

PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

Name Tonya D. Skinner Supervisor/Evaluator Garry Dunn Mentor Nelda Bryan

School DeKalb Junior Senior High School Year 1997-98 Higher Education Representative _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I. Instructional Process				
A. District Responsibility				
1) Discuss Performance Based Teacher Evaluation (PBTE)	Use PBTE guidelines to communicate expectations	Principal and Mentor	Orientation and Ongoing	
2) Identify grading process, test procedures and support service procedures	Review school policy handbook on grading, testing, and support services for counseling and special education	Principal, Counselor, and Mentor	Orientation, First Quarter, and Ongoing	
3) Discuss curriculum expectations	Use Core competencies, key skills and curriculum guides to outline expectations	Principal and Mentor	Orientation and Ongoing	
4) Explain process for distribution of books and supplies	Show how books and supplies are distributed	Mentor	Prior to students' first day of school	
5) Identify instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities	Consult school board policy handbook for policies	Principal and Mentor	Ongoing	
6) Discuss the cultural and socioeconomic background of members of the school community	Present information on the cultural and socioeconomic backgrounds which would enhance learning	Principal and Mentor	Ongoing	

Sample Professional Development Plan For Teachers

**National Assoc For Gifted
Children, Jane Clarenbach**



Sample Professional Development Plan For Teachers:

Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000 **The Educator's Professional Growth Plan** Jodi Peine, 2008 Outlines a systematic method that helps professional educators focus their energies on lasting professional growth Strategies and templates assist teachers in reflecting on their own professional performance setting their own learning targets and managing their own progress toward greater professional success Scott Estes Principal Glendale School East Peoria IL Offers the school leader a well organized and effective plan Reveals that true professional growth occurs through systematic reflection and analysis of one's strengths and weaknesses Bonnie Watson Writing Lab Coordinator Owensboro 5 6 Center KY Empower teachers with growth opportunities that build rich professional collaborations and raise student achievement Recognizing that student achievement is intrinsically linked to high quality teaching Jodi Peine offers an invaluable guide that helps educational leaders strengthen teachers instructional practice with an individualized and robust professional development process The author provides administrators and staff developers with step by step guidance for designing implementing and sustaining a professional growth plan Grounded in research at elementary middle and high school levels the process is delivered in manageable sections with reproducible forms for every step With a refined method that includes formal data analysis this guidebook Demonstrates how participants can develop their own goals and action plans Provides current terminology and topics for individual growth plan development Examines steps to take after completing first generation professional growth plans Helps redefine school improvement efforts to produce enduring systemic change The Educator's Professional Growth Plan Second Edition provides a targeted approach that accommodates the unique needs of individual teachers Within a supportive context educators can assume responsibility for their own learning witness changes in their professional practice and realize substantive gains in student performance

The Handbook for Enhancing Professional Practice Charlotte Danielson, 2008 Ready to use forms and instruments offer sound advice and step by step procedures for how teachers and other school staff can incorporate the framework for professional practice into their work Includes guidance and tools for evaluation by self mentors and supervisors *Using the National Gifted Education Standards for PreK-12 Professional Development* Margie Kitano, 2008-03-27 This is a highly useable guide to align inservice training coursework with the new national standards The latest thinking on high quality gifted education is invaluable I can be sure that I am teaching what my teachers need Christine Nobbe Gifted Education Specialist Rockwood School District MO The great leveler for new and veteran teachers of gifted and talented learners begins with an understanding of the foundation for the field and current best practice This guide helps professional development specialists bring their programs in line with the same national standards that are being used in teacher candidate preparation programs Cindy Sheets Gifted Facilitator Shawnee Mission School District KS Reshape the professional development of teachers in gifted education The ten NAGC CEC and TAG knowledge and skills standards represent the best

research based practices in gifted education and identify what teachers of the gifted should know and be able to do To ensure that students with gifts and talents realize their full potential it is crucial that gifted education teachers receive ongoing professional development that reflects standards based practices This unique resource shows PreK 12 education leaders how to plan and implement inservice training programs or realign existing programs based on the newly approved gifted education standards Authored by the organizations that developed the standards this volume features a wealth of helpful material for developing objectives activities and assessments of professional development including four different observation instruments a sample needs assessment survey a sample individual professional development plan a checklist for meeting the knowledge and skills standards and a CD ROM with an annotated bibliography of the research base used to develop the standards Staff developers will be able to Determine professional development objectives based on standards Understand and assess teacher needs Design and evaluate the effectiveness of activities and onsite programs Implement standards for addressing diversity Using the National Gifted Education Standards for PreK 12 Professional Development is an essential companion for staff developers and administrators faced with the challenge of giving classroom teachers the necessary training to provide exceptional instruction

Using the National Gifted Education Standards for Pre-K - Grade 12 Professional Development National Assoc For Gifted Children, Jane Clarenbach, 2021-10-03 National teacher preparation standards in gifted and talented education provide the foundation for research based practices in gifted education and identify what teachers should know and be able to do to ensure that students with gifts and talents realize their full potential Because the responsibility for teaching gifted learners and those with potential to achieve at high levels is often shared between gifted education program leaders and teachers in general and special education classrooms this book shows Pre K 12 education leaders how to develop partnerships identify professional development outcomes design learning activities plan and implement comprehensive training programs and evaluate the effectiveness of professional development activities Special attention is paid to effecting change within a state and school system Tools provided include sample needs assessments student and teacher observation instruments and a sample professional development plan Curriculum Planning and Instructional Design for Gifted Learners Joyce VanTassel-Baska, Ariel Baska, 2021-09-23 This updated third edition of Curriculum Planning and Instructional Design for Gifted Learners

Writing Year-End Teacher Improvement Plans-Right Now!! Cornelius L. Barker, Claudette J. Searchwell, 2001 This book is a ready reference guide that will allow the busy administrator to compose detailed year end improvement plans and professional improvement plans in half the time Forms are provided which allow administrators to Identify demonstrated strengths in teaching performance Pinpoint areas requiring improvement Provide salient suggestions for strengthening areas of weakness and improving performance Utilize a coded method of recording selected benchmark areas Complete year end teacher improvement plans quickly and easily Review the achievements made by teachers during the previous year Chart ongoing progress as teachers work toward

meeting objectives In the ever evolving classroom there should be a continuous cycle of providing quality instruction assessing results and reconfiguring instructional techniques in order to maximize student achievement Reflective analysis of personal and professional practices with the resultant outcomes is essential to reaching sound objectives Writing Year End Teacher Improvement Plans Right Now provides all the tools principals need to efficiently and effectively promote teachers professional growth from assessment to improvement to charting progress

The Supportive Learning Environment

Jennifer Hindman, Leslie Grant, James Stronge, 2013-10-02 This entry in the James H Stronge Research to Practice Series focuses on the characteristics of teachers who create supportive learning environments for their students By conveying a sense of immediacy credibility and caring they communicate to students in both verbal and nonverbal ways that are essential to cultivating a positive and productive learning community In this book Stronge Grant and Hindman provide a comprehensive overview of the qualities of a supportive teacher They offer a bridge between research based theories and practical classroom applications with templates planning forms and other reproducibles The authors help teachers move toward establishing a learning environment that contributes to effective instructional practices Topics include engaging students and their families effective communication student ownership of the learning environment and much more

Handbook of Research on the Educator Continuum and Development of Teachers Zugelder, Bryan S., L'Esperance, Mark, 2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum providing researchers with scholarly contributions that advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians

Teacher-Centered Professional Development

Gabriel Diaz-Maggioli, 2004-05-15 Teacher Centered Professional Development is a hands on guide to collaborative skill building for educators It introduces the Teacher's Choice Framework a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules strengths and needs The book describes a wide variety of professional development strategies including mentoring journal writing peer to peer coaching and seminars For each strategy the author provides A brief history of the research base A step by step guide to implementing the strategy

Sample handouts and assessment forms Examples from the field of the strategy in practice With this book teachers at all levels can quickly learn how to set up development teams conduct action research and engage in other activities to further their skills In addition the Teacher s Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs Teacher Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them Note This product listing is for the Adobe Acrobat PDF version of the book **The Survival Kit for the Elementary School Principal** Abby Barry Bergman,Judy Powers,Michael L.

Pullen,2010-02-26 For the new and veteran elementary school principal here is a unique survival kit packed with tested advice practical guidelines and ready to use materials for all aspects of your job From the perspective of an author with twenty five years experience this book offers techniques such as creating a school vision building and sustaining morale utilizing technology and long term strategic school planning The included companion CD ROM serves as the perfect enhancement to this book This time saving device contains all of the book s forms checklists and letters for easy print out and use

Resources in Education ,1998-04 , Techwise Infant and Toddler Teachers Patricia A. Cantor,Mary M. Cornish,2016-10-01 Infants and toddlers the so called touchscreen generation are living in a screen mediasaturated world They are the target market for ever growing numbers of apps TV shows electronic toys and e books Making sense of the complex issues associated with screen media in the lives of children under 3 can be challenging for the adults who care for them There is a strong need among teachers and parents of infants and toddlers for guidance related to the appropriate role of screen media in early care and education Unlike most other books about technology in early childhood this book focuses specifically on infants and toddlers It explores why and how infant and toddler teachers need to be techwise in order to understand the implications of screen media for children s learning and development The book serves as a single accessible resource to relevant research findings from the fields of pediatric medicine child development developmental psychology social and behavioral sciences and brain science It provides infant toddler teachers with a comprehensive approach and strategies to guide their decisionmaking and promote practices that are evidence based family centered culturally responsive and collaborative It is a call for teachers to think carefully and act wisely when making decisions about screen media both the technology that they are encountering now and the technology they will encounter in the future in order to optimize the learning and healthy development of infants and toddlers **The Digital Principal** Hughes, Janette,Burke,

Anne,2014-04-21 Although educational leaders do not have to be digital experts they play an important role in supporting learning communities that embrace technological innovation and promote systemic change The Digital Principal shows administrators how to apply their leadership skills to a learning environment rich in technology and provide opportunities for both students and teachers to work and learn within the digital world From the basics of digital literacy to connecting to the digital community this timely book establishes an effective framework for integrating technology into instruction and

learning Mentoring Science Teachers in the Secondary School Saima Salehjee, 2020-12-14 This practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with trainees Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers Key topics explained include Roles and responsibilities of mentors Developing a mentor mentee relationship Guiding beginning science teachers through the lesson planning teaching and self evaluation processes Observations and pre and post lesson discussions and regular mentoring meetings Supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices Building confidence among beginning teachers to cope with pupils contingent questions and assess scientific knowledge and skills Supporting beginning teachers planning and teaching to enhance scientific literacy and inquiry among pupils Developing autonomous science teachers with an attitude to promote the learning of science for all the learners Filled with tried and tested strategies based on the latest research Mentoring Science Teachers in the Secondary School is a vital guide for mentors of science teachers both trainee and newly qualified with ready to use strategies that support and inspire both mentors and beginning teachers alike **You're the Principal! Now What?** Jen Schwanke, 2016-08-11 A principal's job is astonishingly complex and its competing demands can be overwhelming especially in the first few years In this book Jen Schwanke a principal herself provides a mentor's guidance to steer new principals through the period of adjustment and set the foundation for a long and rewarding career The topics you wish your graduate program had covered are covered here directly practically and without the jargon Drawing on her own experience Schwanke provides strategies for tackling the most common yet most daunting challenges of the principalship including Establishing productive professional relationships Building and maintaining a positive school culture Resolving conflict among staff and parents Providing effective instructional leadership Supporting students social emotional needs Conducting staff evaluations and delivering feedback Keeping up with district state and federal mandates Managing the facility and the budget Providing focused and effective professional development Prioritizing responsibilities Learning from student and schoolwide data Planning for growth and change Working through behavior and discipline issues Hiring high quality teachers and supporting new ones Leading effective meetings Maintaining balance The standalone chapters provide easy access to the solutions you need for the situations you face Along with real life scenarios and critical tips for success you'll find helpful models of what to do what to say and how to say it This book is a source for ideas any time you encounter a problem and think Now what It's the beginning of an ongoing conversation about the wonderful and rewarding work of being a principal **Enhancing Instructional Problem Solving** John C. Begeny, Ann C. Schulte, Kent

Johnson,2012-05-25 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **The Dimensions of Physical Education - BOOK ONLY** Lori E. Ciccomascolo,Eileen Crowley

Sullivan,2011-10-12 The Dimensions of Physical Education is an all in one reader that addresses important issues in physical health and sport education The text assists students in learning the designated content by providing reader friendly scholarly articles and letters that discuss the real issues in the field Instructors are encouraged to use the articles to challenge students to think about how all of the dimensions of physical and health education connect to each other The format of the text allows instructors to select and teach the content of the chapters in any order that meets the needs of their students and courses Topics Covered include The significance of physical education Effective teaching methods Means of motivating students Character education Assessment measurements Technology Gender issues diversity Professional development Service learning Adapted PE Toolkit for Mentor Practice Patty J. Horn,Kristin Metler-Armijo,2010-10-20 These mentoring tools allow me to have a reflective dialogue with teachers about their instruction that is unbiased nonthreatening and data driven I use the tools daily As my teachers evolve and advance in their practice so do the tools Amber Mieras District Mentor Union Elementary School District Tolleson AZ Horn and Metler Armijo have beautifully captured the reciprocal nature of the mentor and novice teacher relationship and the learning journey that occurs between them If you are designing a mentor program or if you need to revitalize the program you have this book will be your primary guide Elle Allison President Renewal Coaching All the processes strategies and tools a mentor needs to support and retain new teachers Studies show that mentoring programs have a positive impact on the development and retention of new teachers This field tested and evidence based resource is a complete kit that provides everything mentors need to support novice teachers on their journey to becoming confident effective professionals Toolkit for Mentor Practice combines a set of diagnostic tools that capture what is happening in a new teacher s classroom with a mentoring process that guides both mentor and mentee through transformational learning stages The toolkit features A three phase mentoring process that uses data collection and collaborative conversations to improve classroom practices Information gathering tools that reveal how new teachers interact with students plan for instruction design lessons analyze student work and differentiate instruction Implementation guidelines that explain how to use each tool with beginning teachers Tools in Action examples that illustrate how veteran

mentors have used the tools with new teachers This toolkit gives mentors all the forms and processes needed to guide new teachers as they develop and improve their instructional practice

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