

Professional Development Plan (Goals)

Carolyn Brown, Mentor
Ron Brown, Mentee

Summer MTTC 2005

Learning Goals (Target and Professional) At the completion of session, student/s will be able to	Type of Learning (Life-long Learning Processes)	Nested Learning Objectives (What Must My Students Be Able To Do To Achieve Each Learning Goal?) At the completion of session, student/s will be able to	Type of Learning (Cognitive, Psychomotor, Affective)
Student Goals:			
1. Understand the need for rules or laws.	Complex Thinking Information Processing	Brainstorm the rules for baseball, basketball and football	Cognitive (Fact, Understanding)
	Complex Thinking	Compare and Contrast how those games would be without any rules	Cognitive (Understanding, Application)
2 Research the Code of Hammurabi using Internet and Library Resources	Information Processing	Students will utilize the Technology Connections Lab to Research the topic	Cognitive (Fact) Psychomotor (Acquiring)
	Information Processing	Students will complete a Surf Log and a Web Journal	Cognitive (Fact) Psychomotor
	Information Processing Complex Thinking	Students will utilize Library resources	Cognitive (Acquiring) Cognitive (Fact)
3 Collaborate in groups to compile the information gathered to answer the question: "Why do we need rules?"	Effective Communication Problem Solving Collaboration Cooperation Complex Thinking	Students will compile 10 rules for each sport, 10 rules for the class. Discuss compilation of class rules and prioritize. Students will choose their favorite Hummurabi Law explaining why they chose it.	Cognitive (Application, Synthesizing)
	Effective Communication	A representative from each group will report group findings.	Cognitive (Fact)
	Information Processing	Establish the Class Rules from student compiled list	Cognitive (Fact)
4 Understand and Apply the Writing Process	Information Processing	Students use the writing process to produce a draft of the Class Rules for the year	Cognitive (Application)

<p>5 Students will produce a Final Written Paper detailing: Why rules were important during the time of the Code of Hammarubi citing 2 examples.</p> <p>Why rules are important in sports citing two examples.</p> <p>Why rules are important to the classroom environment citing three examples that the student deems most important and why.</p>	Information Processing	Students will use Microsoft Word to produce the Final Written Paper.	Psychomotor
	Information Processing	Special Needs students will work with the VI Coordinator and the Special Education Teacher to produce their final product	
Teacher Goals:			
1 Improve modification of Lesson Plan to include all populations	Complex Thinking Information Processing	Collaborate with the Assistive Technology Coordinator and the Special Education Chair to insure that all populations are included and experience success	Affective Cognitive (Evaluation)
2 Improve Classroom Management when working with Groups	Habits of Mind Information Gathering	Discuss with others creative and successful ways to incorporate groups into the lesson	Cognitive (Acquiring)
Increase Technology Integration Skills	Information Processing Collaboration	Collaborate with the Campus Instructional Technologist to incorporate technology into the Lesson Plan	Cognitive (Acquiring, Application)
Professional Goals:			

1 Use Coaching and Question Techniques to facilitate teacher thought processes to focus on student objectives, student learning and student outcomes	Complex Thinking Effective Communication Collaboration	Phrase questions to illicit information, giving the mentee sufficient time to process and problem solve to produce their own ideas and solutions. Rephrase if needed.	Affective
2 Collaborate with Assistive Technology Coordinator, Special Education Chair, ESL, Dyslexia and GT Teachers to ensure student equity and success	Collaboration Cooperation Effective Communication Complex Thinking Information Processing	Gather information from special population teachers and coordinators to ensure classroom success for students.	Cognitive (Knowledge, comprehension)

This is how I believe the successful accomplishment of my goals will lead to improved student learning. Teachers will be more thoughtful and inclusive in planning the Lesson as they answer questions that lead them to consider all of the possibilities and options available to them. Through collaborative efforts all populations of students will receive equitable instruction leading to successful student learning.

This is how I plan to evaluate my progress toward reaching my goals. (checkpoints, indicators of success, etc.)

Conduct a post conference to evaluate the meeting of the Student Goals, Teacher Goals and Professional Goals. Observe student interaction and communication during the lesson. Evaluate the Surf Logs, Journal Logs and Final product.

We agree to work together as a collaborative team to implement this plan.

Teacher's signature

Carolee A. Blain

Coach's signature

Reba Goodman

Appraisals

ESC XI Mentorship Evaluator Appraisals:

- When: Within two weeks before the end of the MTTC 200 course.
- Content: Review of submitted coaching documentation (pre-conference, lesson and post-conference, lesson plan, student/educator examples), mentor journal, and pertinent course discussions.
Achievement on the 10 MTT Test Framework Domain-Competencies.
- Who: ESC XI Mentorship Evaluator with optional teacher participation.

Site Technology Supervisor Appraisal:

- When: Within two weeks before the end of the MTTC 200 course.
- Content: Review of documentation, observations, and discussions.
Achievement on the 10 MTT Test Framework Domain-Competencies.
- Who: Site Technology Supervisor with optional teacher participation.

Summative Appraisal:

- When: Within two weeks following the end of the MTTC courses.
- Content: Formulated review of the two ESC 11 Mentorship Evaluator Appraisals and the one Site Technology Supervisor Appraisal.
Mastery on the 10 MTT Test Framework Domain-Competencies.
- Who: ESC XI Evaluator with optional teacher participation.