# Professional Development Plan

**Teacher:** **Mrs. Smith**  **School Year:** **2014-2015**  **Years of Experience:** **8**

**School:** **Indep Elementary**  **Subject Area:** **Mathematics**  **Grade:** **3**

**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 |
|---|---|---|---|
| **Goals** | **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, Indep Elementary will increase student performance in Mathematics by 3% as measured on the school's MSIP Scorecard.** | 1.2 Cognitively engaging students in subject – deep thinking.<br>4.1 – Uses instructional strategies leading to student problem-solving and critical thinking.<br>7.4 – Monitors effect of instruction on individuals and class learning. |

**Individual Teacher PD Goal(s)**

**I will increase the percentage of students mastering grade-level learning targets within my class from 78% to 95% by May 2015. Formative assessments will be utilized to measure student progress, develop student performance goals, engage students through self-monitoring and performance goal setting. Assessment results will be used to identify, select and implement instructional strategies to support specific student needs identified through 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.*

| | |
|---|---|
| **Teacher's Strategies** | **Timeline:**<br>1. **Data Reflection Following Assessments:** Unit assessments will be utilized for pre- and post-assessments. Following the completion of each assessment, data will be reviewed to determine areas of weakness in student learning. During review of the data, students will be identified as: 1. having already secured the learning target, 2. likely to master the objectives through typical instruction 3. will master objectives with additional support, 4. will need support developing pre-requisite skills that may be absent. Following the completion of determining student needs, instructional strategies will be identified and implemented to target the need of each student group. Individual students will also track his/her data and set individual goals between each assessment.<br>2. **Differentiated Instruction –** Throughout the school year, I will participate in building-based and district-based professional development activities focused on differentiated instruction and strategies. In addition, I will participate in the data-team process with my grade-level team through support of the Kansas City Regional Professional Development Center. Specific areas of focus in my work with differentiated instruction will include: 1. Providing students frequent feedback, 2. Identifying and implementing instructional strategies to target student need, 3. Reflective evaluation of instruction through student assessment results.<br>3. **Learning Walks and Observations –** I will conduct classroom observations quarterly to observe the use of highly effective instructional strategies in practice. In addition to my own observation, I will request a grade-level colleague and our instructional coach to observe in my classroom on a quarterly basis. Reflection and feedback will be provided upon the completion of each observation.<br><br>(A) **Collaboration** - Collaboration to support my Professional Development Plan will occur within our grade-level at a minimum of a bi-weekly basis. Additional collaborative support will occur through weekly building collab meetings, monthly meetings with our KCRPDC facilitator and identified district-level PD days as determined by our school calendar.<br>(B) **Student Engagement –** I will utilize student tracking and student goal setting to increase student engagement in class. Students will actively participate in the reflection and the tracking of their individual performance. Student engagement will be an area of observation during peer observations within my classroom.<br>(C) **Differentiation** – Formal and informal assessment results will be utilized to determine areas of student weakness and in the selection and implementation of instructional strategies to target student needs. The use of student data will support differentiation efforts and the meeting of individual student need.<br>(D) **Family or community involvement** – Consistent communication will occur with parents to identify student learning targets and to share student performance on each learning target. Students will support the communication effort by reporting individual goals and progress toward attainment of goals. |
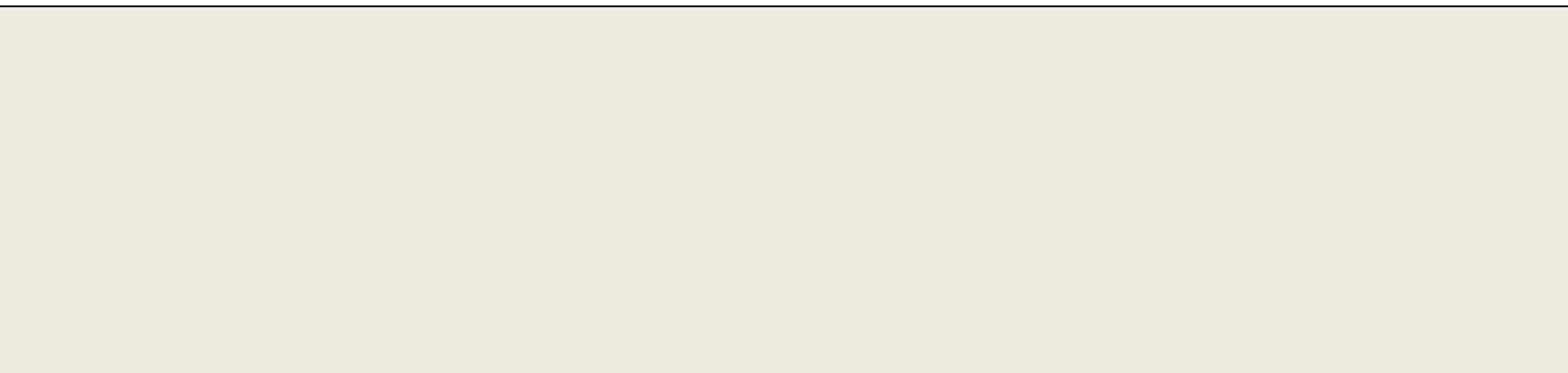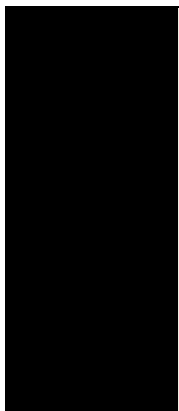
## Data Used to Determine Need

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

Review of the Spring 2014 MAP data indicated that 78% of students within my classroom preformed at the Advanced and Proficient level as measured on the content area of Mathematics.  This data was commensurate with district and classroom data that I collected throughout the 2013-2014 school year.  MAP, STAR Math, Math In Focus Unit Assessments,  and informal classroom assessments will continue to be utilize to support the assessment of student learning.

## 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). Through the participation in PD activities that support the use of differentiating instruction based upon student data, student needs will be better identified and supported through instruction.  By using assessment as a major part of my learning strategies, I feel that I can increase student confidence and student mastery. It also will provide me 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 training and professional development within the Workshop model as a tool to engage students with differentiated instruction.  This past school year I have also participated in specific training within Math In Focus to build a better understanding the use of our curriculum resource within my classroom.

During the 2013-2014 school year, I began the use of classroom tracking of student data with my students to support the goal of increased student achievement.   This process has helped me to involve students in the learning process and help students to own their learning.   It has also helped me evaluate my current instructional practices and adjust my instruction to meet all students where they are and not teach to the middle.  My prior PD experiences will now support me taking the next steps toward more student ownership.

*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 | Data-driven Evidence of Progress Toward Specific Goals (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.* |

| D. Narrative | Teacher's Comments | Mentor's Comments | Administrator's Comments |
|---|---|---|---|
| | | | |
| | Teacher's Signature: _____ <br><br> Date: _____ | Mentor's Signature: _____ <br><br> Date: _____ | Administrator's Signature: _____ <br><br> Date: _____ |

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

**Teacher:** _____  **School Year:** _____

| E.<br><br>**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.<br><br>**Narrative** | **Teacher's Comments** | **Mentor's Comments** | **Administrator's Comments** |
|---|---|---|---|
| | | | |
| | Teacher's Signature: _____<br><br>Date: _____ | Mentor's Signature: _____<br><br>Date: _____ | Administrator's Signature: _____<br><br>Date: _____ |

**Additional Comments if Needed:**