

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

**I. INTRODUCTION:** Professional achievement is encouraged, cultivated and celebrated. This Individual Professional Development Plan (IPDP) enables each employee to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization. **These goals must focus on increasing your capacity to assist schools in achieving LHA Network Goals and their individual school goals.**

### II. PROFESSIONAL PROFILE (SELF-ASSESSMENT)

A. List your strengths and interests in education specific to the essential functions of your role as delineated in your position description.

- I am strong in planning rigorous lessons that are engaging and aligned to state standards.
- I focus on using data effectively differentiate lessons and target struggling learners.

B. List your areas of potential growth in education specific to the essential functions of your role as delineated in your position description.

- I want to be more consistent and intentional about communicating with parents about their scholar's academic progress and growth. In the past I communicated mainly about behavior and this year I want to communicate more about academics.
- I also want to use checks for understanding more effectively. I want to make sure that my checks for understanding align to the lesson's objectives so I get a clear picture of mastery.
- Thirdly, I want to learn how to use the Responsive Classroom model to build community and strengthen my classroom management.

### III. GOALS

Each employee will develop three professional goals, which they will actively work on throughout the year. Goals will be measurable, in writing and have duration of one year (with the potential of two years depending on the goal). These goals will be developed in cooperation with your supervisor. It is critical that these goals are measurable with quantitative data (i.e., survey results, assessment data) and qualitative data (i.e., observations, correspondence with colleagues, etc.). These goals should be focused on developing your own personal capacity. **An example of a goal would be "to develop my capacity to conduct critical conversations".**

Individualized Professional Goals	
Professional Goal #1	<i>Measures:</i>
To improve communication with parents about academic progress.	80% of parents will sign weekly test and tracker folders, all parents whose

	children do not return folder will be contacted by phone
<i>Evidence toward meeting the goal:</i>	
Checklist recording returned folders that are signed by parents. List of parent contacts made when students did not return folder	
Professional Goal #2	<i>Measures:</i>
To use checks for understanding effectively in lessons.	DOI observations Sample lesson plans
<i>Evidence toward meeting the goal:</i>	
CFUs in lesson plans	
Professional Goal #3	<i>Measures:</i>
To learn about and effectively implementing the Responsive Classroom model to build classroom culture and strengthen classroom management	Conference with DOI after reading RC books
<i>Evidence toward meeting the goal:</i>	
Demonstrate an understanding of RC during DOI debriefing	

#### IV. DEVELOPMENT ACTIVITIES

A. Professional Development Activities: How will you build your capacity to meet the goals above? Please list the specific people, activities, and/or programs necessary to help you meet your goals. \*\*This section may be filled out with your supervisor as you discuss the options available to you that will best help you to meet your goals.

- Observations of a teacher who uses effective checks for understanding.
- Professional Readings: *Power of Our Words, The Teacher Language that Helps Children Learn* by Paula Denton (and other recommended books)

B. Additional Resources: List the budget/funding requirements and/or additional materials that would help you accomplish your goal.

\$50 for professional books

**V. CONCLUSION:** Please discuss your personal development strategy with your supervisor. Once terms have been established, sign the form and give to your supervisor. Remember to keep a copy for yourself. Your supervisor's signature implies that he/she supports reasonable goals in conjunction with the goals of the school

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_