Summit Middle School's

Professional Development

"menu plan"

At Summit, we "cater" to your professional goals and interests!

The Summit "menu" plan for professional development*, overview:

1. Teachers will identify one or two instructional and/or curricular goals at the start of the year and share these with Summit administrators.

2. After goals have been approved, teachers will submit a plan for achieving those goals by selecting, from a "menu" of professional development options, those activities that best suit the teacher and the goals.

3. Teachers will record/document these activities throughout the year (making adjustments to original plan as needed). In the spring, teachers will reflect on progress toward their goals, and their record of professional development experiences will become part of the year-end evaluation process. Administrators and colleagues will "check in" on progress at least three times during the year and provide assistance, as appropriate.

What kinds of activities qualify?

In general, activities and experiences can earn credit if they...

- Relate meaningfully to stated instructional or curricular goals

- Involve the creation of something new (e.g., adding a new teaching strategy to your repertoire, increasing knowledge that relates to your teaching, improving teaching skill and/or understanding, developing new curriculum and/or materials, conducting research to share with others)

What kinds of activities do not qualify?

Because the emphasis is on development of teaching skill and efficacy, some very worthwhile activities do not qualify for this particular kind of credit. These would include...

- Sponsoring an after school club unrelated to teaching area

- Organizing/running yearly projects and events like awards ceremonies or graduation

- Implementing (not redesigning) a curricular project "as is," like History Day, Science Fair, Poetry Reading, or teaching Stand Up! classes

*Note: Although the menu plan is a significant part of each teacher's professional development, several whole-faculty professional development activities are selected and planned by the administration team each year as well.

Summit Professional Development
Individual Goals

Professional Development Goals are due to Amanda by: October 11, 2005

What's a goal?

- A goal can be related to instruction (how you teach), curriculum (what you teach), or assessment (did they get it?)
- It should involve some kind of *change* from your current knowledge or practice: new learning, new materials, new approaches, or further development or refinement of something you already do.
- It should be expressed as a benchmark or objective ("integrate more nonlinguistic elements in my course") rather than as an activity ("attend a conference"). Your plan on how to reach the goal will come *later* (after your goal has been approved).
- It should be approximately one sentence long. Your *plan* (later) will be longer.

Sample goals:

- I want to create a new series of lessons related to summarizing and paraphrasing.
- I want to develop more activities for kinesthetic learners throughout my curriculum.
- I want to improve my students' "time on task."
- I want to learn more about differentiation and apply it to my classes.
- I want to build more interdisciplinary ties between my class and History.
- I want to add more real-world applications to my units.
- I want to learn how to use collaborative groups more effectively.
- I want to strengthen the research component of my course.
- I want to develop some new assessment choices to meet the needs of more learning styles.

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* *

Teacher Name: _____

My goal: _____

_____

_____

_____

Teacher Professional Development Goal & Plan

Teacher:_____   Year: _____

Goal		
Plan	Activities planned to reach goal:	Dates/frequency:
	"Products" or outcomes expected:	

"Credits" (TBD in conference with admin.):

Instructions on filling in goal & plan template

1. Write your goal in the space indicated on each table. Remember that a goal is not an activity (such as "belonging to a committee"). Rather, it is a statement that articulates the overall purpose or desired outcome for your professional development activities. It should relate to improving your content knowledge, refining your classroom instruction, developing curriculum, or improving student achievement or character. (Submit this goal for review & approval before moving on to Step 2.)

Sample Goals:
  ➢ I want to increase my own expertise in speaking Zwahili so that I can better teach my students in the Zwahili elective.
  ➢ My goal is to increase my repertoire of formative assessments to monitor student progress in Underwater Basketry 101.
  ➢ I want to work toward integrating more character and leadership instruction into the Summit program.

2. List the activities you plan on completing to achieve this goal. Here is where you would list committees you will serve on, partnerships you will form, conferences you will attend, research you will perform, etc.

As you consider possible activities, remember that the underlying purpose for professional development is not just work, but also learning and growth. Check to make sure that at least some of the activities include opportunities for you to learn something new, whether it's from observing classes, attending a workshop, learning from colleagues, or individual reading and scholarship.

For dates/frequency, give some indication of when or how often an activity will occur, such as "once a month" or "2-day workshop in November."

Sample activities for "improving Zwahili" goal above:
  ➢ I will attend a Zwahili Conversation Workshop   2 days, Dec.
  ➢ I will form a partnership with Fairview's Zwahili teacher.
    We will meet for conversation and sharing of materials.   twice a quarter

3. For "products," consider what the result(s) of your inquiry and work might look like. Will you have something to share with others? Will you have an updated version of a curriculum document? sample activities to archive or disseminate? a talk or workshop you can give at a faculty meeting? student products that reflect your work? a safer lab that won't burn down? How will you know that your mission is accomplished?

Sample products for "formative assessments" goal above:
  ➢ I will create a binder of assessments and assessment strategies.
  ➢ I will present some of the techniques I found most helpful at a faculty meeting.
  ➢ I will prepare a reflection journal on my experiences implementing the assessments.

Summit Middle School Professional Development Menu

Note: This "menu" lists many of the activities other teachers have used in past years. However, it is possible to "order off the menu" if you have another idea in mind.

Department Meetings

Meet with your department to work on curriculum, assessment, and/or instruction.

Planning Partnerships

Establish a partnership with another teacher who shares one of your goals; meet periodically to design activities or write curriculum together.

Take a class

Attend a Summit New Teacher Training session, participate in a district-sponsored class, or take a college course.

Peer mentoring

Observe a colleague and meet to discuss findings and observations.

Workshops and Conferences

Attend a workshop or conference related to your instructional or curricular goals, such as a NCTM conference or a workshop on using technology in your subject area.

Create & "demo" a new lesson based on research/new learning

After conducting research, observing a colleague, or attending a workshop, write a new lesson or assessment and demo it at a faculty meeting.

Research Survey

Read/research a topic related to one of your goals and create some kind of written product to share with faculty, such as an annotated bibliography, handout of tips & guidelines, new research-based rubric or template, archive of activities or lesson ideas.

Unit Plan "Walk-through"

Develop a new unit based on one of your goals, such as a cross-curricular unit, an independent project, or an inter-disciplinary unit, and "walk" the faculty through it

Guest Teach

Prepare and teach a lesson (e.g., a cross-curricular skill or cross-disciplinary content) in another teacher's class.

Facilitate a Workshop

Share the results of your other professional development experiences by creating and facilitating a workshop to teach that skill or strategy to others.

Crunch Data

Analyze CSAP or other data and prepare a report of implications and findings for faculty or relevant departments.

Serve on a Committee

Work with a curriculum committee, such as the AAA, Information Literacy Committee, Academic Integrity, District Curriculum Committee, or the Stand Up! Steering Committee, to develop activities and lessons for school-wide use.

Be an Action Researcher

Investigate a research-based strategy in your own class or conduct a case study with a small group of students; "publish" your findings to the faculty.