**Individualized Professional Learning Plan Form**

**Directions:** Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

|  |
| --- |
| **Professional Action Plan Goal Criteria** |
| **S** | **Specific Standards-Based** | * Is the goal clearly focused on what is to be accomplished?
* Why is this goal important?
* Is it based on the *Framework for Teaching* (or *Framework for Specialist*) components and aligned critical attributes?
 |
| **M** | **Measurable** | * Can this goal be measured?
* Will the teacher be able to collect evidence of achievement?
* Is this goal based upon multiple sources of data?
 |
| **A** | **Aligned and Attainable** | * Is this goal aligned to district and school improvement goals?
* Will resources be available to achieve this goal?
 |
| **R** | **Relevant** | * How will this goal enhance teaching/professional practice/craft?
* How will this goal enhance learning opportunities for students?
 |
| **T** | **Time Bound** | * Can this goal be attained within the required timeframe?
 |

* **When:**  Provide time frame for goal process.
* **Who:** List the students or staff that will be involved in the goal.
* **What:**  List specific area of teaching/student learning that needs to be improved
* **Data Source:** List data tool(s) that will measure progress of goal.  Data tools include rubrics, checksheets, tests, etc.

*Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures* and *3c – Engaging Students in Learning:* During 2012-13 **(WHEN),** the 6th Grade Teacher **(WHO)** will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing “high interest” Student Learning Outcome Aligned Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work **(DATA SOURCE).**

**Directions for Goal Setting: Candidates must choose…**

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2)
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2)

# Candidate’s Professional Action Plan

|  |  |  |
| --- | --- | --- |
| Candidate Name: Sora Klopfenstein | Date: 05/07/2015 | University: College of Idaho |
| Domain Two Goal (2a – 2d): Identify Component\_\_\_2d Managing Student Behavior\_\_\_Improve response to behavior through “no tolerance” list and PBIS (Positive Behavior Intervention and Supports). |
| Action Steps/Activities(Specific Teacher or specialist Professional Activities that are part of this plan.) | Resources(Principal, Staff, PD or Materials) | Evidence(How will you know if this goal has been accomplished) | Timeline(Timeframe for Action Steps/Activities to be Completed) |
| Set expectations by clarifying acceptable and unacceptable behavior at the beginning of the year. | Poster of acceptable and unacceptable | Students can locate and recite acceptable behaviors | First 9 weeks of school |
| Encourage acceptable behavior through “Star Scientists” or “Artists of the Month” | Posters/photographs, reward pencil, student lab apron | Student talk of wanting to be recognized, increased acceptable behavior, difficulty to choose monthly student | “ |
| Discourage unacceptable behavior by setting up consequences (behavior sheet, time for time) | Behavior sheet, behavior tracking log | Few to no behavior sheets handed out, fewer logged behavior | “ |

|  |
| --- |
| Domain Three Goal (3a – 3c): Identify Component\_\_3d Using Assessment in Instruction\_\_\_Students turn in complete assignments which match the objectives during the unit |
| Action Steps/Activities(Specific Teacher or specialist Professional Activities that are part of this plan.) | Resources(Principal, Staff, PD or Materials) | Evidence(How will you know if this goal has been accomplished) | Timeline(Timeframe for Action Steps/Activities to be Completed) |
| Large projects with student graded common rubric including a reflection on the content gained | Common rubric | Students get better grades  | 9 weeks |
| Creating consistent formative assessment for students to understand teacher expectations of what students should have gained. | List of 5 min exit tickets/assessments | Students test better and gain confidence in knowledge | 9 weeks |
|  |  |  |  |

|  |
| --- |
| Third Goal: Identify Component\_\_4c Communicating with Families\_\_\_Maintain clear communication on what students are doing in class and create open communication with the parents |
| Action Steps/Activities(Specific Teacher or specialist Professional Activities that are part of this plan.) | Resources(Principal, Staff, PD or Materials) | Evidence(How will you know if this goal has been accomplished) | Timeline(Timeframe for Action Steps/Activities to be Completed) |
| Use remind 101 to open communication out to parents and students about assignments and projects | Remind 101 | Parents and students know what projects are due, and when | 9 weeks |
| Monthly newsletter sent to parents and students talking about what is being learned in class | Computer | Newsletter is sent each month | 6 months |
|  |  |  |  |

*I have reviewed the above Professional Action Plan:*

Candidate’s Signature: Sora Klopfenstein Date:

University Representative: Date: