

Professional Development Planner

TEACHER: _____ SCHOOL YEAR: _____

READY: Use the following questions to reflect and guide your goal setting

- ☐ What do I want to achieve this school year? *To help every student reach their learning goals and master the standards set by the state each year, be a model teacher*
- ☐ What are my strengths? Weaknesses? *Strengths: Analyzing data, curriculum planning
Weaknesses: Differentiating instruction, individual skill delivery, keeping students engaged*
- ☐ What do I want my students to achieve? *The state standards, pass state testing, 21st century skills*
- ☐ What do I want to learn more about? *More effective ways to teach reading, how to keep students better engaged in learning*
- ☐ What are the needs of my students? *Differentiated instruction, reading strategy instruction to increase comprehension scores, strategies to write constructed responses in reading*
- ☐ In what ways do I need to better align my professional development with any district initiatives? *The district is using the Science of Reading. My goal is related to comprehension which is a part of the Science of Reading.*

SET: SMART goal setting

SPECIFIC	What do you want to achieve?	<i>Use the 4-step mini-lesson process to deliver reading comprehension instruction that results in mastery of reading comprehension skills.</i>
MEASURABLE	How will you know when you've achieved your goal?	<i>The goal will be achieved when I have applied this best practice in reading instruction through lesson planning and delivery with 80% mastery.</i>
ATTAINABLE	Is your goal realistic and within your reach?	<i>The goal is achievable with the resources and time available during prep periods, team planning, & early release/ delay starts.</i>
RELEVANT	What makes this goal appropriate for students? Yourself?	<i>The graded-release model used in the 4-step mini-lesson will help keep students engaged throughout the whole lesson, which in turn, means student achievement. The skills taught are rooted in grade-level standards.</i>
TIME-BOUND	When do you want to achieve this goal?	<i>Because this is a teaching practice that is appropriate across the board and there is ample time for practice, the goal can be achieved by the end of the school year.</i>

Use your responses to build a SMART goal below:

I will intentionally plan and deliver 4-step mini-lessons during whole-class comprehension instruction in order to demonstrate 80% mastery of this best practice by the end of the school year.

Teaching Professional Development Plan Professional Practice

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Teaching Professional Development Plan Professional Practice:

Enhancing Professional Practice Charlotte Danielson, 2007-02-08 Describes a framework for teaching based on the PRAXIS III criteria which identifies those aspects of a teacher's responsibilities that promote improved student learning exploring twenty two components grouped into the four domains of planning and preparation classroom environment instruction and professional responsibilities

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

Teacher's Professional Development Sabine Krolak-Schwerdt, Sabine Glock, Matthias Böhmer, 2014-04-03 A central aspect of teachers professional knowledge and competence is the ability to assess students achievements adequately Giving grades and marks is one prototypical task in this context Besides giving grades assessments for school placements or tracking decisions belong to these tasks Relevant students characteristics which influence teachers assessments do not only involve academic achievement but also students responses to different task demands as well as non academic characteristics such as learning motivation or school anxiety Closely associated with the investigation of teachers assessment competences and more specifically the investigation of conditions associated with high quality of assessments is the development and evaluation of teacher training programs to improve professional competences In recent years there has been considerable progress in the domain of professional teacher training however only a very limited number of studies are dedicated to the question to what extent training programs might offer valuable approaches to improve the quality of assessments and to implement high assessment competences Another important field which is closely related to teachers competences concerns the question how teachers professional development is linked to students learning and learning outcomes In recent years the societal demand for evidence that teachers professional development will result in improved student learning outcomes is increasing This volume brings together questions on assessment training and learning in the professional development of teachers which have not been fully discussed yet The identification of these research gaps was the reason for dedicating a series of lectures given at the University of Luxembourg 2012 to the topic of professionalization of teachers in these domains Therefore this book contains contributions from outstanding international scholars in different academic disciplines to present ideas about open research questions concerning the domains of assessment training and learning in the professional development of teachers

Teacher Evaluation to Enhance Professional Practice Charlotte Danielson, Thomas L. McGreal, 2000-07-15 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

10 Models of Teacher Evaluation David Silverberg, Linda Jungwirth, 2014-02-04 For the first time school districts around the country are being required to adopt formal accountability measures to assess

teacher effectiveness In a radical shift teacher quality will be based on outputs student achievement teacher observations rather than inputs years of service degrees attained This change in school culture and practice is an attempt to improve everything from individual student learning to national economic competitiveness It also requires that administrators implement new and rigorous teacher evaluation programs that align with state and federal guidelines Busy administrators lack the training and experience necessary to quickly and efficiently craft a teacher evaluation system that successfully meets the needs of their district Questions like What is the best program for my district or How do I get the teachers on board are being asked by school leaders across the country This book provides real world answers by highlighting 10 diverse model programs from around the country

Resources for Assessment, 2003 Includes tools for gathering performance data strategies for both formative and summative assessment rubrics guidelines and a road map to NCATE accreditation of advanced programs for technology leaders and facilitators

Designing Services and Programs for High-Ability Learners Rebecca D. Eckert, Jennifer H. Robins, 2016-08-29 The updated comprehensive guide to developing or enhancing gifted programming With new perspectives based on recent research and the updated National Association for Gifted Children Programming Standards this second edition of Designing Services and Programs for High Ability Learners provides educators with the comprehensive practical advice they need to support today's gifted learners Written by leading experts each chapter focuses on a key feature of high quality gifted programs and takes into account current educational trends such as the Focus on diversity to ensure underrepresented populations are screened for gifted education Collaboration with special education to ensure students with disabilities have access to programming Use of technology Development of local policies to support gifted education

Academic Language Literacy Marjorie C. Ringler, 2015-06-09 Marjorie C Ringler describes a professional development framework to teach principals and teachers the value of Academic Language Literacy ALL as the key to academic success Typically mainstream classroom teachers and principals do not purchase books solely on academic language literacy because they see this as the domain of the ESL teacher Academic Language Literacy Developing Instructional Leadership Skills for Principals and Teachers infuses this knowledge through a three pronged approach content context and process to effective professional development This book addresses educators who are looking for a research based approach to improving academic success for students who come to school language deficient and deficient in the background knowledge necessary for success in school An innovative approach to improving instruction illustrates that all teachers are language teachers if the language being taught is that of their content Practical examples are included for instructional leaders to use when planning implementing and evaluating professional development Teachers also get practical examples for integrating academic language literacy in all content areas Strategies include both teaching and learning methods that promote academic language awareness and student centered approaches

Teacher Education Daniela Worek, Christian Kraler, 2021 In 1999 the year when the Bologna declaration was signed the foundation of the

European Network of Teacher Education Policies ENTEP was proposed by the Portuguese Minister of Education to his Colleagues in the European Union Member States Teacher Education The Bologna Process and the Future of Teaching reflects current challenges of Teacher Education in Europe based upon these 20 years of development The Bologna process has become a crucial reference point for the modernization in higher education institutions ENTEP as European network of policy makers and researchers has been working along these lines and has always sought to bring to fruition its vision for a European Higher Education Area EHEA where Teacher Education has a special place in the European landscape In this volume ENTEP members from different countries cover fundamental questions of teacher education in the European Higher Education Area They discuss crucial aspects like fundamentals Initial Teacher Education lifelong learning evaluation policy making research and efforts to build bridges into the future Thus the book might serve as a starting point for discussions about future roles of teachers in Europe on different levels towards a European development of teacher professionalism

Teaching on Target Daniel C. Elliott, 2005-03-17 Hit the target of excellence and empower yourself to be a truly effective teacher Aspiring new and veteran teachers will appreciate this strong collection of the best teaching practices for effectively reaching learners at all levels Tied to the National Board for Professional Teaching Standards this easy to use guide targets comprehensive and trustworthy resources that emphasize the essentials of good teaching Filled with handy resources and ideas for every teaching situation Elliott's book also exemplifies how best to combine strategies into your personal blended model Elliott applies a four step framework to each teaching model and strategy to ease implementation in the classroom Plan Outlines the stages and crucial elements of the model in action Structure Describes student and teacher roles and relationships Teacher Learner Interaction Demonstrates how the teacher can effectively work with learners Outcomes Describes how both instructional and nurturing outcomes are achieved by leading learners in certain directions Teaching on Target is the guide for today's creative teachers empowering them to apply these components artfully to achieve maximum learning outcomes while becoming the most effective instructor of the classrooms in which they serve

Resources in Education, 2001-10 **Targets for Teachers** Judy K. Werder Sargent, Ann E. Smejkal, 2000 **A New Teacher's Guide to Best Practices** Yvonne S. Gentzler, 2015-09-22 New teachers begin their careers with great enthusiasm and purpose but often face many challenges in their first years of teaching A New Teacher's Guide to Best Practices supports new teachers with guidelines for applying best teaching practices to improve their professional effectiveness Organized around the Interstate New Teacher Assessment and Support Consortium INTASC standards this reflective workbook is full of best practice tools and strategies Each chapter focuses on a different teaching challenge practical problems that teachers face daily and offers research based solutions along with teacher tips and student perspectives from across the country An invaluable resource for new teachers to use at their own pace or for staff developers presenting teacher induction workshops this richly detailed text invites new teachers to Record their present beliefs Outline their aspirations Define their goals and

objectives Set a course of action to reach those goals and objectives Enter into dialogue with colleagues and mentors for continued professional growth Through planning self reflection and dialogue new teachers can enrich their teaching experience expand their personal and professional goals for success and shape the way they view their practice and profession *Improving Schools and Educational Systems* Alma Harris, Janet Hageman Chrispeels, 2006-04-18 School improvement has become a dominant feature of educational reform in many countries The pressure upon schools to improve performance has resulted in a wide range of improvement programmes and initiatives which can provide both inspiration and advice to everyone involved in school improvement This book draws together the most effective school improvement projects from around the world in one comprehensive text including detailed comparative analysis of a wide variety of initiatives Drawing on examples from the UK the USA Canada South Africa and Australia this book gives both an international snapshot and a coherent synthesis of initiatives that have given achievable results International Summit on the Teaching Profession Teachers for the 21st Century Using Evaluation to Improve Teaching OECD, 2013-04-15 This book discusses how teacher quality is defined and what standards are set and by whom what systems are in place for teacher evaluation and how evaluations are conducted and how teacher evaluation contributes to school improvement and teacher self efficacy

Advances in Human Factors in Training, Education, and Learning Sciences Waldemar Karwowski, Tareq Ahram, Salman Nazir, 2019-06-01 This book focuses on the importance of human factors in optimizing the learning and training process It reports on the latest research and best practices and discusses key principles of behavioral and cognitive science which are extremely relevant to the design of instructional content and new technologies to support mobile and multimedia learning virtual training and web based learning among others as well as performance measurements social and adaptive learning and many other types of educational technologies with a special emphasis on those important in the corporate higher education and military training contexts Based on the AHFE 2019 Conference on Human Factors in Training Education and Learning Sciences held on July 24 28 2019 in Washington D C USA the book offers a timely perspective on the role of human factors in education It highlights important new ideas and will foster new discussions on how to optimally design learning experiences

Continuing Professional Development Auldeen Alsop, 2008-04-15 Therapists must increase their understanding of Continuing Professional Development CPD to maintain and improve competence Every practitioner will need to take steps to maintain and demonstrate continued competence under the provisions of the new Health Act 1999 This book considers current policy on CPD and discusses the theoretical basis for maintaining competence and for adult learning Primarily however it provides practical guidance on how to develop a strategy for professional and career development and on portfolio preparation that shows evidence of professional updating and CPD Many examples are given of activities in the areas of clinical work management education and research that can be used for CPD The development and use of learning skills such as reflection and critical evaluation is considered central to the process Written specifically with the therapist in mind this

book will provide invaluable practical advice to occupational therapists physiotherapists radiographers speech and language therapists and podiatrists

Align the Design Nancy J. Mooney, Ann T. Mausbach, 2008-02-14 This is our THIRD school improvement plan Why aren't we seeing any results We have all of this data but we don't know what to do with it What does this workshop have to do with the goals we set for our school Many of today's school leaders have all the latest tools techniques and programs for school improvement Unfortunately some leaders fail to create real sustainable results for their schools because they use one or two flavor of the month strategies without connecting all the pieces together for real improvement In *Align the Design A Blueprint for School Improvement* Nancy J Mooney and Ann T Mausbach emphasize the importance of coordinating essential school improvement processes to increase staff capacity improve student achievement and develop effective schools The authors show school leaders how to use power tools to Develop effective curriculum Make the most of their school's data Create successful school improvement plans Implement valuable professional development sessions and workshops Use efficient supervisory techniques Foster leadership for school improvement Each chapter includes personal reflections from the authors and lists of touchstone texts that have inspired their efforts At a time when school leaders are trying to translate urgent calls for higher achievement into actions that work *Align the Design* provides expert guidance and practical tools that will help educators work more purposefully together to create better schools for their students

Achieving your Masters in Teaching and Learning Mary McAteer, Lisa Murtagh, Fiona Hallett, Gavin Turnbull, 2010-02-05 This book is for all those taking the Masters in Teaching and Learning MTL The contents reflect the units of this new qualification building on Initial Teacher Training deepening and broadening professional understanding and skills while addressing individual teacher needs Chapters cover core topics such as developing pedagogy assessment for learning special educational needs and behaviour The book provides invaluable support for beginning teachers as they manage their professionally based postgraduate learning including guidance on critical thinking reflective practice and research skills and is clearly linked to the newly developed framework of Professional Standards for Teachers

[OECD Reviews of Evaluation and Assessment in Education: Northern Ireland, United Kingdom](#) Shewbridge Claire, Hulshof Marian, Nusche Deborah, Staehr Lars Stenius, 2014-01-16 This comprehensive review of Northern Ireland's educational evaluation and assessment framework finds a programme that is thoughtfully designed and which stands out internationally

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Table of Contents Teaching Professional Development Plan Professional Practice

1. Understanding the eBook Teaching Professional Development Plan Professional Practice
 - The Rise of Digital Reading Teaching Professional Development Plan Professional Practice
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Professional Development Plan Professional Practice
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching Professional Development Plan Professional Practice
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Professional Development Plan Professional Practice
 - Personalized Recommendations
 - Teaching Professional Development Plan Professional Practice User Reviews and Ratings
 - Teaching Professional Development Plan Professional Practice and Bestseller Lists
5. Accessing Teaching Professional Development Plan Professional Practice Free and Paid eBooks
 - Teaching Professional Development Plan Professional Practice Public Domain eBooks
 - Teaching Professional Development Plan Professional Practice eBook Subscription Services
 - Teaching Professional Development Plan Professional Practice Budget-Friendly Options
6. Navigating Teaching Professional Development Plan Professional Practice eBook Formats

- ePub, PDF, MOBI, and More
- Teaching Professional Development Plan Professional Practice Compatibility with Devices
- Teaching Professional Development Plan Professional Practice Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching Professional Development Plan Professional Practice
 - Highlighting and Note-Taking Teaching Professional Development Plan Professional Practice
 - Interactive Elements Teaching Professional Development Plan Professional Practice
- 8. Staying Engaged with Teaching Professional Development Plan Professional Practice
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching Professional Development Plan Professional Practice
- 9. Balancing eBooks and Physical Books Teaching Professional Development Plan Professional Practice
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching Professional Development Plan Professional Practice
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching Professional Development Plan Professional Practice
 - Setting Reading Goals Teaching Professional Development Plan Professional Practice
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching Professional Development Plan Professional Practice
 - Fact-Checking eBook Content of Teaching Professional Development Plan Professional Practice
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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