

Strawberry Knoll Elementary School

PROFESSIONAL DEVELOPMENT PLAN (PDP) REVIEW FORM



Name

Position:

School: Strawberry Knoll Elementary School

Length of Professional Growth Cycle: ____2 ____3 ____4 ____5

Year in Professional Growth Cycle: Evaluation Year?

1. Brief description of the outcome for professional growth.

Your PDP is attached.

2. Reflections on progress toward the achievement of the outcome

What have you accomplished? What have you learned? What new strategies have you used? What practices have you changed? What worked and what didn't?

3. Determination







____ Continue current PDP

____ Write new PDP

Standard I

Teachers are committed to students and their learning.

Performance Criteria

-  The teacher acts on the belief that every student can learn and that all can master a challenging curriculum with appropriate accommodations.
-  The teacher sets quantifiable learning outcomes for students and holds the students and themselves accountable for meeting those objectives.
-  The teacher produces measurable growth in student achievement toward goals he/she has set on system-wide accountability measures.
-  The teacher recognizes individual differences in his/her students and adjusts his/her practices accordingly.
-  The teacher understands how students develop and learn.
-  The teacher extends his/her mission beyond the academic growth of students.





Evidence of beliefs, commitment, and tenacity

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Standard II

Teachers know the subjects they teach and how to teach those subjects to students.

Performance Criteria

-  The teacher understands the content of his/her subject area(s) and how knowledge in his/her subject field is created, organized, and linked to other disciplines.
-  The teacher demonstrates subject area knowledge and conveys his/her knowledge clearly to students.
-  The teacher generates multiple paths to knowledge.
-  The teacher uses comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals.






Evidence of knowledge, planning skills, and successful instruction

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Standard III

Teachers are responsible for establishing and managing student learning in a positive learning environment.

Performance Criteria

-  The teacher creates a classroom climate that promotes openness, mutual respect, support, and inquiry.
-  The teacher creates an organized classroom that maximizes engaged student learning time.
-  The teacher establishes and maintains respectful, productive partnerships with families in support of student learning and well-being.
-  The teacher orchestrates learning in a variety of settings.
-  The teacher involves all students in meaningful learning activities.



Evidence of positive climate, management, and family partnerships

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Standard IV

Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

Performance Criteria

-  The teacher uses a variety of formal and informal assessment techniques.
-  The teacher analyzes student information and results and plans instruction accordingly.




Evidence of assessment, analysis, and adaptation of instruction

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Standard V

Teachers are committed to continuous improvement and professional development.

Performance Criteria

-  The teacher continually reflects upon his/her practice in promoting student learning and adjusts instruction accordingly.
-  The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.
-  The teacher is an active member of professional learning communities.




Evidence of reflection and collaboration for personal growth

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Standard VI

Teachers exhibit a high degree of professionalism.

Performance Criteria

-  The teacher understands and supports the vision of the school system.
-  The teacher views him/herself as a leader in the educational community.
-  The teacher contributes to the smooth functioning of the school environment.

Evidence of leadership, professionalism, and routines

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Professional Development Options

These are options for years of the professional growth cycle.

Peer Coaching

- Ask a peer to observe and/or collect classroom data so that together you can reflect on the teaching and learning taking place.
- Conduct a planning conference and identify the focus of the lesson.
- Conduct a reflecting conference, which provides confidential feedback on the lesson.

Professional Visits

- Ask to observe a peer so that together you can reflect on the teaching and learning taking place.
- Conduct a planning conference and identify the focus of the visit.
- Conduct a reflecting conference, which provides an opportunity for discussion of insights and for clarification of questions relating to the lesson.

Action Research

- As an individual or with a group, study your own teaching/learning practices to make formal decisions on ways to improve instruction.
- Action research steps in 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 or reflection.
- Provide feedback about teaching.
- Prepare for peer observation with a colleague.
- Empower teachers to be self-reflective or analytical about their practice.

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 current teaching and critical actions.
- 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 partnerships focused on school renewal.
- 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 product.