

# Example: COMPLETED PROFESSIONAL DEVELOPMENT PLAN

Note: Standards and Elements in blue are automatically placed by the software.

School Year: 2017 - 2018 \_\_\_\_\_ Year: 1  2  3  4  Career Status

Lateral Entry: 1  2  3

Name: \_\_\_\_\_ Position/Subject Area: Teacher \_\_\_\_\_

School: \_\_\_\_\_

Mentor: \_\_\_\_\_ Position/Subject Area: Principal \_\_\_\_\_

(Required in the first three years for all beginning teachers)

District: \_\_\_\_\_

## Professional Teaching Standards

<p>Professional Teaching Standards</p> <ol style="list-style-type: none"> <li>1. TEACHERS DEMONSTRATE LEADERSHIP</li> <li>2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</li> <li>3. TEACHERS KNOW THE CONTENT THEY TEACH</li> <li>4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS</li> <li>5. TEACHERS REFLECT ON THEIR PRACTICES</li> </ol>	<p>STANDARD(S) TO BE ADDRESSED: 4</p> <p>ELEMENT(S) TO BE ADDRESSED: 1.A. Teachers lead in their classrooms. 4.A. Teachers know the ways in which learning takes place, and they know appropriate levels of intellectual, physical, social, and emotional development of their students. 4.B. Teachers plan instruction appropriate for their students. 4.G. Teachers communicate effectively.</p>
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## Teacher's Strategies

GOALS FOR ELEMENTS	ACTIVITIES/ACTIONS	EXPECTED OUTCOMES AND EVIDENCE OF COMPLETION	RESOURCES NEEDED	TIMELINE
<p>GOAL 1: Standard 1, Element A: Teachers lead in their classrooms: Establishing and maintaining a safe and orderly classroom. It is expected that you will establish routines and systems that students can easily follow in order to maximize time on task and spend less time transitioning between activities.</p>	<ol style="list-style-type: none"> <li>1. During team planning time, discuss with colleagues how their classroom procedures are defined and implemented.</li> <li>2. Clearly post behavioral expectations for students. Consider having students participate in the development of these classroom rules.</li> <li>3. Set and outline the expectations for student behaviors prior to transitioning between learning activities.</li> <li>4. Build in time for students to practice the daily routines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maximized time on task and less time spent refocusing students' attention on the next learning activity.</li> <li>2. Clearly posted behavioral expectations that are limited to 3 to 5 rules that are congruent with the school-wide expectations for student behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Release time for you to observe colleagues that have clearly established routines and procedures.</li> <li>2. Provide a timer to assist students with staying on task during learning activities and transitional activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Release time prior to the end of first quarter.</li> <li>2. Clearly establish rules by the end of the first week of school.</li> </ol>
<p>GOAL 2: Standard 4, Element A: Teachers know the way in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their schools. Design instructional activities that incorporate differentiated instruction. Be able to adapt to instruction to meet the needs of individual learners, providing all students with the appropriate level of challenge and supports to help them reach learning goals.</p>	<ol style="list-style-type: none"> <li>1. Bi-monthly meetings with PCL team focused on building in differentiation into unit and lesson plans, instructional activities and assessments.</li> <li>2. Provide students opportunities to build on their strengths by developing learning contracts or engaging in personal academic goal setting that allows them to demonstrate knowledge and skill through a variety of methods.</li> <li>3. Give students choices and encouragement to pursue projects that interest them as a part of regular classwork. Provide students who are ready for more challenge with opportunities to tackle independent research projects.</li> <li>4. Strategically group students effectively for different learning activities. Avoid homogeneous grouping unless appropriate. Help all students find a way to contribute to the group's success.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student's assessments will take into account levels of complexity, abstractness, and open-endedness. Students will experience, over time an increase in performance and willingness to perform more complex tasks.</li> <li>2. There is a higher level of on-task behavior during small and large group learning activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend a district or local workshop on differentiated instruction.</li> <li>2. Plan with a grade-level team focused on differentiated learning activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend a local or district sponsored workshop on differentiation prior to the end of the first quarter, if available.</li> <li>2. Will provide examples of lesson plans once per month that reflect the objective of the goal.</li> </ol>

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

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

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

Plan: Individual  Monitored  Directed