Professional Growth Plan

Name	Kyle Visser	Established Date	December 6, 2016
		Review Date	

Goal
Build positive relationships between the community, parents, other colleagues, and students both in my class and outside of my class

Rationale

I have included this because teaching is a career where we as educators must collaborate with all people. In my PSI and PSII I was never involved in integrating the community and parents into the classroom. I want to be a teacher that can be approachable whether or not there is an issue present.

Related KSA(s)

KSA 12: the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

KSA 13: student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

Indicator(s) of Success

- The number of students who come seek help
- The number of parents that are involved in the classroom
- The number of community members brought in

Action	Resource(s)	Timeline
Host a meet the teacher night	• Parent letter • Introduction letter (of me) • Snacks ☺	First two weeks
Invite community members into the classroom	• FNMI elders • Scientists • Pastors	Throughout the practicum
Open door policy	• Keep my door open so students can come in and speak to me • "come in" sign	Throughout the Practicum

Reflection

Teacher Professional Growth Plans Examples

Phyllis H. Lindstrom,Marsha Speck

Teacher Professional Growth Plans Examples:

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 CoordinatorOwensboro 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 **Targets for Teachers** Judy K. Werder Sargent,Ann E. Smejkal,2000 *Teacher Evaluation that Works!!* William B. Ribas,2005 Offers practical and effective methods for evaluating educators and provides districts with the tools to systematically and cost effectively assess and revise their supervision and evaluation programs Successful School Staffing Strategies Michael Pregot,2016-09-23 Concepts in this book constitute a framework for developing efficient school staff practices The underlying premise addressed in this basic topic is built upon forming a responsive educational community of constituents in which all staff members focus on student learning as a priority The first two chapters define human resource function as contrast them with the ideology of developing human capital Chapters 3 through 5 cite specific suggested activities in the actual hiring process from the school building leader as well as district leadership Chapters 6 through 8 deal with generic staffing practices such as basic supervision working with the non professional staff and

evaluating staff members In Chapter 9 the topic of training improving and retaining school staff is mentioned The last chapter highlights the most essential principles that surround building human capital   Evaluating Instructional Leadership Julie R. Smith,Raymond L. Smith,2015-02-19 Improve Principal Evaluation And Create Highly Effective Leaders Behind every high quality principal is an airtight system of leadership evaluation that consistently rewards excellence and remedies deficits While teacher evaluation methods have improved instructional leadership evaluation has often stood still and student learning and achievement have paid the price This book offers clear solutions to these and related problems Application of its ideas will ensure high quality leadership in the principal s office year after year Content includes Extensive data presented in a user friendly manner Clear connections to the ISLLC Standards for School Leaders A suite of interactive tools including sample self assessments mid year and final evaluation forms and professional growth plans   **Impacts of Teacher Evaluation and Professional Development on Student Outcomes** Edward Crowe,Rena F. Subotnik,2012-07-01 This particular case study is designed to explore the extent to which a teacher evaluation system is effective It also addresses the challenge of measuring student achievement gains when the students in question are already at the high end of the scale a different yet important problem in an era when many concentrate on low hanging fruit or students on the bubble between failure and marginal performance By presenting a realworld case various research methods for studying issues raised by the case and the interchange among scholars engaged in this effort this volume will allow educational policymakers and practitioners to decide if a proposed approach is compelling and relevant for their settings Concurrently a comparison of various research methods addressing a real school based problem provides an important learning tool for the research community and for those who study and make policy We also believe that the case study and the research designs will be useful for those with responsibility for framing and funding a research agenda in education that utilizes strong research designs applied to topics that matter to student outcomes at all levels of the U S education system and at all levels of pupil performance And finally we hope that doctoral programs that seek to prepare the next generation of education researchers will find our approach helpful in their work   *Making Technology Standards Work for You* Susan Brooks-Young,2002 A step by step approach to help administrators develop and implement a vision for using educational technology more effectively

Staying Ahead In-service Training and Teacher Professional Development OECD,1998-09-06 This publication focuses on what is being done in teacher development to meet the ideals of broader access to high quality teaching for an increasingly diverse student body in eight OECD countries Germany Ireland Japan Luxembourg Sweden Switzerland the UK and the US

Designing Professional Development for Teachers of Science and Mathematics Susan Loucks-Horsley,2003-02-14 This New Edition collects and brings together in one place what has been learned from professional developers efforts across the country in order to make the framework principles and strategies of the first edition come to life This edition deepens our understanding of professional development through further research and new resources The original purpose of this book to

put a competent and caring teacher in every classroom has yet to be fulfilled and is more urgent now than ever The authors provide one stop shopping for busy practitioners that incorporates the most up to date research gleaned from the broadest possible research base as well as robust and rich descriptions of effective professional development programmes It incorporates the growing knowledge base about learning teaching the nature of science and mathematics professional development and change The authors scanned the field of professional development in mathematics and science over the last five years noting what has changed and what has not dissected the original framework updated examples incorporate what authors have learned as well as advances in the field This essential primer offers a framework that considers key inputs and combines strategies uniquely tailored to their environment and goals summarizes key knowledge and best practices provides guidance on assessing one s context describes strategies that go beyond most common workshops and institutes provides real life examples of how elements of the framework were used to create professional development initiatives offers references and resources for further exploration and inquiry Highlights of the Second Edition include New design framework that incorporates standards student learning data and evaluation techniques More guidance for assessing context using data More strategies for professional development including lesson study aligning and selecting curriculum and demonstration lessons Stronger real life examples including new uses of technology and data driven designs An essential resource for educators who design conduct and support professional development for teachers of mathematics and science including staff developers principals teacher leaders curriculum supervisors and leadership teams College and university faculty in education science and mathematics will also find this to be a useful compendium of ideas for improving mathematics and science education   **OECD Reviews of Evaluation and Assessment in Education: Bulgaria** Guthrie Caitlyn,Norfolk-Beadle Annie,Perico E Santos Anna Vitoria,Henderson Kirsteen,Rawkins Christa,Fordham Elizabeth,Li Ruochen,2022-03-29 Over the past three decades Bulgaria has carried out important structural reforms which have helped the country reach higher levels of socio economic development However long standing social disparities and income inequalities remain and Bulgaria s overall productivity gains have not fully translated into sustainable and inclusive growth   ,   *Teacher Evaluation to Enhance Professional Practice* Charlotte Danielson,Thomas L. McGreal,2000-07-15 Teacher evaluation a term that brings fear anticipation stress anxiety or even boredom to the hearts of teachers and administrators everywhere How can we reinvent teacher evaluation so that it really makes a difference so that everyone in school benefits from it so that teachers and administrators learn from it so that students succeed as a result of it The bad news is that many schools and districts seem to be stuck in old ruts involving The Observation The Behavior Checklist and The Conference The good news is that many districts have paved the way for teacher evaluation to actually become professional development by using a three track evaluation system Track I for beginning teachers promotes growth and new learning through mentoring frequent observations and support systems Track II for tenured teachers that is most teachers in the system promotes

professional learning experiences through self assessment goal setting data collection formative evaluations study groups action plans and evaluation in which teachers play an active role Track III for tenured teachers needing assistance focuses on remediating difficulties and recommending further action More good news Through concrete examples useful forms and assessment tools this book provides a clear roadmap to effective teacher evaluation systems that combine quality assurance with professional development for all teachers Note This product listing is for the Adobe Acrobat PDF version of the book

School Portfolio Toolkit Victoria Bernhardt,2013-10-02 The School Portfolio Toolkit is a book that includes over 300 tools strategies templates and examples for use in building school portfolios and for planning implementing and evaluating continuous school improvement The Toolkit was written to support school personnel with the mechanics of putting together a school portfolio as well as to offer processes and strategies to move whole school staffs into and through continuous improvement The tools in the Toolkit will help staffs create implement and maintain school portfolios and begin the journey of continuous improvement Each chapter deals with one topic related to the school portfolio and comprehensive school improvement with related documents and tools The School Portfolio Toolkit book provides templates tools examples and strategies that will help you analyze your school s data create a vision that is truly shared by the school staff build a continuous school improvement plan to implement the school vision formulate a leadership structure to implement the vision involve parents community and business in implementing the vision embed up to forty different powerful professional development designs into your school plan evaluate your continuous school improvement work and create a School Portfolio that will organize and serve as a framework for the continuation of this work   Overcoming Current Challenges in the P-12 Teaching Profession Keough, Penelope D.,2019-11-29 Teachers are constantly faced with a plethora of challenges but none has been more prevalent in the 21st century than educating a diverse collection of students In the midst of the current challenges in teaching P 12 students pre service teachers may be under district contract but may not be prepared for teaching students with disabilities the homeless second language learners recently immigrated to the United States or students who face emotional challenges or addiction Overcoming Current Challenges in the P 12 Teaching Profession is an essential reference book that provides insight strategies and solutions to overcome current challenges experienced by P 12 teachers in general and special education Featuring coverage on a broad range of topics such as global education professional development and responsive teaching this book is ideally designed for educators administrators school psychologists counselors academicians researchers and students seeking current research on culturally responsive teaching

Building Effective Teacher Professional Development Programs James Fulton, Building Effective Teacher Professional Development Programs offers a comprehensive guide for educators and administrators seeking to enhance teaching practices through tailored professional development initiatives The book emphasizes the importance of aligning training with teachers needs and the broader educational goals advocating for collaborative learning environments that foster peer

support and mentorship It explores evidence based strategies for designing implementing and evaluating professional development programs ensuring they are impactful and sustainable By highlighting best practices and real world case studies the authors aim to empower educators to create meaningful growth opportunities that ultimately enhance student learning outcomes **Schools as Professional Learning Communities** Sylvia M. Roberts,Eunice Z. Pruitt,2009 Build a community in your school and improve learning outcomes with this one stop sourcebook that features the latest educational issues new research based strategies and activities and more **Competitiveness and Private Sector Development Competitiveness in South East Europe A Policy Outlook 2018** OECD,2018-04-24 Future economic development and the well being of citizens in South East Europe SEE increasingly depend on greater economic competitiveness Realising the region s economic potential requires a holistic growth oriented policy approach Against the backdrop of enhanced European Union EU **Developing Teachers** Chris Day,2002-01-04 Effective schools or improving schools are fashionable terms in the rhetoric of recent education movements yet the heart of these movements is often more to do with teaching quality than with school practice This book takes a holistic view of teacher development examining the contexts and conditions of teaching school leadership and culture teachers lives and histories change teacher learning competence and expertise and the moral purposes of teaching Day looks at the conditions under which teacher development may be enhanced and brings together research and other information from the UK and overseas *The Principal as Professional Development Leader* Phyllis H. Lindstrom,Marsha Speck,2004-02-20 At last we have a book that realistically empathically and interestingly describes leadership and the professional development work that needs to accompany it for principals It is all here readings web sites theory practice helpful forms to use vignettes of principals Lindstrom and Speck are both insiders and outsiders teaching us in the best of ways how to both think about and act on our new knowledge Ann Lieberman Senior Scholar Carnegie Foundation for the Advancement of Teaching This is the book to read I will recommend it to my colleagues the minute it is off of the press The authors should be very proud of their work and contribution to a pivotal need in the field Bottom line It will help improve what we do for children our ultimate purpose Becky J Cooke Principal Evergreen Elementary School Spokane WA Raise student achievement by developing leadership teamwork skills and knowledge in teachers Individual teachers have the greatest effect on student performance Principals as professional development leaders are in the best position to provide teachers with the professional development strategies they need to improve their skills and raise student achievement The Principal as Professional Development Leader guides readers through a step by step process to formulate implement and evaluate long term professional development Authors Phyllis H Lindstrom and Marsha Speck simplify and focus the function of the principal as professional development leader by providing scenarios processes context and content that principals can use to create an integrated collaborative learning environment Aligned with National Staff Development Council standards this user friendly resource includes Rubrics worksheets and surveys Professional development planners Sample forms for

classroom visits and observations Calendars of professional development activities Recommended readings and reflective questions In order to improve learning for all students this unique text provides the strategies skills and tools necessary to build the capacity of professional development within the school The authors supply practical techniques for analyzing student achievement data evaluating professional development plans and achieving a culture of sustained improvement

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