



# Teacher Professional Development Plan (TPDP) AY 2017-2018

Teacher: Susie Teacher Years of Experience: 4  
 School: NEE Middle School Subject Area: Math Grade: 6  
 Professional Status: Probationary (P)  Tenured (T)  Tenured Under Evaluation (TE)   
 Mentor: \_\_\_\_\_ Mentor's Subject Area: \_\_\_\_\_ Mentor's School: \_\_\_\_\_

### Pre-Implementation

<b>A. Goals to be Addressed by the Teacher Professional Development Plan (TPDP)</b>		
District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
Develop and enhance quality educational/instructional programs to improve academic achievement and performance that will enable students to meet their personal, academic, and career goals.	Building goals are the same as the CSIP goals.	4.1 - The teacher uses instructional strategies that lead students to problem-solving and critical thinking.
<b>Individual Teacher Professional Development (PD) Goal(s) (TPDP Element 1)</b>		
I would like to improve teaching strategies that promote problem-solving and critical thinking as demonstrated by improved NEE ratings in classroom observations from an average of 4.0 to an average of 5.0 and Student Survey scores from an average of 1.7 to 2.2 by March 2018.		
<b>Data Used to Determine PD Goals (TPDP Element 2)</b>		
<i>Provide data (e.g., previous year's Summative Report, observation data, student survey results, self-assessment) used to determine your PD goals.</i>		
In the 2016-2017 school year, I was evaluated on Indicators 1.1, 4.1, 5.2, and 7.4 a total of eight times by my principal. The mean score for Indicator 4.1 was 4.0, which proved to be the lowest of all indicators. In addition to classroom observations, student survey results indicated critical thinking as my weakest instructional indicator. Of the five student survey questions related to critical thinking, my average score was 1.7 on a scale of 0-3. I selected 2.2 as my goal because that is the state average.		
<b>Sequence of PD Activities (TPDP Element 3)</b>		
<i>List at least three PD activities that are aligned to your PD goals. Include a time frame.</i>		
<ol style="list-style-type: none"> <li>1. I will complete <i>Module 2 - Teaching Critical Thinking Skills</i> in EdHub by September 1, 2017. These modules are research based and developed by the University of Missouri using eMints instructors and HOM-RPDC staff. In addition, I will share my journal entries on EdHub with my team and administrators.</li> <li>2. I will visit three master teachers to observe problem-solving and critical thinking strategies in the classroom. This will be dependent upon school scheduling and administrator approval. I would like to visit NEE Elementary where they have spent the last year studying critical thinking strategies. I will have this complete by November 1, 2017.</li> </ol>		

3. I will participate in a book study called *Worksheets Don't Grow Dendrites* by Marsha Tate. This book is based on recent brain-based research and is full of user-friendly, practical strategies that teachers can employ in their lesson-level classroom instruction to bridge the gap between research-based strategies and classroom practice. I will try to start this before next school year, but it will depend on the availability of other teachers who may want to participate. We will have this completed with at least four meetings by December 15, 2017. I will provide a report of my findings and new strategies learned to my team and administrators.

#### **Research Base for PD Activities (TPDP Element 4)**

*Explain the connection between cited research and PD activities to improve student learning.*

Problem-solving and critical thinking have a strong research basis that includes the works of Tate (2013), Marzano (2001), and Hattie (2009). These works indicate that when students are encouraged to think more deeply student achievement improves.

**Indicator 4.1 – The teacher uses instructional strategies that lead students to problem-solving and critical thinking.** Critical thinking refers to skillfully applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. It is valued as an outcome of schooling because it is required in so many professions. Promoting critical thinking and problem-solving skills is difficult, and fairly uncommon in typical classrooms. However, there are many ways teachers can promote critical thinking, such as giving students complex, demanding tasks that require persistent effort, concentration, and various cognitive and metacognitive strategies. Tasks may require students to determine what makes an argument valid, assess possible solutions, categorize problems, map concepts, or explain a worked example. Teachers can promote critical thinking through deep-level questions, which prompt active processing of material, and highlight discrepancies that generates curiosity in students. Deep questions are more effective for helping students learn complex knowledge (Aguiar, Mortimer, & Scott, 2010; Craig, Chi, & VanLehn, 2009).

#### **B. Teaching Strategies**

##### **Collaboration (TPDP Element 5)**

*Describe how this PDP involves collaboration with other educators (who, where, and when).*

The book study will provide opportunities for ongoing collaboration with two to three teachers here in our building. We will meet formally at least four times and provide notes from those meetings. Also, we will have informal meeting opportunities to discuss strategies and how they worked within a group discussion board on GoogleDocs. Dr. Principal will also be invited to participate in and view the discussions.

##### **Student Engagement (TPDP Element 6)**

*Describe how this PDP helps you improve student engagement in the learning process.*

Research indicates that strategies that promote critical thinking also promote student engagement. I will monitor reading scores to see if they are higher after the application of these strategies as compared to the pre-scores of the reading assessment.

Cognitive engagement in the classroom refers to students' active mental involvement in the learning activities or mental effort, such as meaningful processing, strategy use, concentration, and metacognition (Fredricks, Blumenfeld, & Paris, 2004). Critical thinking is a subset of cognitive engagement. That is, a student who is thinking critically is cognitively engaged, but students can be cognitively engaged without thinking critically. For example, students may apply algorithms to practice math problems in a way that is cognitively engaging, but not critical thinking (Finn & Zimmer, 2012; Fredricks, McColskey, Meli, Mordica, Montrosse, & Mooney, 2011).

**Diverse Learners (TPDP Element 7)**

*Describe how this PDP improves your ability to meet the varied needs of diverse learners.*

- 1. This PDP will remind me how important it is to continually build the cooperative nature of my classroom. In order for my classroom to build on the students' strengths and to strengthen the skills of others, my classroom will need to be safe for all types of intellectual discourse.
- 2. Marsha Tate's strategies are varied for learners with varied learning styles to promote differentiation.

**C. Prior Related PD (TPDP Element 8)**

*Provide a brief description of how the PD activities build upon prior PD or whether these activities are a new venture.*

Our grade level team read Visible Learning, by John Hattie, during the 2016-2017 school year. Our school has engaged in cooperative learning for several years as well. Together, these are foundational in building a classroom of critical thinkers.

**NOTE: Element 8 is scored as "Not Applicable" (N/A) for first-year teachers or for veteran teachers beginning a new PD venture.**

**Pre-Implementation Approval:**

Teacher Signature: Susie Teacher

Mentor Signature: \_\_\_\_\_

Administrator Signature: Percy Principal

Date: 8-31-2017

Date: \_\_\_\_\_

Date: 8-31-2017

**Plan:**

**Individual**

**Monitored**

**Directed**

**Teacher Professional Development Plan – Mid-Year Review to be completed by (date) December 15, 2017**

**Teacher:** Susie Teacher

**School Year:** 2017-2018

**D. Data Showing Progress Toward Specific PD Goals (TPDP Element 9)**

*Briefly discuss how the PD activities improved your teaching practice. Provide explicit evidence of change in practice (e.g., observation data) and its effect on student performance (e.g., assessment data). NOTE: Use data you already have as part of your continuous improvement where appropriate.*

During the school year, I have focused on adding more problem-solving and critical thinking activities within every lesson. Although there are times when it is appropriate to not engage students in critical thinking, I have strived to involve students in higher-order thinking as frequently as possible.

To date, I have had five classroom observations from my principal with an overall mean score of 4.8:

1. September 8 – Indicator 4.1, Score 4
2. September 29 – Indicator 4.1, Score 4
3. October 19 – Indicator 4.1, Score 5
4. November 17 – Indicator 4.1, Score 6
5. December 9 – Indicator 4.1, Score 5

**E. Narrative**

Teacher Comments	Mentor Comments	Administrator Comments
<b>Teacher Signature:</b> <u>Susie Teacher</u> <b>Date:</b> <u>12-15-2017</u>	<b>Mentor Signature:</b> _____ <b>Date:</b> _____	<b>Administrator Signature:</b> <u>Percy Principal</u> <b>Date:</b> <u>12-15-2017</u>

Teacher Professional Development Plan – End-of-Year Review to be completed by (date) March 1, 2018

Teacher: Susie Teacher

School Year: 2017-2018

**F. Data Showing Progress Toward Specific PD Goals (TPDP Element 9)**

*Briefly discuss how the PD activities improved your teaching practice. Provide explicit evidence of change in practice (e.g., observation data) and its effect on student performance (e.g., assessment data). NOTE: Use data you already have as part of your continuous improvement where appropriate.*

It has been an amazing journey this year. As I have grown as an instructor, my students have also improved.

As of March 1, 2017, I have had eight observations from my principal with an overall mean score of 5:

1. September 8 – Indicator 4.1, Score 4
2. September 29 – Indicator 4.1, Score 4
3. October 19 – Indicator 4.1, Score 5
4. November 17 – Indicator 4.1, Score 6
5. December 9 – Indicator 4.1, Score 5
6. January 10 – Indicator 4.1, Score 6
7. February 15 – Indicator 4.1, Score 6
8. February 28 – Indicator 4.1, Score 6

**G. Completion of Goals**

	YES	NO	IN PROGRESS
Was Goal 1 successfully completed?	X		
Was Goal 2 successfully completed?			

**H. Narrative**

Teacher Comments	Mentor Comments	Administrator Comments
Teacher Signature: <u>Susie Teacher</u>	Mentor Signature: _____	Administrator Signature: <u>Percy Principal</u>
Date: <u>3-1-2018</u>	Date: _____	Date: <u>3-1-2018</u>



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