**Teacher Professional Development Plan**

Teacher: **Rebecca Burleson** School: **Norwood Elementary School**

Grade Level(s): **K to 3rd** Subject: **Mathematics (IEP Goals: Reading, Math, Writing, Social/Emotional/Behavioral)** Date: **9/10/14**

School year(s): **2014-2015**

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| Based on your self-assessment, your administrator’s input, and any school or district initiatives, what professional development goal have you identified? What is an area of knowledge or skill you would like to strengthen?  **I have identified two professional development goals. One goal is Domain 1b. Demonstrating Knowledge of Students. The second goal is combining aspects of Domain 4b. Maintaining Accurate Records and 4a. Reflecting on Teaching.** | |
| Describe the connection between this goal and your teaching assignment. How does it relate to the domains and components of the BCPS evaluation criteria?  **My first goal (Domain 1b. Demonstrating Knowledge of Students) connects to my teaching assignments because as a special educator, you do not get to spend as much time with each child as a classroom teacher is able to spend. Therefore it is difficult to maintain accurate records of the students’ within each year, quarter, week, unit, etc. I want to be able to know each of my children, how they learn, where they are academically/socially/emotionally as best as I can. This would help find appropriate assessments which lead to providing coherent instruction based on each child’s specific needs in mathematics especially. This correlated to Domain/components, 1e Designing Coherent Instruction, 1f Designing Student Assessments, and 3d Using Assessment in Instruction. All of these aspects come together when you have accurate knowledge of each of your students.**  **My second goal, (Domain 4b. Maintaining Accurate Records and 4a. Reflecting on Teaching), combines much of the aspects of my first goal. By maintaining accurate records using the students’ IEPs, progress monitoring data, and data from intervention groups, I can reflect on whether or not students are making the appropriate progress or if they need support in different areas. I want to be able to look back at my intervention groups and decide whether my students are making progress or if I need to change the activities we are working on and how my students are learning. This goal relates also to 1b. Demonstrating Knowledge of Students, 1e Designing Coherent Instruction, 3d Using Assessment in Instruction, and 3e Demonstrating Flexibility and Responsiveness.** | |
| What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?  **Success would look like students making progress on their IEP goals, students reaching benchmark levels for mathematics goals and students learning how to use mathematics tools in order to learning successfully. I will know when I have achieved it by looking at each of the assessment tools that we have established as well as seeing the students more engaged to learn and confident in their ability to learn. I hope that my students will indicate through their questions and comments, a desire to understand the content and a desire to make progress towards the skills within the curriculum and their independent learning goals.** | |
| Describe the activities you will do to work toward your goal, and their anticipated timelines. | |
| Time line  **Quarter 1**  **Quarter 2**  **Quarter 3/4** | Activity:  **SLO Information (Problem Solving Tactics)**  **IEP Progress Monitoring**  **Progress Monitoring of Intervention Groups**  **DIBELS Math**  **TouchMath Interventions**  **Curriculum Based Assessments**  **\*\*\* I will be pulling intervention groups at every level as well as working in Kindergarten centers for math interventions.** |
| What resources will you need to better achieve your goal?  **I will need progress monitoring information from classroom teachers as well as my own progress monitoring techniques (teachers received folders with IEP information and activities). I would like to see how other teachers/schools use different behavior management and classroom management techniques to support learning and opportunities for Professional Development by outside sources such as the Office of Special Education in particular. Most importantly, I need time for assessments and time to get to know each of my students enough to provide them the tools to learn successfully.** | |

**This was discussed and agreed upon.**

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Administrator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_