



Classroom Teachers

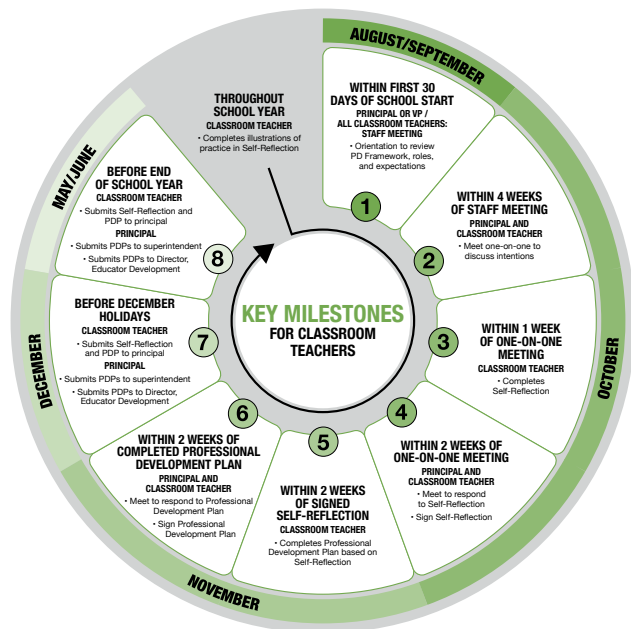
PROFESSIONAL
DEVELOPMENT
PLAN

CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN

This Professional Development Plan must be signed by both the teacher / language specialist and the school leader three (3) times during the school year. See the Key Milestones graphic below for the steps at which the Professional Development Plan must be signed. For further information, consult the *Professional Development Framework Handbook for Classroom Teachers*.

TEACHER / LANGUAGE SPECIALIST NAME: _____ SCHOOL YEAR: _____

SCHOOL LEADER NAME: _____ SCHOOL: _____



STEP 6

TEACHER / LANGUAGE SPECIALIST SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 7

TEACHER / LANGUAGE SPECIALIST SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 8

TEACHER / LANGUAGE SPECIALIST SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT PLAN

GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESSION AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL

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1.4	Strengthen ability to design a variety of classroom activities to meet the specific needs of students across the full range of abilities and needs	Student survey(s); rubric(s); school-specific assessments (e.g., scheduled tests/exams)	Research; communicate and share "lessons learned/successes" with peers; peer feedback	I want to strive to make sure I am meeting the specific needs of my students. Identifying and understanding the needs of my students will help me to design engaging, interactive and appropriately-challenging activities to support their development	Within first term	Meetings with peers and learning coaches to maximize understanding and identify appropriate and effective classroom activities.
2.3	Improve skills to design learning sequences and lesson plans that implement my knowledge of curriculum, assessment, and reporting	School-specific assessments (e.g., performance evaluations, peer reviews)	Research; peer observation and review (e.g., exchange of ideas, lessons learned or successes); peer feedback; principal feedback (e.g., routine meetings with principal to review and comment on learning sequences and lesson plans)	I want to ensure that I am able to consistently develop learning sequences and lesson plans that are appropriate, well-structured and capable of meeting my students' needs	Within first two terms	Meetings with peer teachers (e.g., peer who teaches similar curriculum) and meetings with learning coaches to identify gaps and areas for improvement
3.2	Enhance ability to design a variety of classroom activities that are responsive to the local community and cultural setting and linguistic backgrounds of my students	Student survey(s) and school-specific assessments	Research; communicate and share "lessons learned/successes" with peers; peer feedback; piloting of new classroom activities with colleagues to identify strengths, weaknesses and possible alternative delivery method(s)	I want to ensure that I am able to have relevant and appropriate classroom activities. This will help my students feel welcomed and stay engaged	Entire school year	Collaborative meetings with other teachers and learning coaches; meetings with learning coaches to ensure classroom activities are designed and conducted in the best way possible
3.4	Improve skills to design and implement learning strategies for students learning in their second language	Student survey(s) and school-specific assessments	Research; communicate and share experiences and "lessons learned/successes" with peers; peer review of selected strategies (e.g., have open dialogue with peers to share whether a proposed learning strategy will be successful and/or achievable)	I want to ensure that I am able to identify, select and implement learning strategies that are relevant. This will help my students feel supported for those who are learning and communicating in their second language	Continuous (e.g., whole school year and beyond)	Collaborative meetings with peers, learning coaches and principal. These meetings are particularly important to identify, discuss and implement learning strategies that are culturally relevant and will support the learning and individual growth of students learning in their second language. These meetings will also help to identify situations when a learning strategy may need to be modified or adapted to better accommodate the unique needs of students