

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

**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**

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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 [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

Continuing Professional Development for Teachers Carol Morgan, Peter Neil, 2004-03-01 This volume is designed for teachers whether just setting out or climbing the ladder It examines the complex set of options and requirements facing teachers from qualifying as a teacher to developing skills through middle and senior roles and continually improving teaching skills **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

Teacher Professional Development for Improving Quality of Teaching Bert

Creemers, Leonidas Kyriakides, Panayiotis Antoniou, 2012-11-05 This book makes a major contribution to knowledge and theory by drawing implications of teacher effectiveness research for the field of teacher training and professional development The first part of the book provides a critical review of research on teacher training and professional development and illustrates the limitations of the main approaches to teacher development such as the competence based and the holistic approach A dynamic perspective to policy and practice in teacher training and professional development is advocated The second part of the book provides a critical review of research on teacher effectiveness The main phases of this field of research are analysed It is pointed out that teacher factors are presented as being in opposition to one another An integrated approach in defining quality of teaching is adopted The importance of taking into account findings of studies investigating differential teacher effectiveness is argued Another significant limitation of this field of research is that the whole process of searching for teacher effectiveness factor was not able to have a significant impact upon teacher training and professional development For this reason it is advocated that teacher training and professional development should be focused on how to address grouping of specific teacher factors associated with student learning and on how to help teachers improve their teaching skills by moving from using skills associated with direct teaching only to more advanced skills concerned with new teaching approaches and differentiation of teaching The book refers to studies conducted in different countries illustrating how the proposed approach can be used by policy and practice in teacher education Specifically the

book provides evidence supporting the validity of the theoretical framework upon which this approach is based Moreover experimental and longitudinal studies supporting the use of this approach for improvement purposes are presented and suggestions for further research utilising and expanding the Dynamic Approach for teacher training and professional development are provided

Teacher Professional Development for the Integration of Content and Language in Higher Education Ma Noelia Ruiz-Madrid, Inmaculada Fortanet-Gómez, 2023-09-19 This book addresses heated issues in Integrated Content and Language in Higher Education ICLHE teacher training with specific emphasis on case studies that will contribute to inform future ICLHE teacher training research and practice One of the most significant phenomena concerning language in higher education in modern time has been the rise of content subjects taught in an additional language English being the chosen language in most of the cases The implementation and teaching of Integrated Content and Language in Higher Education ICLHE or English as Medium of Instruction EMI is a multifaceted dynamic process that cannot be considered in isolation Indeed there are a multitude of interrelated factors that pivot on situating the learner in the centre of the learning process and which directly shape ICLHE teacher training This is why training lecturers to teach learners in an additional language in Higher Education has been considered a challenge for the profession as numerous publications demonstrate This book brings together the innovative work of different researchers around the world on how universities researchers and practitioners are facing and developing Integrating Content and Language in Higher Education ICHLE teacher training All in all the different contributions reflect different issues that play a fundamental role in the design of effective ICLHE professional development and provide data and reflections that will hopefully contribute to inform future ICLHE teacher training programmes Teacher Professional Development for the Integration of Content and Language in Higher Education will be an important resource for academics researchers and advanced students of Education and Teacher Training Research and Practice The chapters included in this book were originally published as a special issue of Innovation in Language Learning and Teaching

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 **Teacher Professional Development Case Studies** Asian Development Bank,2021-07-01

Quality teaching and learning are vital to meet the increasingly complex needs of students as they prepare for further education and work in the 21st century This publication provides insights on how to create sustainable and high quality teacher capacity development systems in primary and secondary education technical and vocational education and training and higher education programs It showcases 13 case studies from around the world as examples of teacher professional development programs that support improve and harness teaching capabilities and expertise The publication also discusses government initiatives and other factors that can contribute to quality teaching **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 Developmentis an essential companion for staff developers and administrators faced with the challenge of giving classroom teachers the necessary training to provide exceptional instruction **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 *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 **Staying Ahead In-service Training and Teacher Professional Development** OECD,1998-09-06 This publication focuses on what is being done in teacher development to meet the ideals of broader access to high quality teaching for an increasingly diverse student body in eight OECD countries Germany Ireland Japan Luxembourg Sweden Switzerland the UK and the US **Teacher Evaluation to Enhance Professional Practice** Charlotte Danielson,Thomas L. McGreal,2000 Identifies some of the problems with many teacher evaluation systems presents a rationale for teacher evaluation and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers The Power of Reflection in Teacher Education and Professional Development Fred Korthagen,Ellen Nuijten,2022-05-11 Based on years of extensive research on teacher development this book offers a practical introduction to the concept of teacher reflection demonstrating how student teachers can engage with reflective learning from their teaching and classroom experiences in a systematic and inspiring way Providing practical models and guidelines for use in the classroom renowned teacher educators Fred Korthagen and Ellen Nuijten outline various strategies for promoting reflection and illustrate how a deeper form of reflection

core reflection enhances awareness of professional identity and supports the dismantling of inner obstacles therefore enhancing social justice and empowering diverse student populations The authors demonstrate how a trajectory for learning can be designed to develop key competencies as well as the role played by university and school based teacher educators in supporting teachers self directed reflection Featuring a variety of tools that support professional growth this unique text demystifies the area of teacher reflection helping to provide concrete and inspiring examples for how to strengthen professional identity based on everyday challenges faced by practitioners The Power of Reflection in Teacher Education and Professional Development is therefore an essential guide for students in service teachers and teacher educators alike as well as for anyone in the helping professions

Writing Meaningful Teacher Evaluations-Right Now!! Cornelius L. Barker, Claudette J. Searchwell, 2010-05-13 More than ever this third edition of the best selling Writing Meaningful Evaluations Right Now is vital tool for every busy administrator In an era of increasing demands for quality performance based evaluations this book offers supervisors a diverse bank of areas to address during an evaluation plus sample phrases to assist in describing a teacher s performance By supplying users with quick and efficient tools for writing fact filled and comprehensive teacher evaluations the book empowers educators to verbalize their goals and vision for their schools Updated throughout this essential reference guide provides sample evaluations forms performance proficiency statements and a timesaving CD ROM with forms that can be easily customized The book greatly enhances administrators capacity for monitoring assessing and documenting instructional performance by providing tools for developing evaluations that are individualized and that provide an accurate meaningful record for both administrators and staff

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

EFL Writing Teacher Education and Professional Development Estela Ene, Betsy Gilliland, Sarah Henderson Lee, Tanita Saenkhum, Lisy Seloni, 2024-04-16 This book explores how EFL writing teacher education is theoretically pedagogically methodologically and sociopolitically shaped given teachers unique local contexts and circumstances It showcases practitioners and researchers teaching in or studying geographic areas that have as yet been under represented in international publications and it focuses on ways that specific contexts create unique opportunities and constraints on what developing teachers know and do in their work The chapters prioritize local voices and materials to build a more inclusive and comprehensive picture of L2 writing globally enabling the book as a whole to both document and further shape pedagogical approaches to L2 writing Readers will be able to use the

unique insights contained in this book in their own classrooms and professional development activities **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 **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

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