

# 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

<b>SPECIFIC</b>	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>
<b>MEASURABLE</b>	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>
<b>ATTAINABLE</b>	Is your goal realistic and within your reach?	<i>The goal is achievable with the resources and time available during prep periods, team planning, &amp; early release/ delay starts.</i>
<b>RELEVANT</b>	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>
<b>TIME-BOUND</b>	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

**Yvonne S. Gentzler**



## **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 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 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 extend 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

**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

**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

*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

Targets for Teachers Judy K. Werder Sargent,Ann E. Smejkal,2000

**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      **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      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      *Standards of Practice for Teachers* Sue A. Walker, 2013-09-27 At this book's core is the fundamental belief that teacher quality is the single most important factor in student learning It shows you how to improve your students academic achievement by focusing on what teachers know and are able to do This brief handbook serves as a practical tool which provides professional growth benchmarks for aspiring and practicing teachers a framework to use when hiring new teachers common language for dialogues on learning and for teacher evaluation and a clearer focus on professional development Six Standards of Practice is presented in simple practical classroom oriented terms Also displayed are rubrics which reveal and distinguish emerging developing proficient and advanced practices      **National Educational Technology Standards for Teachers** International Society for Technology in Education, 2002 Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education      *The BERA-Sage Handbook of Research-Informed Education Practice and Policy* Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin Reardon, 2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people's life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy

and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts humanities natural sciences and social sciences This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice Featuring a truly diverse team of scholars to account for global perspectives the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars researchers students and practitioners who are interested in the new frontiers in education research policy and practice Volume One Understanding Research Informed Education Part One Defining and Theorising Research Informed Education Part Two Methodological Debates in the Field Part Three International Comparison and Educational Policy Volume Two Implementing Research Informed Education Part Four Effective policy and practice in national contexts Part Five Curriculum pedagogy and assessment Part Six Practitioners and learners as researchers

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

**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      *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 fosters new discussions on how to optimally design learning experiences



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