



2011-2012



Individual Professional Development Plan Willow Springs R-IV School District

Mission: To improve the quality of life through a quality education.

Name: _____ Building: _____
Degree Level: BS MS SP School Year: 2011-2012

Signature of Teacher

Signature of Evaluator

____ Yes ____ No I receive high quality professional development.

This form is to be used by the teacher as a record of all professional development participation throughout the school year. A copy of the form is to be turned in to the building administrator at the end of each school year. This form will serve as a record for new teachers, Career Ladder, and for all teachers meeting the standards for high quality professional development.

Part I: High-quality professional development:

- actively engages teachers in planning, skills, and implementation over time.
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- is directly linked to district and building school improvement plans.
- is developed with extensive participation of teachers, parents, principals, and other administrators. * Parent participation may be at the CSIP level.
- provides time and other resources for learning, practice, and follow-up.
- is supported by district and building leadership.
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

- study groups.*
- grade-level collaboration and work.
- content-area collaboration and work.
- specialization-area collaboration and work.
- action research and sharing of findings.*
- modeling.*
- peer coaching.*
- vertical teaming.*
- other _____

Part III: Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction.
- instructional strategies related to content being taught in the classroom.
- improving classroom management skills.
- a combination of content knowledge and content-specific teaching skills.
- the integration of academic and career education.
- research-based instructional strategies.
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- strategies to assist teachers in creating and using classroom assessments.
- instruction in the use of data to inform classroom practice.
- instruction in methods of teaching children with special needs.
- instruction in linking secondary and post-secondary education.
- involving families and other stakeholders in improving the learning of all students.
- strategies for integrating technology into instruction.
- research and strategies for the education and care of preschool children.
- research and strategies for closing achievement gaps between diverse groups of students.
- other _____

Observations (PBTE) Performance Based Teacher Evaluations

Date of Observation/Walk-Through	Name of Evaluator

Peer Observation

Colleague	Subject Area	Observation Date(s)	Meeting/Discussions

****This page should be completed and signed by September 30, 2011.****

NAME: _____ DATE: _____

Years of Experience: _____ Career Ladder Stage: _____ Certificate: PCI PCII CPC Lifetime

District / Building Goal: _____

Personal Goal: _____

Area(s) in which I will exceed the expectations on the Performance Based Teacher Evaluation are:

1. _____

Method for achieving: _____

Evidence: _____

2. _____

Method for achieving: _____

Evidence: _____

3. _____

Method for achieving: _____

Evidence: _____

Teacher's Signature and Date

Administrator's Signature and Date

Signatures simply imply that this completed form has been read and discussed.

Professional Development Performance Areas

(as they relate to the Performance Based Teacher Evaluations)

Performance Area 1: Instructional Process

- ◆ Demonstrates appropriate preparation for classroom instruction
- ◆ Implements a variety of effective teaching techniques
- ◆ Provides opportunities for individual differences
- ◆ Implements instructional objectives effectively
- ◆ Demonstrates a knowledge of subject matter
- ◆ Uses a variety of teaching materials
- ◆ Uses instructional time effectively
- ◆ Demonstrates ability to motivate students
- ◆ Demonstrates ability to communicate effectively with students
- ◆ Provides students with specific evaluative feedback

Performance Area 2: Classroom Management

- ◆ Organizes classroom environment to promote learning
- ◆ Manages student behavior in a constructive manner

Performance Area 3: Interpersonal Relationships

- ◆ Demonstrates positive interpersonal relationships with students
- ◆ Demonstrates positive interpersonal relationships with educational staff
- ◆ Demonstrates positive interpersonal relationships with parents/patrons

Performance Area 4: Professional Responsibilities

- ◆ Participates in professional growth activities
- ◆ Follows the policies and procedures of the school district
- ◆ Assumes responsibility outside of the classroom as they relate to school
- ◆ Demonstrates a sense of professional responsibility