

**INSTRUCTIONS:** To be completed by the teacher

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Length of Professional Growth Cycle: \_\_\_ 3 year \_\_\_ 4 year \_\_\_ 5 year (check one)

Duration of Plan: from \_\_\_\_\_ to \_\_\_\_\_

Year in Cycle: \_\_\_\_\_

1. What is my desired outcome for professional growth?

2. How does the outcome relate to MCPS goals and my school's goals (School Improvement Plan)?

3. What data sources did I use to establish my outcome? What data will I use to assess achievement of my outcome?



7. Devise a tentative timeline for the implementation of your plan with periodic benchmarks to judge your progress.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supported by Staff Development Teacher:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by Principal/Administrator:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Progress Check Point Date: \_\_\_\_\_

## **Professional Development Options**

These are options for years of the professional growth cycle.

### **Peer Reflective Conversations**

- Invite a peer to discuss and help you reflect on a specific aspect of your teaching.
- Choose a reference point for these conversations such as student work samples, videotape of a lesson, or peer visit information.

### **Peer Visit with Reflection**

- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning taking place.
- Participate in a planning conversation to identify the focus of the lesson.
- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

### **Professional Visits**

- Ask to observe a peer or a program.
- Participate in a planning conversation to identify the focus of the visit.
- Participate in a reflective conversation to discuss application ideas and clarify questions.

### **Action Research**

- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.
- Engage in action research steps in the following sequential order: observe situation; identify and pose a question; collect data; analyze data; identify action steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

### **Study Group**

- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of students.

### **Audio/Videotaping**

- Create a tape to collect data for analysis and/or reflection.
- Participate in a peer reflective conversation focused on the audio/videotape.

### **Delivery of Workshops/Courses**

- Prepare, develop, and/or deliver courses or workshops.
- Provide a measurable educational impact for peers, parents, or others.

### **Develop Instructional Materials**

- Create collections of thematically related materials and share with colleagues.

### **Journal Writing**

- Reflect on or synthesize professional readings.
- Critique your own teaching or the teaching of a colleague.
- Record data from classroom observations; analyze trends.
- Write for a specific length of time or amount in response to a prompt, stem, or question.

### **Networking**

- Participate in regular or frequent collegial dialogues and collaborative activities focused on school improvement.
- Work with practitioners from different schools.
- Conduct purposeful work focused on educational change.
- Engage in practitioner-driven school-based renewal.

### **New Curriculum Development**

- Develop and pilot new curriculum and share with colleagues.

### **Participation in a Course**

- Apply strategies learned in the course to current instructional practice and share with colleagues.

### **Teacher Exchange Program**

- Teach in another school, district, or country and share insights with staff.

### **Team Teaching**

- Plan, teach, and evaluate a unit collaboratively.
- Share responsibility for developing, presenting, and assessing a lesson.