Sample Teacher Professional Development Plan

Eventually, you will extremely discover a additional experience and completion by spending more cash. yet when? do you resign yourself to that you require to get those all needs subsequent to having significantly cash? Why dont you attempt to get something basic in the beginning? Thats something that will lead you to understand even more vis--vis the globe, experience, some places, following history, amusement, and a lot more?

It is your unquestionably own become old to act out reviewing habit. in the course of guides you could enjoy now is **Sample Teacher Professional Development Plan** below.

Professional Development Plan - Deborah Mahaffey 2005

The Framework for Teaching Evaluation Instrument, 2013 Edition - Charlotte Danielson 2013

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same.Major concepts of the Common Core State Standards are included. For example, deep conceptual

understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition.The language has been tightened to increase ease of use and accuracy in assessment.Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

The Supportive Learning Environment - Jennifer Hindman 2013-10-02
This entry in the James H. Stronge Research-to-Practice Series focuses on the characteristics of teachers who create supportive learning environments for their students. By conveying a sense of immediacy, credibility, and caring, they communicate to students in both verbal and nonverbal ways that are essential to cultivating a positive and productive learning community. In this book, Stronge, Grant, and Hindman provide a comprehensive overview of the qualities of a supportive teacher. They offer a bridge between research-based theories and practical classroom applications, with templates, planning forms, and other reproducibles. The authors help teachers move toward establishing a learning environment that contributes to effective instructional practices. Topics include: engaging students and their families, effective communication, student ownership of the learning environment, and much more.

The Principal as Professional Development Leader - Phyllis H. Lindstrom 2004-02-20
The authors provide principals with the tools needed to help teachers and staff enhance their skills and improve student learning.

Instructional Technology Tools: a Professional Development Plan - L. Robert Furman EdD 2012-03-15
The use of instructional technology in twenty-first-century classrooms is not a subject to be debated. Rather, it needs to be embraced as a

standard practice rather than an enriching activity. In Instructional Technology Tools: A Professional Development Plan, author L. Robert Furman presents a comprehensive guide to help educators embrace the use of instructional technology tools in the classroom. Answering the typical questions often posed by teachers and staff, Furman emphasizes the practical use of technology and introduces a breakthrough development called E-ProDev Days for offsite electronic professional development. He gives administrators the tools necessary to conduct fulfilling and meaningful professional development days, in-house or electronically, revolving around technology. Instructional Technology Tools: A Professional Development Plan also includes professional development lesson plans; tutorials for teachers and students; sample sites where examples of each e-tool are available to share; addresses to obtain the e-tools. Presenting a logical and practical approach to teaching a staff how to successfully use e-tools in their classroom, Instructional Technology Tools: A Professional Development Plan helps administrators help teachers to enhance their classrooms, manage time, organize themselves, and save money.

The Educator's Professional Growth Plan - Jodi Peine 2007-07-26
Offers school leaders guidance for designing and implementing a sustainable professional growth process, demonstrates how participants can develop individual action plans, and helps redefine school improvement efforts.
Resources in Education - 1999-10

Guided Reading - Irene Fountas 2016-08-12
Much has been written on the topic of guided reading over the last twenty years, but no other leaders in literacy education have championed the topic with such depth and breadth as Irene Fountas and Gay Su Pinnell. In the highly anticipated second edition of Guided Reading, Fountas and Pinnell remind you of guided

reading's critical value within a comprehensive literacy system, and the reflective, responsive teaching required to realize its full potential. Now with Guided Reading, Second Edition, (re)discover the essential elements of guided reading through: a wider and more comprehensive look at its place within a coherent literacy system a refined and deeper understanding of its complexity an examination of the steps in implementation-from observing and assessing literacy behaviors, to grouping in a thoughtful and dynamic way, to analyzing texts, to teaching the lesson the teaching for systems of strategic actions a rich text base that can support and extend student learning the re-emerging role of shared reading as a way to lead guided and independent reading forward the development of managed independent learning across the grades an in-depth exploration of responsive teaching the role of facilitative language in supporting change over time in students' processing systems the identification of high-priority shifts in learning to focus on at each text level the creation of a learning environment within which literacy and language can flourish. Through guided reading, students learn how to engage in every facet of the reading process and apply their reading power to all literacy contexts. Also check out our new on-demand mini-course: Introducing Texts Effectively in Guided Reading Lessons

Putting FACES on the Data - Lyn Sharratt 2012-02-03

Build the bridge from data collection to improved instruction Students are people—not data. How can you use assessment data to focus on reaching every student? This book shows how to develop a common language for sharing all students' progress with all teachers and leaders, and how to use ongoing assessment to inform instruction. Based on worldwide research of more than 500 educators, the book presents solutions organized by: Assessment Instruction Leadership Ownership The many benefits of

personalizing data include increased student engagement and a positive impact on school culture. This reader-friendly guide helps you set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions.

Worksheets Don't Grow Dendrites - Marcia L. Tate 2015-10-30
Bring Novelty Into The Classroom To Get Knowledge Into Students' Brains! You can invest time and effort into perfecting your lesson plans, encouraging good student behavior, and ensuring your classroom accommodates every learning style. But if your students don't remember what you teach them, what's the point? Banish this concern forever when you use the strategies in this thoroughly updated third edition of Marcia Tate's bestselling Worksheets Don't Grow Dendrites, which details twenty definitive brain-compatible techniques to maximize retention and minimize forgetting in learners of all ages. Tate's techniques are drawn from the latest neuroscientific research and

learning style theory and are described step-by-step for immediate application in your classroom. Learn how to: Incorporate interactive fun to your existing lessons, including field trips, games, humor, and even music and rap Use graphic organizers and word webs to solidify lessons visually Facilitate innovative methods of project-based learning You'll also benefit from new sample lesson plans, activities, and illustrations that reflect the latest research on how students' brains develop and function. With this book, your students will retain the information from your classroom for years to come.

Classroom Assessment and the National Science Education Standards - National Research Council 2001-08-12
The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards

focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading-and how it fits into the larger, comprehensive assessment system.

Enhancing Professional Practice - Charlotte Danielson 2007-02-08
The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance--

Unsatisfactory, Basic, Proficient, and Distinguished--for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.

Just Great Teaching - Ross Morrison McGill 2019-09-05
Ross Morrison McGill, bestselling author of Mark. Plan. Teach. and Teacher Toolkit, pinpoints the top ten key issues that schools in Great Britain are facing today, and provides strategies, ideas and techniques for how these issues can be tackled most effectively. We often talk about the challenges of teacher recruitment and retention, about new initiatives and political landscapes, but day in, day out, teachers and schools are delivering exceptional teaching and most of it is invisible. Ross uncovers, celebrates, analyses and disseminates best practice in teaching. This is supported by case studies and research undertaken by Ross in ten primary and secondary schools across Great Britain, including a pupil referral unit and private, state and grammar schools, as well as explanations from influential educationalists as to why and how these ideas work. Ross explores the issues of marking and assessment, planning, teaching and learning, teacher wellbeing, student mental health, behaviour and exclusions, SEND, curriculum, research-led practice and CPD. This book inspires readers to open their eyes to how particular problems can be resolved and how other schools are already doing this effectively. It is packed with ideas and advice for all primary and secondary classroom teachers and school

leaders keen to provide the best education they possibly can for our young people today.
Driven by Data - Paul Bambrick-Santoyo 2010-04-12 Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD.
Enhancing Professional Development for Teachers - National Research Council 2007-10-04 Teachers, like other professionals, need to stay informed about new knowledge and technologies. Yet many express dissatisfaction with the professional development opportunities made available to them in schools and insist that the most effective development programs they have experienced have been self-initiated. Enhancing Professional Development for Teachers explores how the provision of professional development through online media has had a significant influence on the professional lives of an increasing number of teachers. Growing numbers of educators contend that online teacher professional development (OTPD) has the potential to enhance and even transform teachers' effectiveness in their classrooms and over the course of their careers. They also acknowledge that it raises many challenging questions regarding costs, equity, access to technology, quality of materials, and other issues. Enhancing Professional Development for Teachers suggests that teachers be active participants in planning and implementation of any new technologies that enhance professional development. The book recommends that federal and state policy makers take on the responsibility of promoting equal access to technology while the federal government and foundations play an important role by supporting the development, evaluation, and revision of OTPD.
Humor That Works - Andrew Tarvin 2019-04 Humor That Works is a business book on humor.

No, that's not an oxymoron. It really is a business book and it really is about getting better results by having more fun. Because people who use humor in the workplace are more productive, less stressed, and happier. No joke; sources included.

Teacher Evaluation to Enhance Professional Practice - Charlotte Danielson 2000
Offers a guide to an effective teacher evaluation system that combines quality assurance with professional development.

TALIS Creating Effective Teaching and Learning Environments First Results from TALIS - OECD 2009-07-21
This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

The Five Disciplines of PLC Leaders - Timothy D. Kanold 2011-08-01
Make the transition from traditional, whole-group reading instruction to the 21st century classroom by integrating three innovations that will dramatically improve elementary reading instruction: RTI, differentiated instruction, and technology. Detailed ex

Step-by-Step Professional Development in Technology - Sarah Meltzer 2013-10-02
Don't train your teachers in instructional technology without reading this resource-packed book from Sarah T. Meltzer. Meltzer presents easy-to-follow guidelines for bringing about effective professional development in technology from start to finish. She takes you step-by-step through the process of planning, implementing, and managing professional development opportunities. The book is also filled with handy, practical tools and resources, such as pre-planning worksheets needs assessment surveys long- and short-term technology plans technology inventory forms training schedule templates and more Meltzer provides filled-out examples of those forms, so you can see how to

complete them. She also offers blank versions for your own use. In addition, each chapter concludes with a checklist to help you keep track of the steps you take as you make professional development in technology a reality—and a success—in your school or district.

Designing & Teaching Learning Goals & Objectives - Robert J. Marzano 2010-08-10 Design and teach effective learning goals and objectives by following strategies based on the strongest research available. This book includes a summary of key research behind these classroom practices and shows how to implement them using step-by-step hands-on strategies. Short quizzes help readers assess their understanding of the instructional best practices explained in each section.

Science Teachers' Learning - National Academies of Sciences, Engineering, and Medicine 2016-01-15 Currently, many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science, their familiarity with a range of instructional strategies, and the skills to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers' learning across their careers, from their initial training to continuing professional development. A teacher's capability to improve students' scientific understanding is heavily influenced by the school and district in

which they work, the community in which the school is located, and the larger professional communities to which they belong. Science Teachers' Learning provides guidance for schools and districts on how best to support teachers' learning and how to implement successful programs for professional development. This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education, how and when teachers learn, and education policies that directly and indirectly shape what teachers are able to learn and teach. The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers. Science Teachers' Learning will be a valuable resource for classrooms, departments, schools, districts, and professional organizations as they move to new ways to teach science.

Evaluating Professional Development - Thomas R. Guskey 2000
Explains how to better evaluate professional development in order to ensure that it increases student learning, providing questions for accurate measurement of professional development and showing how to demonstrate results and accountability.

Professional Development for Differentiating Instruction - Cindy A. Strickland 2009
More than 45 tools and activities that make it easier for professional development leaders to show teachers and administrators how to successfully implement and maintain differentiated instruction.

Learning-Driven Schools - Barry Beers 2006-06-15
Many teachers are trained to approach their work with a set of teaching strategies and lessons that changes little over time. Because they are focused on how they teach, rather than on how their students learn, they use the same techniques day after day, making no adjustments

for students' different learning needs. In Learning-Driven Schools: A Practical Guide for Teachers and Principals, Barry Beers shows how teachers can plan, teach, and assess for student learning--and how principals can support teachers in their efforts. The book includes * An overview of the research on knowledge retention; * Real-life samples of lesson plans that address state and local standards; * Strategies on accurately assessing student learning; * Advice for teachers on addressing the needs of struggling, intermediate, and advanced students at the same time; and * Advice for administrators on conducting effective classroom observations. A rallying cry and how-to guide rolled into one, this book is an invaluable resource for anyone passionate about learning. Having served as a veteran teacher and principal himself, Barry Beers brings his own experience and understanding to bear on the essential task of ensuring that student learning remains the clear focus of our schools.

Targets for Teachers - Judy K. Werder Sargent 2000

Distance Education for Teacher Training - Hilary Perraton 2002-03-11
First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Advancing Formative Assessment in Every Classroom - Connie M. Moss 2019-05-13
Formative assessment is one of the best ways to increase student learning and enhance teacher quality. But effective formative assessment is not part of most classrooms, largely because teachers misunderstand what it is and don't have the necessary skills to implement it. In the updated 2nd edition of this practical guide for school leaders, authors Connie M. Moss and Susan M. Brookhart define formative assessment as an active, continual process in which teachers and students work together—every day, every minute—to gather evidence of learning, always keeping in mind three guiding questions: Where

am I going? Where am I now? What strategy or strategies can help me get to where I need to go? Chapters focus on the six interrelated elements of formative assessment: (1) shared learning targets and criteria for success, (2) feedback that feeds learning forward, (3) student self-assessment and peer assessment, (4) student goal setting, (5) strategic teacher questioning, and (6) student engagement in asking effective questions. Using specific examples based on their extensive work with teachers, the authors provide - Strategic talking points and conversation starters to address common misconceptions about formative assessment; - Practical classroom strategies to share with teachers that cultivate students as self-regulated, assessment-capable learners; - Ways to model the elements of formative assessment in conversations with teachers about their professional learning; - "What if" scenarios and advice for how to deal with them; and - Questions for reflection to gauge understanding and progress. As Moss and Brookhart emphasize, the goal is not to "do" formative assessment, but to embrace a major cultural change that moves away from teacher-led instruction to a partnership of intentional inquiry between student and teacher, with better teaching and learning as the outcome.

Writing Year-End Teacher Improvement Plans-Right Now!! - Cornelius L. Barker 2001
″″To be placed above both Barker books:″Now all the forms, formats, and reports offered in both books are available in interactive databases. With these time-saving tools, simply choose and plug in the information and present it in prewritten statements--statements you can edit, alter, or cut and paste ′on the fly.′ ″Copy for this book:″Simplify one of your most time-consuming but important tasks as school leader. This handy guidebook offers you everything you need to write the best possible evaluations and document your teachers in all key areas.
Using the National Gifted Education Standards

for PreK-12 Professional Development - Margie
Kitano 2008-03-27
This volume outlines how to use the NCATE-
approved gifted education standards to
determine professional development objectives
for teachers and design and assess inservice
training programs.

Teacher Professional Development for Improving Quality of Teaching - Bert
Creemers 2012-11-05
This book makes a major contribution to
knowledge and theory by drawing implications
of teacher effectiveness research for the field of
teacher training and professional development.
The first part of the book provides a critical
review of research on teacher training and
professional development and illustrates the
limitations of the main approaches to teacher
development such as the competence-based and
the holistic approach. A dynamic perspective to
policy and practice in teacher training and
professional development is advocated. The
second part of the book provides a critical
review of research on teacher effectiveness. The
main phases of this field of research are
analysed. It is pointed out that teacher factors
are presented as being in opposition to one
another. An integrated approach in defining
quality of teaching is adopted. The importance of
taking into account findings of studies
investigating differential teacher effectiveness is
argued. Another significant limitation of this
field of research is that the whole process of
searching for teacher effectiveness factor was
not able to have a significant impact upon
teacher training and professional development.
For this reason it is advocated that teacher
training and professional development should be
focused on how to address grouping of specific
teacher factors associated with student learning
and on how to help teachers improve their
teaching skills by moving from using skills
associated with direct teaching only to more
advanced skills concerned with new teaching

approaches and differentiation of teaching. The book refers to studies conducted in different countries illustrating how the proposed approach can be used by policy and practice in teacher education. Specifically, the book provides evidence supporting the validity of the theoretical framework upon which this approach is based. Moreover, experimental and longitudinal studies supporting the use of this approach for improvement purposes are presented and suggestions for further research utilising and expanding the Dynamic Approach for teacher training and professional development are provided.

The Knowledge Gap - Natalie Wexler
2020-08-04
The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only

excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

Enhancing Instructional Problem Solving - John C. Begeny 2012-05-09
This book presents a schoolwide model of instructional support designed to make the most of available time, resources, and personnel—one that is also fully compatible with other problem-solving models, such as response to intervention. The authors provide a comprehensive and cohesive framework for linking assessment and intervention. They show how to interweave evidence-based instruction with targeted professional development and other components that support improved learning outcomes for all K–8 students. Helpful tables describe dozens of research-based assessments and interventions in reading, writing, and math. In a large-size format with lay-flat binding to facilitate photocopying, the volume includes more than 20 reproducible worksheets and forms. The companion website features additional reproducibles and supplemental materials for use in conjunction with the book. This book is in The Guilford Practical Intervention in the Schools Series.

Understanding by Design - Grant Wiggins 2005
Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Leading School Turnaround - Kenneth Leithwood 2010-07-13
Praise for Leading School Turnaround "Going beyond their previous considerable work on the study of leadership, Kenneth Leithwood, Alma Harris, and Tiiu Strauss now get up-close and detailed. They use their powerful framework for how school leaders influence student learning, but this time they get inside the 'how.' Practical, powerful, interesting, and insightful— an

indispensible resource for turnaround leaders."
—MICHAEL FULLAN, professor emeritus, Ontario Institute for Studies in Education at the University of Toronto "The problem of bringing about change in those schools where it is needed most remains one of the most intractable challenges in school leadership. This book is written by international scholars who understand the complexities of this challenge. Unlike other volumes based on a single person's experience or a reading of the literature, these authors offer useful specific insights based on data about what leaders in schools that accomplish fundamental change actually do."
—PHILIP HALLINGER, Chair Professor of Leadership and Change, Hong Kong Institute of Education

Learning About Assessment, Learning Through Assessment - Mark Driscoll
1998-07-28
The MSEB, with generous support and encouragement from the Carnegie Corporation of New York, seeks to bring discussion of assessment to school-and district-based practitioners through an initiative called Assessment in Practice (AIP). Originally conceived as a series of "next steps" to follow the publication of Measuring Up and For Good Measure, the project, with assistance from an advisory board, developed a publication agenda to provide support to teachers and others directly involved with the teaching and assessment of children in mathematics classrooms at the elementary, middle, and high school levels. In a series of three booklets, AIP presents an exploration of issues in assessment. The first booklet, Learning About Assessment, Learning Through Assessment discusses ways to assist teachers in learning about assessment and how student work can be a rich resource in professional development. The second, Assessment in Support of Instruction, makes a case for aligning assessments with state and district curriculum frameworks and examines

ways in which states have shifted their curriculum frameworks and related state assessment programs to reflect the NCTM Standards and other perspectives. The third booklet, Keeping Score, discusses issues to be considered while developing high quality mathematics assessments. This series is specifically designed to be used at the school and school district level by teachers, principals, supervisors, and measurement specialists.
Assessing Impact - Joellen Killion 2008 Discusses planning and performing staff evaluations and evaluating staff development programs in order to improve staff training and overall student achievement.
Teacher's Professional Development - Sabine Krolak-Schwerdt 2014-04-03
A central aspect of teachers' professional knowledge and competence is the ability to assess students' achievements adequately. Giving grades and marks is one prototypical task in this context. Besides giving grades,

assessments for school placements or tracking decisions belong to these tasks. Relevant students' characteristics which influence teachers' assessments do not only involve academic achievement but also students' responses to different task demands as well as non-academic characteristics such as learning motivation or school anxiety. Closely associated with the investigation of teachers' assessment competences and, more specifically, the investigation of conditions associated with high quality of assessments is the development and evaluation of teacher training programs to improve professional competences. In recent years, there has been considerable progress in the domain of professional teacher training; however, only a very limited number of studies are dedicated to the question to what extend training programs might offer valuable approaches to improve the quality of assessments and to implement high assessment competences. Another important field which is

closely related to teachers' competences concerns the question how teachers' professional development is linked to students' learning and learning outcomes. In recent years, the societal demand for evidence that teachers' professional development will result in improved student learning outcomes is increasing. This volume brings together questions on assessment, training, and learning in the professional development of teachers which have not been fully discussed yet. The identification of these research gaps was the reason for dedicating a series of lectures given at the University of Luxembourg 2012 to the topic of professionalization of teachers in these domains. Therefore, this book contains contributions from outstanding international scholars in different academic disciplines to present ideas about open research questions concerning the domains of assessment, training, and learning in the professional development of teachers.

Teacher-centered Professional Development - Gabriel Díaz-Maggioli 2004
Teacher-Centered Professional Development is a hands-on guide to collaborative skill building for educators. It introduces the Teacher's Choice Framework, a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules, strengths, and needs. The book describes a wide variety of professional development strategies, including mentoring, journal writing, peer-to-peer coaching, and seminars. For each strategy, the author provides: * A brief history of the research base * A step-by-step guide to implementing the strategy * Sample handouts and assessment forms * Examples from the field of the strategy in practice With this book, teachers at all levels can quickly learn how to set up development teams, conduct action research, and engage in other activities to further their skills. In addition, the Teacher's Choice Framework helps educators prioritize

their needs and choose the strategies that best suit those needs. Teacher-Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them.

Supervision for Learning - James M. Aseltine 2006
Traditional methods of supervision and evaluation focus on teachers' inputs: their lesson plans, instruction, and classroom management practices. But what matters most is the outcome they achieve: learning. This book introduces Performance-Based Supervision and Evaluation (PBSE), a data-driven and teacher-directed approach proven to build educators' analytical and instructional capacity to address the learning needs of their students. It's a move away from disconnected annual goals and outside-in improvement initiatives, and toward the full integration of teacher evaluation, strategic professional development, and school improvement planning. Supervision for Learning is an important resource for school leaders looking to * Honor the judgment of teachers while targeting student performance in areas of essential knowledge and skills articulated in standards; * Empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research; * Develop meaningful collaborative relationships with and among teachers; and * Acquire authentic evidence of teacher and student growth. Authors James M. Aseltine, Judith O. Faryniarz, and Anthony J. Rigazio-DiGilio explain the best-practice foundations of their approach and provide guidelines for its implementation. Sample artifacts and illustrative vignettes bring the PBSE process to life, clarifying the supervisor's role, the teachers' responsibilities, and the students' gains. You'll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle, along with strategies for

reconciling this approach with district reporting requirements and budget realities.