

PROFESSIONAL LEARNING PLAN

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Part 1: Strengths & Areas for Growth

Areas of Strength	Description of identified strengths	Evidence	Rubric/Standard
Planning	The instructor's lessons are thoughtfully constructed to align with state standards and maximize student engagement. The lesson plans follow Dr. Muhammad's HRL Framework (2020).	Lesson plans contain student objectives using the HRL model. Mentor Teacher and University Supervisor assessed lesson plans at a "Proficient" or "Advanced" level.	InTASC: 5. Planning for Instruction
Instruction	Pacing and structure maximize student engagement. Technology is used to enhance lessons. Students are motivated in part due to positive relationship-building.	Lessons avoid passive transitions. Students always have a task or objective they are working towards that is differentiated for their ability level. Mentor Teacher comments: "Used Nearpod as a way to give one-on-one attention to struggling students and engage the whole class using the same example."	InTASC: 6. Instructional Strategies
Assessment	Formative and summative assessments are designed to address all DOK levels and standards equitably. Data is analyzed and assessed after each assessment.	Classroom data is displayed around the classroom. The instructor is prepared for department "Data Talks" to represent the Pre-Calculus content area.	InTASC: 4. Assessment

		Lesson plans contain flexible time dedicated to revisiting prior topics upon data evaluation.	
Professionalism	The instructor is regarded as an in-house technology expert for the department.	The instructor has given Professional Development lessons to other educators for designing classroom websites and Microsoft OneNote.	InTASC: 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration
Areas for Growth	Description of areas for growth	Evidence	Rubric/Standard
Planning	The instructor can be more effective with planning time during the school day.	Lesson plans are submitted on-time; however, specific details are not added until closer to the lesson's execution. Department Chair comments: "Solid ideas in this lesson. Add details throughout in advance so we can prep materials and reserve spaces ahead of time."	InTASC: 5. Planning for Instruction
Instruction	The instructor can improve in providing students with "wait-time" on a more consistent basis.	Mentor Teacher comments: "Continue to practice wait time to give all students the chance to participate. Think of a time frame to use specifically for student think time."	InTASC: 6. Instructional Strategies
Assessment	Data analysis is not longitudinal and does not adequately assess long-term growth on an aggregate and disaggregate level.	Data represented in the classroom reflects "snapshot data" but does not reflect year-long student growth.	InTASC: 4. Assessment
Professionalism	The instructor would benefit from dedicated and frequent	Independent and collaborative reflection periods are infrequent	InTASC:

Adapted from SCALE 2016 Professional Learning Plan to align to Georgia TAP Standards

	reflection on planning, instruction, and assessment.	and lack intention and depth. The cycle of feedback from TKES evaluations is inconsistent.	9. Professional Learning and Ethical Practice 10. Leadership and Collaboration
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Part 2: Planning for Support

Areas for Growth	Description of areas for growth	Strategies to Improve	Supports/Resources
Planning	The instructor can be more effective with planning time during the school day.	Implement time-management system to maximize the 75-minute planning period. Schedule time for collaborative planning and individual planning.	The Pomodoro Technique (Cirillo, 2006).
Instruction	The instructor can improve in providing students with “wait-time” on a more consistent basis.	Utilize an onscreen timer that is directly linked within lessons as a reminder to integrate consistent wait-time.	Classroomscreen.com
Assessment	Data analysis is not longitudinal and does not adequately assess long-term growth on an aggregate and disaggregate level.	Develop an automated data-collection system through Excel, Google Sheet, and Tableau to synthesize longitudinal data instantly.	Dwello data analysis metric for long-term net gains and losses (2010).

Professionalism	The instructor would benefit from dedicated and frequent reflection on planning, instruction, and assessment.	Schedule time for reflection with department chair or administrator to remain accountable to a consistent schedule. Discuss strategies for improvement and the necessary support to implement effectively.	Buy-in from colleagues to participate and hold the instructor accountable to this goal.
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References

- Cirillo, F. (2006). The pomodoro technique (the pomodoro). *Agile Processes in Software Engineering and*, 54(2), 35.
- Dellwo, D. R. (2010). Course Assessment Using Multi-Stage Pre/Post Testing and the Components of Normalized Change. *Journal of the Scholarship of Teaching and Learning*, 10(1), 55–67.
- Muhammad, G., & Love, B. L. (2020). Cultivating genius: an equity framework for culturally and historically responsive literacy. *Scholastic Inc.*