

Sample Professional Growth Action Plan 3-26-14

Module Two - Planning for Active Learning

Sample One – Grade 9, English Language Arts

Goal (*Related to CCT, addresses a relevant and achievable teacher learning need and includes outcomes for students*)

Your Professional Growth Goal should connect to the indicator you have chosen on the CCT Performance Profile and describe

1. what you want to learn and
2. the anticipated positive impact your new learning will have on your students.

I will learn three ways to differentiate instruction and apply that knowledge to plan a series of lessons for the upcoming *To Kill a Mockingbird* unit. As a result of using differentiated strategies, students will improve their reading comprehension skills. (Indicator 1)

Beginning Teacher Learning Activities

To be discussed with administrator

Activities

1. Readings on Differentiation and Instructional Strategies
2. Meet with Literacy Coach to discuss reading strategies
3. Observe Mentors class to see how she tailors activities to meet students' instructional needs.
4. Participate in 9th grade PLC/Data Team to share student assessments and draw conclusions regarding students' learning needs.
5. Develop 3-4 sequential lessons that differentiate *product* for *To Kill a Mockingbird* unit

Resources Needed

- *Good Instruction as a Basis for Differentiated Teaching* Tomlinson, 1999.
 - *Universal Design for Learning*, Rose & Meyer, 2002.
 - *Reconcilable Difference? Standards-Based Teaching and Differentiation* by Carol Ann Tomlinson.
 - *The Literacy Web* Grades 9-12 at UCONN
<http://www.literacy.uconn.edu/912home.htm>
- Do I Really Have to Teach Reading?* Chris Tovani, 2004
Substitute coverage

Anticipated Timeline for Module Completion (*Recommend 8-10 week period*)

January 8 - March 12, 2015 (inclusive of winter recess)

Proposed Meeting Dates:

1/8, 1/14, 1/18, 1/26, 2/1, 2/2, 2/12, 2/23, 3/4