

Sample Professional Growth Action Plan 7/20/12

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*)

Create a Professional Growth Goal for the indicator you have chosen on the CCT Performance Profile.

- State what you want to learn that will help you improve your planning and
- *anticipate* how changes in your planning process will positively impact students.

A Special Note on Planning:

This module will help you improve your thinking and decision making as you plan, prior to teaching. As you explore your planning process in greater depth you will be able to determine with more certainty that you are ready to teach. Your goal will frame your module work and your reflection paper. As you develop your goal, keep in mind that in your reflection paper, your will:

- describe what you learned;
- identify how you used your new learning to help you plan more effectively, i.e., explain what you're doing differently as you plan; and
- provide specific examples of how you anticipate that the improvements in your planning will result in improved outcomes for 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, 2012 (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

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