

## Professional Learning Plan (PLP)

### Indicator: 2.11

Educator Learning :

Using test results, interpretations and how they are used, the teacher will be able to plan for increased proficiency for individual learners and her classes.

Implementation of Educator Learning :

Look at and analyze results from Aspire, STAR math results, and unit test and determine how these results should be used.

Participate in professional development that will help teacher learn how to interpret results of the ASPIRE and STAR.

Use results to help plan for remediation or to clear misunderstanding of the skills.

Anticipated/Expected Evidence :

AdvancEd committee PLCIA's

ASPIRE results for teacher's classes

STAR results (multiple testing) for teacher's classes

Lesson plans; Reteach- Retesting when needed (Intervention logs)

Admin and ELEOT walk throughs

Anticipated/Expected Impact :

Students will show growth in learning

### Indicator: 3.7

Educator Learning :

The teacher will complete professional development workshops on implementing BYOD in the classroom.

The teacher will continue to develop lessons implementing technology .

Implementation of Educator Learning :

## **Professional Learning Plan (PLP)**

Attend BYOD workshops

Apply for BYOD certification

Document use of technology in lesson plans

Work with other teachers on implementing technology school-wide

Anticipated/Expected Evidence :

- The teacher will be able to incorporate strategies learned from workshops into lesson plans
- The teacher will present BYOD to the faculty in a meeting
- The teacher will obtain BYOD certification
- Activity logs, lesson plans, or gradebooks can be used to document use of technology by teacher and students

Anticipated/Expected Impact :

To increase digital literacy among students and teachers. This will allow for more relevant and engaging lessons.

## **Standard 1: Content Knowledge**

### **Indicator: 1.1**

Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills

*Practice Level: 4 - Integrating*

### **Indicator: 1.2**

Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals

*Practice Level: 3 - Applying*

### **Indicator: 1.3**

Connects the curriculum to other content areas and real-life settings to promote retention and relevance.

*Practice Level: 4 - Integrating*

### **Indicator: 1.4**

Designs instructional activities based on state content standards

*Practice Level: 4 - Integrating*

### **Indicator: 1.5**

Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

*Practice Level: 4 - Integrating*

**Standard 2: Teaching and Learning****Indicator: 2.1**

Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.

*Practice Level: 4 - Integrating*

**Indicator: 2.2**

Creates a positive climate that promotes respect and responsibility

*Practice Level: 4 - Integrating*

**Indicator: 2.3**

Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

*Practice Level: 4 - Integrating*

**Indicator: 2.4**

Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development

*Practice Level: 3 - Applying*

**Indicator: 2.5**

Engages learners in developing and monitoring goals for their own learning and behavior.

*Practice Level: 4 - Integrating*

**Indicator: 2.6**

Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies

*Practice Level: 4 - Integrating*

**Indicator: 2.7**

Creates learning activities that optimize each individual's growth and achievement within a supportive environment

*Practice Level: 4 - Integrating*

**Indicator: 2.8**

Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction

*Practice Level: 5 - Innovating*

**Indicator: 2.9**

Uses summative assessments to measure learner attainment of specified learning targets

*Practice Level: 4 - Integrating*

**Indicator: 2.10**

Maintains evidence and records of learning performance to communicate progress

*Practice Level: 5 - Innovating*

**Indicator: 2.11**

Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes

*Practice Level: 5 - Innovating*

**Standard 3: Literacy****Indicator: 3.1**

Demonstrates standard oral and written communications and integrates appropriate communication strategies

*Practice Level: 5 - Innovating*

**Indicator: 3.2**

Fosters and responds to effective verbal and nonverbal communications during instruction

*Practice Level: 5 - Innovating*

**Indicator: 3.3**

Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components

*Practice Level: 5 - Innovating*

**Indicator: 3.4**

Integrates narrative and expository reading strategies across the curriculum

*Practice Level: 2 - Emerging*

**Indicator: 3.5**

Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions

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**Indicator: 3.6**

Communicates mathematical concepts, processes, and symbols within the content taught

*Practice Level: 3 - Applying*

**Indicator: 3.7**

Identifies and integrates available emerging technologies into the teaching of all content areas

*Practice Level: 3 - Applying*

**Indicator: 3.8**

Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

*Practice Level: 3 - Applying*

**Standard 4: Diversity****Indicator: 4.1**

Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status

*Practice Level: 3 - Applying*

**Indicator: 4.2**

Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation

*Practice Level: 4 - Integrating*

**Indicator: 4.3**

Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning

*Practice Level: 3 - Applying*

**Indicator: 4.4**

Supports learners to accelerate language acquisition by utilizing their native language and linguistic background

*Practice Level: 3 - Applying*

**Indicator: 4.5**

Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning

*Practice Level: 3 - Applying*

**Indicator: 4.6**

Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning

*Practice Level: 3 - Applying*

**Indicator: 4.7**

Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention

*Practice Level: 5 - Innovating*

**Indicator: 4.8**

Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities

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**Indicator: 4.9**

Helps students assess their own learning styles and build upon identified strengths

*Practice Level: 4 - Integrating*

**Indicator: 4.10**

Designs learning experiences that engage all learning styles and multiple intelligences

*Practice Level: 5 - Innovating*



## **Standard 5: Professionalism**

### **Indicator: 5.1**

Collaborates with stakeholders to facilitate student learning and well-being

*Practice Level: 3 - Applying*

### **Indicator: 5.2**

Engages in ongoing professional learning to move practice forward

*Practice Level: 5 - Innovating*

### **Indicator: 5.3**

Participates as a teacher leader and professional learning community member to advance school improvement initiatives

*Practice Level: 3 - Applying*

### **Indicator: 5.4**

Promotes professional ethics and integrity

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Educator Learning :

Using test results, interpretations and how they are used, the teacher will be able to plan for increased proficiency for individual learners and her classes.

Implementation of Educator Learning :

1. Look and analyze results from Aspire Reading, STAR Reading, and unit test and determine how these results should be used.
2. Participate in professional development that will help teacher learn how to interpret results of the ASPIRE and STAR.
3. Use results to help plan for remediation for select students.

Anticipated/Expected Evidence :

1. Data Meetings and RTI/PST Meeting PLCIA's
2. Professional Development Sign-in/PLCIA's

Anticipated/Expected Impact :

Students who were previously not proficient on the ACT Aspire Reading and/or STAR Reading assessments will be supported in class with differentiated instruction to help improve their reading proficiency in social studies content readings.

### Indicator: 3.7

Educator Learning :

Utilizing strategies and ideas gained through professional development experiences, the teacher will plan for increased student use of technology and digital media usage in class to increase student engagement and improve learning outcomes.

Implementation of Educator Learning :

1. Participate in the MCPSS BYOD Certified Teacher educational community and the Discovery Education Network (DEN) to exchange ideas for implementing BYOD in the Classroom.
2. Implement strategies from the online class "Enhance Your Classroom Using BYOD" taken during 1st Quarter.
3. Implement techniques from the elearning Alabama course "Engaging Students with Technology" taken during 2nd Quarter.
4. Use strategies learned from Discovery Education's Day of Discovery in October.

Anticipated/Expected Evidence :

## **Professional Learning Plan (PLP)**

STI-PD record of P.D. credits

BYOD Certified Teacher certificate

lesson plans

ELEOT documentation and administrative walk-throughs

Anticipated/Expected Impact :

The students will utilize technology and digital content at least twice weekly in their social studies classes.

There will be an increase of students bringing their digital devices to class daily.

Students will be observed as more actively engaged in class activities.

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