

Developing Dynamic Teacher Learning Plans

November 2012

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**Summative Evaluation Conference
to Inform Goal Setting and the Professional Learning Plan**
Summary

(Completed by the Evaluator)

Educator: _____ Grade Level/Subject Taught: _____

Evaluator: _____ Date: _____

Dates: Pre-conference (2A) _____ Observation (2B) _____ Post-conference (2C) _____

Areas of Strength

Areas of Growth

Educator signature _____ Date _____

Evaluator signature _____ Date _____

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POSSIBLE PROCESS FOR ALIGNING OBSERVATION DATA WITH THE LEARNING PLAN

Adapted from <http://www.wikihow.com/Write-a-Teacher-Improvement-Plan>

STEP 1: Identify and discuss the educator's strengths and weaknesses.

- Talk about problems detected in past classroom evaluations and how those issues were not improved upon subsequently.
- Report on specific situations and in which the teacher displayed a lack of proficiency.
- Review letters of complaint addressed to the teacher from students, other teachers, administrators or parents.
- Recognize the teacher's strengths as a way to show encouragement that he or she can and will improve with the right strategy employed.

STEP 2: Write down each area of growth.

- Create concise yet detailed notes. For example, if the teacher is having difficulty disciplining his or her students, write "Classroom behavior management" as an area that needs improvement.

STEP 3: Formulate detailed steps to ensure growth each problem area.

- Collaborate with the teacher to work out how gains will be made. For example, if a teacher is having difficulties with classroom behavior management, a set of action steps could look like this:
- Shadow another educator within the same grade who displays excellent classroom behavior management
- Participate in an informative workshop
- Create an individual discipline plan for your classroom
- Implement your plan.

STEP 4: Determine how improvement will be measured.

- Come to an agreement with the teacher about the evidence necessary to prove progress. With the behavior example, a fair measurement might be a decrease in students sent to the principal's office or a decrease in unruliness during classroom observations.

STEP 5: Name a specific timeline for completion of area for improvement.

- Discuss with the teacher a reasonable time frame in which he or she can implement the changes.
- Notify the teacher of the consequences if he or she does not improve within the agreed upon timeline.

STEP 6: Provide a list of resources the teacher can use to guide him or her throughout the plan.

- Include in-school mentors, teacher improvement centers and handbooks that might be helpful.

STEP 7: Read over the plan together after the draft is complete.

STEP 8: Sign and date the teacher improvement plan and have the teacher do the same. Make copies.

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SAMPLE PROFESIONAL LEARNING PLAN TEMPLATE #1

Can be adapted for Individual Learning Plan OR Teacher Improvement Plan

TARGETS: Goals describe results, impact or outcomes on teacher practice or student learning. Goals should be specific, measurable, attainable, relevant or realistic and timely.

DATA: What data informs these targets and professional learning ideas (e.g. summative evaluation, measures of student learning, etc.)?

LINKING: My goals are aligned with teaching standards, building goals, district goals, etc.

ACTIONS: Steps I will take to facilitate my learning.

Teacher _____ Evaluator _____ Date _____

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SAMPLE PROFESIONAL LEARNING PLANS TEMPLATE #2

Can be adapted for ILP or for TIP

(To be submitted by the teacher)

Targets:

Objective(s):

In order to accomplish my objectives, I agree to complete the following activities:

1. Activity

Resources

Team Members

Due Date

2. Activity

Resources

Team Members

Due Date

Teacher _____ **Evaluator** _____ **Date** _____

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SAMPLE PROFESIONAL LEARNING PLANS TEMPLATE #3

Can be adapted for ILP or for TIP

Professional Growth Plan (Adapted from William Floyd, NY School District)

Project Description/Application

Name:	Email address:
Grade or Subject:	Date:
School:	Years in the District:

I Area of Focus, Problem Statement or Goal:

Each teacher initiated Professional Growth Option Project should be guided by a Problem Statement and/or Professional Development goal that derives from some data point, student learning issue or formative/summative evaluation data. The project should make use of a professional knowledge base or theoretical framework.

II Project Process/Description:

Describe your professional learning plan. Include baseline student assessment, teacher assessment, professional development opportunities, record keeping and indicators of impact on student learning.

III Projected Timeline:

Indicate anticipated duration of your project. Include your approximate start and completion dates, and target dates for completing critical components.

IV Anticipated Skill Acquisition or Skill Implementation

Describe the instructional skills you intend to acquire and apply as a result of this project.

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V Collaborative Analysis:

Describe opportunities for discussion or feedback with colleagues and principal. Who are your collaborators? (Collaborators are administrators and colleagues who will participate in discussion and/or provide feedback.) Describe team learning opportunities.

VI Administrative Support needed:

Describe how your Principal and other key individuals will support you in the professional growth project. Support may include but is not limited to providing resources, release time, feedback on strategies, review of student progress and performance, etc.

VII Preliminary Thoughts on Your Portfolio or Report

How can you demonstrate your own professional development? (i.e., student work samples, unit or lesson plans, other artifacts of the project.) What evidence will you accept that students' progress and/or performance has been influenced by your new learnings? At the conclusion of the project, indicate where applicable what new goals or questions have emerged for possible future pursuit.

Teacher Signature: _____

Target Project Completion Date: _____

Principal's Authorization: _____

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SAMPLE PLAN #1: Professional Learning Plan for Highly Effective Teacher with a Developing Rating in Formative Assessment: Teacher X

Goal: To formulate more opportunities for formative assessment throughout the course of my lessons, with an emphasis on student self-assessment and reflection.

Objective(s):

- I will construct written and kinesthetic based self-assessment tools.
- I will plan for at least one opportunity per lesson for students to assess their understanding of the materials being taught
- I will plan for at least one opportunity per lesson for students to reflect on how they felt about the lesson and activities they were engaged in
- I will utilize students' self-assessments to monitor students learning
- I will utilize the information from students' self-assessment to plan for future instruction

In order to accomplish my objectives, I agree to complete the following activities:

1) **Activity:** Collaboratively build and implement a foundation for learning logs in my Academic Support and World History classrooms. Students will complete a short self-reflection as a lesson wrap up at the conclusion of the block. The self-reflections will serve as a guide for both students and teachers about what review and/or subsequent learning will occur during the next block.

Resources: <http://rapidbi.com/created/learninglogs-learningjournals/>
http://www.eed.state.ak.us/tls/frameworks/mathsci/ms5_2as1.htm
[Instruction for All Students \(Second Edition\) by Paula Rutherford](#)

Team Members: Teacher Y (World History 9; JHS)
Teacher Z (Special Education; Middle School)

Due Date: March 2012

2) **Activity:** Journal writing to reflect upon observations made throughout the lesson, as well as a means to document, analyze and reflect upon the data collected from the student self-assessments. Data and lesson reflections will be utilized to identify trends so that informed instructional decisions can be made for subsequent lessons.

Resources: Marble Notebook; Post-it notes; Student Self-Assessment sheets

Team Members: Teacher Y (World History 9; JHS)

Due Date: March 2012

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3) **Activity:** Complete professional visits in a variety of classrooms within the district. I will observe both Academic Support and Social Studies classrooms in order to analyze different summative assessments being utilized in these courses. I will also observe co-teaching and non-co-teaching classrooms in order to see a variety of different assessment styles. I will be particularly aware of the different student self-assessment tools that are being utilized in these classrooms.

Resources: Teacher Samples; Observation Journal

Team Members: Social Studies: Teacher A (World History 9; JHS)
Teacher B (World History 10; HS), Academic Support: TBA

Due Date: June 2012

4) **Activity:** Attend a district workshop called “Leading the Learning with the Habits of Mind” to gain knowledge of how to effectively problem solve in my classroom. I will utilize the essential characteristics of the Habits of Mind such as Gathering Data through all the Senses, Listening with Empathy and Understanding, etc. to guide my reactions and responses to the students’ self-assessments.

Resources: *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*; <http://instituteforhabitsofmind.com/>

Team Members: Doreen Merola (Solvay School District)
Scott Wright (Roxboro Middle School)

Due Date: 9/27 & 28, 2011
and 10/18 & 19, 2011

Teacher _____ **Evaluator** _____ **Date** _____

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Individual Learning Plan

SAMPLE PLAN #2: If Local Assessment Data Identified a Learning Opportunity

Teacher Objective: Teachers will learn and apply a variety of writing strategies to guide students in using the writing process to become proficient writers as measured by the School Mock Writing Assessment.

TARGET: 90% of my ninth grade students will score a 3.5 or higher on the School Mock Writing Assessment in March.

Student Data: Currently 73% of my ninth grade students scored a 3.5 or higher on the School Mock Writing Assessment in September.

Standards/Performance Indicator: Element II.1A

ACTIONS (These are examples of the kinds of actions a teacher might take. One would not choose EIGHT different actions.)	PARTNERS	TIMELINE	PROGRESS MEASURES
1. Use Looking at Student Work (Tuning) Protocol to examine student work from the September and January Mock Writing Assessment.	9 th Grade ELA team	By 12/11 By 2/12	1. My evaluator/peer will observe my application of new writing strategies in class and provide feedback to me.
2. Identify characteristics of proficiency on the September Mock Writing Assessment so that the team reaches consensus on scoring a proficient paper.	9 th Grade ELA team	By 12/11 By 2/12	2. Know and apply standards/ objectives of the writing rubric. (REFERENCE RUBRIC ITEM)
3. Use Writing Rubric to diagnose student strengths and needs on the performance (What do the students know and what still needs to be learned?)	9 th Grade ELA team OR ELA Curriculum Leader	By 12/11 By 2/12	3. Write a brief reflection identifying what students in my 1 st and 3 rd period class know and do not know about the writing process based upon the 9 th grade Writing Rubric..
4. Identify next instructional steps based on the diagnosis (What questions might the teacher ask to better understand student thinking, what feedback might the teacher give, and what re-teaching might need to be in place for individual, small group, or whole class?)	9 th Grade ELA team	By 12/11 By 2/12	4. Identify and consistently use writing strategies to meet the needs of students (REFERENCE RUBRIC ITEM)

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5. Make agreements about scoring Writing Assessment.	9 th Grade ELA team	By 12/11 By 2/12	5. Write short reflection about the shifts that occurred when the team made scoring agreements.
6. Participate in the Seminar on the Writing Process with members of my team. Achieve three desired outcomes of the Seminar. (STATE OUTCOMES HERE.)	9 th Grade Team & Writing Spec.	By 2/1/13	6. Meet desired outcomes of PD
7. Work with Writing Specialist for a minimum of ten hours in my classroom. (Modeling, co-teaching, observation/feedback, etc.)	Writing Specialist/Coach	11/11 to 3/12	7a. Observation Feedback 7b. Share Student Performance data on the Mock Writing Assessment and highlight progress
8. Read _____. Identify and choose five strategies to apply from the text.	Study Team	12/12--1/12	8a. Invite member of study team to observe my class 2X and provide feedback of my use of 5 new writing strategies. 8b. Write a brief reflection on the application of the strategies including what worked, what did not and what modifications I made. 8c. Track student work samples of five students demonstrating progress. (Student Performance on the Mock Writing Assessments from September, November, January and March)

Source: <http://mdk12.org/data/examining/index.html>

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SAMPLE PLAN #3: FOR AN EFFECTIVE TEACHER DEVELOPING LEADERSHIP SKILLS TO BECOME HIGHLY EFFECTIVE

Target: I am committed to learn and use a minimum of ten new tools that I can use as a facilitator and mentor.

Teacher Objectives:

- Utilize group processes to help colleagues and team members work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change. (Teacher Leader standard)
- Develop leadership and facilitation skills to enrich my skills as a facilitator of my grade level team and the District Curriculum Council.
- Enhance my coaching skills to ensure greater success as a mentor for new teachers in my building.

Standards/Performance Indicator:

- **Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.**
- **Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.**

ACTIONS (Sample actions a teacher might take.)	PARTNERS	TIMELINE	PROGRESS MEASURES
1. Attend 30 hours of Cognitive Coaching Training offered by BOCES.	BOCES	Summer 2012	1. Use the Cognitive Coaching Rubric to assess my facilitation/coaching skills with the District Curriculum Committee and with my interns.
2. Accept role of Facilitator of the District Curriculum Committee.	Curriculum Leaders	Monthly meetings	2. Ask a process observer to observe three meetings (fall, winter, spring) and provide feedback on facilitation processes using the Cognitive Coaching Rubric.
3. Mentor 3 interns as part of the New Teacher Orientation program.		9/12 to 6/13	3a. Three interns will complete an evaluation of my mentoring work with them in the Fall and Spring. 3b. I will write a reflection on the data I receive from my interns.
4. Use facilitation tools, conversation maps and decision-making processes in my work as a facilitator and mentor.		May 2013	4. Choose ten tools that I learned and write a brief reflective essay on how I applied each one.

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Mid-Year Review/Progress Checkpoint SAMPLE FORMAT

Optional (To be agreed upon by each district.)

JOURNAL (Mid Year Report on ILP Progress)

What progress have you made toward the achievement of your goals?

What activities are working?

What needs to be revised?

What, if any, adjustments need to be made to the Individual Learning Plan (ILP)?

What additional support is needed to accomplish goals?

Teacher _____ **Evaluator** _____ **Date** _____
Next review date: _____

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SAMPLE Final Report Template

1. Write a brief reflection about your learning this year, especially related to the goals and targets of your learning plan.
2. How can you demonstrate your own professional development? (i.e., student work samples, unit or lesson plans, other artifacts of the project.)
3. What evidence demonstrates that your students' progress and/or performance has been influenced by your new learnings?
4. How does your work this year guide the direction of goals or questions that have emerged for possible future pursuit?

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Grant Wiggins on the Fine Art of Giving Feedback

(Originally titled “7 Keys to Effective Feedback”)

“Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning,” says author/consultant Grant Wiggins in this trenchant *Educational Leadership* article. He proceeds to clarify a fuzzy term: “Basically, feedback is information about how we are doing in our efforts to reach a goal.”

In some situations, feedback is unspoken and immediately informative: hitting a tennis ball, telling a joke, seeing if students are attentive. But when people give us feedback, it often takes the form of value judgments or advice. Aren’t judgments and advice helpful? Not if you want to cause learning, says Wiggins. Telling a student, *Good work!* or *This is a weak paper* provides no actionable information. Telling a student, *You need more examples in your report*, or a baseball player, *You might want to use a lighter bat* is, in most cases, annoying. “Unless it is preceded by descriptive feedback, the natural response of the performer is to wonder, ‘Why are you suggesting this?’” says Wiggins.

Here are examples of effective feedback: *Good work: Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind’s eye.* or *Each time you swung and missed, you raised your head as you swung so you didn’t really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball.* Here are Wiggins’s criteria for effective feedback:

- *Goal-referenced* – “Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course,” he says. A teacher might say, *The point of this writing task is to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?*

- *Tangible and transparent* – “Alas, far too much instructional feedback is opaque,” says Wiggins. He tells about a student who was confused by his teacher’s frequent jotted comment on his English papers – “Vag-oo.” (What the teacher meant was *vague!*) Wiggins recommends that teachers videotape themselves teaching at least once a month to see how clearly they are coming across to students.

- *Actionable* – Students need to know specifically what to do. The following pieces of feedback are not concrete, specific, or useful: *Good job! You did it wrong. B+.*

- *User-friendly* – Feedback should not be overly technical or more than the recipient can handle. “Expert coaches uniformly avoid overloading performers with too much or too technical information,” says Wiggins. “They tell the performers one important thing they noticed that, if changed, will likely yield immediate and noticeable improvement.”

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- *Timely* – Too often, students have to wait days, weeks, or even months (in the case of standardized tests) for important feedback on their work. Feedback can arrive more quickly if teachers use technology or peer reviewers.
- *Ongoing* – “What makes any assessment in education formative is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal,” says Wiggins. “This is how all highly successful computer games work.”
- *Consistent* – “Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances,” says Wiggins.

Wiggins closes with a sports analogy. His daughter aspires to run a 5:00 mile. As she runs a practice race, her coach yells out split times, gives feedback (“You’re not swinging your arms!”), tells her where she stands (“You’re on pace for 5:15”), and gives advice (“Pick it up – you need to take two seconds off this next lap to get in under 5:10!”). Wiggins contrasts this to many schools’ pacing guides and use of interim assessments. “They yield a grade against recent objectives taught, not useful feedback against the *final* performance standards,” he says. All this does is give the teacher a schedule for rolling out the curriculum. “It’s as if at the end of the first lap of the mile race,” says Wiggins, “my daughter’s coach simply yelled out, “B+ on that lap!” To make school feedback more like highly effective sports feedback, he advises gearing interim assessments toward bi-annual goals and using item analysis to give students (and teachers) real *feedback* on what needs work.

“7 Keys to Effective Feedback” by Grant Wiggins in *Educational Leadership*, September 2012 (Vol. 70, #1, p. 11-16), <http://bit.ly/SLd3BU>; Wiggins is at gwiggins@authenticeducation.org.