

Professional Development Cycle Plan

- The Educator will be developing a plan that will include goals.
- These goals will focus on one or more district and/or school goals.

Guidelines for Writing Goals:

- How does this goal tie in with/connect to District/School goals?
- What materials/resources/supports will I need to meet this goal?
- What will I do?
- How will what I do improve student learning in a positive way?
- How will I do it?
- What options can I use from the **List of Strategies for Meeting Goals**?
- What is my timeline?
- How will I assess and present my results?
- What options can I use from the **List of Strategies for Reflection, Documentation and Review**?
- To whom will I present?

List of Possible Strategies for Meeting Goals

- **Job Exchange:** exchanging...
- **Action Research:** opportunities to do a study (alone or with others) focused upon a particular idea or concern you have about teaching using your own classroom or school as the study sight. The study is organized around a particular question to which you are seeking an answer. Example: How does technology influence the quality of student writing?
- **Peer Coach/Mentor:** opportunities to serve as a coach to another teacher, particularly in support of beginning teachers.
- **Peer Coaching/Mentoring:** opportunities to receive mentoring or coaching from a peer.
- **Clinical Supervision:** opportunities to participate in the observation cycle that includes Pre-Observation Conference, Observation and Post-Observation Conference.
- **Study Groups:** opportunities to meet regularly with a group of your colleagues (from within your school or SAU) around a particular topic of interest or common concern. Topics for Study Groups could include instructional methods and curriculum content; school-wide practices such as block scheduling, looping, multi-age classrooms; examination of theories- emotional intelligence, multiple intelligences; communication skills, interpersonal skills; etc. Groups may function as support groups when the teachers are engaged in implementing a new instructional approach in their classrooms and meet regularly to share experiences and advice.
- **Case Study Discussions:** opportunities to view videotapes of classroom teaching and discuss with others what you see happening in the classroom. To discuss, for example, connections you observe between teaching behaviors and student learning, any problems that arise during the lesson, and the learning outcomes that ensue from the lesson.
- **Professional Developer:** opportunities to present workshops or provide learning experiences for other educators.

- **Supervising Interns/Student Teachers:** opportunities to supervise college/university students during their teaching internships.
- College Courses
- Workshops
- Visitation Days
- Conferences
- Teacher Academies
- **Simulations:** an example of a simulation may be “The Change Game”.
- Video Taping
- Self-Assessment

List of Possible Strategies for Reflection, Documentation and Review

- Professional Portfolio: *Clear guidelines to be established with the Professional Development Plan*
- Reflective Journal
- Creating a “product”
- Parent/Student/Peer Responses
- Statistical Measures/Performance Assessments
- Case Study Analysis
- Benchmarks
- Observation Cycles: peer, supervisor
- Anecdotal Records
- Create a Rubric to measure goals
- Other: suggested and agreed upon by Educator/Supervisor