Sample Professional Learning Plans

Sample #1
Strengths
I have had the opportunity to participate in over 200 hours of professional development on technology integration and student engagement. I believe by using technology as a resource I effectively plan and utilize resources to impact student learning. As the PBIS coach and finishing my dissertation on student behaviors, I believe I have strengths in the Learning Environment Domain and create a positive and safe environment for students to learn.

Areas of Growth
By looking at the Domains, I have realized my areas of growth are differentiating instruction based on student results instead of just student interest. I also noticed I have several areas of growth in Monitoring, Assessment, and Feedback domain. I believe DI and assessment must be aligned so this will be my area of focus for this year.

Goals
Last year only 58% of my students passed the district common assessment. By the end of the 2011-2012 school year 80% of my students will pass the district common assessment. To reach this goal I will differentiate instruction by utilizing various assessment strategies and collecting student data.

(Instructional Process - C. Differentiation)

Strategy to Accomplish Goal: Individual Plan

Overview of Plan:
- Analyze previous year common assessments and identify strengths and weaknesses.
- Attend LbD course on assessment. (Registered in May)
- Attend Science Notebooking course with Science Coordinator (Summer 2012)
- Work with my grade level team to create learning targets in science and discuss how they differentiate (Sept. – Nov.)
- Create pre and post assessments based on the learning targets (Minimum of three units)
- Analyze pre assessment data before planning units (Each unit which I created a pre-assessment)
- Give formative assessment (exit slips) at least once a week to plan and differentiate my lessons for the next day.

Sample #2
Strengths:
My strengths are in the areas of Planning and Preparation for Learning, Professional Responsibility, Instructional Process and Learning Environment. In each of these Domains I believe I am "effective" and in several of the criteria I marked myself as exemplary. Where I see myself as exemplary includes Lesson Design, Resources, Teaching for Transfer and Content Knowledge as well as in collaboration with colleagues and professional growth.

Areas of Growth:
I have several areas of growth. Predominately my areas of growth can be categorized under Monitoring, Assessment and Feedback. I believe I can be a more effective teacher if I focus on this Domain during the 2011 - 2012 school year. Areas where I can development include Assessment Variety, Student Goal Setting, Student Self-Assessment, Using Data for Learning and Support for Student Learning. I have a few areas of growth from other Domains (procedures and differentiation). Procedures has not really hindered student learning - not really differentiating may hurt students (specifically accelerating). Based on my self-assessment the most "bang for the buck" would be focusing on growing in the areas of monitoring, assessment and feedback.
**Strategy to Accomplish Goal:** Collaborative Learning Cadre

**Goal(s):**
By the end of the 2011 - 2012 school year I will have increased my effectiveness as an educator as measured by the Domains of Professional Practice by implementing student directed goal setting and monitoring of student academic goals for all of my students. (4. Monitoring, Assessment and Feedback; D. Student Goal Setting)

**Overview of Plan:**
1. Find several teachers interested in working on student goal setting to be part of my team. (September 1st)
2. Complete associated documents with team members. (Prior to meeting with administrator)
3. Review plan with administrator
4. Attend the LbD Course on Student Goal Setting and implement the strategies from the class into my classroom (attend with cadre members)
5. Search for on-line resources for student goal setting. (Ongoing)
6. Create a pre and post survey on student goal setting for the students to determine the value of goal setting (October (pre) and May (post))
7. Meet with team as appropriate to monitor our work. (Set timeline with team prior to initial meeting with administrator)
8. Implement and monitor the effectiveness of goal setting on my students’ academic achievement. (October – May)
9. Review the Domains of Professional Practice to determine success in becoming more “effective”. (April or May)
10. Discuss with administrator. (PLP Meeting in the Spring)