

Professional Development Planner

TEACHER: _____ SCHOOL YEAR: _____

READY: Use the following questions to reflect and guide your goal setting

- What do I want to achieve this school year? *To help every student reach their learning goals and master the standards set by the state each year, be a model teacher*
- What are my strengths? Weaknesses? *Strengths: Analyzing data, curriculum planning
Weaknesses: Differentiating instruction, individual skill delivery, keeping students engaged*
- What do I want my students to achieve? *The state standards, pass state testing, 21st century skills*
- What do I want to learn more about? *More effective ways to teach reading, how to keep students better engaged in learning*
- What are the needs of my students? *Differentiated instruction, reading strategy instruction to increase comprehension scores, strategies to write constructed responses in reading*
- In what ways do I need to better align my professional development with any district initiatives? *The district is using the Science of Reading. My goal is related to comprehension which is a part of the Science of Reading.*

SET: SMART goal setting

SPECIFIC	What do you want to achieve?	<i>Use the 4-step mini-lesson process to deliver reading comprehension instruction that results in mastery of reading comprehension skills.</i>
MEASURABLE	How will you know when you've achieved your goal?	<i>The goal will be achieved when I have applied this best practice in reading instruction through lesson planning and delivery with 80% mastery.</i>
ATTAINABLE	Is your goal realistic and within your reach?	<i>The goal is achievable with the resources and time available during prep periods, team planning, & early release/ delay starts.</i>
RELEVANT	What makes this goal appropriate for students? Yourself?	<i>The graded-release model used in the 4-step mini-lesson will help keep students engaged throughout the whole lesson, which in turn, means student achievement. The skills taught are rooted in grade-level standards.</i>
TIME-BOUND	When do you want to achieve this goal?	<i>Because this is a teaching practice that is appropriate across the board and there is ample time for practice, the goal can be achieved by the end of the school year.</i>

Use your responses to build a SMART goal below:

I will intentionally plan and deliver 4-step mini-lessons during whole-class comprehension instruction in order to demonstrate 80% mastery of this best practice by the end of the school year.

Cases For Teacher Development

**Matthew Winslade, Tony
Loughland, Michelle J. Eady**



Cases For Teacher Development:

Cases for Teacher Development Patricia F. Goldblatt, Deirdre Smith, 2005-03-30 The cases in this book identify major tension points which educators face The reflective case commentaries from numerous and varied experts in the field provide real life experiences for teacher candidates that they will doubtless encounter in their professional journeys Cases for Teacher Development Preparing for the Classroom is a wonderful supplement for any introductory course in an education program Carol Wareing Merrimack College The greatest strength of the book is inclusion of realistic voices from the field the cases are written by real teachers who have encountered actual issues in their daily practices These cases would be a valuable addition to my course Andrew C Kemp University of Louisville This is a very well written book that could be useful in a variety of settings The cases presented will work in a number of situations and be appropriate for a number of different classes such as preservice student teaching leadership mentoring etc The timely topics presented make this a distinctive contribution to the literature Allan Cook University of Illinois Springfield The strength of the case study approach is allowing students to encounter dilemmas in teaching prior to entering the field This would be a great book for use with a class of undergraduates Delores D Liston Georgia Southern University I really enjoyed reading Cases for Teacher Development Preparing for the Classroom The book is distinctive and superior in that the cases depict situations most teachers encounter Georgianna Short Ohio State University With the recent and increasing attention to accountability and standards teacher preparation programs are more than ever in need of tools that vicariously acquaint future teachers with the difficult situations they will face Cases for Teacher Development Preparing for the Classroom is the perfect catalyst for this sort of teacher development The cases encourage students to immerse themselves in classroom situations before they begin their practice helping them link theory and experience All of the cases present relevant situations that replicate the complicated multitasked and interrelated realms of the teacher Key Features Represents a variety of teacher stages from preservice to retirement Addresses many interrelated and complicated issues in teaching moving between students curriculum and subject knowledge Includes questions that focus directly on the case at hand as well as case commentaries from renowned experts that broaden the work s scope and suggest new ways to think act and improve performance in the classroom Provides diverse pedagogical sections that clearly involve the reader in issues pertinent to the classroom After careful consideration and discussion of the cases and case commentaries beginning teachers will be better equipped to recognize classroom incidents and student behaviors along with their likely ramifications Any introduction to teaching course will benefit from Cases for Teacher Development and both beginning and experienced teachers will find this an essential reference for reflection and refinement of classroom skills

The Case for Cases in Teacher Education Katherine Klippert Merseth, 1991 This monograph argues that the case method of instruction used effectively in legal and medical education offers unique potential for revitalizing the field of teacher education A description of the use of the case method in two different teaching sessions

demonstrates how the method can exemplify the way a teacher frames and solves a dilemma and encourage students to diagnose justify and reflect on alternative action plans In arguing the potential of the case method several key questions are addressed 1 What is meant by the case method and what purposes has the case method served in other professional fields 2 How do the capabilities of the case method match up with the necessary components of the teacher education curriculum and 3 If the case for cases in teacher education is compelling as this monograph argues that it is what will it take to move ahead and build the case method into existing teacher education curriculum and instruction For institutions recognizing education as a professional field the case method of instruction offers one effective pedagogical method by which to operationalize this belief JD

Case Study Applications for Teacher Education Mary R. Sudzina,1999 This book shares the personal stories of fifteen talented educators their successes shortcomings and growing pains about teaching with case studies in 12 different content areas Case studies are slices of life which illustrate a myriad of dilemmas from moral issues to classroom management Teaching with cases can offer educators a variety of opportunities to expand and extend their teaching skills problem solving abilities and grasp of contemporary issues in classrooms today Case discussions also offer a window into pre service in service or graduate students experiences opinions perceptions or misconceptions of educational dilemmas Resources examples assignments and cases are included For any pre service or in service teacher

Case Studies of Teacher Development Barbara B. Levin,2003 This book represents the results of a 15 year longitudinal study based on in depth case studies of the development of four teachers pedagogical thinking These studies illustrate how teachers thinking about children s behavior development learning and teaching develops over time based on their personal and professional life experiences It is an especially significant book because understanding how pedagogical thought develops over time and how these ideas are put into action in classrooms can be used to improve teacher education teacher induction and teacher retention programs Case Studies of Teacher Development An In Depth Look At How Thinking About Pedagogy Develops Over Time provides insight into reasons why some teachers remain and others leave the teaching profession combines narrative with scholarship highlights the voices of four educators through extensive quotes from their interviewees includes vignettes of their classroom teaching and incorporates their own writing contributes to the field of teacher education and teacher development because of the long duration of the four case studies 1985 2000 and the accompanying scholarly analysis of internal and external influences on their lives as teachers and addresses changes in the nature of qualitative research as it influenced this longitudinal study over time At a time when teacher induction and teacher retention are critically important this book will help teacher educators school and district leaders and policymakers understand better how to retain novice and experienced teachers by supporting their professional growth and development

Clinically Based Teacher Education in Action Eva Garin,Rebecca West Burns,2020-02-13 This book explores the evolving landscape of teacher education in the U S focusing on Professional Development Schools as models for high quality school

university partnerships It examines the Nine Essentials of PDSs and provides case studies from around the world showcasing innovative approaches Case Studies of Clinical Preparation in Teacher Education Ryan Flessner, Debra R. Lecklider, 2017-10-08 Preparing teachers to work in our nation's classrooms presents an array of challenges for teacher educators Recently organizations such as the American Association of Colleges for Teacher Education AACTE the National Council for Accreditation of Teacher Education NCATE and the Council of Chief State School Officers CCSSO released reports calling for change supporting clinical teacher preparation and encouraging links between university faculty clinical faculty P 12 educators and pre service teachers This book as well as its companion text *The Power of Clinical Preparation in Teacher Education Embedding Teacher Preparation within P 12 School Contexts* responds to calls for change in teacher education Sponsored by the Association of Teacher Educators ATE and its Commission on Clinically Based Teacher Preparation the book includes program descriptions theoretical frameworks and research studies Initiated in response to Dr Nancy Zimpher's keynote speech at ATE's 2011 Annual Meeting the Commission on Clinically Based Teacher Preparation set out to identify exemplary programs of teacher education promising practices within those programs and research related to the programs clinical practices This text represents the Commission's findings *Case Methods in Teacher Education* Judith Shulman, 1992 Teachers and teacher educators have long been aware of the gap between the principles of education taught in university preservice programs and the realities of classroom life The current burgeoning interest in educational case methods is testimony to the promise of case based teaching as a way of bridging that gap and of easing the novice teacher's entry into the classroom A case holds attributes of both theory and practice enabling teachers and students alike to examine real life situations under a laboratory microscope **Teacher Leader Stories** Judy Swanson, Kimberly Elliott, Jeanne Harmon, 2011-06-28 This practical guide provides compelling case studies explicit guidance on using case writing and case analysis and a facilitator's guide to enrich teachers' professional learning *Educating for Democracy* Robert F. McNergney, Edward R. Ducharme, Mary K. Ducharme, 1999-04-01 This book advocates the use of case methods to promote democratic teaching and learning Part I speaks directly to teacher educators The chapters in this part suggest how and why they might use case methods at pre and in service levels Part II presents a set of cases and teaching notes designed to stimulate active consideration of democratic teaching and learning in elementary and secondary schools throughout the United States These cases can be used with both prospective and practicing teachers Case methods in education like those used to prepare practitioners in other professions such as medicine law and business require learners to attend to detail and to exercise judgment as they identify and solve problems Although each has its own unique variations case method approaches in all fields promote careful examination of professional practice The cases in this book will help teacher educators think anew about many issues related to teaching and learning with cases **Improving Schools Through Teacher Development** Stephen E. Anderson, 2022-03-26 This book presents a story of school improvement activity in East

Africa from 1985 to 2000 which focused on sustained teacher development. The core of the book consists of six evaluations of school and district wide school improvement projects (SIPs) supported by the Aga Khan Foundation in Tanzania, Kenya, and Uganda. The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based, involve whole schools as the unit of change, emphasize the ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continuous school development, and evolve through partnerships among relevant education stakeholders. The book concludes with commentaries by international experts in school improvement and teacher development on the SIP project designs, implementation, and outcomes, and on lessons that can be drawn from the projects and their evaluations for school improvement policy, practice, and theory in developing and developed countries around the world.

Real School Issues Laura Trujillo-Jenks, Rebecca Ratliffe, Fredrickson, 2017. *Real School Issues: Case Studies for Educators* shares a series of application based activities that highlight school issues and that are presented in each chapter with a case study, a brief literature review, and guiding discussion questions to be used with undergraduate and graduate students and current educators. Across the globe there are many unforeseen problems throughout our schools such as issues in Curriculum and Instruction, Assessment and Testing, Classroom Management, Student Discipline, and Campus Safety, Educator Ethical Issues, or Parents and Outside Stakeholders. This book uses researched based problem solving measures to help graduate and undergraduate students as well as current educators construct and develop potential solutions to these problems. The focus of this book is to be used as a tool to assist learners to use researched based methods to assist them in problem solving real world problems in a theoretical safe environment of the classroom where they can be led and assisted by their colleagues, peers, and instructors. Led by their colleagues, peers, and instructors. Led by their colleagues, peers, and instructors. Led by their colleagues, peers, and instructors.

[All New Real-Life Case Studies for Teachers](#) William Hayes, 2009-09-16. *All New Real Life Case Studies for Teachers* is an up to date series of case studies or situations which can be used in both undergraduate and graduate teacher education classes either as a main text or a supplementary text. In addition, it provides an excellent tool for in-service opportunities for experienced teachers at every level. Issues dealing with everything from the impact of the federal laws to choosing a graduate's first teaching job are included. Each situation outlines a problem that teachers could face at any level or in any subject matter. Case studies have proven to be an important element in the education of professionals in areas such as law, accounting, business, as well as in school administration. Using this teaching technique for future teachers can only enhance their education.

Work-Integrated Learning: Case Studies in Teacher Education Matthew Winslade, Tony Loughland, Michelle J.

Eady,2023-01-01 This book focuses on the emerging area of partner driven work integrated learning inclusive of university or industry stakeholder development and the integration of these two major stakeholders It explores the significant interrelationship between university and school needs in this area of research It uses a cross institutional approach and focuses on local communities that educational providers interact with to highlight and discuss the issues identified in various case studies By doing so this book aims to create a community of practice that explores work integrated learning from an integrated stakeholder perspective and develops a working model to extend existing understanding in this area through integrating the ideas explored in the various chapters

Improving Schools Through Teacher Development S.E.

Anderson,2017 This book presents a story of school improvement activity in East Africa from 1985 to 2000 which focused on sustained teacher development The core of the book consists of six evaluations of school and district wide school improvement projects SIPs supported by the Aga Khan Foundation in Tanzania Kenya and Uganda The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based involve whole schools as the unit of change emphasize the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change prepare for the institutionalization of organizational structures and processes that enable continuous school development and evolve through partnerships among relevant education stakeholders The book concludes with commentaries by international experts in school improvement and teacher development on the SIP project designs implementation and outcomes and on lessons that can be drawn from the projects and their evaluations for school improvement policy practice and theory in developing and developed countries around the world Provided by publisher

Teachers at Their Best

Rich Waters,2018-04-03 The purpose of this book is to change the conversation about teacher induction preparation and development and how we create effective teachers Our national discussion about how to create effective teachers needs to move away from how higher education can do a better job preparing our teachers and move toward how our local schools can do a better job inducting preparing and developing our teachers over a full career There are two interconnected and irrefutable reasons for this First school culture supersedes all rational strategies for teacher development and second teachers learn to teach in the schools where they work not in higher education or any of the alternative routes which the ineffectiveness of higher education teacher preparation have caused to emerge With the affirmation of these postulates this book clarifies that teachers are at their best when they are working together in collaborative cultures where teacher thinking and decision making lead schools in continuous improvement and change Elaborating on the importance of these best conditions for optimal teacher development this book will insist that it is the entirety of a school culture that produces effective teachers and schools with authentic learning communities produce the

cultures that produce effective teachers *Case Study Analysis in the Classroom* Renee W. Campoy, 2004-09-13 Case Study Analysis in the Classroom encourages students to consider best practices in teaching and to solve problems concerning students who are gifted underachieving resistant to classroom learning or who have special needs This book is a valuable way to introduce students to the complex world of teaching and learning Arthur T Costigan Queen s College City University of New York Stories of students in need or of teachers who are struggling draw readers into the process of solving classroom problems in a manner that traditional textbook formats are unable to match Presented in an engaging and stimulating manner Case Study Analysis in the Classroom Becoming a Reflective Teacher provides beginning teachers a variety of typical classroom problems to analyze and solve Solving the case study problems helps new teachers develop the knowledge bases they need to solve real problems in their own classrooms More than a book of cases it is an important starting point for students learning about case study research especially the analysis of cases and their potential uses in the classroom In addition readers will also be guided through the process of reflective problem solving developing an educational philosophy and writing their own case studies Author Renee Campoy has written cases that tackle challenging and controversial problems Her approach rests on the foundation that authentic learning and growth are best achieved through ideas that challenge assumptions and preconceived notions about education A matrix of case studies is included that groups the cases by grade level case focus and primary educational topic allowing students and instructors at all levels to customize their use of the book Case study topics include Low academic achievement Learning disabilities Low motivation Misbehaving and disruptive students Reluctant readers High stakes assessment Inappropriate scaffolding Cultural conflict Socioeconomic issues Attention deficit hyperactive disorder Parent conferences Bilingual education To support the problem solving process each case study includes a rubric that provides feedback to the reader about the quality of their solution The rubric is research based and written according to the King and Kitchener model of reflective judgment This approach encourages teachers to apply their classroom experiences knowledge of content and understanding of learning theory during classroom problem solving Case Study Analysis in the Classroom is well suited as a text for courses throughout education curricula including educational foundations research methods field experience and practicum and instructional strategies courses It will also be an invaluable desk reference for practicing teachers and administrators who need additional guidance on classroom problem solving **Teacher Education Cases** ,1998 Teacher Education Policy Hendrik D. Gideonse, 1992-01-01 This collection of narratives stories and case studies brings to life examples of policy processes that affect teacher educators work goals and accomplishments including certification testing allocation of policy responsibilities standards and resources Gideonse a veteran participant in teacher education policy struggles in many different arenas has provided an invaluable service by pulling together representative contributions that sample recent policy initiatives from state and Federal agencies special commissions teacher education units and professional organizations He clearly details the

complex interplay of climate role structure assumptions issues and players in each episode This selective combination of diverse types and voluminous amounts of data provides support for teacher educators seeking to more fully realize their professional aspirations and make more productive contributions to the policy debates that affect them **Powerful Teacher Education** Linda Darling-Hammond, 2012-06-28 *Powerful Teacher Education* describes the strategies goals content and processes of seven highly successful and long standing teacher education programs Alverno College Bank Street College Trinity University University of California Berkeley University of Southern Maine University of Virginia and Wheelock College All these colleges and universities have succeeded in preparing teachers to teach diverse learners to achieve high levels of performance and understanding In discussing the common features of these programs Linda Darling Hammond shows what outstanding teacher education models do and how they do it and what their graduates accomplish as a result *Powerful Teacher Education* also examines the policies organizational features resources and relationships that have enabled these programs to succeed *Pedagogies for Autonomy in Language Teacher Education* Manuel Jiménez Raya, Borja Manzano Vázquez, Flávia Vieira, 2024-06-28 This book aims to challenge established teaching cultures to promote teacher autonomy and autonomy oriented pedagogies in language teacher education Offering a set of inspiring case studies that illustrate language teacher education for autonomy as a space of multiple possibilities the book fuses theory and practice and gives a holistic view of the changing landscape of language teacher education accounting for the transformative power of educational practices that help teachers think and act in informed context specific and learner centred ways It also demonstrates the importance of autonomy in language teacher education contexts specifically to foster teachers professional learning identity and agency as well as in assessing and reshaping teacher education programmes This book will be particularly useful to researchers scholars and postgraduate students in the fields of teaching and teacher education modern foreign languages and teaching and learning language research more broadly Curriculum designers and language teacher education programme directors may also find the volume of use

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