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State Fiscal Stabilization Fund (ARRA)
 Alabama does not link student achievement data to teacher or leader evaluation

[Evaluatee Profile](#) > Professional Learning Plan

Current Professional Learning Plan (PLP)

Last Name: Allgood
 Middle Name: Nicholas
 First Name: Diane
 Primary Evaluator: Eggleston, Reginald
 Secondary Evaluator:

Prep Program:
 Local Education Agency: Mobile County Schools
 Dauphin Island Elementary School

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Step 6: Professional Learning Plan

Directions: Upon assigning indicators to your PLP, complete the PLP following the prompts, in collaboration with your Evaluator. After careful review and mutual agreement, both parties will sign the PLP. Both signatures will close and lock the PLP for the year.

Do you need professional study options to support indicators assigned to your PLP? Click Professional LEARNING (Bottom right of each Indicator text box in PLP) to find available professional development resources.

The actions and strategies should reflect the *Alabama Standards for Instructional Leaders* and the *Alabama Continuum for Instructional Leader Development*, and their specific impact on student learning and achievement.

PLP Indicator(s): The indicator(s) selected will determine goal(s)/standard(s), and will be the PLP focus for the year.

Proposed Actions and Strategies:

- Professional Learning: Specify what you need/want to learn based on your selected indicator(s) of focus
 - Estimated Timeframe for Professional Learning: approximate when professional learning will/may occur.
- Implementation of Professional Learning: Specify what strategies/activities you will implement to demonstrate learning based on your selected indicator(s) of focus.
- Estimated Timeframe for Implementation of Professional Learning: approximate when you will implement what you have learned in your specific educational setting (classroom, school, system, other).

PLP Anticipated/Expected Evidence: What ongoing evidence will/may be documented throughout the year?
PLP Anticipated/Expected Impact: What is the expected impact of Evaluatee actions on adult practice, student achievement, and/or student behavior at the end of the year?

1A

Engages the school community in developing and maintaining a shared vision

Proposed Actions and Strategies

Professional Learning

Implementation of Professional Learning

Ensure Student Focused Vision and Action

Five Critical Leadership Practices

The Secret to High Performing Schools

PLU Ruth Ash and Pat Hodge

Leaders who guide organizations in identifying and maintaining the beliefs and values of the organization establish the focus and direction of the work. Effective leaders develop stake holders' understanding of creating environments that focus on student learning. They create a student centered vision and culture, provide instruction leadership, and lead the development of guidelines and procedures for learning.

Attend all five sessions of the Professional Development with Ash and Hodge. With the Stakeholders create a new mission statement and new beliefs/visions.

Timeframe: 6/13/2016 To: 5/31/2017

Anticipated/Expected Evidence

Clickable STI History of Attendance of Professional Development

Technology Topics for 21st Century Administrators Productivity is a hybrid professional learning group that provides both face-to-face and online content to support educational leadership in our students' technological world. There are many technological tools available in the marketplace that can help administrators in their tasks and help them succeed in their roles. Such tools make administrators more productive and efficient in their day-to-day tasks. For this professional learning group, school leaders will develop technology skills and strategies to better support their teachers and improve student achievement. Administrators will work together to better use technology to improve personal productivity and model the professional use of technology. Participants will discuss ideas and strategies with other leaders in the group and apply them to their own practice.

Anticipated/Expected IMPACT

Alabama Technology in Motion Specialists will facilitate three professional learning group meetings (four hours per meeting) and participants must attend all meetings and participate in all online activities. Meeting topics are as follows: Data Analysis and Synthesis, Tablets and Technology Tools for Administrators, and Productivity with Technology. In addition to attending group meetings members will meet online to complete technology explorations, digital readings and participate in discussion forums. Each administrator must complete an action plan for each face-to-face meeting topic.

This professional learning unit will be offered by Alabama Technology in Motion and meetings will be held in participating regional in-service center areas.

- Objectives:
1. Knowledge to discover practical approaches for developing and implementing successful technology planning.
 2. Knowledge to increase access to educational technologies for the school.

Professional Learning

Carefully review and edit the Professional Learning Plan (PLP) BEFORE signing. Once both signatures are entered, you will not be able to edit the PLP.

| | |
|---------------------|--|
| Evaluatee Signature | Allgood, Diane Nicholas 10/01/2016 |
| Evaluator Signature | Eggleston, Reginald Terrell 10/10/2016 |

Division of Teaching and Learning | Educator Effectiveness Section
 50 N. Riley St. Gordon Persons Bldg | Rm. 5221
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 ASA Helpdesk: 1-800-338-8320

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Coulter, Deanna

Annual Review Year: 2016

Professional Learning Plan (PLP)**Indicator: 3.7****Educator Learning :**

The teacher will attend Teaching to the Top with Technology to acquire a better understanding of technology in the elementary classroom.

The teacher will integrate technology across the curriculum by implementing various strategies taught during Teaching to the Top with Technology.

Implementation of Educator Learning :

After attending Teaching to the Top with Technology, the teacher will practice with the newly acquired knowledge prior to applying in the classroom

The teacher will implement technology across the curriculum with students through various lessons.

Anticipated/Expected Evidence :

A copy of the teacher's STIPD profile will be provided to demonstrate evidence of attending Teaching to the Top with Technology.

Students will utilize technology resources created.

The evaluator will have access to the technology resources created by the teacher.

The ELFOT checklist reflects use of technology.

Anticipated/Expected Impact :

The teacher will use technology more effectively and confidently with students. This will provide students with a 21st century technology rich learning environment, preparing the students for the future. The ELFOT checklist will reflect a 50% increase in the use of technology in classroom observations.

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Alabama does not link student achievement data to teacher or leader evaluation

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Current Professional Learning Plan (PLP)

Last Name: Bigger
 Middle Name: R
 First Name: Jill
 Primary Evaluator: Allgood, Diane
 Secondary Evaluator: Allgood, Diane

Prep Program:
 Local Education Agency: Mobile County Schools
 Dauphin Island Elementary School

Step 6: Professional Learning Plan - Complete by 10/19/2016

[Step 6 Video](#) - [Detailed Directions \(PDF\)](#) - [FAQ](#) - [Example PLP](#)

Upon assigning indicators to your PLP, complete the PLP following the prompts, in collaboration with your Evaluator. After careful review and mutual agreement, both parties will sign the PLP. Both signatures will close and lock the PLP for the year.

Do you need professional study options to support indicators assigned to your PLP? Click EDUCATOR LEARNING (Bottom right of each indicator text box in PLP) to find available professional development resources.

The actions and strategies should reflect the *Alabama Quality Teaching Standards* and the *Alabama Continuum for Teacher Development*, and their specific impact on student learning and achievement.

PLP Indicator(s): The indicator(s) selected will determine goal(s)/standard(s), and will be the PLP focus for the year.

Proposed Actions and Strategies:

- Educator Learning: Specify what you need/want to learn based on your selected indicator(s) of focus
- Estimated Timeframe for Educator Learning: approximate when professional learning will/may occur.
- Implementation of Educator Learning: Specify what strategies/activities you will implement to demonstrate learning based on your selected indicator(s) of focus.
- Estimated Timeframe for Implementation of Educator Learning: approximate when you will implement what you have learned in your specific educational setting (classroom, school, system, other).

PLP Anticipated/Expected Evidence: What ongoing evidence will/may be documented throughout the year?

PLP Anticipated/Expected Impact: What is the expected impact of educator actions on student achievement and/or student behavior at the end of the year?

3.7

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

Proposed Actions and Strategies

Professional Learning

The learner will attend Teaching to the Top with Technology. Mrs. Elizabeth Sessions will be the instructor. Attending the Technology workshops will benefit me to acquire a better understanding of how technology can be used in the elementary classroom. I will integrate technology across the curriculum by implementing various strategies taught during Teaching to the Top with Technology.

Timeframe 8/10/2016 To 6/02/2017

Implementation of Professional Learning

After attending Teaching to the Top with Technology, I will practice the newly acquired knowledge prior to applying the technology in the classroom.

The learner will implement technology across the curriculum with students through various lessons

Anticipated/Expected Evidence

A copy of my STIPD profile will be provided to demonstrate evidence of attending Teaching to the Top with Technology.

Students will utilize technology resources created.

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