

# Professional Development Plan Example

School Year: 2014-2015

Years of Experience: \_\_\_\_\_

Professional Status:  Probationary  Tenured  Tenured Summative Cycle

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position/Subject Area

\_\_\_\_\_  
School

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Position/Subject Area

\_\_\_\_\_  
School

A. Goals	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) To Be Addressed
	<b>Goal One:</b> <i>Increase student achievement</i> 5. Eliminate achievement gaps		1.2 Cognitively engaging students in subject—deep thinking
	Individual Teacher PD Goal(s)		
	<b><i>Study what “rigor” means and apply that knowledge so students can be engaged in rigorous and relevant learning activities at least 90% of the lesson time.</i></b>		

<b>B. Teacher’s Strategies</b>	Sequence of PD activities (at least 3) that are aligned to PD Goals <i>Include Timeline. Describe (a) collaboration (who, what, when)? Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.</i>
	Rigor is <i>quality instruction</i> that requires students to “construct meaning and impose structure on situations rather than expect to find them already apparent” – <i>Laura Resinick (author of Education and Learning to Think)</i> <ul style="list-style-type: none"> <li>• By October 15, I will use electronic research sources to better understand the indicators of rigor within learning. I will compile a list of look fors, a list of examples/non-examples of rigorous learning and a list of instructional strategies that support rigorous thinking. I will be prepared to share my list (and information sources) with colleagues as well as attach it as an artifact of this plan.</li> <li>• By October 20, I will revamp my lesson planning to use a template that helps me organize and use a variety of instructional strategies that require students to “construct meaning and impose structure on situations” rather than that being typically provided to them by me. I will collaborate with my instructional coach and/or department about the template format. It will also be attached as an artifact of this plan and will be accessible in my daily plans on an ongoing basis.</li> <li>• By November 30, I will arrange for an instructional coach or administrator to observe at least two different lessons and provide me feedback about the amount of time that students are engaged in rigorous thinking/learning each time. My goal is to learn to reach 90% rigorous learning each class period.</li> <li>• Ongoing: I will continue to use the lesson planning template.</li> </ul>

	<ul style="list-style-type: none"> <li>By March 1, I will videotape myself at least three additional times in order to review my lessons and time myself for rigorous learning time. My goal will be to maintain reaching 90% of each class period engaged in rigorous learning.</li> </ul>
	<b>Data Used to Determine Need</b> <i>For example: previous year summative reports, observation data, student survey, self-assessment</i>
	Previous year summative reports showed that my students did not grow 1.0 years in IRL and my MAP scores showed that less than 50% of my students reached proficient or advanced levels. My subgroup scores also showed that I wasn't able to close learning gaps effectively.

<b>B. Teacher's Strategies (con't)</b>	<b>Research Base Justifying PD Activities:</b> <i>Provide justification that these PD activities have a research base suggesting they will affect student performance.</i>
	John Hattie— <i>Visible Learning</i> . This book reviews research using meta-analysis methods and shows the importance of making learning “visible” through elements of rigor and relevance using complex thinking.
	<b>Prior Related PD:</b> <i>Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture.</i>
	Years ago, I had some training about the rigor and relevance framework from Bill Daggett. I need to relook at current information related to this topic as written in this plan.

Pre-implementation Approval:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Plan:  Individual       Monitored       Directed