Professional Development Plan

Teacher: **Pam Boatright**   **School Year:** **2014-2015**   **Years of Experience:** **18**

School: **Truman**   **Subject Area:** **English**   **Grade:** **9-12**

Professional Status: **Probationary (P)** [ ]   **Tenured (T)** [X]   **Tenured Under Evaluation (TE)** [ ]

Mentor: _____   **Subject Area:** _____   **School:** _____

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
	Goal #1 – Increase student achievement and performance	**As a result of an increased focus on the elements of high quality instruction and data analysis in all content areas, Truman will demonstrate a 15 % increase in the English II assessment scores in the spring of 2015 as compared to the spring of 2014.**	1.2 Cognitively engaging students in subject – deep thinking. 4.1 – Uses instructional strategies leading to student problem-solving and critical thinking. 7.4 – Monitors effect of instruction on individuals and class learning.

Goals

Individual Teacher PD Goal(s)

I will increase the percentage of students who master all objectives in my freshmen language arts courses from 77% to 95% by May 2015 by using formative assessments as a way to measure student progress, build student confidence, engage students more effectively, and provide the necessary supports to various students based on their specific needs as shown by data.

This section aligns with Element 1 on the Professional Development Plan Scoring Rubric.

B.	Sequence of PD Activities that are Aligned to PD Goals
	Include at least 3 PD activities aligned to PD goals. Include timeline. Describe (a) collaboration (who, where, when). Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.

	Timeline:
Teacher's Strategies	1. **Data Checks after each summative assessment:** After the completion of each summative assessment and district assessment, we will study the data –After studying the data, we will determine which students are likely to master the objectives on their own, which ones will master them with some additional support, and which ones may have missed some steps in previous units that they need to spend more time focusing on. After sorting students, we will then develop the strategies for the next unit that will be most beneficial to each group to help them meet the objectives. Each student will also track his/her data and set individual goals between each assessment. 2. **Learning walks and observations -** At least twice a quarter I will conduct a classroom visit with a colleague to observe highly effective instructional strategies. After each observation, we will receive written feedback in an email, and then have a face-to-face discussion with the department chairs during planning time within the week. The district and the building administrator for language arts will also be observing my classroom to see how I incorporate the formative assessment process and engaging instructional strategies into my daily instruction. At the beginning of the year, the high school language arts team will develop specific look-fors concerning formative assessment that each teacher will be expected to do throughout the year. The observations by the TLC and my colleagues will focus only on those specific look-fors. 3. **Differentiated instruction –** During each professional development day, I will participate in workshops which focus on differentiated instructional strategies. I will take strategies from each of these workshops and apply them in my classroom using video and walk through data to evaluate the effectiveness of the implementation. The key components are (1) providing feedback, (2) focusing on the individual learning strategies tailored to student learning processes and (3) evaluating often and frequently for effectiveness. **(A) Collaboration** - The department will meet on Oct 13, November 3, January 6, February 17 and March 16 with our building departments and during cross district collaboration. The ELA department at Truman will also meet at least twice a month. **(B) Student Engagement -** The opportunities for collaboration and discussing the various formative assessment strategies we can use, as well as strategies to increase learning opportunities and activities, will increase student engagement in the classroom. Also, I will be able to use the conversations with Dr. Morton during our observation feedback sessions to determine if I am increasing student engagement. **(C) Differentiation** – If I truly use formative assessments to provide opportunities to make instructional decisions, I should be able to differentiate students in a quicker manner. It will also give me the ability to make changes based on how students are performing as a class, a small group, or on an individual basis. I will also use STAR diagnostic tools to address deficiencies in learning. **(D) Family or community involvement** – During parent teacher conferences, I will provide parents information on how their students are progressing through the standards on the district assessments, formative assessments and summative assessments. For parents who do not attend, I will send the information home with the student. For all students who are perform at 60% or below, I will make a parent contact .
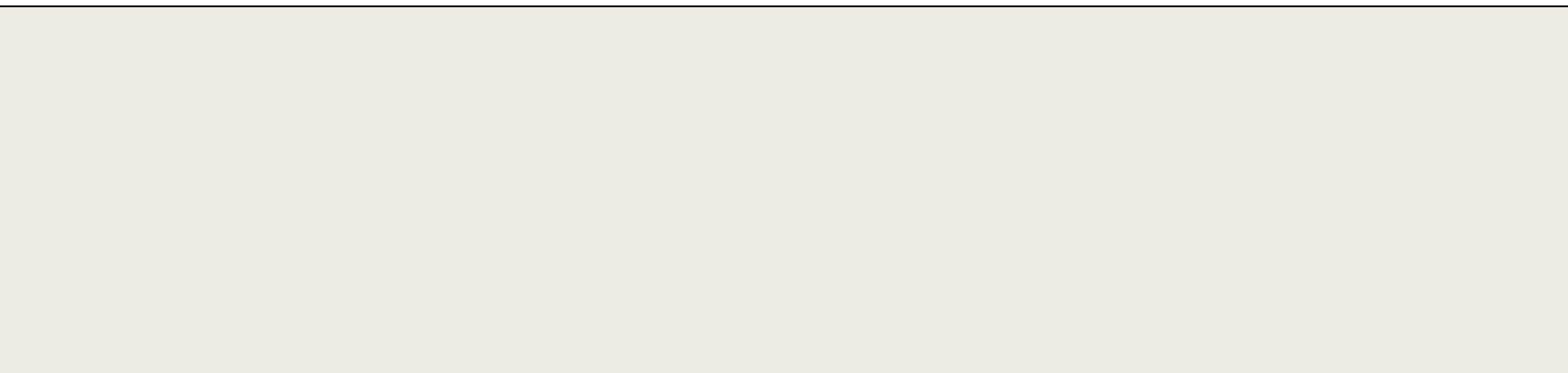
Data Used to Determine Need

Provide examples, such as the previous year's Summative Report, observation data, student survey results, self-assessment, etc.

In the first year of implementing a common assessment system, we found only 56% of students performed proficient or advanced on the EOC. When we looked at the IBD, we noticed ELA students who were in the bottom two tiers had reading levels below gradelevel, could not using critical thinking skills to create a contructive paragraph and lacked vocabulary application. I want to help raise the percentage rate of freshmen and sophomore EOC's up to where the rest of grades are. I believe that will happen as I have students engaged in learning activities more often, and also continually assess students to determine where I need to go in my instruction.

Research Base for PD Activities (Indicator 8.2)

Explain the connection between cited research and PD activities that will affect student performance.

Formative assessments go beyond common assessments, intermediate assessments, and other assessments in furthering student learning and performance (Dylan Wiliam, 2007). The next step for us as a department in making sure we are assessing for learning is to use daily informal and formal assessments throughout units to know where students are and the areas where we need to focus. By using assessment as a major part of our learning strategies, we feel that we will increase student confidence and student mastery. It also will provide us the opportunity to provide constructive and specific feedback to students and their parents so that there is a complete learning community in each classroom (Rick Stiggins, Jan Chappuis, 2006).

Prior Related PD (Indicator 8.2)

*Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture. **This is not required for a first-year teacher.***

Over the last two years, I have participated in Readers Writers Workshop as one way to engage students with differentiated instruction. For the last three years, we have also focused on integrating critical thinking skills

In the 2013-2014 school year we starting evaluating data not only as an instructional tool, but also with our students. This process has helped me to involve students in the learning process and help students to own their learning. It has also helped me to evaluate my current instructional practices and adjust my instruction to meet all students where they are and not teach to the middle.

This section aligns with Elements 2 through 8 and 10 on the Professional Development Plan Scoring Rubric.

REFERENCE NOTE FOR #6: *Family involvement* can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child's learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might "help" in ways that cause confusion and/or tension. *Community involvement* can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.

Pre-Implementation Approval:

Teacher's Signature: _____   Mentor's Signature: _____   Administrator's Signature: _____

Date: _____   Date: _____   Date: _____

Plan: ☐ **Individual**   ☐ **Monitored**   ☐ **Directed**

Professional Development Plan – Mid-Year Review to be completed by (date) _____

Teacher: _____   **School Year:** _____

C.	Data-driven Evidence of Progress Toward Specific Goals (Indicator 8.1)
Data-driven Evidence of Progress	*Provide explicit evidence of how the PD activities affected your teaching practice (observation data) or student performance (assessment data).*
	This section aligns with Element 9 on the Professional Development Plan Scoring Rubric.

D.	Teacher's Comments	Mentor's Comments	Administrator's Comments
Narrative			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

Professional Development Plan – End-of-Year Review to be completed by (date) _____

Teacher: _____   **School Year:** _____

E. Data-driven Evidence of Progress	Data-driven Evidence of Progress Toward Specific Goals to be Addressed/Enhanced (Indicator 8.1)
	Provide explicit evidence of how the PD activities affected your teaching practice (observation data) or student performance (assessment data).
	This section aligns with Element 9 on the Professional Development Plan Scoring Rubric.

F.	Goal 1 was successfully completed	YES	NO	Goal 2 was successfully completed	YES	NO
	Goal 3 was successfully completed	YES	NO	Goal 4 was successfully completed	YES	NO

G. Narrative	Teacher's Comments	Mentor's Comments	Administrator's Comments
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

Additional Comments if Needed: