

# Section V. Resources



MISSOURI  
PROFESSIONAL  
LEARNING  
GUIDELINES  
for student success

# Section V: Resources

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## Public Declaration for Public Support (Example)

This is an example of one local district's public statement declaring its purposes, vision, values, and mission and knowledge. This district has made a public statement about the importance of student achievement and professional learning to accomplish gains in student learning.

\_\_\_\_\_ District

### Student Learning At The Center of School Improvement/Staff Development/Program Evaluation

#### Quality Standards

- Focus on Research
- Participative Decision Making (School/District)
  - Focus on Results
- Organizational Alignment

#### PUBLIC DECLARATIONS

##### Purpose

As educators in this school district, we believe that we exist to best serve students and the school community when we are totally committed to:

- Sharing knowledge
- Shared results

##### Vision

As educators in this school district, we totally believe that it is possible for us to:

- Improve student achievement through collaboration and shared accountability for results.
- Increase our teachers, administrators, and support staff's capacity to engage in job embedded professional development.

##### Values

As educators in this school district, we firmly believe that:

- School improvement is everyone's responsibility.
- School improvement and professional learning must center on improved student achievement.
- All staff must continuously evaluate their contributions to school improvement, professional learning, and improved student learning.

##### Mission

As educators in this school district, we are on a mission to:

- Engage all in measurably contributing to the collective good of school and school system rather than private or individual achievements.
- Increase every individual's capacity to improve the quality of instruction in every school.
- Translate school improvement and professional learning into concrete structures, schedules, processes, norms, and implemented instructional practices.

##### Knowledge

As educators in this school district, we are constantly striving to increase our collective ability to:

- Collect, analyze, and use student data to guide our decision making.
- Set goals for improved student achievement.
- Select content and qualified providers for professional learning.
- Design research-based professional learning processes.
- Implement ongoing training and learning opportunities.
- Collaborate and implement practices with fidelity.
- Assess our ongoing progress through formative data collection tools.
- Evaluate all school programs and services.

## Professional Learning Needs Assessment

Read each statement or question below. Select A for Always (or Most of the Time), S for Sometimes, or N for Never (or Very Seldom)

If you walked through the classrooms in your building, what would you see?

A	S	N	<b>Instructional Strategies and Classroom Management</b>
			Students are seated in rows facing the front of the classroom
			Students are working in small groups, in pairs, and individually on a variety of projects.
			Students must raise their hands to speak, ask permission to get up and move around.
			Students have freedom of movement, are self-directed and engaged in their projects or research.
			There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
			Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook
			Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
			The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
			The walls are covered with examples of student work.
			Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is "cheating".
			Students spend much of the day working collaboratively.
			Jigsaw groups and expert groups are the basis for classroom organization.
			Students are self-directed, independent and interdependent learners.
			A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
			Utilize multiple learning centers – within the classroom, around the campus, or throughout the community.

			Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others and assessments.
			Teachers are familiar with brain-based research, and use it in planning their instructional strategies.
			Teachers are familiar with differentiated Instructional strategies and they are a regular part of the classroom design.
			Teachers understand multiple intelligences and plan instructional strategies accordingly.
			Teachers use literature circles for reading. This means they use literature rather than the basal reader
			Teacher use the basal reader and teacher’s guide to teach reading.
			Teachers utilize writers workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
			Teachers teach language arts by following the language arts textbook from one skill to the next.
<b>A</b>	<b>S</b>	<b>N</b>	<b>Classroom Climate</b>
			Students are excited about school. High levels of motivation.
			Students are bored, finding the curriculum and school meaningless and irrelevant.
			There are little to no “discipline problems”.
			Student discipline is a problem.
			There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
			The classroom is a happy place.
			There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
			Teachers know about emotional intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
			Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.

<b>A</b>	<b>S</b>	<b>N</b>	<b>Assessment</b>
			Assessments are authentic.
			Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
			Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
			Rubrics are used. Teachers know how to design and use rubrics.
			Teacher knows how to evaluate student portfolios.
			Student portfolios are used – paper and multimedia.
			Teacher is the sole judge of a student’s learning.
			Self-assessment, peer assessment and other assessments are part of the evaluation of a student’s learning. Other means other audiences, from other teachers, to members of the community.
<b>A</b>	<b>S</b>	<b>N</b>	<b>Curriculum Design</b>
			Knowledge is memorization of a set of discrete facts.
			Knowledge is what students know, can do and are like after the details are forgotten.
			Curriculum is textbook driven.
			Curriculum is research-driven, using the textbooks as one resource among many, if at all.
			The curriculum is connected to real life.
			The curriculum is project-based.
			The curriculum includes real life problem-solving.
			The curriculum is thematic. Thematic units are planned.
			Units are interdisciplinary. More than one discipline is taught through a theme.
			Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
			Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
			When a unit is planned, the teacher ensures that it is connected to students’ experiences and interests.
			The curriculum is irrelevant and meaningless to the students.
			Teachers work in interdisciplinary teams to plan units.
			Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)

			Units are designed by selecting a theme, then determining the Big questions that will guide the research, activities, projects, materials and resources for the unit.
			Unit outcomes are stated.
			All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
			Weekly, then daily, activities and lessons are designed down from the ultimate unit outcomes.
			Most lessons are on the lower levels of Bloom’s Taxonomy – knowledge, comprehension and application.
			Most lessons are built on the higher order thinking levels – synthesis, evaluation and analysis.
			Assessments are a direct reflection of the unit outcomes.
			Curriculum is aligned – national standards, state standards, district curriculum guides, unit outcomes, materials, activities, resources, lesson plans, projects and assessments are all aligned.
			Multiple intelligences – lessons and activities are planned to include all the intelligences.
			Print is the primary vehicle for learning.
			Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
<b>A</b>	<b>S</b>	<b>N</b>	<b>21<sup>st</sup> Century Education</b> Do you see evidence of these aspects of 21 <sup>st</sup> Century education in your classrooms?
			<b>Curriculum and Instruction:</b>
			Addresses real-world issues important to humanity.
			Addresses questions that matter.
			Curriculum and instruction are connected to community.
			Curriculum is project-based, problem-based and research-driven (even for the youngest students, kindergarten and first grade and up!)
			Literacy is defined as reading, writing and math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:
			Cyberliteracy

			Information literacy
			Visual literacy
			Aural literacy
			Media literacy
			Ecoliteracy
			Financial literacy
			Emotional literacy
			Civic literacy
			Multicultural literacy
			<b>Technology and Multimedia</b> – students utilize technologies and multimedia, including but not limited to:
			Photography
			Videography and filmmaking
			Graphics
			Animation
			PowerPoint
			Painting – from drawings to murals on buildings
			Radio production
			Television production
			Public service announcements
			Websites
			DVDs

## Professional Learning Needs Assessment and Scoring Guide

Scoring can be done by leadership team, administrator, peer observers, or Professional Development Committee. Circle the number under the column that most accurately reflects what you see in each classroom. Circle the “A” Column if the statement is Always True. “S” stands for Sometimes, and “N” stands for Never or Seldom. The “Needs Assessment” can be used for one section , multiple sections, or in its entirety.

A	S	N	Instructional Strategies and Classroom Management
3	2	1	Students are seated in rows facing the front of the classroom
3	2	1	Students are working in small groups, in pairs, and individually on a variety of projects.
1	2	3	Students must raise their hands to speak, ask permission to get up and move around.
3	2	1	Students have freedom of movement, are self-directed and engaged in their projects or research.
3	2	1	There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
1	2	3	Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook
3	2	1	Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
1	2	3	The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
3	2	1	The walls are covered with examples of student work.
3	2	1	Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is “cheating”.
3	2	1	Students spend much of the day working collaboratively.
3	2	1	Jigsaw Groups and Expert Groups are the basis for classroom organization.
3	2	1	Students are self-directed, independent and interdependent learners.
3	2	1	A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
3	2	1	Utilize multiple learning centers - within the classroom, around the campus, or throughout the community.

3	2	1	Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others, and assessments.
3	2	1	Teachers are familiar with Brain-Based Research, and use it in planning their instructional strategies.
3	2	1	Teachers are familiar with Differentiated Instructional strategies and they are a regular part of the classroom design.
3	2	1	Teachers understand Multiple Intelligences and plan instructional strategies accordingly.
3	2	1	Teachers use Literature Circles for reading. This means they use literature rather than the basal reader
1	2	3	Teacher use the basal reader and teacher's guide to teach reading.
3	2	1	Teachers utilize Writers Workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
1	2	3	Teachers teach language arts by following the language arts textbook from one skill to the next.
			<b>Total Score Instructional Strategies and Classroom Management</b>

A	S	N	Classroom Climate
3	2	1	Students are excited about school. High levels of motivation.
1	2	3	Students are bored, finding the curriculum and school meaningless and irrelevant.
3	2	1	There are little to no "discipline problems".
1	2	3	Student discipline is a problem.
1	2	3	There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
3	2	1	The classroom is a happy place.
3	2	1	There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
3	2	1	Teachers know about Emotional Intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
3	2	1	Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.
			<b>Total Score Classroom Climate</b>

<b>A</b>	<b>S</b>	<b>N</b>	<b>Assessment</b>
3	2	1	Assessments are authentic.
3	2	1	Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
3	2	1	Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
3	2	1	Rubrics are used. Teachers know how to design and use rubrics.
3	2	1	Teacher knows how to evaluate student portfolios.
3	2	1	Student portfolios are used – paper and multimedia.
1	2	3	Teacher is the sole judge of a student’s learning.
3	2	1	Self-assessment, Peer assessment and Other assessments are part of the evaluation of a student’s learning. Other means other audiences, from other teachers, to members of the community.
			<b>Total Score Assessment</b>
<b>A</b>	<b>S</b>	<b>N</b>	<b>Curriculum Design</b>
1	2	3	Knowledge is memorization of a set of discrete facts.
3	2	1	Knowledge is what students know, can do and are like after the details are forgotten.
1	2	3	Curriculum is textbook driven.
3	2	1	Curriculum is research-driven, using the textbooks as one resource among many, if at all.
3	2	1	The curriculum is connected to real life.
3	2	1	The curriculum is project-based.
3	2	1	The curriculum includes real life problem-solving.
3	2	1	The curriculum is thematic. Thematic units are planned.
3	2	1	Units are interdisciplinary. More than one discipline is taught through a theme.
3	2	1	Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
1	2	3	Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
3	2	1	When a unit is planned, the teacher ensures that it is connected to students’ experiences and interests.
1	2	3	The curriculum is irrelevant and meaningless to the students.
3	2	1	Teachers work in interdisciplinary teams to plan units.
3	2	1	Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)

3	2	1	Units are designed by selecting a theme, then determining the Big Questions which will guide the research, activities, projects, materials and resources for the unit.
3	2	1	Unit Outcomes are stated.
3	2	1	All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
3	2	1	Weekly, then daily, activities and lessons are Designed Down from the ultimate Unit Outcomes.
1	2	3	Most lessons are on the lower levels of Bloom's Taxonomy – knowledge, comprehension and application.
3	2	1	Most lessons are built on the higher order thinking levels – synthesis, evaluation and analysis.
3	2	1	Assessments are a direct reflection of the Unit Outcomes.
3	2	1	Curriculum is aligned – National Standards, State Standards, District Curriculum Guides, Unit Outcomes, Materials, Activities, Resources, Lesson Plans, Projects and Assessments are all aligned.
3	2	1	Multiple Intelligences – lessons and activities are planned to include all the intelligences.
1	2	3	Print is the primary vehicle for learning.
3	2	1	Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
			<b>Total Score Curriculum Design</b>
<b>A</b>	<b>S</b>	<b>N</b>	<b>21<sup>st</sup> Century Education</b> Do you see evidence of these aspects of 21 <sup>st</sup> Century education in your classrooms?
			<b>Curriculum and Instruction:</b>
3	2	1	Addresses real-world issues important to humanity.
3	2	1	Addresses questions that matter.
3	2	1	Curriculum and instruction are connected to community.
3	2	1	Curriculum is Project-based, Problem-Based and Research-Driven (even for the youngest students, Kindergarten and First Grade and up!)
1	2	3	Literacy is defined as Reading, Writing and Math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:

3	2	1	Cyber-literacy
3	2	1	Information Literacy
3	2	1	Visual Literacy
3	2	1	Aural Literacy
3	2	1	Media Literacy
3	2	1	Eco-literacy
3	2	1	Financial Literacy
3	2	1	Emotional Literacy
3	2	1	Civic Literacy
3	2	1	Multicultural Literacy
			<b>Technology and Multimedia</b> - students utilize technologies and multimedia, including but not limited to:
3	2	1	Photography
3	2	1	Videography and filmmaking
3	2	1	Graphics
3	2	1	Animation
3	2	1	PowerPoint
3	2	1	Painting – from drawings to murals on buildings
3	2	1	Radio production
3	2	1	Television production
3	2	1	Public Service Announcements
3	2	1	Web Sites
3	2	1	DVDs
			<b>Total Score 21<sup>st</sup> Century Education</b>

**Scoring Guide:**

<b>Section</b>	<b>Possible Points</b>	<b>Total Score</b>	<b>Critical Need</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1. Instructional Strategies &amp; Classroom Management</b>	69		1 - 23	24 - 46	47 - 65	66 - 69
<b>2. Classroom Climate</b>	27		1 - 9	10 – 18	19 – 24	25 - 27
<b>3. Assessment</b>	24		1 - 8	9 – 16	17 – 21	22 - 24
<b>4. Curriculum Design</b>	78		1 - 26	27 – 52	53 – 74	75 - 78
<b>5. 21<sup>st</sup> Century Education</b>	78		1 - 26	27 – 52	53 – 74	75 - 78

## Professional Learning Activity Log

School District:

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Teacher Name:

---

Number	Date	Title of Workshop/Activity/Strategy	Hours	Signature(s)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

**Mentor/Mentee  
Classroom Observation Form**

**Teacher Observed** \_\_\_\_\_

**School** \_\_\_\_\_ **District** \_\_\_\_\_

1. Here is what I observed (descriptive, specific and relevant teacher and student location/behavior/actions/indicators).

2. Here is how what I observed connects to teacher's learning goal(s):

3. Here are some things to think about for future practice (for teacher or for me):

## THE GREENFIELD SCHOOL DISTRICT

### Individual Professional Growth Plan

Teacher (last, first middle) Baker, Mary Jo Employee ID# 12345

School Greenfield Middle School Subject Mathematics Grade 7

#### STUDENT LEARNING NEEDS

What does the analysis of your current students' achievement data indicate? ( Identify specific data used in the analysis - classroom assessments, samples of student work, standardized tests, observations, etc.) What specific student learning needs, based on the disaggregated data, have you identified?

Data used for analysis:

- 2012 State Assessment in Mathematics
- Fall 2012 7<sup>th</sup> Grade Mathematics Pre-Test
- 6<sup>th</sup> Grade Mathematics Grades
- Locally used Standardized Test
- Common Assessment and example classroom work

#### EDUCATOR LEARNING NEEDS

Based on your identified student learning needs, what skills, knowledge, and/or strategies do you need to gain to support student learning needs?

Professional learning on the following:

- Additional knowledge, skills and strategies to support differentiated instruction
- Providing descriptive feedback to students and involving learners in personal goal setting (building identified need)

#### OBJECTIVE STATEMENT(S)

What specific measurable improvements in student performance do you anticipate as a result of professional development? (Must be related to specific performance data for students to whom you are assigned with particular attention to subgroups). Who will increase/decrease what, by what date, as measured by what assessment tools? (SMART Goals)

By May of 2013, at least 60% or higher of my 7<sup>th</sup> grade mathematics students at Greenfield Middle School will score "advanced or proficient" on the state grade level mathematics assessment and less than 10% will be in the bottom quartile (below basic). Bench mark assessments and the 7<sup>th</sup> grade Mathematics final will show that each student has made significant gains in knowledge, skills, and his or her ability to apply learning about proportional relationships and operations with fractions while closing gaps in understanding of foundational elements.

#### EDUCATOR LEARNING GOAL(S)

What are your specific educator learning goals tied to specific educator performance indicators?

##### Performance Indicator 2.3

**Learning goal:** To increase my knowledge of differentiated instructional strategies and effectively implement them in my classroom.

##### Performance Indicator 4.3

**Learning goal:** To increase my knowledge and skill in the use of Cooperative Learning Strategies to enable students to effectively work collaboratively to increase engagement, accountability, and learning.

### DISTRICT/BUILDING GOALS

How do my identified learning goals align with building and/or district learning goals?

District goal #5: To increase the percentage of students scoring “advanced or proficient” in mathematics by 5% per year. My student learning goal is directly in line with this district improvement goal and actually exceeds this expectation for my 7<sup>th</sup> grade mathematics students.

### PROFESSIONAL LEARNING

What professional development activities will assist you in meeting your objectives? Identify the success-based research behind the identified learning needs (proven successful in raising student achievement) tied to effective professional development activities you have chosen to meet the objectives. What resources and support will you need to meet your objectives? (Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement reports that teachers typically need 49+ hours of professional development in a given area to improve their skills and student learning.)

- PD: Grade level book study: “Fulfilling the Promise of Differentiation” by Carol Tomlinson
- PD: Regional Professional Development Staff model differentiated lessons/learning opportunities in grade level classrooms (monthly)
- PD: Instructional coaches and peers observe differentiated instructional lessons/learning opportunities to give feedback on practice (weekly)
- PD: Teacher reflective journal
- PD: Grade Level team examines student work to assess the impact of using differentiated instruction and make decisions about needed changes or adjustments (weekly)

**Research base: Cusumano, Celeste & Mueller, Jonel. (2007). *How Differentiated Instruction Helps Struggling Students Achieve*; Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta Analyses Relating to Achievement***

- PD: Cooperative Learning Summer week-long training
- PD: Building PLC will share student work and best-practice around Cooperative Learning strategies (monthly meetings)
- PD: Peer observations and feedback on practice (at least monthly)
- PD: Teacher reflective journal

**Research base: Slavin, R.E. (1996). *Research on Cooperative Learning and Achievement: What we know and what we need to know***

- PD: Building level learning – View video series on feedback (PLC year-long learning)  
[http://www.edugains.ca/resourcesAER/VideoLibrary/Feedback/ViewingGuideFeedbackAFLV\\_ideoSeries.pdf](http://www.edugains.ca/resourcesAER/VideoLibrary/Feedback/ViewingGuideFeedbackAFLV_ideoSeries.pdf)
- PD: Grade level mathematics team book study – Barry, V. J (2008) Using Descriptive Feedback in a Sixth Grade Mathematics Classroom (Weekly)
- PD: Instructional Coach models effective, descriptive feedback in mathematics classrooms (2 to 3 times)
- PD: Peer observations and feedback to inform instructional practice utilizing descriptive feedback to impact student achievement (4 to 6 times during the year)
- PD: PLC will look at examples of teacher descriptive feedback tied to instructional lessons and student work; examples of students using descriptive feedback with teacher and peers; and look at student work and common assessments to gauge impact of descriptive feedback on student achievement

## EVALUATION OF RESULTS

1. How did students improve as a result of the professional development you received?
2. How did your teaching practice change as a result of the professional learning? (Provide convincing measurable evidence of student and educator changes.)
3. Did you receive the support and resources needed to effectively implement the professional learning in your classroom? (Did you receive the professional learning as outlined in your plan - peer observation and feedback; modeling; observing teachers utilizing the strategy; learning opportunities; collaboration with colleagues; etc.) If you did not receive these opportunities, why or why not. (explain) How did this effect the successful implementation?
4. How will you use the results from the evaluation of your IPGP to modify or eliminate ineffective strategies or expand effective ones?
5. How will you use this year's results to plan for next year's IPGP?

### Plan approval:

\_\_\_\_\_  
Signature of teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of professional development chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of administrator

\_\_\_\_\_  
Date

## Professional Growth Plan

Check one

Professional Growth Plan for \_\_\_\_\_  
Name

Improvement Plan for \_\_\_\_\_  
Name

Identify Indicator: \_\_\_\_\_  
Standard number and name                      Quality indicator number and name

Briefly describe why this indicator was selected  
(Include whether this indicator aligns to a  
CSIP and/or BIP improvement goal)

<p><b>1. PLAN: State the professional learning goal or objective.</b> <i>Note: Should be driven by root causes of the baseline performance and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by ..."</i></p>	<p><b>2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured?</b> <i>Note: Think of this as an improvement theory, i.e., if the educator does x, y, and z, <b>then</b> the stated PL objective will be accomplished.</i></p>
<p><b>3. STUDY: What do the data tell us? What do the data not tell us?</b></p>	<p><b>4. ACT: How will positive results be sustained? What might be opportunities for improvement in the PL process used and/or the results? What might be the focus of the next growth cycle?</b></p>

Signature of teacher	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> Baseline Score	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> Final Score	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> Growth Score
Signature of evaluator			

## Professional Growth Plan

(Based on the Data Team Process Model)

Check one

Professional Growth Plan for \_\_\_\_\_  
Name

Improvement Plan for \_\_\_\_\_  
Name

Identify Indicator: \_\_\_\_\_  
Standard number and name                      Quality indicator number and name

Briefly describe why this indicator was selected  
(Include whether this indicator aligns to a  
CSIP and/or BIP improvement goal)

<p><b>1. FOCUS</b></p> <p><i>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</i></p>	<p><b>2. GOAL</b></p> <p><i>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</i></p>
<p><b>3. STRATEGY</b></p> <p><i>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</i></p>	<p><b>4. RESULTS</b></p> <p><i>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</i></p>

\_\_\_\_\_  
Signature of teacher

Baseline Score

Final Score

Growth Score

\_\_\_\_\_  
Signature of evaluator

## Individual Professional Growth Plan for Instructional Staff

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Campus \_\_\_\_\_ Assignment \_\_\_\_\_ Plan Approved \_\_\_\_\_  
Supervisor's Initials/Date

District/Building or other professional learning options:

District/Building Goal that your plan is aligned to:

What standard(s) and indicator(s) are you working on for the year (What do you want to improve/change so student learning improves?)

What student data indicated that this is where you should put your time and focus in learning?

List your plan of learning for the year. What data-driven research indicates that these learning opportunities will help you achieve your desired outcome – students learning at higher levels? For each indicator, please address the research behind the professional learning and the expected impact on student learning.

### Sign upon completion of plan activities:

Employee's signature \_\_\_\_\_

\_\_\_\_\_ Date of accomplishment

Supervisor's signature \_\_\_\_\_

\_\_\_\_\_ Date of accomplishment





## Sample Mentor/Mentee Log

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

The mentor is responsible for facilitating, and the mentee is responsible for documentation.

**First Quarter:** \_\_\_\_\_

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Met and got acquainted	_____
<input type="checkbox"/> Developed collegial relationship (continue to monitor progress)	_____
<input type="checkbox"/> Discuss Professional Growth Plan (IPGP)/ learning goals/ PD Hours	_____
<input type="checkbox"/> Set up weekly/biweekly meeting times	_____
<input type="checkbox"/> Shared resources	_____
<input type="checkbox"/> Analyzed student data	_____
<input type="checkbox"/> Participated in _____	_____
<input type="checkbox"/> Discussed quarter GLEs	_____
<input type="checkbox"/> Set date to observe mentee	_____
<input type="checkbox"/> Set date to observe in mentor's class	_____
<input type="checkbox"/> Discussed teacher evaluation and the value of specific and relevant feedback	_____
<input type="checkbox"/> Discussed first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Scheduled professional learning for this year	_____
<input type="checkbox"/> Scheduled time to share relevant feedback on classroom observations	_____
<input type="checkbox"/> Other _____	_____

**Second Quarter:** \_\_\_\_\_

<b>We:</b>	<b>Date</b>
<input type="checkbox"/> Finalized IPGP and made copies for us & principal	_____
<input type="checkbox"/> Met for informal discussion (in the hall and at lunch)	_____
<input type="checkbox"/> Celebrated together by _____	_____
<input type="checkbox"/> Talked about first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed classroom management issues and solutions	_____
<input type="checkbox"/> Analyzed student data	_____
<input type="checkbox"/> Participated in a Lesson Study	_____
<input type="checkbox"/> Discussed quarter GLEs	_____
<input type="checkbox"/> Watched each other teach	_____
<input type="checkbox"/> Shared relevant feedback on classroom observations	_____
<input type="checkbox"/> Met with Principal to discuss how things are going	_____
<input type="checkbox"/> Discussed professional learning opportunities tie to identified learning needs.	_____
<input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom	_____
<input type="checkbox"/> Other _____	_____

**Third Quarter:** \_\_\_\_\_

- | <b>We:</b>   | <b>Date</b> |
|--|-------------|
| <input type="checkbox"/> Continued informal contact (hallway/lunch)  | _____       |
| <input type="checkbox"/> Reviewed Professional Growth Plan (IPGP)/ professional learning hrs.  | _____       |
| <input type="checkbox"/> Revisit classroom management issues- How is it going?   | _____       |
| <input type="checkbox"/> Scheduled third mentor observation  | _____       |
| <input type="checkbox"/> Scheduled time to provide relevant feedback on classroom observation  | _____       |
| <input type="checkbox"/> Discussed/implemented/planned/analyzed _____  | _____       |
| <input type="checkbox"/> Analyzed student data (growth tied to teacher learning)   | _____       |
| <input type="checkbox"/> Participated in a _____   | _____       |
| <input type="checkbox"/> Discussed quarter GLEs  | _____       |
| <input type="checkbox"/> Evaluated how we are doing so far   | _____       |
| <input type="checkbox"/> Celebrated by _____   | _____       |
| <input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom and discuss what relevant feedback we would offer him or her | _____       |
| <input type="checkbox"/> Other _____   | _____       |
| <input type="checkbox"/> Other _____   | _____       |

**Fourth Quarter:** \_\_\_\_\_

- | <b>We:</b>   | <b>Date</b> |
|--|-------------|
| <input type="checkbox"/> Completed IPGP  | _____       |
| <input type="checkbox"/> Copy sent to _____ at _____                             | _____       |
| <input type="checkbox"/> Discuss end of year classroom management strategies     | _____       |
| <input type="checkbox"/> Analyzed student data                                   | _____       |
| <input type="checkbox"/> Participated in _____                                   | _____       |
| <input type="checkbox"/> Discussed quarter GLEs                                  | _____       |
| <input type="checkbox"/> Discussed/implemented/planned/analyzed _____            | _____       |
| <input type="checkbox"/> Set Professional Growth Plan (IPGP) goals for next year | _____       |
| <input type="checkbox"/> Evaluated mentoring program                             | _____       |
| <input type="checkbox"/> Celebrated/recognized accomplishments                   | _____       |
| <input type="checkbox"/> Other _____   | _____       |
| <input type="checkbox"/> Other _____   | _____       |

**Signatures verify that we have accomplished the activities checked off above.**

Mentor signature \_\_\_\_\_ Date \_\_\_\_\_

Mentee signature \_\_\_\_\_ Date \_\_\_\_\_

## Creating Time for Professional Learning

One of the challenges for districts and professional development committees is creating time for powerful learning opportunities for teachers and administrators. Ideas gathered from resources from districts and Learning Forward that have proven successful include the following:

- Lengthen the regular school day. “Save” the extra minutes to create larger blocks of time when teachers can plan or learn together.
- Create regularly scheduled early dismissal/late start days.
- Expand or add planning or learning times for teachers.
- Hire substitute teachers to fill-in for regular classroom teachers to enable those teachers to plan or learn together.
- Add an extra teaching position in the school for a rotating substitute teacher who would regularly fill in for teachers in order to free them for planning or learning time.
- Use common planning time to enable teachers working with the same students, the same grade level, or the same subject to share information, collaborate on projects, or learn more about their shared interest.
- Organize “specials” into blocks of time to create common time for teachers with similar interests.
- Link planning periods to other non-instructional times, such as lunch periods, giving teachers the option to use their personal time for shared learning time.
- Enlist administrators to teach classes.
- Authorize teaching assistants and/or college interns to teach classes at regular intervals, always under the direction of a teacher.
- Team teachers so one teaches while the other plans or learns independently.
- Plan day-long, off-site field experiences/service learning opportunities for students in order to create a large block of time when teachers can learn.
- Create multi-day summer learning institutes for teachers in order to ensure that they receive the necessary depth in areas of strategic importance for the district.
- Provide professional learning time during staff meetings.
- Spread time from multi-school planning days across the calendar to provide more frequent, shorter school-based learning opportunities.

## Department of Elementary and Secondary Education Resources

- [Administrator Mentoring Program](#)
- [Discretionary Grants](#)
- [Educator Preparation](#)
- [Fifth Cycle MSIP](#)
- [High Schools That Work](#)
- [Model Counselor Standards](#)
- [Model Librarian Standards](#)
- [MyLearning Plan](#)
- [Professional Learning Communities](#)
- [RTI - Three-Tiered Models of Intervention and Evidence Based Practice](#)
- [Show-Me Standards](#)
- [Talent Pool Recommendation](#)
- [Virtual Schools/MoVIP](#)
- [Certification](#)
- [Education Technology](#)
- [Federal Programs](#)
- [Gold Star/Blue Ribbon Schools](#)
- [Mentoring Standards and Appendix A](#)
- [Model Leader Standards](#)
- [Model Teacher Standards](#)
- [National Board Certification](#)
- [Regional Professional Development Centers](#)
- [Service-Learning](#)
- [Special Education](#)
- [Teacher of the Year Program](#)

### Related Educational Links

- [AFT - Missouri](#)
- [Common Core Resources](#)
- [eLearning](#)
- [ETS Testing Service](#)
- [MASA - Missouri Association of School Administrators](#)
- [Missouri PTA](#)
- [MNEA - Missouri National Education Association](#)
- [MSTA - Missouri State Teachers Association](#)
- [SuccessLink](#)
- [Common Core Standards](#)
- [eMINTS](#)
- [Learning Forward \(NSDC\)](#)
- [MAESP - Missouri Association of Elementary School Principals](#)
- [MASSP - Missouri Association of Secondary School Principals](#)
- [MOSPRA - Missouri School Public Relations Association](#)
- [MSDC - Missouri Staff Development Council](#)
- [Northwest Regional Lab](#)

## Teacher Tools/Resources

### Digital Tools and Websites

*Reading Amplified: Digital Tools That Engage Students in Words, Books, and Ideas*, Lee Ann Spillane. Stenhouse Publishers - \$18.00 (Online Book) Grade Range: 7 - 12  
<http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=9659&r=nb130205m>

*"Reading engagement matters. What does that mean for me as a teacher? It means that I need to choose my approach to reading with students' needs in mind. Ultimately my purpose is to create lifelong readers who are capable of critically reading the texts our democratic society requires – including when interacting with text and images through digital devices or online."*

By now we've all seen examples of Wordle, the technology app that converts chunks of text into a word cloud featuring words of different sizes according to their prevalence in the text. But you haven't seen the real power of Wordle until you've seen Lee Ann Spillane's high school students use it to analyze patterns and symbolism in *The Great Gatsby*. In *Reading Amplified: Digital Tools That Engage Students in Words, Books, and Ideas*, you can look over Lee Ann's shoulder at her computer screen or into her classroom as she guides students to deeper reading and engagement with digital tools, ranging from the Google Book search concordance feature to comic strip software. Spillane seeks to take the "tedium out of routine tasks we need to teach." Her instruction is infused with technology that energizes students, but her focus is always on deep learning that motivates them to become passionate and independent readers. "It's about the teaching, not the tool," she reminds us. "I do a lot of learning right beside my students."

<http://www.persuasivegames.com/games/> Persuasive Games has a diverse portfolio of successful videogames. These games are designed for advertisers, public policy makers, corporate trainers, educators, news organizations, as well as ordinary people. These games push the envelope of traditional game design while demonstrating the power of games as a persuasive medium. (Free site)

<http://edu.glogster.com/> – Creative learning. This site is free to a point. The free version allows for 10 student sub-accounts; the "Educator Light" version allows for 50 student sub-accounts and costs \$29.95 annually; the "Educator Premium" version allows for 200 student sub-accounts and costs \$99.00 annually. The two fee-based versions have two additional common features - student management and access to the Glogpedia library. Only the "Educator Premium" version allows for class & project management and allows the user to Re-Glog from Glogpedia.

## What is Glogster EDU?

### For educators:

- A creative, dynamic, and innovative digital outlet that captures learner's excitement for online creations, keeps learners engaged in course content, and makes teaching and learning more fun.
- A private and safe platform, monitored directly by teachers. Teachers control all the activities of their learners.
- A valuable tool that integrates diverse core subjects including math, science, history, art, photography, music and more for individual learner portfolios, unique alternative assessments, and differentiated instructional activities.

### For learners:

- A fun, imaginative, and powerful learning experience which fosters independent creative self expression, positive learner-teacher relationships, and teamwork on collaborative class projects.
- A vibrant, multi-sensory learning experience that integrates learner's knowledge and skills into traditionally text-oriented subjects and motivates learner's desire to explore topics in which they may previously have been less interested.

<http://www.vocabulary.com/> TIME Magazine named Vocabulary.com one of its "Top 50 Websites of 2012. Each year TIME salutes new websites and services that are useful, entertaining, innovative or just plain addictive, and Vocabulary.com is one of just four educational websites to be named to TIME's list for 2012. This free site features vocabulary lists, vocabulary blog, and vocabulary specific to literature, historical documents and events, news reports, newspapers, commentaries and speeches.

[Support Videos for the Common Core State Standards](#) – Each video is an audiovisual resource that focuses on one or more specific standards and usually includes examples/illustrations geared to enhancing understanding. The intent of each content-focused video is to clarify the meaning of the individual standard rather than to be a guide on how to teach each standard although the examples can be adapted for instructional use.

<http://www.udacity.com/courses> Udacity! is a site that offers free online courses in technology related fields. They even have exams every eight weeks!

<http://www.showme.com/> ShowMe is an open learning community where you can learn or teach any subject. Watch great lessons for free or create your own. It includes topical searches and examples of student work.

## Professional Learning/Development Research Resources

The bibliography below contains references to a number of publications related to professional development- books, articles, and journal articles used as references in the *Missouri Professional Learning Guidelines for Student Success*, including both theoretical pieces, as well as results of other studies and evaluations. In addition, many could be used in professional learning study groups or serve as the research basis in documenting proven success for professional learning design and content.

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