

# 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"> <li>• Create a focus outcome for each activity and assessment – linked to mark book</li> <li>• Create a timeline for the completion of each outcome – in Unit plans</li> <li>• Use data binders to track student progress in a way that is accessible to teachers, parents, and students – use Jackie as a resource</li> </ul> |
| 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"> <li>• Use my team and their experience to develop and effectively use literacy resources</li> <li>• Focus on literacy when with Jenn – how can we go deeper and differentiate for all learners</li> <li>• Determine a means of tracking and assessing student progress that is meaningful</li> </ul>                           |
| 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 Professional Growth Plan For Teachers Etpes

**Jodi Peine**



## **Sample Professional Growth Plan For Teachers Etpes:**

**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

**Professional Growth Plan for Teachers**, 1989 The Grey County Professional Growth Plan is a framework within which teachers address their professional goals and their questions about classroom practice It provides the opportunity for teachers at different stages of their careers and with different goals or preferences for professional interaction to engage in activities that have the greatest potential to enhance their professionalism The model is based on the belief that professionalism has both personal and collective dimensions Teachers on permanent contract with the Grey County Board of Education have the following options for professional growth peer coaching clinical supervision and individual goal setting This report discusses those options includes sections on appraisal of teacher performance and suggests goals for professional teachers

*The Professional Growth Plan* Louisiana. Department of Education, 1994 This module is designed to prepare evaluators to work with teachers who have developed and implemented a professional growth plan p 1

**Teacher-centered Professional Development** Gabriel Díaz-Maggioli, 2004 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

Designing Schools for Meaningful Professional Learning Janice Bradley, 2014-11-26 Empower your teachers as partners in professional learning and see student achievement soar Are you ready for a professional learning program that makes a lasting difference in the quality of teaching within your school or district Janice Bradley a highly respected educator shows how to promote your faculty s professional growth and accountability through job embedded learning This breakthrough book enables education leaders to Work collaboratively with faculty to develop and implement a five part plan for professional learning designed to meet your school s unique needs Connect professional learning with practices that have the greatest positive effect in the classroom Link professional development to teacher evaluation in a manner that builds trust Learn best practices from schools that implemented Bradley s methodology and benefit from user friendly strategies and tools Say goodbye to top down programming that s quickly forgotten and discover an approach that empowers and inspires your faculty at all levels of experience It s hard to imagine a simple five step process that could integrate all of Learning Forward s seven professional learning standards yet that is exactly what Janice Bradley has done in the book Designing Schools for Meaningful Professional Learning Patricia Roy Senior Consultant Learning Forward Center for Results I ve never experienced professional learning such as this Taking part in collaborative learning with my team gave me the opportunity to explore questions and curiosities about my students that have been buried in years of district driven professional development Now my colleagues and I research together in order to create a learning environment every child deserves Kathryn Million First Grade Dual Language Teacher Las Cruces NM

*Professional Development Plan* Deborah Mahaffey, Wisconsin. Department of Public Instruction, 2005

**Professional Development** Sally J. Zepeda, 2013-10-02 This top selling book will serve as the compass and road map to your school s professional development journey A comprehensive and authoritative resource you will go to again and again this book helps guide principals directors of professional development school district committees and other leaders in creating an effective professional development program that moves ideas from knowledge to action Topics include Learning Communities Job Embedded Learning Coaching Teacher Study Groups Critical Friends Lesson Study Portfolios And more Additionally this book features helpful case studies useful forms and templates sample agendas and other invaluable resources for professional development The second edition

contains the following enhancements Expanded coverage of job embedded learning which is a cost effective way for administrators to enhance professional development with their staff More information on the theoretical grounding of professional development with applications that can be readily adapted for use in schools Updated references and figures to reflect newly published literature on the topics covered User friendly tabs so you can find and return to your favorite sections time after time

**Transforming Professional Development into Student Results** Douglas B. Reeves,2012-05-29 How can we create and sustain professional learning programs that actually lead to improved student achievement In this thoughtful and informative guide for teachers administrators and policymakers Douglas B Reeves provides answers First he casts a critical eye on professional learning that is inconsistent unfocused and ultimately ineffective and explains why elaborate planning documents and brand name programs are not enough to achieve desired outcomes Then he outlines how educators at all levels can improve this situation by Taking specific steps to move from vision to implementation Focusing on four essentials teaching curriculum assessment and leadership Making action research work Moving beyond the train the trainer model and Using performance assessment systems for teachers and administrators If you re tired of professional development that takes up too much time and delivers too little read Transforming Professional Development into Student Results and discover how to move toward a system that gives educators the learning experiences they need to make a measurable difference for their schools and their students

**Professional Development Plan** Deborah Mahaffey,Wisconsin. Department of Public Instruction,2005 **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

*Continuing Professional Development* Anna Craft,2002-09-26 First Published in 2004 This text will enable teachers to analyze their own experience of in service work It offers tools for evaluating a focused aspect of work and will help teachers to explore models of in service provision develop understandings of professional and institutional development develop understanding of the principles of appraisal and review review and describe their own in service work develop and apply criteria for evaluating the quality and value of in service work and identify appropriate areas for future in service work The book will be particularly useful to teachers and heads and will be of interest to all those responsible for managing professional development at school

**The Professional Growth Plan** Jodi Peine,2001-06-01 Formerly a SkyLight publication Author Jodi Peine offers practical step by step guidance to administrators and staff developers for designing implementing and sustaining a professional growth plan In The Professional Growth Plan A School Leader s Guide to the Process she defines and explains the roles and responsibilities of administrators and teaching staff demonstrating how participants in the process can set their own goals and develop their own action plans This resource breaks the professional growth plan process into manageable sections with reproducibles for the school leader and

participant to use at every step      **Differentiating Professional Development for Teachers** Lisa Scites Allen, 2009

*Individualizing Professional Development* Vicki R. Husby, 2005-03-10 Developed around an unassailable conceptual framework of adult learning theory self directed learning action research critical reflection and group learning Husby pointedly addresses the interests and standards of society her individualized professional development program provides for professional accountability because individuals goals must impact student achievement and it adheres to professional standards as explicated by the National Staff Development Council From the Foreword by Jo Blase Professor of Educational Leadership University of Georgia This book makes a distinct contribution to the field by stressing ownership of growth by the adult learner and the role of the facilitator in creating a fertile environment for growth It fills an unmet need on the market Mike Ford Superintendent of Schools Phelps Clifton Springs Central School District NY I was completely engrossed with this book Husby hit on all the important steps in establishing a staff development program and explains not only the how but also the why Catherine Kilfoyle Duffy English Language Arts Chairperson Three Village Central School District East Setauket NY Provide learner focused professional development that builds organizational capacity When teachers direct their own professional growth activities learning is more meaningful and effective But how can a program capitalize on this fact while remaining focused on larger school and district performance goals Individualizing Professional Development explains how to satisfy both individual needs and preferences of teachers and organizational demands for accountability and improved student achievement Author Vicki R Husby integrates best practices of adult learning action research and self directed learning into a job embedded professional development process that successfully joins these sometimes competing goals Designed as a how to manual this accessible resource includes Step by step directions for designing and implementing a program Mini lesson directions and materials A reproducible learning plan template Examples of participants individualized learning plans Typical teacher commentary in response to the program Considering today s high stakes educational environment the need for this flexible sustainable and inexpensive professional development program has never been greater Discover the tools and strategies to facilitate individualized teacher learning and improve academic performance

Developing a Professional Teaching Portfolio Patricia M. Costantino, Marie N. De Lorenzo, Edward J. Kobrinski, 2006 0205458394 Constantino Developing a Professional Teaching Portfolio Developing a Professional Teaching Portfolio A Guide for Success 2 e offers practical comprehensive guidelines for developing standards based paper or electronic professional teaching portfolios This text leads future and in service teachers through the rigorous process of documenting the qualities of good teaching sound planning and preparation able classroom management attention to quality instruction and continuous professional growth Real world examples accompany expert advice on both content and presentation encouraging the creation of an effective portfolio that correlates evidence with national and state standards      *Professional Growth Plans for Public School Teachers* Robert McIlvaine Donaldson, 1986      **Step-by-Step Professional Development in Technology**

Sarah Meltzer, 2013-10-02 Don't train your teachers in instructional technology without reading this resource packed book from Sarah T Meltzer Meltzer presents easy to follow guidelines for bringing about effective professional development in technology from start to finish She takes you step by step through the process of planning implementing and managing professional development opportunities The book is also filled with handy practical tools and resources such as pre planning worksheets needs assessment surveys long and short term technology plans technology inventory forms training schedule templates and more Meltzer provides filled out examples of those forms so you can see how to complete them She also offers blank versions for your own use In addition each chapter concludes with a checklist to help you keep track of the steps you take as you make professional development in technology a reality and a success in your school or district **Professional Development and Teacher Time**, 1994 **Why Can't We Get It Right?** Marsha Speck, Caroll Knipe, 2005-02-01 How can we use professional development to provide the best teaching and learning opportunities for all students Teachers who know their content and strategies can open a virtual toolbox and take out what they need to help all students become successful This revised and updated edition explains how educational leaders can design deliver and evaluate collaborative standards based professional development and contains Essential questions about high quality professional development Information on creating the culture for a learning community Conditions and processes for professional development Suggestions on designing your own model Tools for evaluating and rethinking professional development and learning Strategies for deepening a leader's impact on a standards based system *Personalized Pd* Jason Bretzmann, 2015-07-04 What should professional development look like Can all teachers get exactly what they need How do we energize every individual to realize their full potential *Personalized PD Flipping Your Professional Development* helps answer these questions and more Seven authors from throughout the United States start from the accurate premise that teachers are learners Like all learners teachers learn at different paces and start in different places *Personalized PD* meets all educators where they are and seeks to help each individual move forward at their own pace and toward self determined goals It's how teachers can get what they individually need so they can be even better for their students The authors take you through their experiences while giving you their best pro tips and most useful technology tools They'll save you time and research by pointing you in the right direction right now Each chapter gives you a window into how these practicing educators execute their plan to get every teacher what they need and move each individual toward their own plan of learning Plus short vignettes expand on and go deeper into the most useful tools and techniques Come join the conversation and be part of the fundamental change in professional development we call CHOICE Constant progress Honoring professionals Ongoing learning Individualized focus Collaborative learning Energizing experiences *Personalized PD Flipping Your Professional Development* will help you get there

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