



*SCHOOL DISTRICT OF UNIVERSITY CITY*

**Professional Development  
Procedural Plan  
2011 - 2012  
Part 2**

**New Teacher & Mentoring  
Program Guide Book**



*School District of University City*

*2011 – 2012 Mentor Team of Support*

*Julia Goldstein*

Lynn Beinke

\*\*\*\*\*

*Brittany Woods*

Katie Adams

Ashley Crawford

Barbara Kinnard

Mary Sampson

Melissa Stefanowicz

Barry Williams

\*\*\*\*\*

*University City High School*

Eve Abaray

Lafayette Gatewood

Carol Gibbons

Jackie Meyer

Mary Williams

<i><b>Instructional Coach</b></i>	<i><b>Mentor</b></i>	<i><b>Mentee</b></i>
<p><b>Behavior Management Plan</b></p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Implement</li> <li>• Support</li> <li>• Observe</li> <li>• Collect data</li> <li>• Provide Feedback</li> </ul> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• First 5 weeks</li> <li>• During the day</li> <li>• Schedule meeting times</li> </ul> <p><b>Planning for Instruction</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Engagement</li> <li>• Assessment</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>• Non-evaluative</li> <li>• Coaching Model</li> </ul>	<p><b>Panel of Support</b></p> <ul style="list-style-type: none"> <li>• Building support team</li> <li>• Book Study</li> <li>• Targeted Instructional Strategies</li> </ul> <p><b>Trained Support</b></p> <ul style="list-style-type: none"> <li>• MSTA mentor training</li> </ul> <p><b>Release Day</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• On the job support</li> </ul>	<p><b>Behavior Management</b></p> <ul style="list-style-type: none"> <li>• Plan and implement a BM plan</li> </ul> <p><b>Utilize Support</b></p> <ul style="list-style-type: none"> <li>• Mentors</li> <li>• Instructional coach plans</li> </ul> <p><b>Release Day</b></p> <ul style="list-style-type: none"> <li>• Observe mentors and/or peers</li> </ul> <p><b>Professional Growth Plans</b></p> <ul style="list-style-type: none"> <li>• Due in January</li> <li>• Completed with support</li> </ul> <p><b>BTAP</b></p> <ul style="list-style-type: none"> <li>• CP1 or beginning teacher requirement</li> </ul>

*School District of University City*  
**New Teacher & Mentor Schedule**  
**2011 – 2012 SY**

**University City High School**

2011/2012 New Teacher & Mentor Team Sessions

Time: 3:00

September 13, 2011

October 11, 2011

November 8, 2011

December 13, 2011

January 10, 2012

February 8, 2012

March 13, 2012

April 10, 2012

May 9, 2012

**Brittany Woods Middle School**

2011/2012 New Teacher & Mentor Team Sessions

Time: 3:30

Location: Pasta House on Delmar & North and South

September 1, 2011

October 6, 2011

November 3, 2011

December 1, 2011

January 5, 2012

February 2, 2012

March 1, 2012

April 5, 2012

May 3, 2012

# Brittany Woods Middle School New Teacher Induction Program

Where all students WILL learn because of what WE do!

-Anthony Muhammad

**Why:** To ensure that our new teachers feel success in the classroom so they have maximum impact on student achievement and find BWMS to be their professional home.

The new teacher induction program at BWMS will have several key components:

**Mentor Teams:** Instead of having a typical one on one mentor/mentee relationship, BWMS will be using a team of expert teachers who will be available for assistance on many different levels including: classroom management, developing engaging lessons, building strong relationships with high expectations, technology and curriculum development. These mentors will be available for you through the year both formally and informally to answer questions and assist with any think you may need at BWMS.

Mentor Team Member:	Subject/Grade Level	Area of Expertise:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Book Study Materials:** Each new teacher will receive some books to use as reference for building strong culture and classroom instruction techniques. Each new teacher will receive What Great Teachers Do Differently by Todd Whittaker as well as different individual text to help answer questions. The individual texts will be used as a jigsaw at monthly meetings.

**Release Days for Mentors and Mentees:** Each new teacher will receive one release day to allow them to observe other teachers' practical applications for effective instruction in their classrooms. Mentors will have one release day to observe the new teachers and help to give practical application advice for their classrooms.

**Professional Improvement Plan Development:** All new teachers will be responsible, the state and to the district, for developing a PD Plan that is different than the building requirements. The mentor teachers will be responsible for meeting with the team to help with the development.

**Instructional Coaching Support:** The district’s instructional coach will meet with each new teacher within the first 5 weeks of school to help with any instructional needs as well as to develop behavior plans and lesson planning techniques. The instructional coach will also be able to model lesson, cooperative learning activities and grading and reporting practices.

Instructional Coach: \_\_\_\_\_

Contact Information: \_\_\_\_\_

**Monthly Mentor Meetings:** On the first Thursday of each Month the Mentor Team and New Teachers will meet at a restaurant for some pizza and sodas and professional development. At these meetings each mentor will be responsible for the agenda for that particular month. The Agenda will include: practical topics for that upcoming month, a presentation of a technique from Teach like a Champion and a troubleshooting session for concerns new teachers are having in their classroom.

September: \_\_\_\_\_

October: \_\_\_\_\_

November: \_\_\_\_\_

December: \_\_\_\_\_

January: \_\_\_\_\_

February: \_\_\_\_\_

March: \_\_\_\_\_

April: \_\_\_\_\_

May: \_\_\_\_\_

**Open Door Policy:** The BWMS administration wants to reiterate that we are all here to help with your transition to BWMS! We are here to answer questions, provide support or just listen to concerns that you may have. Please know that our doors are always open.

*School District of University City*  
**2011 - 2012**  
**NEW TEACHER INSTITUTE**

**AGENDA**

**Tuesday, August 16, 2011**

**McNair Boardroom**

**8:00am-12:00pm**

8:00-8:30	Welcome: Superintendent Joylynn Pruitt
8:30-9:15	Human Resources: Dr. Darryl Cobb
9:15-10:00	Pupil Personnel: Ms. Bernadette White
10:00-10:15	Break
10:15-10:30	Instructional Coaching Support: Rebecca O'Connell
10:30-10:50	University City Education Association: Christy Willey
10:50-11:45	Technology Support Systems: Dr. Barcus Jackson
11:45-12:00	American Fidelity: Mr. Mike Theby

**Wednesday, August 17, 2011**

**McNair Boardroom**

**8:00am-3:00pm**

8:00-10:00	Mentor & Mentee Training by MSTA
10:00-3:00	Report to your building principal

**Thursday, August 18, 2011**

**Report to your building**

**9:00am-3:00pm**

## **New Teacher Training**

One important part of the staff development program is the New Teacher Institute (District Comprehensive School Improvement Plan [CSIP]: Highly Qualified Staff, Objective 1, Strategy 4). The New Teacher Institute begins with three full days before school to provide valuable instructional and classroom management strategies and orientation to help new teachers begin their career in the School District of University City. Monthly after-school staff development for new teachers follows on timely topics such as parent-teacher conferences, depth of knowledge, and MAP testing procedures. New teachers are expected to attend these sessions and to meet regularly with their building mentor team for their first two years of employment in the School District of University City.

Another important component of the staff development program for new teachers is the Mentor Teams (District Comprehensive School Improvement Plan [CSIP]: Highly Qualified Staff, Objective 1, Strategy 4). These teams consist of mentors and other teachers who provide a supportive building-based group for first and second year teachers to help replace teacher anxiety and isolation with a sense of awareness that there is help available. They are there to address questions and concerns regarding not only instructional strategies and curriculum implementation, but also classroom management. Mentors may also accompany new teachers to the monthly New Teacher Institute meetings. This professional development experience supports the New Teachers' Institute. A Scope and Sequence of both components appears on the following page. Information gained through this program adequately equips new teachers to:

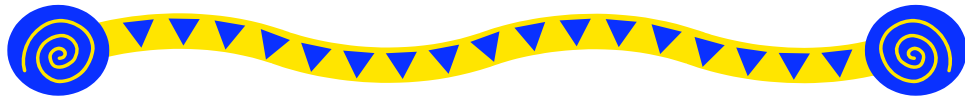
- identify appropriate and effective teaching practices;
- observe modeling by experienced successful professionals;
- build a sense of professional belonging;
- participate in peer coaching in a positive setting;
- acquire a framework for developing effective teaching behaviors that impact positively the learning environment; and
- benefit from constructive comments in a non-threatening atmosphere.

Each school has a group of teachers who have been identified to serve on the team.

This training helps to improve teacher productivity and increase teaching effectiveness.



# Professional Growth Plans



## Professional Development Plan

### *“The Plan”*

According to law, school districts must provide a “professional development plan” for each faculty member who is new to the district. The plan must address at least the teacher’s first two years in the classroom. The Professional Development Plan is required for the present Missouri Certification process. The purpose of the professional development plan is to assist, not to evaluate, the beginning teacher.

The beginning teacher’s mentor should initiate preparation of the professional development plan. Planning between the mentor and beginning teacher should occur prior to or during the first month of the school year. **THE COMPLETED PROFESSIONAL DEVELOPMENT PLAN MUST BE SUBMITTED THE LAST FRIDAY OF JANUARY OF THAT YEAR.** A copy should be submitted to the building principal and Human Resource Office. Beginning teachers must also retain a copy for his/her own files. The Completion Verification Form should be submitted by June 1 or last Friday of May.

# School District of University City

## First Year Teacher Professional Growth Plan Completion Verification

Teacher Name

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This is to verify that the above named teacher has developed, implemented and filed a professional growth plan which includes participation and successful completion of an entry-year mentor assistance program.

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Signature of Teacher

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Signature of Mentor

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Signature of Principal

### Procedures for Teacher

- Submit this verification to the Office of Human Resources by June 1, which will be near the end of your first teaching year. This is extremely important, as this verification must be in your personnel file before the eventual submission of your application for certification upgrade.
- It is your responsibility to keep copies of professional growth plans in your own files. We recommend that they be kept in the same place as your teaching certificate(s) and will travel with you should you

**School District of University City  
First & Second Year Teacher  
Guidelines for Completing Professional Growth Plans**

The School District of University City requires every teacher to develop and implement a professional growth plan on an annual basis that outlines the goals, strategies, and actions the teacher intends to undertake during the school year. New teachers to the district, in their first and second years of employment, will complete a district-focused Professional Growth Plan designed to address state standards and district goals based on the Comprehensive School Improvement Plan (CSIP).

**Goals and Objectives (Standards I-VI; Pages 1-6)**

The plan reflects the professional needs of the teacher in his/her teaching and/or content field, in meeting students' needs, and in meeting district evaluation criteria. As beginning teachers implement the Professional Growth Plan they will:

- Become familiar with district and school policies, procedures, support services, and resources
- Gain assistance with management and organizational strategies
- Gain assistance with curriculum, planning, instructional strategies, and assessment
- Establish peer support and role models
- Become familiar with legal, ethical, and professional issues and expectations
- Become familiar with professional growth opportunities
- Gain assistance with interpersonal skills for communicating within the school and community

Performance-Based Teacher Evaluation standards are the basis of the plan and are addressed by strategies and actions the teacher will undertake to enhance knowledge and techniques. Timelines have been established throughout the plan that fit the cycle of the school year. Teachers work toward completion of the strategy/action by the suggested timeline. Indicators of success for completion of each goal will be addressed in a reflective narrative, and supported by artifacts and/or data.

The following questions should help guide you in the development of your individual goals and objectives:

**Goals/Objectives**

- After assessing my own professional learning needs, what area should I focus on for this school year?

**Strategies/Actions**

- What activities will I undertake to reach my goal?
- How will I work toward achieving my desired outcome?

**Resources**

- What expertise is available from my colleagues?
- What district resources are available that will help me work toward my goal?

**Timelines**

- Are my time targets appropriate for this goal?

**Artifacts/Data**

- What evidence should I collect to demonstrate I have achieved my goal?

**The deadline for completion of the Professional Growth Plan is March 1<sup>st</sup>.**



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**Second Year Teachers**  
Professional Development Plan  
2011-2012

As part of School District of University City New Teacher Induction Plan, second year teachers will meet monthly during the school year for support and guidance in the following areas:

- **Development of Professional Development Plan**  
The School District of University City requires every teacher to develop and implement a professional growth plan on an annual basis that outlines the goals, strategies, and actions the teacher intends to undertake during the school year. New teachers to the district, in their first and second years of employment, will complete a district-focused Professional Growth Plan designed to address state standards and district goals based on the Comprehensive School Improvement Plan (CSIP).
- **Classroom Management**
- **Critical Self-Reflection on Teacher Practice (started in first year New Teacher program)**
- **Other needs as requested by second year teacher group**

The second year teachers will also be supported throughout the year in their building collaborative teams and as needed by the instructional coaches.

Second year teachers will meet as a cohort on Wednesdays at the McNair District Office from 4:00 to 5:30 PM on the following dates:

11/2/11  
1/25/12  
3/28/12  
5/23/12

**First Year  
Teachers  
Only**

**PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS**

Name \_\_\_\_\_ Supervisor/Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

Goals	Strategy	Facilitated by	Target Date	Date Achieved
<b>I. Instructional Process</b>				
<b>A. District Responsibility</b>				
1. Discuss Performance Based Teacher Evaluation (PBTE)	Use PBTE Guidelines to communicate expectations	Principal and Mentor	Orientation and ongoing	<input type="text"/>
2. Identify grading process, test procedures and support service procedures.	Review school policy handbook on grading, testing, and support services for counseling and special education	Principal, Counselor and Mentor	Orientation, First Quarter and ongoing	<input type="text"/>
3. Discuss curriculum expectations	Use Core Competencies, key skills and curriculum guidelines to outline expectations	Principal and Mentor	Orientation and ongoing	<input type="text"/>
4. Explain process for distribution of books and supplies	Show how books and supplies are distributed	Mentor	Prior to students' first day of school	<input type="text"/>
5. Identify instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities	Consult school board policy handbook for policies	Principal and Mentor	Ongoing	<input type="text"/>
6. Discuss the cultural and socioeconomic background of members of the school community	Present information on the cultural and socioeconomic backgrounds which would enhance learning	Principal and Mentor	Ongoing	<input type="text"/>

**1 – copy to Building Principal**

**1 – copy to Teacher's File**

**1 – copy to Mentor Team**

**PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS**

Name \_\_\_\_\_ Supervisor/Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

Goals	Strategy	Facilitated by	Target Date	Date Achieved
<b>II. Classroom Management</b>				
<b>A. District Responsibility</b>				
1. Identify classroom management procedures on discipline	Review school discipline code	Principal and Mentor	Orientation and ongoing	<input type="text"/>
2. Report clerical responsibilities concerning gradebook, attendance, plan book, report cards and midterms	Consult school handbook on clerical duties	Principal and Mentor	Orientation and First Quarter	<input type="text"/>
3. Discuss copying and paper control	Use office supplies to copy, understand control	Principal and Mentor	Orientation and First Quarter	<input type="text"/>
4. Discuss organizational procedures <ul style="list-style-type: none"> <li>• Art, Music, Physical Ed.</li> <li>• Assemblies</li> <li>• Lunch Money/Count</li> </ul>	Inform teacher of present organizational procedures	Principal and Mentor	Orientation and First Quarter	<input type="text"/>
5. Discuss ancillary resources <ul style="list-style-type: none"> <li>• Media Center/Library</li> <li>• Computer Lab</li> <li>• School Nurse/First Aid Supplies</li> </ul>	Tour facilities	Principal, Mentor and School Nurse	Orientation and ongoing	<input type="text"/>
6. Identify environmental responsibilities <ul style="list-style-type: none"> <li>• Heat, Light</li> <li>• Desks</li> <li>• Maintenance</li> </ul>	Tour school facilities	Principal and Mentor	First week	<input type="text"/>

**1 – copy to Building Principal**

**1 – copy to Teacher’s File**

**1 – copy to Mentor Team**

**PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS**

Name \_\_\_\_\_ Supervisor/Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

Goals	Strategy	Facilitated by	Target Date	Date Achieved
<b>III. Interpersonal Responsibilities</b>				
A. District Responsibility				
7. Identify channels for parent/teacher communications	Explain methods of parent/teacher communications and P/T conferences	Principal and Mentor	Orientation and ongoing	<input type="text"/>
8. Discuss social expectations in and out of classroom	Discuss during mentor and principal meetings	Principal and Mentor	Ongoing	<input type="text"/>
9. Discuss opportunities for networking with fellow teachers	Discuss means of cooperatively working with colleagues	Mentor	Ongoing	<input type="text"/>
10. Discuss the cultural and socioeconomic backgrounds of members of the school community	Review cultural and socioeconomic backgrounds to enhance relationships with staff and community	Principal	Orientation	<input type="text"/>

1 – copy to Building Principal

1 – copy to Teacher’s File

1 – copy to Mentor Team

## PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

Name \_\_\_\_\_ Supervisor/Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

Goals	Strategy	Facilitated by	Target Date	Date Achieved
<b>IV. Professional Responsibilities</b>				
A. District Responsibility				
1. Explain school board policy	Review school board policy handbook	Principal and Administration	Orientation	<input type="text"/>
2. Explain teacher professional development policies and expectations	Review board policies and state requirements	Principal and Mentor	Orientation and ongoing	<input type="text"/>
3. Prepare teachers for extracurricular activities	Explain extracurricular assignments	Principal and Mentor	Orientation and ongoing	<input type="text"/>
4. Identify opportunities for involvement in professional organizations	Review policies regarding professional organization involvement	Principal and Mentor	Orientation and ongoing	<input type="text"/>
5. Discuss professional dress	Review school board policy	Principal	Orientation	<input type="text"/>

**1 – copy to Building Principal**

**1 – copy to Teacher’s File**

**1 – copy to Mentor Team**

## PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHERS

Name \_\_\_\_\_ Supervisor/Evaluator \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

Goals	Strategy	Facilitated by	Target Date	Date Achieved
<p><b>V. Personal Professional Growth Goal</b></p> <p>A. District Responsibility</p>				

**2<sup>nd</sup> Year  
Teachers  
Only**

**School District of University City  
Professional Growth Plan for Second Year Teacher**

Name \_\_\_\_\_ Principal \_\_\_\_\_ Mentor \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_ PDC Chair \_\_\_\_\_

**Goals & Objectives**

Standard	Goals	Strategy/Actions	Resources	Suggested Timeline	Data Collected	Date/Initials
I. The teacher causes students to actively participate and be successful in the learning process	<b>Planning for Instruction</b>	1. Review the Show-Me-Standards aligning instruction to Grade Level Expectations	Principal/Mentor/Instructional Coach/Collaborative Team	November, 2009 Ongoing		
		2. Review the components of the District CSIP as it relates to Academic Achievement for All Students	Principal/ Mentor/Instructional Coach/Collaborative Team	November, 2009 Ongoing		
		3. Refer to curriculum guides to create a comprehensive program for accomplishing instructional purposes and goals	Principal/Mentor/Instructional Coach/Collaborative Team	November, 2009 Ongoing		
		4. Share methods of pre-assessing students for instruction	Principal/Mentor/Instructional Coach/Collaborative Team	November, 2009 Ongoing		
		5. Discuss pedagogical practices for managing student learning	Principal/Mentor/Instructional Coach/Collaborative Team	November, 2009 Ongoing		
		6. Share process for determining instructional resources and materials for effective instruction	Principal/Mentor/Instructional Coach/Collaborative Team	November, 2009 Ongoing		

**Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

<b>Standard</b>	<b>Goals</b>	<b>Strategy/Actions</b>	<b>Resources</b>	<b>Suggested Timeline</b>	<b>Data Collected</b>	<b>Date/Initials</b>
II. The teacher uses various forms of assessment to monitor and manage student learning.	<b>Assessment</b>	<p>1. Share methods of pre-assessing student needs</p> <p>2. Discuss your methods for gathering and utilizing ongoing data to determine effectiveness of instruction</p> <p>3. Discuss your method of establishing scoring guides and how they are utilized in student's self-evaluation</p> <p>4. Share your methods of establishing formative and summative assessments</p> <p>5. Discuss your methods of providing feedback with students and parents regarding assessment results</p>	<p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p>	<p>December, 2009 Ongoing</p> <p>December, 2009 Ongoing</p> <p>December, 2009 Ongoing</p> <p>December, 2009 Ongoing</p> <p>December, 2009 Ongoing</p>		

**Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

Standard	Goals	Strategy/Actions	Resources	Suggested Timeline	Data Collected	Date/Initials
<p>III. The teacher is prepared and knowledgeable of the content and effectively maintains student's on-task behavior.</p>	<p><b>Instructional Process</b></p>	<ol style="list-style-type: none"> <li>1. Share developed process for differentiating instruction to meet students' needs</li> <li>2. Discuss strategies for stimulating students' motivation to learn</li> <li>3. Share methods of becoming informed about students' knowledge or experiences with content</li> <li>4. Demonstrate the effectiveness of graphic organizers during instruction</li> <li>5. Demonstrate the ability to scaffold student learning, enhancing their Depth of Knowledge</li> <li>6. Explain your methods of incorporating technology into the lessons</li> <li>7. Share your methods for monitoring effectiveness of instruction</li> <li>8. Share methods of providing feedback to students and parents</li> </ol>	<p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p> <p>Principal/Mentor/Instructional Coach/Collaborative Team</p>	<p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p> <p>January, 2010 Ongoing</p>		

**Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

<b>Standard</b>	<b>Goal</b>	<b>Strategy/Actions</b>	<b>Resources</b>	<b>Suggested Timeline</b>	<b>Data Collected</b>	<b>Date/Initials</b>
IV. The teacher communicates and interacts in a professional manner with the school community.	<b>Professional Communications</b>	1. Share methods of collaborating with colleagues to improve instructional practice	Principal/Mentor/Instructional Coach/Collaborative Team	February, 2010 Ongoing		
		2. Discuss the methods of establishing effective communications with parents and community relations	Principal/Mentor/Instructional Coach/Collaborative Team	February, 2010 Ongoing		
		3. Share your methods of establishing an effective rapport with students	Principal/Mentor/Instructional Coach/Collaborative Team	February , 2010 Ongoing		
		4. Discuss protocol for professional interactions with administrators	Principal/Mentor/Instructional Coach/Collaborative Team	February, 2010 Ongoing		
		5. Review policies and regulations of District and how to access them	Principal/Mentor/Instructional Coach/Collaborative Team	February, 2010 Ongoing		

**Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

Standard	Goals	Strategy/Actions	Resources	Suggested Timeline	Data Collected	Date/Initials
<p>V. The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.</p>	<p><b>Professional Growth</b></p>	<p>1. Discuss the implementation of select practices from workshops and conferences attended; their impact on instruction and achievement</p> <p>2. Share your experiences by collaborating with mentor team and attending monthly mentor meetings</p>	<p>Principal/ PDC Representative/Mentor/ Collaborative Team</p> <p>Principal/ Coordinator/Mentor/ Principal</p>	<p>February, 2010 Ongoing</p> <p>February, 2010 Ongoing</p>		

**Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

Standard	Goals	Strategy/Actions	Resources	Suggested Timeline	Data Collected	Date/Initials
VI. The teacher acts as a responsible professional in addressing the overall mission of the school district	<b>District Policy and Regulations</b>	<ol style="list-style-type: none"> <li>1. Discuss your contributions to school success by the implementation of the School Improvement Plan (SIP)</li> <li>2. Share your participation in professional committees at building and/or District level</li> <li>3. Discuss your contribution to school events</li> </ol>	Principal/Mentor/ Collaborative Team  Principal/ Building PDC Rep/Mentor Collaborative Team  Principal/Mentor/ Collaborative Team	February, 2010 Ongoing  February, 2010 Ongoing  February, 2010 Ongoing		

**Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

## ***Individual Professional Growth Goal(s)***

<b>Standard</b>	<b>Goals</b>	<b>Strategy/Actions</b>	<b>Resources</b>	<b>Timeline</b>	<b>Data Collected</b>	<b>Date/Initials</b>

### **Reflection/Indicator of Success**

- a) How successful have I been in meeting my goal?
- b) How has my professional practice improved?
- c) How has student learning improved?

# Professional Growth Plan

**Check One:**

- 1<sup>st</sup>-2<sup>nd</sup> Year Teacher\*       3<sup>rd</sup>-5<sup>th</sup> Year Teacher       Tenured Teacher

\* This does NOT take the place of the mandatory Professional Development Plan for Beginning Teachers

**Check One:**

- Professional Development Plan (PDP)  
 Moving Towards Proficiency  
 Professional Improvement Plan (PIP)

**Teacher**

**School**

**Grade/Subject**

**Date**

**Administrator/Supervisor**

**Objectives:** Applicable descriptors and expected level of performance  
(List standards and criteria of Professional Improvement Plan – PIP)

**Related Building SIP/District CSIP Goal(s):**

**Professional Growth Plan – continued**

**Teacher:**

**School:**

**Grade/Subject:**

**Strategies for achieving objective(s):** (Teacher and administrator/supervisor responsibilities)

**Teachers will....**

**Administrator will....**

**Assessment methods and timelines:**

**Teacher Comments:**

**Administrator/Supervisor Comments:**

\_\_\_\_\_  
Teacher's Signature                      Date

\_\_\_\_\_  
Administrator/Supervisor's Signature                      Date

- Plan Completed              Date**
- Plan Revised                  Date**
- Plan Continued                Date**
- Plan Reviewed                Date**

\_\_\_\_\_  
Teacher's Signature                      Date

\_\_\_\_\_  
Administrator/Supervisor's Signature                      Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.