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| **Learning Development Plan** |
| **Teacher: School: School Year:** |

Identify two or three areas for growth that can ideally be accomplished during this school year. Set **SMART Goals:** *Specific, Measurable, Attainable, Realistic, and Timely*. The goals should be a stretch for you, but attainable with effort. Form your goals in alignment with the *Framework for Teaching* by Danielson.

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| **Areas for Growth** | **Examples of actions toward achieving your goal** | **Examples of ways to measure progress** |
| *Planning & Preparation:*   * Setting Instructional Outcomes * Designing Coherent Instruction * Designing Student Assessments   *The Classroom Environment:*   * Establishing a Culture for Learning * Managing Student Behavior   *Instruction:*   * Using Questioning and Discussion Techniques * Engaging Students in Learning * Using Assessment in Instruction   *Professional Responsibilities:*   * Reflecting on Teaching | * Observe/debrief peer classes (inter-visitation) * Set up benchmark conferences with my mentor/coach * Attend a workshop or class * Conduct relevant research on effective practices the theory * Explore ARIS for resources and learning communities * Ask students to complete a teacher evaluation * Set aside 30 minutes per week to focus on a goal * Develop a personal rubric to measure growth | * Benchmark conference with a mentor/coach * Analyze student test data * Examine student work using rubrics * Rate yourself on your PD growth rubric * Complete a self-assessment to gauge progress * Peer review (in-person or video) |

***EXAMPLE***

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| **Developmental Goal #1** | **Related Teacher Competency(ies)** | **Anticipated Impact of Improvement on Students** | **Developmental Actions**  (break down into specific individual steps with end-dates) | **How will progress be measured?** | **Resources and Supports Needed** | **Proposed Dates** | **Date Completed** |
| *Elevate the level of critical thinking in the classroom by modifying the types of questions and tasks asked of students.* | *Using Questioning and Discussion Techniques* | *Students will be able apply critical thinking strategies to their own reading and writing.*  *Student questioning and dialogue will be elevated.* | *Post Bloom’s Question stems on the wall for easy access.*  *Pre-plan higher level thinking questions, 3-5 per lesson.* | *Daily reflection of planned vs. actual higher questions asked.*  *Observers will record the level of questions asked and the students’ responses for reflective analysis.* | *Resources for how to actually apply Bloom’s in the classroom.*  *Model scaffolded lesson planning with higher level questions and student supports building towards them.* | *11/17* | *2/15 (progress check)* |

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| **Developmental Goal #1** | **Related Teacher Competency(ies)** | **Anticipated Impact of Improvement on Students** | **Developmental Actions**  (break down into specific individual steps with end-dates) | **How will progress be measured?** | **Resources and Supports Needed** | **Proposed Dates** | **Date Completed** |
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| **Developmental Goal #2** | **Related Teacher Competency(ies)** | **Anticipated Impact of Improvement on Students** | **Developmental Actions**  (break down into specific individual steps with end-dates) | **How will progress be measured?** | **Resources and Supports Needed** | **Proposed Dates** | **Date Completed** |
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| **Developmental Goal #3** | **Related Teacher Competency(ies)** | **Anticipated Impact of Improvement on Students** | **Developmental Actions**  (break down into specific individual steps with end-dates) | **How will progress be measured?** | **Resources and Supports Needed** | **Proposed Dates** | **Date Completed** |
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| **Reflection/Application**: Did you achieve your goals? What was the impact on instructional/classroom practices and student achievement *(list specific evidence)*? | | |
| **Developmental Goal #1** | **Developmental Goal #2** | **Developmental Goal #3** |