

## Professional Growth Plan Example

Two objectives (based on *Louisiana Components of Effective Teaching* ( LCET)) for professional growth should be determined using the following suggestions as well as other appropriate sources:

- Feedback, either written or verbal, from your classroom and/or university supervisor on lessons you have taught,
- personal insights based on reflection of your teaching strengths & areas that may need improvement,
- suggestions from supervisors based on Learning Facilitators Knowledge, Skills and Dispositions Inventories,
- personal interest in an area or topic of professional growth

*The objectives must be approved by your University supervisor.*

\*In the example below, text on the form is in black, my explanations are in red, and sample answers are in blue. The maximum number of characters allowed in any box is 10,000.

Candidate Name
Campus Wide Identification (CWID) Number
Date
Semester
Advisors
Course
<b>Growth Objective 1:</b> <i>(complete this section for your first objective)</i>
Component/Attribute: LCET,SPA, KSD <i>(Identify the appropriate component and attribute from LCET)</i> IIC3. Higher-Order Thinking
Growth Objective 1 <i>(Identify what the teacher (you) is to accomplish)</i> The teacher will be able to identify, develop, and incorporate the use of questions that stimulate and encourage higher-order thinking skills among students.
Expected Impact on Student Learning/Achievement <i>(How will completing the growth objective impact student learning)</i> Students will become more proficient in problem solving and in conducting inquiry investigations. They will be able to critically analyze their work.
Strategies/Activities <i>(Types of activities might include readings, observations of other teachers, professional discussions with an experienced teacher, audio tape or video tape instruction. Explain exactly what will be undertaken to ensure accomplishment of the objective. It may be necessary to have more than one strategy or activity)</i> <u>Plan a lesson</u> - Plan a lesson with classroom supervisor in which I will ask at least ten higher-level questions that require students to understand, apply, analyze, synthesize, and evaluate real

life situations. Create list of ten questions that will be asked during the lesson.

**Resources Needed** *(Describe all the resources needed to complete each activity listed above)*

1. Blank lesson plan form, note paper, and writing tool
2. Schedule meeting with classroom supervisor
3. Cueing questions for thinking (<http://mh034.k12.sd.us/hots.htm>)

**Timeline** *(Indicate beginning and ending date for the planned activity. Include month, day, and year.)*

The strategy/activity takes about 3 days to complete. It will begin on December 3, 2008 and it should be completed by December 6, 2008.

**Expected Evidence of Attainment** *(List the evidence that will be presented and/or the methods that will be used to determine if the growth objective is attained.)*

Lesson plan with list of ten higher-level questions to be included attached. Teach the lesson and ask my classroom supervisor to chart the number of higher-level questioning observed during the lesson. Review the information with my supervisor.

**Reflections on Progress Toward Attaining Growth Objective 1** *(Identify the objective, the expected impact on student achievement, what you learned, and how instruction will be influenced.)*

The objective was to incorporate the use of questions that stimulate and encourage higher order thinking among students. The activity focused on developing higher-order thinking skills. All elements were completed within the time line that was established.

I have noticed that most of my students have begun asking more questions and are using inquiry investigations to find the answers. They are becoming more comfortable with not always being "right" and are more willing to take risks. Because my students are more comfortable and confident in taking risks, I plan to design additional lessons that incorporate and emphasize all steps of the inquiry method.

**Evidence of Completion** *(Includes your evidence (artifacts) or a specific description of the methods used to determine the progress made toward attaining the growth objective. This evidence should match the expected evidence listed under Expected Evidence of Attainment above.)*

The lesson plan along with the list of related higher-level questions is included with my lesson plans. My mentor observed the lesson that was planned during the math lesson on December 6, 2008. She charted the number of higher-level questions asked during the lesson. We reviewed her notes from the observation and noticed that most of the students need additional assistance in evaluating their own work (word problems).

**Evidence of Positive Impact on Student Learning/Achievement** *(Evidence may include documentation such as observations, pre-tests and scores, inclusion of strategies/activities in lesson plan(s), and post-tests and scores. If it is too soon for evidence of student learning/achievement, provide evidence that the activities have impacted your instruction.)*

After reviewing notes from the observation with my classroom supervisor, I planned additional practice for my students. My students needed additional experiences with problem solving in math. They also needed more activities that required them to use higher-level thinking skills.

My supervisor is continuing to work with me on the development of lesson plans that include additional higher-level thinking skills. I am going to give a pre-test next week that will establish a benchmark for my teaching. After several more lessons, I will give the same test to target students that need individualized help in developing critical thinking skills.

Candidate Comments *(Include any reactions and/or comments about the completion of the growth objective and the impact on student learning/achievement)*

Working on this Professional Growth Objective has helped me in planning individualized instruction.

## **Growth Objective 2** *(complete the same process as above for your second objective)*

Component/Attribute: LCET,SPA, KSD

Growth Objective 2

Expected Impact on Student Learning/Achievement

Strategies/Activities

Resources Needed

Timeline

Expected Evidence of Attainment

Reflections on Progress Toward Attaining Growth Objective 2

Evidence of Completion

Evidence of Positive Impact on Student Learning/Achievement

Candidate Comments

--