Sample Professional Learning Plan for Teacher

Please indicate with 'x' in box, if teacher is on a plan of improvement ☐ **Plan of Improvement**

Name:		**Position/Title:**	☑ New
Date Developed:		**District:**	☐ New
Date Revised:		**School(s):**	☐ New
Educator Signature	X	**Grade Level(s):**	☐ New
		Subject(s):	☐ New
Evaluator Signature	X		

Setting Goals with Primary Evaluator

The Primary Evaluator will assist the educator in setting specific and measurable Professional Learning Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the educator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the Teacher meet those goals. Although districts may offer professional development opportunities that overlap with the Teacher's Professional Learning Goals, each Teacher is personally responsible for improving their own practice and achieving their own goals.

When to Revise the Professional Learning Plan

The Mid-Year Conference provides a formal opportunity for the Teacher and evaluator to discuss the Professional Learning Plan. If a Professional Learning Goal has been met before the end of the first semester, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Learning Goal is still in the process of being achieved, and the Teacher and evaluator feel as though it is important for the Teacher to continue working toward the goal, the Teacher can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

A Framework for Teaching, Charlotte Danielson, 2011

Domain 1 Planning and Preparation	Domain 2 The Classroom Environment
a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of the Prerequisite Relationships Knowledge of Content-Related Pedagogy **b. Demonstrating Knowledge of Students** Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs **c. Selecting Instructional Outcomes** Value, Sequence and Alignment Clarity Balance Suitability for Diverse Students **d. Demonstrating Knowledge of Resources** Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students **e. Designing Coherent Instruction** Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure **f. Designing Student Assessments** Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use for Planning	**a. Creating an Environment of Respect and Rapport** Teacher Interactions with Students Including Both Words and Actions Student Interactions with Other Students, Including Both Words and Actions **b. Establishing a Culture for Learning** Importance of the Content and of Learning Expectations for Learning and Achievement Student Pride in Work **c. Managing Classroom Procedures** Management of Instructional Groups Management of Transitions Management of materials and Supplies Performance of Non-Instructional Duties **d. Managing Student Behavior** Expectations Monitoring of Student Behavior Response to Student Misbehavior **e. Organizing Physical Space** Safety and Accessibility Arrangement of Furniture and Use of Physical Resources
Domain 4 Professional Responsibilities	Domain 3 Instruction
a. Reflecting on Teaching Accuracy Use in Future Teaching **b. Maintaining Accurate Records** Student completion of Assessments Student Progress in Learning Non-instructional Records **c. Communicating with Families** Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program **d. Participating in a Professional Community** Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects **e. Growing and Developing Professionally** Enhancement of Content Knowledge and Pedagogical Skills Service to the Profession **f. Showing Professionalism** Integrity and Ethical Conduct Service to Students Advocacy Decision Making Compliance with School and District Regulations	**a. Communicating with Students** Expectations for Learning Directions for Activities Explanations of Content Use of Oral and Written Language **b. Using Questioning and Discussion Techniques** Quality of Questions/Prompts Discussion Techniques Student Participation **c. Engaging Students in Learning** Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing **d. Using Assessment in Instruction** Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress **e. Lesson Adjustment** Response to Students Persistence

Professional Learning Goals

Record three Professional Learning Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status ☐ Achieved ☐ In Process ☐ Not Achieved
Example: **Teacher Professional Practice 3d:** *Using Assessment in Instruction, Monitoring of Student Learning*	*Example:* *In an effort to ensure all of my students make adequate yearly growth, I will create simple formative assessment strategies to include in my daily math lessons, especially those that are strongly connected to common core state standards.*	*In Process*

Professional Learning Goal #1:					
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

Professional Learning Goal #2:					

Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

Professional Learning Goal #3:					

Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	