

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

Fred Korthagen, Ellen Nuijten



Sample Of Teacher Professional Development Plan:

Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000 *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 *Teacher's Professional Development* Sabine Krolak-Schwerdt, Sabine Glock, Matthias Böhmer, 2014-04-03 A central aspect of teachers professional knowledge and competence is the ability to assess students achievements adequately Giving grades and marks is one prototypical task in this context Besides giving grades assessments for school placements or tracking decisions belong to these tasks Relevant students characteristics which influence teachers assessments do not only involve academic achievement but also students responses to different task demands as well as non academic characteristics such as learning motivation or school anxiety Closely associated with the investigation of teachers assessment competences and more specifically the investigation of conditions associated with high quality of assessments is the development and evaluation of teacher training programs to improve professional competences In recent years there has been considerable progress in the domain of professional teacher training however only a very limited number of studies are dedicated to the question to what extend training programs might offer valuable approaches to improve the quality of assessments and to implement high assessment competences Another important field which is closely related to teachers competences concerns the question how teachers professional development is linked to students learning and learning outcomes In recent years the societal demand for evidence that teachers professional development will result in improved student learning outcomes is increasing This volume brings together questions on assessment training and learning in the professional development of teachers which have not been fully discussed yet The identification of these research gaps was the reason for dedicating a series of lectures given at the University of Luxembourg 2012 to the topic of professionalization of teachers in these domains Therefore this book contains contributions from outstanding international scholars in different academic disciplines to present ideas about open research questions concerning the domains of assessment training and learning in the professional

development of teachers **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 Specialist Rockwood 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 Facilitator Shawnee Mission School District KS Reshape 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 **Leading and Managing Continuing Professional Development** Peter Earley, Sara Bubb, 2004-03-22 This book gives an up to date picture of a rapidly changing field enhances understanding of continuing professional development and its potential to bring about change and development to improve the quality of teaching and learning in schools Mentoring Beginning Teachers Jean Boreen, 2009 The first edition of Mentoring Beginning Teachers was named an Outstanding Academic Title by the American Library Association's Choice magazine in 2000 The expanded second edition packed with insights anecdotes and updated research provides mentors with a road map for helping new teachers become confident reflective educators The collaborative model outlined in the book is enlightening and rewarding for the mentor and the novice alike The authors have incorporated the latest findings on all aspects of mentoring from preparing to be a mentoring guide or coach to school culture and parent outreach Teachers will find five new chapters on working with ELL students working with parents curriculum mapping

school culture and the role of administrators within an effective mentoring system Organized around a series of questions the book allows mentors to quickly locate practical advice to match any mentoring situation The range of resources includes recommendations for pairing mentors and teachers questions to jump start conversations ideas for teacher reflection and answers to the most commonly asked mentor questions Mentoring Beginning Teachers Second Edition provides a comprehensive and tested plan for helping mentors guide new teachers in moving beyond the basics of plan teach evaluate to a higher level of joint assessment and inquiry *Continuing Professional Development for Teachers* Peter Neil,Carol

Morgan,2003 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company **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 **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 I wish I d had this useful desktop guide to help me through the challenges of my early years and as a reference guide for the later years The authors have done a remarkable job of anticipating the daily needs of principals and offering practical suggestions that can be used within minutes This book is eminently useful up to date and full of rich professional perspectives Ella Reiss Urdang Elementary Principal Tenafly NJ Public Schools The school leader s position is often the loneliest position in any school but this excellent resource is the equivalent of having a mentor 24 7 This book should accompany all newly appointed school leaders into their new positions Neil MacNeill Principal Ellenbrook Primary School WA Australia Creative real world approaches for responding to the fast changing demands of school leadership Designed for the busy administrator The Survival Kit for the Elementary School Principal addresses daily challenges faced by all elementary school principals and offers expert solutions for virtually any leadership or administrative issue Based on the authors extensive experiences in public and private schools this easy to use kit includes time saving forms sample letters charts and checklists for successful day to day school administration The book is a complete desktop reference with solutions for immediate problems or challenges The authors pragmatic tested strategies assist readers with Systems thinking Negotiating the maze of NCLB requirements Using data to inform practice

Understanding the key role that new technologies play in schools Succeeding as leaders arbitrators evaluators disciplinarians and more Gathering support through positive parent and community relations Suitable for diverse settings and school sizes this comprehensive resource is a virtual library of essential information and support for effective elementary school leadership All forms letters and checklists available online upon publication [School Portfolio Toolkit](#) Victoria Bernhardt,2013-10-02 The School Portfolio Toolkit is a book that includes over 300 tools strategies templates and examples for use in building school portfolios and for planning implementing and evaluating continuous school improvement The Toolkit was written to support school personnel with the mechanics of putting together a school portfolio as well as to offer processes and strategies to move whole school staffs into and through continuous improvement The tools in the Toolkit will help staffs create implement and maintain school portfolios and begin the journey of continuous improvement Each chapter deals with one topic related to the school portfolio and comprehensive school improvement with related documents and tools The School Portfolio Toolkit book provides templates tools examples and strategies that will help you analyze your school s data create a vision that is truly shared by the school staff build a continuous school improvement plan to implement the school vision formulate a leadership structure to implement the vision involve parents community and business in implementing the vision embed up to forty different powerful professional development designs into your school plan evaluate your continuous school improvement work and create a School Portfolio that will organize and serve as a framework for the continuation of this work **Resources in Education** ,1999-04 *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 *OECD Reviews of Evaluation and Assessment in Education: Bulgaria* Guthrie Caitlyn,Norfolk-Beadle Annie,Perico E Santos Anna Vitoria,Henderson Kirsteen,Rawkins Christa,Fordham Elizabeth,Li Ruochen,2022-03-29 Over the past three decades Bulgaria has carried out important structural reforms which have helped the country reach higher levels

of socio economic development However long standing social disparities and income inequalities remain and Bulgaria s overall productivity gains have not fully translated into sustainable and inclusive growth *OECD Reviews of Evaluation and Assessment in Education: Slovak Republic 2014* Shewbridge Claire,van Bruggen Johan,Nusche Deborah,Wright Paul,2014-11-05 This book provides from an international perspective an independent analysis of major issues facing the educational evaluation and assessment framework current policy initiatives and possible future approaches in the Slovak Republic Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in School Vincent-Lancrin Stéphan,González-Sancho Carlos,Bouckaert Mathias,de Luca Federico,Fernández-Barrerra Meritxell,Jacotin Gwénaél,Urgel Joaquin,Vidal Quentin,2019-10-24 Creativity and critical thinking are key skills for complex globalised and increasingly digitalised economies and societies While teachers and education policy makers consider creativity and critical thinking as important learning goals it is still unclear to many what it means to develop these skills in a school setting To make it more visible and tangible to practitioners the OECD worked with networks of schools and teachers in 11 countries to develop and trial a set of pedagogical resources that exemplify what it means to teach learn and make progress in creativity and critical thinking in primary and secondary education **What Is the Influence of the National Science Education Standards?** National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on Science Education K-12,Steering Committee on Taking Stock of the National Science Education Standards: The Research,2002-11-05 In 2001 with support from National Science Foundation the National Research Council began a review of the evidence concerning whether or not the National Science Education Standards have had an impact on the science education enterprise to date and if so what that impact has been This publication represents the second phase of a three phase effort by the National Research Council to answer that broad and very important question Phase I began in 1999 and was completed in 2001 with publication of Investigating the Influence of Standards A Framework for Research in Mathematics Science and Technology Education National Research Council 2002 That report provided organizing principles for the design conduct and interpretation of research regarding the influence of national standards The Framework developed in Phase I was used to structure the current review of research that is reported here Phase II began in mid 2001 involved a thorough search and review of the research literature on the influence of the NSES and concludes with this publication which summarizes the proceedings of a workshop conducted on May 10 2002 in Washington DC Phase III will provide input collected in 2002 from science educators administrators at all levels and other practitioners and policy makers regarding their views of the NSES the ways and extent to which the NSES are influencing their work and the systems that support science education and what next steps are needed **Training of teachers** Great Britain: Parliament: House of Commons: Children, Schools and Families Committee,2010-02-09 Incorporating HC 369 i to v session 2008 09

Designing Services and Programs for High-Ability Learners Rebecca D. Eckert,Jennifer H. Robins,2016-08-29 The

updated comprehensive guide to developing or enhancing gifted programming With new perspectives based on recent research and the updated National Association for Gifted Children Programming Standards this second edition of Designing Services and Programs for High Ability Learners provides educators with the comprehensive practical advice they need to support today s gifted learners Written by leading experts each chapter focuses on a key feature of high quality gifted programs and takes into account current educational trends such as the Focus on diversity to ensure underrepresented populations are screened for gifted education Collaboration with special education to ensure students with disabilities have access to programming Use of technology Development of local policies to support gifted education

OECD Reviews of School Resources: Estonia 2016 Santiago Paulo, Levitas Anthony, Radó Péter, Shewbridge Claire, 2016-04-06 The effective use of school resources is a policy priority across OECD countries The OECD Reviews of School Resources explore how resources can be governed distributed utilised and managed to improve the quality equity and efficiency of school education

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