

## Sample Professional Development Plan #3

John Doe

Name

Date

3<sup>rd</sup> Grade

Teaching Assignment

School

### Step One - Focus Domain: (Please Circle One)

Domain One: Planning and Preparation

Domain Three: Instruction

Domain Two: Classroom Environment

Domain Four: Professional Responsibilities

### Domain Five (a – f): Special Education Department

Demonstrating Effective Case Management Skills

Supervision of Educational Instructional Assistants

Due Process

Consultation

Testing/Assessment

Knowledge and Skill Specific to Qualifying Disabilities

### Domain Six (a-e): Nursing Department

Planning and Preparation

Delivery of Service

The Environment

Professional Responsibilities

Focus Component (Select One): 3b using questioning and discussion techniques

Target Level of Performance: distinguished

**Step Two - Summarize Current Level of Performance:** (This is your baseline/starting point in your focus component; you will not be evaluated on this. This is a basic overview of where you are and where you want to go.)

I am proficient in questioning and discussion techniques.

I want to become distinguished in questioning and discussion techniques. I want to ask questions that are developmentally appropriate and reflect high expectations of my students. I also want my students to ask higher level questions and have discussions where I am more the facilitator. I would like to ensure that all students are participating in the discussion and feel that their voices are heard.

**Step Three** - Complete Column One and Column Two prior to presenting the plan to the administrator for suggestions, support and approval. Once approved, throughout the year document in Column Three the evidence of plan implementation and demonstration of completion. Submit evidence/artifacts to the administrator when completed.

Column One	Column Two	Column Three
<p><b>Targets:</b> Select target level(s) of performance from the focus component.</p>	<p><b>Step(s):</b> Outline the steps necessary to achieve the target level(s) of performance including timeline.</p>	<p><b>Evidence:</b> Document and attach hard copies to validate completion.</p>
<p>Questions reflect high expectations and are culturally and developmentally appropriate...</p>	<p>By January: Research and gather questioning techniques to be used with read alouds and during guided reading groups</p>	<p>TeachersFirst: Going deep with Award winning books: Close reading and text-dependent questions “So You Want to be President?”</p> <p>Bloom’s Critical Thinking Cue Questions</p> <p>Questioning Strategies to Engage all Learners</p> <p>Educational Leadership: The Right Questions, The Right Way</p> <p>Critical Thinking Questions for Informational Text</p> <p>Critical Thinking Questions for Literature</p> <p>Talk Science Primer</p> <p>Native American Work: Read aloud/discussion (Cheyenne Again), Student Work during guided reading</p>
<p>Students formulate high level questions and ensure that all voices are heard...</p>	<p>By March, students are asking high level questions about topics we are studying. These questions may be evident on their blog.</p> <p>Students are commenting on blogs with possible answers to questions posed.</p>	<p>March: I ended up using the blog for students to work on writing opinion pieces in the third trimester. There was good conversation going on between students based on their posts with questions or support of opinion.</p>

<p>Other:</p>		<p>Discussion Protocol: Improve participation: Talk Moves, Teacher Channel video, “No hands, repeating, add on , think like you signal, thinking (point to brain), silent cheer (done a great job)</p> <p>“Talking Well with Partners”, and “adding on to what someone has already said”</p> <p>Met with Literacy Coordinator to discuss implementing QAR. Person modeled with a reading group and I added the technique to my teaching.</p> <p>Used the simple technique of questioning:  “What do you know?”  “How do you know?”</p>
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**Administrator Summative Comments as to Completion of Goal:**

A discussion based on the Professional Development Plan took place. This form completes the Professional Development Plan. The teacher's signature represents that he/she received a copy and does not represent agreement.

**Check appropriate box:**

Goal met       Goal Unmet

Teacher's signature: \_\_\_\_\_

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

Administrator's signature: \_\_\_\_\_

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