

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.