

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.		• 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.		• 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 Individual Growth Plan For Teachers

Ying Liu



Sample Individual Growth Plan For Teachers:

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

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

The Principal's Companion Pam Robbins, Harvey B. Alvy, 2003 This book adds extremely relevant knowledge and skills for innovative reformers and for more traditional leaders alike It provides a solid set of interesting and shrewd suggestions that can be used immediately by practising principals From the Foreword by Kent D Peterson Professor Department of Educational Administration University of Wisconsin Madison Despite the administrative leadership training that most principals receive in university courses their most useful learning doesn't occur until they are on the job And the new knowledge much of it the result of trial and error success and failure is gained in relative isolation simply because there is no one else at that responsibility level within the school Pam Robbins an educational consultant and Harvey B Alvy a practicing principal offer a well organized interactive manual for the role of principal They have worked with hundreds of schools educators and other organizations around the world collecting data that form the basis for The Principal's Companion This easy to read book combines the most helpful tried and true strategies with the most relevant leadership research and theory The authors discuss creative leadership and necessary skills the wide variety of roles played by principals how to create a

learning community personal and professional issues and much more Quotes from practicing principals are included throughout the book and readers are encouraged to jot down their own reflections about each chapter theme The Principal's Companion is a rare opportunity to collaborate with other principals an excellent professional resource that will be referred to again and again Ideal for practicing and aspiring principals it is also highly useful as a text for administration courses

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 **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

Andragogical and Pedagogical Methods for Curriculum and Program Development Wang, Viktor, Bryan, Valerie C., 2014-03-31 Today's ever changing learning environment is characterized by the fast pace of technology that drives our society to move forward and causes our knowledge to increase at an exponential rate The need for in depth research that is bound to generate new knowledge about curriculum and program development is becoming ever more relevant Andragogical and Pedagogical Methods for Curriculum and Program Development offers an in depth description of key terms and concepts related to curriculum and program development for both faculty and students as well as program designers instructional program developers trainers and librarians Forum, 1982 **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 Charting the Course for Leaders Sharon V. Kramer, 2021-04-23 This all encompassing anthology delivers clear steps that leaders can take throughout the PLC at Work process to turn their priority schools around Every key topic is considered and discussed from prioritizing time for collaboration to implementing effective coaching to aligning school and district goals Over the course of thirteen chapters readers will grow in their role as leaders and gain a clear vision of how to evolve their priority school into a thriving place of learning Discover how to effectively reframe accountability so everyone buys into the collective aspect of student learning Focus on creating and aligning SMART goals schoolwide at the collaborative team level and at the individual teacher level Get ideas for extending work for proficient students which can help boost a school's grade Provide targeted feedback and effectively moderate and liaise within your professional learning communities Implement a strong collaborative coaching system to support teacher development

Contents Introduction Sharon V Kramer Chapter 1 Leading School Improvement Work With Intention Karen Power Chapter 2 Building District Culture Karen Power Chapter 3 Employing High Level Strategies From the District Office Gerry Petersen Incorvaia Chapter 4 Building Collaborative and Passionately Agreed to SMART Goals Jack Baldermann Chapter 5 Aligning the Arrows for Continuous Improvement Planning With SMART Goals Kimberly Rodriguez Cano Chapter 6 Focusing on Collective Responsibility Joe Cuddemi Chapter 7 Leveraging Shared Leadership in the Priority School Robin Noble Chapter 8 Ensuring the District Guiding Coalition and School Learning Team Have Impact Gerry Petersen Incorvaia Chapter 9 Monitoring Productivity Instead of Activity Rebecca Nicolas Chapter 10 Providing Feedback on the Right Work Sarah Schuhl Chapter 11 Giving All Teachers the Coach They Deserve Michelle Marrillia Chapter 12 Challenging Proficient Students Michael Roberts Chapter 13 Taking the First Five Steps in High School Improvement Tamie Sanders

Supporting New Teachers Stefanie R. Sorbet, Patricia Kohler-Evans, Donna Wake, Kimberly Calhoon, 2023-11-02 Supporting New Teachers Insight for Principals and Others to Help New Teachers in Their Initial Years provides a framework for critical components every new teacher needs to be successful and feel supported in their first year of teaching It also serves as a guide for administrators to ensure their new teachers are equipped with the tools needed to be successful Based on interviews with new teachers the authors offer recommendations for which resources and activities novices felt were needed to successfully navigate their first year of employment Their suggestions emphasized the need to create new teacher induction activities and mentoring programs that are based on the specific needs of novice teachers versus veteran 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 *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 [OECD Reviews of Evaluation and Assessment in Education Teacher Evaluation in Chile 2013](#) Santiago Paulo, Benavides Francisco, Danielson Charlotte, Goe Laura, Nusche Deborah, 2013-11-08 This book provides from an international perspective an independent analysis of major issues facing teacher evaluation current policy initiatives and possible future approaches in Chile **Resources in Education**, 1999-04 *Mentoring as Collaboration* Mary Ann

Blank, Cheryl A. Kershaw, 2008-07-08 This is the book for administrators who want to retain their novice teachers and strengthen their pedagogical abilities to ensure student success Blank and Kershaw provide the complete guide to planning initiating managing and solving the dilemmas associated with mentoring Dave F Brown Coauthor What Every Middle School Teacher Should Know Blank and Kershaw have put together a handbook that should be on the desktop of anyone managing an induction program preparing mentors or serving in a mentoring role themselves Kenneth R Howey Research Professor University of Cincinnati Transform intermittent one on one teacher mentoring into systematic school based new teacher support High quality mentoring can have a direct positive impact on instructional and student success when school based teams of administrators and teacher leaders work together to promote shared ownership for new teacher success Mentoring as Collaboration shows school and district leaders how to develop a collaborative team based mentoring program that helps retain new teachers improve student achievement and boost school performance Mary Ann Blank and Cheryl A Kershaw present a practical field tested model that clearly defines roles expectations and experiences for new teachers mentors and school leaders and builds on the research on effective teaching leadership and organizational development Administrators and teacher leaders in any school or district can use this comprehensive how to guide to Develop assess and sustain mentoring programs Attract and retain talented teachers Develop teacher leaders Create energized learning communities With step by step guidelines and real world scenarios this resource provides all the structures policies and practices that school and district leaders need to establish a systematic mentoring program to help beginning teachers develop confidence competence and professional skills

Collaborative Approaches to Professional Learning and Reflection Carole Cooper, 1996 *Teacher Retention* India Podsen, 2013-11-20 This book is for you if you are challenged by the number of teacher vacancies at the start of your school year finding that your most promising teachers are resigning before they complete their first few years on the job or no longer willing to accept that your veteran teachers are just marking time until their retirement Best selling author India Podsen shows you how to uncover and analyze retention risks at your school implement induction programs to help novices master the realities of full time teaching engage your experienced teachers in the retention process and apply the Professional Educator Career Framework consisting of Four Career Stages teacher inductee teacher specialist teacher leader and teacher steward This book provides school leaders with practical suggestions and easy to use tools such as checklists and action plans sample meeting programs and agendas evaluation templates benchmarks and standards and all designed to help you deal successfully with teacher shortages and related problems

Educational Leadership for Organisational Learning and Improved Student Outcomes William Mulford, Halia Silins, Kenneth A. Leithwood, 2006-04-11 The change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question challenge and debate teaching and learning issues How to

achieve such learning communities is far from clear but we believe the areas of problem based learning PBL and organizational learning OL offer valuable clues The indications are that the successful educational restructuring agenda depends on teams of leaders whole staffs and school personnel working together i e OL linking evidence and practice in genuine collaboration i e PBL The book is unique in that it is both about and uses these two concepts **International Handbook of Research in Professional and Practice-based Learning** Stephen Billett,Christian Harteis,Hans Gruber,2014-07-15 The International Handbook of Research in Professional and Practice based Learning discusses what constitutes professionalism examines the concepts and practices of professional and practice based learning including associated research traditions and educational provisions It also explores professional learning in institutions of higher and vocational education as well the practice settings where professionals work and learn focusing on both initial and ongoing development and how that learning is assessed The Handbook features research from expert contributors in education studies of the professions and accounts of research methodologies from a range of informing disciplines It is organized in two parts The first part sets out conceptions of professionalism at work how professions work and learning can be understood and examines the kinds of institutional practices organized for developing occupational capacities The second part focuses on procedural issues associated with learning for and through professional practice and how assessment of professional capacities might progress The key premise of this Handbook is that during both initial and ongoing professional development individual learning processes are influenced and shaped through their professional environment and practices Moreover in turn the practice and processes of learning through practice are shaped by their development all of which are required to be understood through a range of research orientations methods and findings This Handbook will appeal to academics working in fields of professional practice including those who are concerned about developing these capacities in their students In addition students and research students will also find this Handbook a key reference resource to the field **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

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