



Network for Educator Effectiveness
College of Education
University of Missouri

Professional Development Plan

Teacher: Fair Play High School Teacher School Year: 2015-2016 Years of Experience: 1-30

School: Fair Play High School Subject Area: Your Subject Area Grade: Your level(s)

Professional Status: Probationary (P) ☐ Tenured (T) ☐ Tenured Under Evaluation (TE) ☐

Mentor: If applicable Subject Area: If applicable School: If applicable

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
Goals	1. Academic Achievement a. The district will administer assessments required by the Missouri Assessment Program to measure academic achievement and will demonstrate improvement in the performance of its students over time.	1. Demonstrate Emphasis on Increased Student Critical Thinking Skills a. Engage in Professional Development in the area of increasing level of critical thinking b. Improve level of modeling the critical thinking process by faculty across all areas	4.1 – The teacher uses instructional strategies that lead students to problem solving & critical thinking. 5.1 – The teacher uses motivation strategies that effectively engage students. 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.
	Individual Teacher PD Goal(s) (Indicator 3.1) I will increase the level of student mastery of course objectives and improve performance on standardized assessments by using instructional strategies that engage students in learning activities that promote problem-solving and critical thinking consistently throughout lessons and units. This will be evidenced by using effective questioning that requires students to explain or justify their thinking, problem-solve, formulate questions, predict, be creative, or make informed decisions. <i>This section aligns with Element 1 on the Professional Development Plan Scoring Rubric.</i>		

B.	Sequence of PD Activities that are Aligned to PD Goals(Indicators 8.2, 9.3, 5.1, 1.2, 3.2, 9.2)
Teacher's Strategies	<i>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.</i> Timeline: 1. Establishing building level goals in regard to student performance Utilize part of back-to-school faculty meeting to develop building wide goals and strategies of how to accomplish. 2. Professional Development (including instruction and resources) regarding strategies and methods to formatively assess. During STEPs time, we will discuss and evaluate different methods and strategies to incorporate formative assessment into daily instruction. 3. Professional Development regarding rationale, strategies and examples for using (and modeling) critical thinking processes. Building principal will provide instruction and materials obtained from attendance at a professional development conference on "Questioning and Critical Thinking for Student Learning" conducted by SW Regional Professional Development Center.

4. Faculty-wide article study during STEPs Professional Development time. – *Fostering Critical Thinking About Texts*, Doug Fisher and Nancy Frey. *Who's Asking*, Alfie Kohn in *Educational Leadership Magazine*; September 2015.

Faculty will read, discuss and individually develop ways to incorporate more rigorous questioning into their respective subject areas to increase depth of knowledge by students.

5. Video reflection.

My administrator will bring a video recording device with him to at least one of the classroom observations. He will record the observation, then let me view and score it from my point of view prior to our feedback meeting about the observation. We can then discuss our respective scores together and utilize both points of view to improve instruction. Using this method, I believe more and varied strategies can be utilized more consistently in the classroom.

6. Observations

My administrator and mentor (if applicable) will be observing by classroom to evaluate the Indicators 4.1, 4.2, 5.1 and 7.4. which include critical thinking and formative assessment. The observations will allow the evaluator to see how I am incorporating these strategies into my everyday teaching and allow me to investigate and utilize new methods into my instruction that will affectively improve student learning. After each observation, I will receive written feedback via email and have a face to face discussion regarding what was observed and thoughts for improvement.

(A) Collaboration – We will meet, as a faculty, every Monday morning from 8:00am to 9:45am throughout the school year.

*STEPs Professional Development Meetings – weekly on Monday mornings

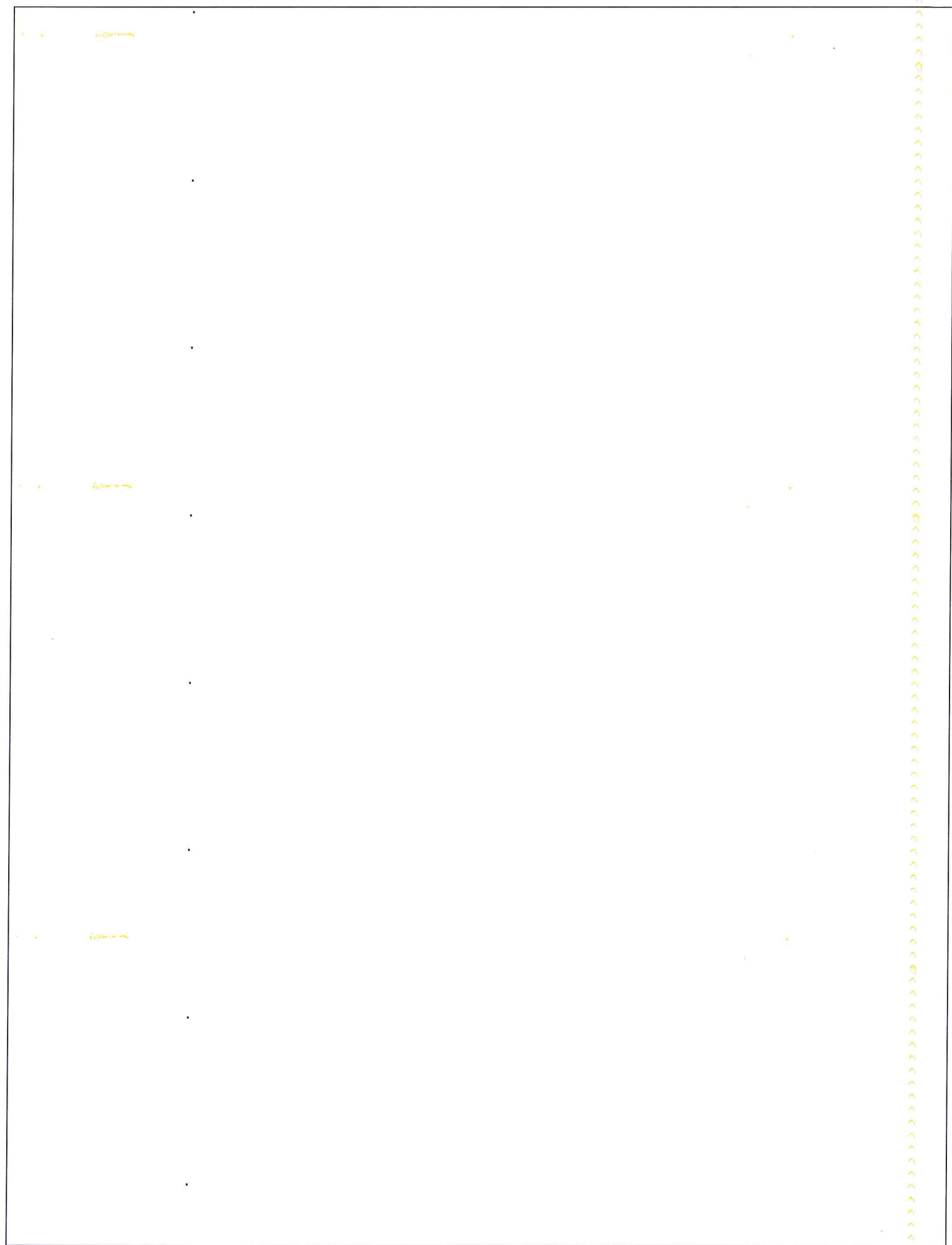
*Principal Observations – 4-5 classroom observations throughout the school year

(B) Student Engagement – The opportunities for collaboration and discussion various strategies for critical thinking and formative assessment, as well as means to increase learning opportunities and activities, will increase student engagement in the classroom. I will also be able to use feedback from my administrator from observations to determine if I am increasing student engagement.

(C) Differentiation – By using formative assessments, it will give me opportunities to make instructional decisions by being able to differentiate students more quickly. By using a more effective questioning method, I will be able to affect engagement by all students, formatively assess the understanding of concepts by students more accurately and increase the motivation level of all students in the classroom. By accomplishing these tasks, it will allow me to more effectively differentiate instruction for whole group, small group and individually leading to higher mastery on summative assessments and course objectives.

(D) Family or Community Involvement – Description of how you will include family/community into the educational decisions and/or process in regard to increasing the rigor and effectiveness of critical thinking. Items could include descriptions about the following: Parent/Teacher Conferences, newsletters, video clips, EdModo, class webpages(student examples), how providing feedback to students, learning activities taking place that are promoting these strategies and ultimately CSIP goals

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.



Data Used to Determine Need (Indicator 8.1)

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

Suitable information to provide here includes: description of how data (Student Learning Objectives) will be evaluated and used to affect student performance, how the teacher will utilize self-assessment, how teacher (classroom) observation data will be used to improve instruction/performance, how student survey results will be utilized to improve, plans for how teacher summative report can be used to improve.

See example

Research Base for PD Activities (Indicator 8.2)

Explain the connection between cited research and PD activities that will affect student performance.

Perform research (or utilize information/resources) and provide explanation of how using research findings and/or PD activities along with increasing the frequency and quality of critical thinking activities (including modeling the critical thinking process) will improve instruction and ultimately lead to improved student performance and progression toward accomplishing building goals and CSIP goals.

See example

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.***

Describe how your research and/or PD provided this year connects and builds upon previous professional development.

Specific dates are not necessary, instead provide a general statement of what PD has been received and how it pertains to increased emphasis on: critical thinking, formative assessment, student data utilization (SLO) and collection, student survey implementation and use for improvement.

See example

This section aligns with Elements 2 through 8 and 10 on the Professional Development Plan Scoring Rubric.

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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) January 10

Teacher: _____

Academic Year: 2015-16

C. 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).

Data-driven Evidence of Progress
Principal Observations/Formative Reports: As classroom observations are completed and data becomes available, I will utilize the formative reports provided to me following the observation(s) to make decisions for the purpose of progressing toward my PD goals and to improve my instruction. This data, along with feedback provided by my administrator will be used to help me make improvement in my teaching and, in turn, improve student performance.

OR

So far this year I have been observed _____ times. On Indicator 4.1, my average is _____, with students consistently (or inconsistently) being challenged to problem solve or think critically during the classroom observations. I feel the feedback provided to me about modeling the critical thinking process and providing more “wait time” for students to respond, has helped in this area (*just an example; list what has helped you*) On indicator 7.4, I have scored above _____ on all observations. I find myself monitoring the effect of instruction more regularly and using this formative information to evaluate understanding of concepts and using it to intervene quicker to positively affect instructional outcomes. (*Just an example; list your thoughts*)

This section aligns with Element 9 on the Professional Development Plan Scoring Rubric.

D. Narrative	Teacher's Comments	Mentor's Comments	Administrator's Comments
<div>Teacher's Signature: _____</div> <div>Date: _____</div>	<div>Mentor's Signature: _____</div> <div>Date: _____</div>	<div>Administrator's Signature: _____</div> <div>Date: _____</div>	

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

Teacher: _____

Academic Year: _____

E. 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.

Teacher's Comments

Mentor's Comments

Administrator's Comments

Narrative

Teacher's Signature: _____

Date: _____

Mentor's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Additional Comments if Needed:

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