

Individualized Professional Learning Plan Form

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

Professional Action Plan Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> • Is the goal clearly focused on what is to be accomplished? • Why is this goal important? • Is it based on the <i>Framework for Teaching</i> (or <i>Framework for Specialist</i>) components and aligned critical attributes?
M	Measurable	<ul style="list-style-type: none"> • Can this goal be measured? • Will the teacher be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> • Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> • How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> • Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures and 3c – Engaging Students in Learning: During 2012-13 (**WHEN**), the 6th Grade Teacher (**WHO**) will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing “high interest” Student Learning Outcome Aligned Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work (**DATA SOURCE**).

Directions for Goal Setting: Candidates must choose...

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2)
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2)

Candidate's Professional Action Plan

Candidate Name:	Date:	University:	
Domain Two Goal (2a – 2d): Identify Component _____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component _____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

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Third Goal: Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Action Plan:

Candidate's Signature: _____

Date: _____

University Representative: _____

Date: _____