

Sample Individual Professional Development Plan (IPDP) Goals

SMART Goals

Examples of SMART goals are provided below. We suggest that every educator include at least one broad SMART goal on their IPDP similar to the one below.

RECOMMENDED SMART GOAL				
State the Action you will take	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
<i>I will continue to learn about</i>	<i>current legislation, and best practices in special education</i>	<i>In order to provide quality education and be compliant with state and federal regulations</i>	<i>by participating in professional development in-services, webinars, and professional reading.</i>	<i>Ongoing</i>

SMART goals should follow the general structure illustrated below.

I WILL (State the Action)	SAMPLE AREAS OF FOCUS (Ohio Standards for the Teaching Profession)	RATIONALE (Ohio Standards for Professional Development)
- Acquire information on - Analyze - Become familiar with - Become knowledgeable about - Become proficient in - Develop/design - Enhance my understanding of - Gain skills in - Implement - Incorporate - Investigate - Learn about - Learn how to - Mentor - Participate in - Research - Study	- How students learn and develop - Identification, instruction and intervention for special populations - Specific academic content - Instructional strategies - Interdisciplinary content - Connection of content to life experiences and career opportunities - Diagnostic, formative and summative assessments - Analysis of data to monitor student progress and to plan, differentiate, and modify instruction - Instructional design and delivery - Resources to support learner needs - Safe learning environment - Strategies to motivate students to work productively and assume responsibility for learning - Strategies to share responsibility with parents/caregivers to support student learning - Collaboration with other educators on projects to promote student success - Collaboration with community agencies to promote student success - Positive impact on profession (e.g. mentoring another teacher)	- Increased educator effectiveness - Improved results for students - Professional learning needs - Student Learning Needs - Improved content knowledge - Develop leadership capacity - Improved academic decisions - Advocate for students - Improved classroom environment - Promote collaboration with other educators - Better use of educational resources - Improved capacity to analyze and interpret data to promote student success - Improved capacity to assess student progress - Promote professional growth

Sample Professional Development Goals For Teachers



M Mark

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Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000

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 Case for Commitment to Teacher Growth Richard J. Stiggins, Daniel L. Duke, 1988-04-20 Most evaluations of teacher performance are brief superficial pro forma affairs involving a few moments of classroom observation every year or two followed by the completion of required evaluation forms Not surprisingly much of what has been written about teacher evaluation over the past decade reflects the dissatisfaction of teachers the frustration of administrators and the confusion of all parties as to the proper purposes for and methods of teacher evaluation In this long awaited book Richard J Stiggins and Daniel L Duke approach teacher evaluation from a positive perspective They present the results of three unique studies from over a three year period designed to uncover the inherent problems in current evaluation practices and find potential solutions to those problems Relying on ethnographic case study methodology Study One focuses on the procedures and concerns in the teacher evaluation systems of four school districts uncovering barriers to teacher growth Study Two also relies on case study methodology to highlight the keys to success for a few teachers who experienced significant professional growth as a result of a good quality evaluation event Study Three uses an instrument the Teacher Evaluation Profile to explore and analyze the evaluation experiences of over 400 teachers The result is a book that gives a clear insight into the important attributes of positive growth producing evaluation events Implications of these studies for future teacher evaluation programs in terms of research policy and practice are also included in this valuable resource book The topic is very timely The significance of this work is that the effort begins linking staff development participation to teacher evaluation

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 **JSL Vol 28-N2 JOURNAL OF SCHOOL LEADERSHIP,2018-03-06** The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement *Connecting Teachers, Students, and Standards: Strategies for Success in Diverse and Inclusive Classrooms* Deborah L. Voltz,Michele Jean Sims,Betty Nelson,2010-08-12 Creating and sustaining a classroom where every learner succeeds is a challenge for any teacher especially when the elements of diversity and inclusion are added to the mix How can teachers differentiate instruction in ways that help all students meet standards and develop lifelong learning skills The authors of *Connecting Teachers Students and Standards* provide a comprehensive framework for reaching and teaching English language learners students from culturally diverse backgrounds and students with disabilities In this book you ll learn how to Select the best instructional methods and materials for diverse learners Create classrooms that are welcoming practical and conducive to learning Develop classroom content that allows every student to achieve standards while meeting the individual needs of diverse learners Collaborate effectively with fellow teachers and education specialists Administer assessments that challenge and accommodate diverse learners The book includes helpful real world scenarios that provide tips for connecting with diverse students in the classroom communicating with their families and coordinating efforts with colleagues Packed with practical strategies for handling difficult issues this is a go to guide for any teacher facing the complexities of helping diverse learners flourish at school and beyond *A School Leader's Guide to VITAL Collaboration* Kevin Perks, Use this indispensable guide to elevate your leadership practices to improve your school s teaching and learning Designed to empower today s K 12 school leaders this book will help you develop and implement a robust systemwide approach to fostering structured and impactful Professional Learning Communities PLCs Grounded in extensive research the VITAL Visibly Improving Teaching and Learning Collaboration methodology offers school leaders a structured data driven framework for fostering collaborative inquiry to improve collective teacher efficacy It equips leaders with strategies to build transformational leadership capacity promote visible improvements in teaching practice and ensure that all PLC sessions collectively lead to meaningful growth

for both teachers and students By embedding feedback loops into collaborative routines and focusing on evidence driven inquiry this innovative approach ensures that every PLC session contributes to making teachers more effective ultimately improving student outcomes The text includes field tested strategies practical tools and guidance and actionable steps for implementation This guide is an essential companion to Kevin Perks s A Teacher s Guide to VITAL Collaboration Book Features Innovative Approach Introduces the VITAL methodology which pioneers a systematic way for school leaders to foster a culture of collaboration that leverages evidence of teacher practice and student learning within PLCs to help ensure improved outcomes for students Research Based Strategies Built on a solid foundation of school improvement science professional learning communities and evidence based leadership practices the VITAL framework offers actionable strategies that drive both teacher development and student achievement Practical Tools and Frameworks Provides a practical framework with abundant tools and resources for school leaders to develop and sustain structured PLCs fostering a culture of continuous improvement and instructional excellence Leadership Capacity Building Focuses on building transformational leadership capacity equipping school leaders with skills to effectively support and lead transformative professional development initiatives Comprehensive Resource Serves as an indispensable resource with clear steps for implementing systemwide changes that elevate teaching and learning outcomes across a school

Professional Development of Teachers Eric Hoyle, Jacquetta Megarry, 1980 *Toolkit for Mentor Practice* Patty J. Horn, Kristin Metler-Armijo, 2010-10-20 Field tested and evidence based this all in one resource combines data collection tools with a mentoring process that helps improve the confidence practices and effectiveness of new teachers

An Evaluation of the Public Schools of the District of Columbia National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee for the Five-Year (2009-2013) Summative Evaluation of the District of Columbia Public Schools, 2015-08-31 An Evaluation of the Public Schools of the District of Columbia is a comprehensive five year summative evaluation report for Phase Two of an initiative to evaluate the District of Columbia s public schools Consistent with the recommendations in the 2011 report A Plan for Evaluating the District of Columbia s Public Schools this new report describes changes in the public schools during the period from 2009 to 2013 An Evaluation of the Public Schools of the District of Columbia examines business practices human resources operations and human capital strategies academic plans and student achievement This report identifies what is working well seven years after legislation was enacted to give control of public schools to the mayor of the District of Columbia and which areas need additional attention

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