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Appendix E

Sample Individual Professional Development Plans and Logs

Notes

Information provided by the Missouri School Boards Association (MSBA)

Sample Individual Professional Development Plan
Initial Professional Development

A teacher wouldn't walk into a classroom without having an idea of what he/she wanted to accomplish. Professional learning should be no different. The purpose of a professional development plan is to identify specific learning goals and provide a structure for professional growth. Personal Professional Development plans provide tools necessary to guide educators through a continuous lifelong learning process. This process is based upon the individual educator's needs and the needs of the district. It is designed so that the life-long learning component is aligned to ultimately improve student achievement.

The means to achieve the ongoing goals and plans-of-action for every educator will be different. Every educator will not have the same plan for various reasons, including individual strengths, weaknesses, and learning styles.

The DESE PD Guidelines Committee and the Missouri Department of Elementary and Secondary Education's (DESE's) section of Professional Development have provided forms which may be used as a basic model for the development of an individual professional plan. It should be emphasized, however, that these materials are offered as samples only. Further guidance and structure is provided in Vicki Husby's book ***Individualizing Professional Development*** (2005, Corwin Press). Husby presents a framework for individualized professional development that simultaneously addresses teacher needs, organizational goals, and student achievement. Each district will want to develop a specific plan which may include material mentioned but will also include items that address the uniqueness of individual districts as well as the differentiated needs of diverse student populations.

Educators may want to use a portfolio process (***see Appendix G-12***) to collect data and artifacts that support the goals and plan-of-action of the professional development plan. This will assist the reviewer in determining the success of the plan. Data and artifacts could include such things as sample lesson plans and/or student work, workshop certificates, report cards, letter of recognition and/or acknowledgment, names and dates of conferences attended, awards received, a videotape of teaching and review form, and a reflection journal.

Specific "how-to's" for the completion of a professional development plan include:

1. Developing a plan with a mentor using individual and school assessments, teacher standards, goals of the district, school improvement plan, etc. (See Teacher Self-Assessment Inventory)
2. Listing goals and prioritizing according to the standard indicated.
3. Giving headings to major goals with specific plans-of-action and strategies.
4. Identifying the resources needed to achieve the goals and the persons involved.
5. Reviewing the plan and supporting portfolio during specified dates to evaluate success and redefine goals and plans-of-action.
6. Recording all information, books read, conferences attended and notes.

As districts design professional development plans and programs based on local needs, CSIP goals and professional development philosophy, they may wish to obtain additional information by attending the annual Show-Me Professional Development Conference and/or contacting an institution of higher education, a teachers' association, the local Regional Professional Development Center (RPDC) or other resources through the Department of Elementary and Secondary Education.

Notes

PROJECT	COST	TIMELINE
Book Study:	**Cost of Book: $15.00**	**8/20**

Individual Professional Develop

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Sample 1

Individual Professional Development Plan*

(Plan Timeline – 1,2, or 3 years)

Name_____

Assignment_____

District/Building Goal:
Personal Professional Goal:
Baseline Data:

Skills I hope to acquire:	*Knowledge* I hope to acquire:

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PROJECT	COST	TIMELINE
Peer Coaching: *Please list partner and dates of Observations and conferences*		
Lesson Study:		
Other:		

This Professional Growth Plan was discussed and approved on _____

_____ _____

Teacher Signature Mentor Signature *(if applicable)*

_____

Administrator Signature

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[redacted]LE)

The teacher is pr[redacted] content and effectively maintains students' on-task behavior

10. The teacher d[redacted]ions of instruction.

1 2 3 4

11. The teacher [redacted]

teaching behaviors that will improve student performance

16. The teacher successfully engages in professional devel

Sample 3

(Carroll Independent School District)

Individual Development Plan for Instructional Staff

Name _____ Social Security # _____

Campus _____ Assignment _____ Plan Approved_____
Supervisor's Initials Date

District Training Options:

If you are participating in K-3 or 4-6 Literacy Assessment training, the 30-Hour G/T training, or the 7-Day Cognitive Coaching training, you will complete this form at that training.

Identify the District OR Campus Staff Development Goal to which your Individual Development Plan (IDP) is ali gned:

_____
_____
_____

Desired Outcome for Individual Development Plan:

- State your Desired Outcome for the year (What do you want to improve/change so student learning improves?)
  _____
  _____

- List your plan of activities that will help you achieve your Desired Outcome:
  _____
  _____
  _____

- Identify the evidence or indicator for each level below that you will present to your supervisor that demonstrates:
  1. how you have USED your new knowledge and/or skills.
     _____
     _____
     _____
     _____

  2. how your Independent Development Plan (IDP) DESIRED OUTCOME has impacted student learning:
     _____
     _____
     _____
     _____

SIGN UPON COMPLETION OF PLAN ACTIVITIES:

Employee's Signature _____ _____
Date of Accomplishment

Supervisor's Signature _____ _____
Date of Accomplishment

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COLLABORATIVE STAFF DEVELOPMENT FOR STUDENT LEARNING

"Student learning outcomes should provide the starting point for all school improvement and staff development efforts."

Tom Guskey
Dennis Sparks

Through the use of a Personal Growth Log, teachers can reflect on their goals for personal development and participate in the establishment of a written summary of their recent teaching and learning experiences. The process will focus on the positive correlation between the teacher's efforts and students' success in the achievement of the learning outcomes.

The following is an outline of some indicators which could be addressed during planning, discussions and the organization of written summaries.

PLANNING FOR INSTRUCTION AND ASSESSMENT

- Addressing needs for students
- Differentiation of program to meet student needs
- Reference to Show-Me Standards
- Adaptation of curriculum
- Variety of instructional resource materials and evaluation tools
- Collaboration with colleagues
- Validation of student achievement
- Planning for positive learning behaviors
- Alignment of assessment with curriculum and instruction

LEARNING ENVIRONMENT

- Classroom atmosphere; rapport with students
- Recognition of students' backgrounds and individual needs
- Management techniques and routines
- Communication with students, parents and community
- Classroom work space
- Time management

TEACHING AND LEARNING STRATEGIES

- Identification of student needs
- Modification of program as required
- Recognition of student knowledge and experiences
- Use of a variety of instructional strategies, groupings and resources
- Relevance of program
- Integration of program
- Involvement of students in planning and evaluation
- Communication with students and parents

TEACHING AND LEARNING STRATEGIES, cont'd.

- Opportunities to reflect, consolidate learning and pose questions
- Interactions with colleagues, students and parents
- Consultation and co-planning with colleagues

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

- Diagnosing student needs
- Use of a variety of assessment tools
- Alignment of learning outcomes, instruction and evaluation

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- Involvement of students in evaluation
- Communication with students and parents
- Establishment of relevant criteria for evaluation
- Use of assessment data to improve instruction

INTERPERSONAL SKILLS AND ATTITUDES

- Demonstration of respect, courtesy, tolerance, openness
- Demonstration of consistent and fair actions
- Development of a supportive atmosphere
- Demonstration of effective communication skills
- Demonstration of adaptability and flexibility
- Participation in solving problems
- Collaboration with colleagues

CONTRIBUTIONS TO SCHOOL SUCCESS

- Demonstration of the values of the school, district and state
- Contribution to a school success plan
- Participation in school/district committees
- Facilitation of professional growth of colleagues
- Establishment of co-operative working relationships with colleagues
- Contribution to school events
- Establishment of effective parent and community relations

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Professional Development Log
ABC School District
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Name: _____ **School Year:** _____

Name of Activity	Date(s)	Hours	Description

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Mentor Programs

Notes

NEW TEACHER MENTORING

(SAMPLE)

MENTOR/MENTEE LOG
First Quarter ’05-‘06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	**Date**
Met and got acquainted	_____
Developed collegial relationship (continue to monitor progress)	_____
Disc	

Notes

(SAMPLE)

MENTOR/MENTEE LOG
Second Quarter '05-'06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	**Date**
Finalized Professional Development Plan (PDP) and make copies for both of us and the principal	_____
Met for informal discussion (in the hall and at lunch)	_____
Celebrated together by _____	_____
Talked about first quarter grades and parent-teacher conferences	_____
Discussed classroom problems	_____
Scheduled second classroom observation	_____
Watched each other teach	_____
Talked about what we saw	_____
Met with Principal to discuss how things are going	_____
Discussed professional development opportunities	_____
Scheduled a time to see another teacher in his/her	

Notes

(SAMPLE)

MENTOR/MENTEE LOG
Third Quarter ’05-‘06

Please check all act

Notes

(SAMPLE)

MENTOR/MENTEE LOG
Fourth Quarter ’05-‘06

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	**Date**
Finalize Professional Development Plan (PDP), copy sent to _____ at _____	_____
Finalize Inservice Hours form, copy sent to _____ at _____	_____
Set Professional Development Plan (PDP) goals for next year	_____
Evaluated program	_____
Celebrated/recogniz-	

Notes

(SAMPLE)

Log of Activities

Number	Date	Title of Workshop, Activity, Strategy	Hours	Signatures
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Notes

ADMINISTRATIVE MENTORING

On April 15, 2005 new certification regulations went into effect that require career education directors, special education directors, principals and assistant principals be mentored by a trained mentor during their first two years of practice. New superintendents must be mentored by a trained mentor during their first year of practice. Administrator classification will
be issued upon completion and verification of …

1. *...participation in two (2) years of district-provided mentoring (during the first two (2) years of administrator experience; one (1) year for new superintendents*.
2. *...Mentors must complete training addressing mentoring skills, Interstate Leaders Licensure Consortium (ISLLC) standards, and the Missouri Performance- Based Evaluation instrument.*

Training may be provided by the Missouri Mentoring Partnership,which includes membership of professional associations, regional professional development centers, colleges/universities and DESE.

Â Mentor Training

- Developing and Implementing a Program, Building, or Comprehensive School Improvement Plan
- Developing and Implementing a Personal, Professional Development/ Learning Plan
- Required Components:
  - Cognitive Coaching/Mentoring Skills
  - Interstate School Leaders Licensure Consortium (ISLLC) standards
  - The Missouri Performance-Based Administrator Evaluation Instrument

Â Assistance to the new administrator …

- In positively impacting student performance
- To prosper and flourish in the new job
- In completing a successful Performance-Based Evaluation

Through

- Relationship Building
- Informing, Discussing, Advising
- Communicating
- Nurturing, Counseling
- Guiding, Modeling, Coaching
- Developing Leadership

Year 1 for Principals & Directors - 40 contact hours

- August - State-wide Kick-Off Meeting
- June - State-wide Assessment Meeting
- Year-long - 26 hours of direct, one-to-one mentoring

Year 2 for Principals & Directors - 26 contact hours

- 18 hours of continued one-to-one mentoring
- 2 half-day regional focus group meetings

For Superintendents - 26 contact hours

- August - State-wide Kick-Off Meeting
- June - State-wide Assessment Meeting
- Year-long - one-to-one mentoring

Notes

School Leaders Required to have a Mentor:

- Entry Year:
  - Superintendents and Assistants
  - Building Principals and Assistants
  - Director of Special Education
  - Director of Career Education

Website: http://dese.mo.gov/divteachqual/leadership/mentor_prog/