

PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

PROFESSIONAL DEVELOPMENT PLAN

SCHOOL YEAR: 2004 - 2005

EDUCATOR: Mary Mack

POSITION: Teacher- 3rd grade

EVALUATOR: Jack Spratt

DATE: 5/2/05

DIRECTIONS: This plan should be developed from the educator's evaluation results and should also address student achievement goals unless evaluation scores are mostly 1's or 2's. Since this form has space for only two areas identified for improvement, you will need to make copies of this form for additional areas identified. Personal/Professional goals may be included but after addressing needs relating to the competencies/indicators and student achievement. List areas identified for the focus of a Professional Development Plan for the next school year/cycle.

AREA NUMBERS	PROFESSIONAL DEVELOPMENT RELATED GOALS/OBJECTIVES	PROPOSED ACTIVITIES	TIME LINE	ASSESSMENT METHOD(S)	PROGRESS CHECK DATES		
					1	2	3
Competency Area: 4.0 Indicator(s): 4.2	To enhance classroom management skills and reduce student behavior problems	1. Attend Assertive Discipline workshop 2. Discuss management strategies with veteran teachers 3. Complete Classroom & Behavior Mgmt PD Module on PEPE website 4. Read Harry Wong's "The First Day of School" 5. Establish /post/enforce classroom rules 6. Consistently reward appropriate student behavior 7. Plan lessons that actively involve students	June 23 Aug 1 Aug 1 Aug 1 Daily Daily Daily	PEPE classroom observation scores	Aug	May 06	

END OF PDP CYCLE ASSESSMENT AND BENEFITS

I attended the Assertive Discipline workshop and incorporated the ideas into my classroom discipline policy and informed parents of the policy with a written communication which was signed and returned. I read Dr. Wong's book and implemented many of his strategies in my classroom. Standing at the door as students enter is a simple technique that works wonders to set the tone for class behavior. I am firm, fair and consistent in the implementation of the 5 basic rules posted in my classroom. I determined these rules after having attended the workshop and discussion engagements with veteran teachers during the summer. The PEPE website offered alternative seating arrangements which I now use, rather than straight rows of desks. I also employ group work now, so students know how to move desks accordingly and at the appropriate time. Group work keeps them actively engaged and allows me the opportunity to work with individual students, if needed. I've also developed a "point system" called "Big Bucks", to reward positive behavior. The implementation of this single behavior management technique has saved my life as disciplinarian and the students love to earn Big Bucks. They buy pre-priced items at the end of each week. My PEPE observation scores in the area of classroom management have greatly improved as a result of having implemented this PDP.

In the "Activity" column, the evaluator should check the definition item(s) which the activities address. In the "Score" column, the evaluator should record the score for each of the checked activities. Scores are also to be transferred to the ESR. A new form should be used for each year a PDP is developed. Activities that are not expected to be completed in one year should be continued on the next year's PDP form.

Evaluator Comments

Visits, both formal and informal, to Ms. Mack's class revealed drastic improvements in both classroom time and student behavior management during this year. The objective of this PDP was accomplished and Ms. Mack, as well as her students, are the beneficiaries for having pursued the professional development plan.

PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY	Activity	7.1 Improves Prof. Knowledge	
		<u>Score</u>	<u>Definition Item</u>
	<input type="checkbox"/>	<input type="checkbox"/>	Participates in prof. org.
	<input checked="" type="checkbox"/>	3	Participates in/attends prof. dev. program/conf.
	<input checked="" type="checkbox"/>	4	Participates in prof. dev. to improve job performance
	<input type="checkbox"/>	<input type="checkbox"/>	Takes formal coursework
	<input checked="" type="checkbox"/>	4	Uses ideas to improve tch.

*All non-tenured and tenured personnel must develop a Professional Development Plan annually.

(Attach additional sheets if more space is needed)

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					1	2	3
Check if: <input checked="" type="checkbox"/> Student Achievement/ Development <input type="checkbox"/> Personal/ Professional	Using rubrics designed for expository writing, students will score 3s on expository writing pieces by spring. (See attached rubrics)	1. Integrate expository writing with 3 rd grade curriculum. 2. Teach 'webbing' to outline steps in a process. 3. Teach transition words- first, second, next, finally, etc. 4. Teach use of supporting sentences. 5. Teach ways to tie introductions to conclusions. 6. Share progress at grade level meetings.		Comparison of rubrics from fall to spring	1/15	4/10	
END OF PDP CYCLE ASSESSMENT AND BENEFITS					<i>In the "Activity" column, the evaluator should check the definition item(s) which the activities address. In the "Score" column, the evaluator should record the score for each of the checked activities. Scores are also to be transferred to the ESR. A new form should be used for each year a PDP is developed. Activities that are not expected to be completed in one year should be continued on the next year's PDP form.</i>		
<p>My students enjoyed learning the process of expository writing. They preferred topics that related to their interests such as giving reasons why football, basketball, scuba diving, etc. was their favorite sport. They liked writing the letter to convince a friend that Alabama was a good choice for a vacation. The rubrics showed marked improvement from the student's early pieces to April's assessment scores. The most improved area was introductions and conclusions in that both were written in a much more sophisticated manner.</p>							
Evaluator Comments Ms. Mack taught each of the steps in expository writing. Her students improved in expository writing as evidenced by the attached rubrics and student work displayed in the hall. In grade level meetings Mary was more a follower than a leader.					PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY	7.1 Improves Prof. Knowledge <u>Score</u> <u>Definition Item</u> <input type="checkbox"/> Participates in prof. org. <input type="checkbox"/> Participates in/attends prof. dev. program/conf. <input type="checkbox"/> Participates in prof. dev. to improve job performance <input type="checkbox"/> Takes formal coursework <input type="checkbox"/> Uses ideas to improve tch.	
						7.2 Takes Leadership Role <u>Score</u> <u>Definition Item</u> <input type="checkbox"/> Leadership in identifying resolving issues <input checked="" type="checkbox"/> 2 Ldrship in est. schl. goals <input type="checkbox"/> Initiates activities/projects <input type="checkbox"/> Conducts workshops/train <input checked="" type="checkbox"/> 3 Shares ideas, materials, etc. <input checked="" type="checkbox"/> 3 Part. in shared decisionmkg.	
We agree upon the Goals/Objectives, Activities, Timelines, and Assessment Method(s) listed: Educator: _____ Date: _____ Evaluator: _____ Date: _____					Signatures indicate we have discussed the Assessment and Benefits described: Educator: _____ Date: _____ Evaluator: _____ Date: _____		

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Check if: <input type="checkbox"/> Student Achievement/ Development <input checked="" type="checkbox"/> Personal/ Professional	1 .Enhance leadership skills by serving as chair of the School Improvement Plan Committee 2 .Enhance knowledge about diverse learning styles 3 .Enhance professionalism by obtaining Ed.S.	1. Meet with SACS facilitator to identify teams; Meet with team to provide directions for task 2. Monitor team work 3. Oversee Steering committee, reading major reports, compile SIP using individual team reports 4. Serve as principal's liason 5. Coordinate visit by Review Team 6. Attend Region In-service Center LS workshop 7. Enroll in Fall 05 and Spring 06 Courses at AUM	Aug Aug/May Aug/May Aug/May May June Sept/May	1. Development of SIP and SACS report document 2. Implementation of knowledge into the classroom setting 3. Degree confirmation			
END OF PDP CYCLE ASSESSMENT AND BENEFITS					<i>In the "Activity" column, the evaluator should check the definition item(s) which the activities address. In the "Score" column, the evaluator should record the score for each of the checked activities. Scores are also to be transferred to the ESR. A new form should be used for each year a PDP is developed. Activities that are not expected to be completed in one year should be continued on the next year's PDP form.</i>		
<p>As chair of the Steering Committee, I met with the SACS facilitator in August to identify teams and subsequently met with teams to provide directions for the SACS process. We identified school issues that needed to be addressed and rectified via SACS recommendations. During the SACS process I monitored teamwork throughout the year to make sure the proposed deadlines were met and that committees maintained focus. Simultaneously, I kept the principal apprised of all SACS issues and the SACS process progress. I coordinated the SACS review team member visit in May. The Review Committee commended the SACS committee work. The Review Committee recommended a full time assistant principal and full time library/media clerk. Both will be employed to begin next year. The addition of these individuals will ultimately enhance student achievement at the school.</p> <p>I attended the Dunn and Dunn Learning Styles training in August and administered the LS profile to each of my students upon return. The identification of each child's LS and the implementation of my new knowledge helped me to teach to "style" while presenting to my class. I simply addressed each LS in my teaching process. All students enjoyed learning because I taught them how to capitalize on their individual "strength" while in large group, small groups or independent learning situations. Increased achievement has occurred in every subject for every student, based on pre/post- tests within each subject area.</p> <p>My course for the Fall Semester was School Law and for Spring, was School Finance. Both courses afforded me with a better understanding of administrative issues in education, although I don't deal directly with such issues on a daily basis.</p> <p>Evaluator Comments Mary exhibited extremely professional leadership as chair of the SACS committee and is commended for a job well done! The review committee was also impressed with her competence and leadership ability. Thanks to Mary's venture into Learning Styles, the entire 3rd grade has decided to administer LS inventories at the beginning of next year, since increased scores of Mary's students is attributed to "teaching with style". Kudos to Mary for introducing us to Learning Styles. Mary has shown tremendous growth as an educator. Her pursuit of the Ed.S. will enhance her personal knowledge, but will also be beneficial to her students and the mission of the school.</p>							
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