# Teaching Professional Growth Plan: 2017/2018 Danielle Fischer — Grade 2

Goal One		Action Plan
Use data and assessment to inform further instruction and learning, and ensure that all units, activities, and assessments are meaningfully linked to outcomes.		Create a focus outcome for each activity and assessment — linked to mark book. Create a timeline for the completion of each outcome — in Unit plans. Use data binders to track student progress in a way that is accessible to teachers, parents, and students — use Jackie as a resource.
Timeline		
October	create data binders for math, decide on tracking system for ELA, explicitly link current the activities for Math units to their focus outcomes	
November	Math and Science data binders. Math and Science focus outcomes, use data collected in a meaningful way for reporting period I	
December	Math and Science data binders, Math and Science focus outcomes	
January	Math, Science, and Social data binders, Math Science, and Social focus outcomes	
Goal Two		Action Plan
Create a strong, and deep literacy block that explicitly reflects the districts literacy plan, while incorporating cross curricular opportunities.		Use my team and their experience to develop and effectively use literacy resources. Focus on literacy when with Jenn - how can we go deeper and differentiate for all learners. Determine a means of tracking and assessing student progress that is meaningful.
Timeline		
October	Continue with Daily 3 (read to self, someone, word work), introduce words their way and link to D5 and spelling city. Unit One Lucy Calkins, low group guided reading, do F4P assessments, meet with Jenn to discuss ELA tracking and assessment	
November	Continue with the activities from above, introduce Listening to Reading in D5, guided reading for all, use data to inform report cards	
December	Continue routine develop from Sept-Dec	
Januarry	Begin new Lucy Calkins unit, reassess what else we need to do based on student data.	

\*Revisit goals in January to determine course of action for the remainder of the year.

# **Teacher Growth Plan Sample**

**Emilie Sanchez** 

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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 Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000 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 Working With and Evaluating Difficult School Employees John F. Eller, Sheila Eller, 2010-01-12 The Ellers have done an excellent job identifying supervision problems that plague administrators on a daily basis They provide clear and detailed strategies to address personnel problems covering virtually every employment group I strongly recommend this book as a quick reference for all school administrators as they deal with difficult employees Dan Hoverman SuperintendentMounds View Public Schools Shoreview MN Help marginal employees take positive steps to improve their performance and behavior Managing difficult employees is one of the most challenging aspects of a school leader s job Written by experienced administrators this resource provides specific techniques and strategies to identify work with and evaluate marginal school employees John F Eller and Sheila Eller provide essential information for understanding and dealing with employees who may have negative attitudes lack awareness of their behavior

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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 **Documentation Handbook: Appraisal, Nonrenewal, Termination**, 2006 **Culturally Proficient Inclusive Schools** Delores B. Lindsey, Jacqueline S. Thousand, Cynthia L. Jew, Lori R. Piowlski, 2017-05-25 Create inclusive educational environments that benefit ALL learners As schools become more diverse with students of differing abilities and needs this self reflective and action oriented guide helps you create and support more inclusive schools and classrooms that intentionally educate all students Using the Five Essential Elements of Cultural Proficiency as a roadmap this book presents Students learning differences as just that differences rather than deficits Strategies that show you how to break though the common barriers to culturally proficient and inclusive schooling Assessments that gauge your awareness and show you how to best serve every student s needs The Best Mentoring Experience, 2002 A facilitator's quide for presenting seminars for The BEST mentoring experience Includes scripts slides activities and resources School Turnaround in Secondary Schools Coby V. Meyers, Marlene J. Darwin, 2019-12-01 In the continuing guest to turnaround the lowest performing schools rapid and sustainable reform or school turnaround seems most elusive for secondary schools Secondary schools are rife with challenges due to their wide ranging mission and organizational complexity With the continued emphasis on college and career readiness and the vast learning possibilities enhanced by technology our third book in this series Contemporary Perspectives on School Turnaround and Reform focuses on rapid school turnaround and reform in secondary schools In this edited volume researchers and scholars consider the doubly perplexing challenge of school turnaround or the rapid improvement of the lowest performing secondary schools Although there is some evidence that school turnaround policy can impact student achievement scores research across international contexts seldom identifies schools that substantially changed student learning trajectories and sustained them Separately many societies have found improving secondary schools a relatively intractable problem for multiple reasons including school size and complexity the micropolitics of teaching and leading within them and cumulative widening student achievement gaps In combination there are almost no examples of low performing secondary schools turning around The chapters in this book begin to offer some hope about how policymakers

practitioners and researchers might begin to reconceptualize how they engage in and undertake the work of rapidly improving low performing secondary schools The authors provide theoretical and conceptual advancements offer lessons learned from both successful and unsuccessful initiatives and address practical issues with potentially accessible ways How to Build an Instructional Coaching Program for Maximum Capacity Nina Jones Morel, Carla Staton Cushman, 2012-04-24 Chart your course for success A guide for school and district leaders As school and district leaders navigate the sea of new initiatives and standards shoring up with an instructional coaching program is more critical than ever before Research supports the value of coaches in improving school culture and facilitating change that leads to staff and student success This comprehensive resource guides school and district leaders through the journey of developing and sustaining an effective coaching program The authors engage readers with a nautical metaphor that outlines the planning and implementation process including how to Cast a vision for the coaching program Determine desired characteristics of instructional coaches Use data to evaluate and refine the program Communicate the benefits to leaders principals and teachers Design appropriate professional training and support The Facilitator's Guide includes chapter by chapter resources references forms vignettes and brain based learning activities for groups The authors inspire educators to abandon the old school isolation islands for a collaborative culture that champions professional learning for the benefit of districts schools Literacy Coaching to Build Adolescent Learning Nancy DeVries Guth, Tamie staff and most importantly students Pratt-Fartro, 2010-01-11 This book has been long awaited by literacy professionals in middle and high schools Guth and Pratt Fartro use their combined years of experience to provide research based yet very practical guidance in a highly readable format Elizabeth Sturtevant ProfessorGeorge Mason University This is a practical clear book that addresses an increasingly important topic and will make a significant contribution to a new emphasis in our profession Jeffrey D Wilhelm Professor of English EducationDirector of Boise State Writing Project Work with teachers to improve adolescents literacy achievement Prompted by state and federal mandates school districts are focusing their attention on improving adolescents literacy skills and increasingly turning to literacy coaches for instructional support This rare resource for secondary level coaches focuses on five pillars of adolescent literacy time to read for enjoyment choice in reading materials strategies for reading texts vocabulary instruction and motivation to read and shows coaches how to work effectively with middle and high school teachers across the content areas Drawing on their deep experience in the field the authors provide guidance on such key topics as how to Clearly define the role and responsibilities of literacy coaches Use conversation wisely to make effective decisions and identify design needs Implement ongoing professional development for teachers Establish collaborative relationships and help teachers use data to inform instruction Replete with real world vignettes current research and reproducible forms to help facilitate literacy coaching in schools this accessible resource is an invaluable aid for any literacy leader working with teachers of adolescents Journal of Health, Physical Education, Recreation, 1938 Montessori

Assessment Playbook National Center for Montessori in the Public Sector, 2019-04-29 Can we measure what we treasure Can we build and sustain truly excellent schools focused on the ambitious goal of human flourishing And can we hold ourselves accountable to the children and families we serve in ways that harness data to advance that goal The National Center for Montessori in the Public Sector says yes The Montessori Assessment Playbook shows us how to do it Organized around 33 discrete tools the Playbook provides a clear and actionable scaffold for building an assessment protocol that captures compelling student outcomes such as perseverance compassion and creativity and that links those outcomes to the investments we make to classrooms and schools Emphasizing both coherence and precision the Montessori Assessment Playbook shows us how to develop and implement a comprehensive assessment framework focused on human flourishing and just as important why such a framework is urgently needed Teacher Evaluation for Better Learning Lynn Kilpatrick The Whole School Library Learning Commons Judith Anne Sykes, 2016-08-29 Introduce Bradshaw, Allan A. Glatthorn, 2001 your teachers librarians and administrators to the roles and responsibilities of educators in advocating a whole school library learning commons using this step by step guide for creating shared learning space in your school It is no surprise that technology has shifted the way we educate bearing on how what and where we learn This guide lays the framework for helping turn your school library into a whole school library learning commons WSLLC a space where traditional academics merge with the latest technologies to engage learners in a way never before realized Author Judith Anne Sykes contends that since the WSLLC philosophy allows staff and students to co create knowledge in a shared space it is more effective than the traditional approach Sykes addresses the differences between a school library and a WSLLC provides reasons to champion its creation in your institution and discusses how to use mentoring as a means to sustain its survival The book explores the roles and responsibilities of educators in developing WSLLC goals and presents strategies for using typical assessment tools including standardized tests report cards and anecdotal assessments to help support its philosophy The Future of Action Research in Education Kurt W. Clausen, Glenda Black, 2020-08-20 While the action research community across Canada is a vibrant one it remains scattered dismissed as rootless and still unproven This book illuminates action research as a vital and long established Canadian perspective taking stock of its use in education by a wide array of scholars and practitioners Reflecting an inclusive range of viewpoints from twenty two scholars across the nation chapters show without question that action research encompassing collaborative iterative and practice based research is a growing field in Canada Authors bring a range of experiences that speak to the many facets of this movement They discuss historical foundations individual and large scale projects dealing with a multitude of subject areas and educational practices and participatory methods that speak to the discipline's capacity to engage with the pressing social issues of our time A timely intervention that threads the field together and serves as both a reference and a guide to further work The Future of Action Research in Education draws clear links between the past and future and maps bold new directions for this approach Developments in School Finance, 1997

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web and then on this table which is identical you could fit six seven eight nine and then you could put one person at the end right over here so when you have two tables end to end you can fit a total of 10 people let's keep going and see if we can think of a pattern here

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