



Professional Development Plan (Goals)

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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. Increase reading, listening, speaking, phonics, grammar, and spelling	Complex Thinking Information Processing Habits of Mind	Use of variety of word identification strategies	Cognitive (knowledge, application, comprehension) Affective Psychomotor (acquiring knowledge)
		Read with fluency and understanding	
		Spell proficiently	
		Listen attentively and engage in oral experiences	
2. Identify the parts of a letter	Information Processing Complex Thinking	Examine a letter and discuss the different parts	Psychomotor (acquiring knowledge)
		Create a postcard using the parts of a letter in MS Publisher	Cognitive (knowledge, application, comprehension) Affective
3. Gain skills and confidence in using scientific measurement tools by measuring, graphing and analyzing the size of different whales	Complex Thinking Information Processing Habits of Mind	Use rulers to measure, in centimeters, the length of different whales	Psychomotor (acquire new physical skills)
		Transfer data into charts and graphs	Cognitive (knowledge, application, comprehension)
		Journal explanations and predictions from evidence and draw conclusions	
4. Discovery/research skills will be used to learn about whales (pre-selected materials/sites will be provided)	Complex Thinking Information Processing Habits of Mind	Identify mammals	Cognitive (knowledge, comprehension)
		Identify whales	
		Understand effective research strategies	Psychomotor (acquiring knowledge)
5. Present compiled information	Effective Communication Information Processing	Create a postcard using the parts of a letter on one side, while the other side demonstrates their knowledge of whales (through a picture).	Psychomotor (acquire new physical skills)
Teacher Goals:			
1. Develop a higher comfort level of technological tools	Information Processing Habits of Mind	Increase comfort level of software applications and to support the decision making process of appropriate software selection	Cognitive (knowledge, application, comprehension)
2. Learn to use technology effectively in the classroom to engage all students and ensure high level student centered learning	Complex Thinking	Be able to choose and use effective tools that best fits my objectives	Psychomotor (acquire new physical skills)
	Information Processing	Identify all Levels of Bloom's Taxonomy	Cognitive (knowledge, evaluation, application)
	Habits of Mind	Be able to create strategies using technology to create student centered learning	

3. Collaborate to discover new ways to assess and evaluate student progress in reaching stated goals	Complex Thinking	Discuss with others creative ways to assess student progress using technology	Cognitive (knowledge, evaluation)
	Information Processing	Gather information, analyze, and synthesize	Cognitive (knowledge, application)
	Habits of Mind Collaboration/ Cooperation	Think creatively by developing new ways of viewing	Cognitive (evaluation)
4. Further student involvement and cooperation in all classroom activities	Information Processing Habits of Mind	High level of student involvement with work Provide clear student expectations	Cognitive (knowledge, application, comprehension)
5. Establish a productive working environment	Information Processing Habits of Mind	Relatively little wasted time, confusion, or disruption Work-oriented, but relaxed and pleasant climate	Cognitive (knowledge, application, comprehension)
6. Use effective teaching practices that are sensitive to each student's cultural heritage, sense of self, view of world, and acquired knowledge and skills	Information Processing Habits of Mind	Scaffolded instruction Mnemonics Reciprocal teaching	Cognitive (knowledge, application, comprehension)
7. Classroom management in various settings	Collaboration/ Cooperation	Provide clear expectations Coach students on behavior management	Cognitive (knowledge, application, comprehension)
8. Learner centered instruction	Complex Thinking	Create lesson plan that relates to student's interests Provide Real-world applications for a variety of student backgrounds	Cognitive (knowledge, application)
Professional Goals:			
1. Communicate effectively using questioning strategies to help clarify teacher goals, identify desired outcomes, and anticipate problems and their solutions.	Complex Thinking	Ask questions, give mentees enough time to organize ideas, and facilitating the teacher in integrating technology into the foundation and enrichment of their curricular content.	Cognitive (analysis, evaluation, synthesis)
	Information Processing		
	Effective Communication		
	Collaboration/ Cooperation		
2. Coach teachers in developing the ability and confidence to implement technology-enhanced lesson plans.	Complex Thinking	Develop effective questioning strategies.	Cognitive (application, evaluation, synthesis) Psychomotor (Transfer of control, executing actions)
	Information Processing		
	Collaboration/ Cooperation		
	Effective Communication		
	Habits of Mind	Develop a positive and supportive coaching style. Develop a relationship built on trust and mutual respect.	
3. To use coaching/mentoring skills that appeal to different learning styles.	Effective Communication	Build cognitive skills that encourage trust: withholding judgment, posing open-ended questions, meditative questions, using silent, paraphrasing, probing and summarizing. Develop elegant communication skills	Cognitive (knowledge, comprehension, application, evaluation).
	Collaboration/ Cooperation		

This is how I believe the successful accomplishment of my goals will lead to improved student learning.

By using technology to enhance the ability of students to visualize concepts in science, understanding is greatly increased. Working with various types of media, students will be able to construct new knowledge; thus, integrating knowledge with inquiry, communication, critical and creative thinking skills will promote higher level thinking.

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

By assisting the teacher, during the lesson, to make lists of group participation and comments to check to see if they are on target with learning goals. Also, conduct a post conference after the lesson to check to see if the teacher has any areas of concern. Use coaching and questioning skills to clarify if the instructor feels the desired outcome was reached.

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

Teacher's signature:

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Coach's signature:

Handwritten signature of Sue Ann Simpson in cursive script.