book • Create a timeline for the completion of each outcome – in Unit plans • Use data binders to track student progress in a way that is accessible to teachers, parents, and students – use Jackie as a resource
Timeline		
October	create data binders for math, decide on tracking system for ELA, explicitly link current the activities for Math units to their focus outcomes	
November	Math and Science data binders, Math and Science focus outcomes, use data collected in a meaningful way for reporting period I	
December	Math and Science data binders, Math and Science focus outcomes	
January	Math, Science, and Social data binders, Math Science, and Social focus outcomes	
Goal Two		Action Plan
Create a strong, and deep literacy block that explicitly reflects the districts literacy plan, while incorporating cross curricular opportunities.		<ul style="list-style-type: none"> • Use my team and their experience to develop and effectively use literacy resources • Focus on literacy when with Jenn – how can we go deeper and differentiate for all learners • Determine a means of tracking and assessing student progress that is meaningful
Timeline		
October	Continue with Daily 3 (read to self, someone, word work), introduce words their way and link to D5 and spelling city, Unit One Lucy Calkins, low group guided reading, do F4P assessments, meet with Jenn to discuss ELA tracking and assessment	
November	Continue with the activities from above, introduce Listening to Reading in D5, guided reading for all, use data to inform report cards	
December	Continue routine develop from Sept–Dec	
January	Begin new Lucy Calkins unit, reassess what else we need to do based on student data.	

•Revisit goals in January to determine course of action for the remainder of the year.

Sample Of Ohio Teacher Professional Growth Plan

Lei Shi



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10 Models of Teacher Evaluation David Silverberg, Linda Jungwirth, 2014-02-04 For the first time school districts around the country are being required to adopt formal accountability measures to assess teacher effectiveness In a radical shift teacher quality will be based on outputs student achievement teacher observations rather than inputs years of service degrees attained This change in school culture and practice is an attempt to improve everything from individual student learning to national economic competitiveness It also requires that administrators implement new and rigorous teacher evaluation programs that align with state and federal guidelines Busy administrators lack the training and experience necessary to quickly and efficiently craft a teacher evaluation system that successfully meets the needs of their district Questions like What is the best program for my district or How do I get the teachers on board are being asked by school leaders across the country This book provides real world answers by highlighting 10 diverse model programs from around the country

Human Resource and Contract Management in the Public School Bernadette Marczely, David William Marczely, 2002-09-04 Human resource management an essential part of public school administration is particularly vulnerable to legal interpretation and challenge Like all other institutions that receive federal funds public schools have a unique rulebook that sets the parameters for management particularly with respect to human resource issues This authoritative text is an essential resource for administrators It will help new and experienced managers to navigate the practical and legal concerns likely to affect the many human resource functions including recruiting hiring and firing personnel collective bargaining staff development and record keeping and reporting The insightful discussion of the laws and policies currently structuring human resource management is augmented with examples of forms and procedures to be used in addressing particular hr functions An Instructor s Manual has been developed to accompany this text

The Ohio Teacher Genry Graham Williams, 1927 *Transforming Professional Development in Ohio* , 1998 **Resources in Education** , 1998 *School Programs in Speech-Language Pathology* Jean L. Blosser, Jennifer W. Means, 2018-01-31 Now in its sixth edition School Programs in Speech Language Pathology Organization and Service Delivery continues to be a vital resource for faculty graduate students school based practitioners and program administrators who strive to make a difference in the school setting The text provides practical solutions and strategies to tackle the challenges faced in the complex and ever changing education landscape The authors aim for the book to be an excellent opportunity to stimulate new ways of thinking about the critical role speech language pathologists SLP play in children s education and social development It provides a foundation for understanding where SLP programs fit within the school organization SLPs will be motivated to collaborate with colleagues lead discussions about the link between communication and learning and introduce innovative models for delivering services School Programs encourages SLPs to embrace their positions on school teams share knowledge to make services educationally relevant and help children reach their highest potential School Programs in

Speech Language Pathology focuses on service delivery program design interprofessional collaboration and how to organize and manage an effective program Additionally it covers meeting state and national standards following federal mandates and how to relate to and communicate with colleagues and parents Finally it encourages readers to grow professionally and enjoy their career as a school based SLP Key Features Uniquely focuses on service delivery as opposed to assessment and treatment like other texts Chapter questions provide a review of concepts and practical applications Real life examples and collaborative strategies to supplement chapter concepts Usable forms and checklists New to This Edition New co author Jennifer Walsh Means A new unique framework for thinking about outcomes for school based programs Increased pedagogical features in text to enhance learning and comprehension including chapter learning objectives and engaging learner activities Explanation of the SLP s role in MTSS and contributions to student success Practical process strategies and tools for building interprofessional collaborative partnerships Recommendations and tips for coaching teachers and parents Updated information on legal policies and trends Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book **Differentiated Supervision** Allan A.

Glatthorn, 1984 Several years of research support a differentiated system of supervision in which teachers can choose from among four different supervision styles With the clinical style intense observation and feedback is conducted by a trained supervisor Cooperative professional development consists of small teams of peers working together for their mutual growth With self directed development the individual teacher assumes primary responsibility for his or her own growth

Administrative monitoring is a process by which the administrator conducts brief drop in visits and conferences Although research indicates that the differentiated system is feasible and has a positive effect on those who participate it will not be effective in all schools or with all teachers An implementation process that has been found to be generally effective is presented but each school is encouraged to develop its own version of the system after teachers supervisors and administrators have had an opportunity to discuss ideas and their own needs FWR Testing Teacher Candidates National

Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Center for Education, Committee on Assessment and Teacher Quality, 2001-11-19 Americans have adopted a reform agenda for their schools that calls for excellence in teaching and learning School officials across the nation are hard at work targeting instruction at high levels for all students Gaps remain however between the nation s educational aspirations and student achievement To address these gaps policy makers have recently focused on the qualifications of teachers and the preparation of teacher candidates This book examines the appropriateness and technical quality of teacher licensure tests currently in use evaluates the merits of using licensure test results to hold states and institutions of higher education accountable for the quality of teacher preparation and licensure and suggests alternatives for developing and assessing beginning teacher competence Teaching is a complex activity Definitions of quality teaching have changed and will continue to change over

time as society's values change This book provides policy makers teacher testers and teacher educators with advice on how to use current tests to assess teacher candidates and evaluate teacher preparation ensuring that America's youth are being taught by the most qualified candidates Exemplary Science in Grades 5-8 Robert Eugene Yager, 2006 This volume is the third in NSTA's Exemplary Science monograph series which provides the results of an unprecedented national search to assess how well the Standards vision has been realized nine years after the National Science Education Standards were released ESEA, Framework for Change United States. Congress. Senate. Committee on Labor and Human Resources, 1994

The ABCs of Investing in Student Performance, 1996 **The Guidebook of Federal Resources for K-12 Mathematics and Science**, 2004 Contains directories of federal agencies that promote mathematics and science education at elementary and secondary levels organized in sections by agency name national program name and state highlights by region **Research in Education**, 1974 *Vocational Staff Development*, 1987 Reflective Analysis of Student Work Norene J. Bella, 2004-01-07 See how teamwork and modeling can empower you to better yourself while strengthening instruction for students to become lifelong learners **Teacher Evaluation and Merit Pay**, 1986-03-26 This bibliography includes scholarly journals dissertations papers and books published primarily from 1980 through December 1984 that focus on teacher evaluation and merit pay These materials are presented in separate chapters according to the type of publication in which they appeared In addition to materials identified and annotated from a literature search of several education databases the authors wrote to public school districts with student populations of over 5 000 requesting copies of their teacher evaluation materials They received 348 sets of evaluation documents and these materials are annotated in the chapter entitled School District Publications Other materials prepared by school districts are included in the chapter entitled Papers **Normal Instructor and Primary Plans**, 1926 *Part-time and Substitute Teaching* Canadian Teachers' Federation, Moll, Marita, 1980 **The Best Teachers for Ohio's Children** Ohio NCTAF Task Force, 1997 **The Ohio Literacy Initiative**, 1999

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