

# Professional Development Planner

TEACHER: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

## READY: Use the following questions to reflect and guide your goal setting

- ☐ What do I want to achieve this school year? *To help every student reach their learning goals and master the standards set by the state each year, be a model teacher*
- ☐ What are my strengths? Weaknesses? *Strengths: Analyzing data, curriculum planning  
Weaknesses: Differentiating instruction, individual skill delivery, keeping students engaged*
- ☐ What do I want my students to achieve? *The state standards, pass state testing, 21st century skills*
- ☐ What do I want to learn more about? *More effective ways to teach reading, how to keep students better engaged in learning*
- ☐ What are the needs of my students? *Differentiated instruction, reading strategy instruction to increase comprehension scores, strategies to write constructed responses in reading*
- ☐ In what ways do I need to better align my professional development with any district initiatives? *The district is using the Science of Reading. My goal is related to comprehension which is a part of the Science of Reading.*

## SET: SMART goal setting

<b>SPECIFIC</b>	What do you want to achieve?	<i>Use the 4-step mini-lesson process to deliver reading comprehension instruction that results in mastery of reading comprehension skills.</i>
<b>MEASURABLE</b>	How will you know when you've achieved your goal?	<i>The goal will be achieved when I have applied this best practice in reading instruction through lesson planning and delivery with 80% mastery.</i>
<b>ATTAINABLE</b>	Is your goal realistic and within your reach?	<i>The goal is achievable with the resources and time available during prep periods, team planning, &amp; early release/ delay starts.</i>
<b>RELEVANT</b>	What makes this goal appropriate for students? Yourself?	<i>The graded-release model used in the 4-step mini-lesson will help keep students engaged throughout the whole lesson, which in turn, means student achievement. The skills taught are rooted in grade-level standards.</i>
<b>TIME-BOUND</b>	When do you want to achieve this goal?	<i>Because this is a teaching practice that is appropriate across the board and there is ample time for practice, the goal can be achieved by the end of the school year.</i>

Use your responses to build a SMART goal below:

*I will intentionally plan and deliver 4-step mini-lessons during whole-class comprehension instruction in order to demonstrate 80% mastery of this best practice by the end of the school year.*

# The Making Of A Teacher A Plan For Professional Self Development

**Joacim Rocklöv**



## **The Making Of A Teacher A Plan For Professional Self Development:**

The Making of a Teacher Robert Morris William Travers, Jacqueline Dillon, 1975

**Catalog of Copyright Entries.**

**Third Series** Library of Congress. Copyright Office, 1976

*A Curriculum for the Middle School Years* John H.

Lounsbury, Gordon F. Vars, 1978

**Breakthrough Principals**

Jean Desravines, Jaime Aquino, Benjamin Fenton, 2016-03-22

Bridge the achievement gap with proven strategies for student success Breakthrough Principals debunks the myth of the superhero principal by detailing the common actions and practices of leaders at our nation's fastest gaining public schools Based on the authors Transformational Leadership Framework which they developed through in depth study of more than 100 high gaining high poverty schools the book distills findings into a practical action focused plan for diagnosing school needs and implementing structures systems and practices that accelerate student achievement Brought to life by case studies of principals who have led dramatic gains in student achievement the book is a how to guide for increasing the quality of teaching and learning improving school culture attracting and supporting high performing teachers and involving parents and community to help students achieve You'll learn how breakthrough principals make the school's mission a real part of both strategy and practice and set up sustainable systems that support consistent ongoing improvement High impact practices are organized into five broad categories learning and teaching school wide culture aligned staff operations and systems and personal leadership The primary job of school leadership is to help students succeed It begins with first recognizing and prioritizing areas of need then finding and implementing the most effective solutions Whether you work in a turn around environment or want to make a good school better this book will give you a set of concrete practices illustrated through examples of real principals in real schools that have been proven to work Discover the primary drivers of student achievement Work toward the school's vision in staffing operations and systems Set the tone for all relationships and practices with good leadership Closing the achievement gap is a major goal of educational leadership and principals are forever searching for viable methods that help them better serve their students Breakthrough Principals unveils the details behind the success stories from across the nation to provide a roadmap to transformative gains

**Targets for Teachers**

Judy K. Werder Sargent, Ann E. Smejkal, 2000

**The Principal as Human Resources Leader**

M. Scott Norton, 2014-07-17

Increasingly personnel administrative duties within schools have been delegated to the local school principal This accessible book arms school leaders with the knowledge and skills required to be an effective human resources leader and shows them how to fold these additional duties seamlessly into their daily routines This practical resource provides school administrators with guidance on personnel selection growth and development orientation and placement school climate legal processes leadership for classified staff and other important human resources processes Special Features Grounded in extensive research and interviews with practicing principals Provides a wealth of examples strategies tips and best practices for leading the human resources function at the school level Chapter exercises and case studies explore the skills and knowledge

needed for effective human resource leadership Details the significance of developing a positive school climate Legal aspects of human resources administration are made digestible and understandable      **Rethinking Teacher Education for the 21st Century** Wioleta Danilewicz,Alicja Korzeniecka-Bondar,Marta Kowalczyk-Walędziak,Gracienne Maria Louisa Veronica Lauwers,2019-09-09 This book focuses on current trends potential challenges and further developments of teacher education and professional development from a theoretical empirical and practical point of view It intends to provide valuable and fresh insights from research studies and examples of best practices from Europe and all over the world The authors deal with the strengths and limitations of different models strategies approaches and policies related to teacher education and professional development in and for changing times digitization multiculturalism pressure to perform      The Texas Outlook ,1926

*The Journal of the National Education Association* National Education Association of the United States,1924

**Resources in Education** ,2000      Human Resources Administration for Educational Leaders M. Scott Norton, Professor Emeritus,2008-04-25 A comprehensive and research based text detailing the important relationship between school administration and human resources administration The author provides students with specific strategies for navigating the treacherous waters of personnel selection development retention and removal I wish I had the book when I began my work as Director of Personnel Zach Kelehear University of South Carolina Human Resources Administration for Educational Leaders balances theory and pedagogy to demonstrate the historical evolution of the human resources function in education the link between human resources and organizational effectiveness and the new trends in human resources accountability Key Features and Benefits Provides students with samples of the tools that practicing HR administrators use for planning recruiting interviewing selecting evaluating compensating and developing staff personnel Dedicates separate chapters to areas often neglected in other texts collective bargaining human resources responsibility for classified personnel accountability and organizational climate and the human resources function Features engaging simulations in the form of case studies and critical questions to help students apply the concepts to practice Accompanied by High Quality Ancillaries Instructors Resources on CD ROM includes a test bank sample syllabi PowerPoint slide presentations and more      **The Visitor** ,1929      Secondary and Middle School Teaching Methods Leonard H. Clark,Irving S. Starr,1991      **International Summit on the Teaching Profession Teachers for the 21st Century Using Evaluation to Improve Teaching** OECD,2013-04-15 This book discusses how teacher quality is defined and what standards are set and by whom what systems are in place for teacher evaluation and how evaluations are conducted and how teacher evaluation contributes to school improvement and teacher self efficacy      North Carolina Education ,1934      **Research in Education** ,1973      **STEM Education: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2014-12-31 This reference brings together an impressive array of research on the development of Science Technology Engineering and Mathematics curricula at all educational levels Provided by publisher      *National Union Catalog* ,1978 Includes entries for

maps and atlases      *The Teacher's Toolkit* Paul Ginnis, 2001-07-30 The Teacher's Toolkit provides an overview of recent thinking innovations in teaching and presents over fifty learning techniques for all subjects and age groups with dozens of practical ideas for managing group work tackling behavioural issues and promoting personal responsibility It also presents tools for checking your teaching skills from lesson planning to performance management      **Educational Innovation in Society 5.0 Era: Challenges and Opportunities** Yoppy Wahyu Purnomo, Herwin, 2021-11-23 This book consists of a selection of papers that discuss the challenges in the increasingly complex world of education and various educational problems such as moral degradation lack of literacy pedagogical curriculum and innovation educational technology Moreover the book provides papers that deal with educational innovation in the era of Society 5.0 with a view to discuss and resolve various social challenges issues and problems relating to educators students the dynamics of the education system and social dynamics The subject areas treated in this book are Character Education in Society 5.0 Era Multiliteracy Education in Society 5.0 Era Early Childhood Education in Society 5.0 Era Inclusive Education in Society 5.0 Era Curriculum Media and Educational Technology for Primary Education in Society 5.0 Era Joyful and Meaningful Learning in Society 5.0 Era and HOTS in Society 5.0 Era This book will help educators stakeholders and also parents to cope with the challenges in education

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