

## Professional Learning Needs Assessment

Read each statement or question below. Select A for Always (or Most of the Time), S for Sometimes, or N for Never (or Very Seldom)

If you walked through the classrooms in your building, what would you see?

A	S	N	<b>Instructional Strategies and Classroom Management</b>
3	2	1	Students are seated in rows facing the front of the classroom.
3	2	1	Students are working in small groups, in pairs, and individually on a variety of projects.
1	2	3	Students must raise their hands to speak, ask permission to get up and move around.
3	2	1	Students have freedom of movement, are self-directed and engaged in their projects or research.
3	2	1	There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
1	2	3	Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook.
3	2	1	Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
1	2	3	The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
3	2	1	The walls are covered with examples of student work.
3	2	1	Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is "cheating".
3	2	1	Students spend much of the day working collaboratively.
3	2	1	Jigsaw groups and expert groups are the basis for classroom organization.
3	2	1	Students are self-directed, independent and interdependent learners.
3	2	1	A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
3	2	1	Utilize multiple learning centers-within the classroom, around the campus, or throughout the community.
3	2	1	Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others and assessments.
3	2	1	Teachers are familiar with brain-based research, and use it in planning their instructional strategies.
3	2	1	Teachers are familiar with differentiated instructional strategies and they are a regular part of the classroom design.

3	2	1	Teachers understand multiple intelligences and plan instructional strategies accordingly.
3	2	1	Teachers use literature circles for reading. This means they use literature rather than the basal reader.
1	2	3	Teacher use the basal reader and teacher's guide to teach reading.
3	2	1	Teachers utilize writers' workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
1	2	3	Teachers teach language arts by following the language arts textbook from one skill to the next.
			<b>Total Score Instructional Strategies and Classroom Management</b>
<b>A</b>	<b>S</b>	<b>N</b>	<b>Classroom Climate</b>
3	2	1	Students are excited about school. High levels of motivation.
1	2	3	Students are bored, finding the curriculum and school meaningless and irrelevant.
3	2	1	There are little to no "discipline problems".
1	2	3	Student discipline is a problem.
1	2	3	There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
3	2	1	The classroom is a happy place.
3	2	1	There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
3	2	1	Teachers know about emotional intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
3	2	1	Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.
			<b>Total Score Classroom Climate</b>
<b>A</b>	<b>S</b>	<b>N</b>	<b>Assessment</b>
3	2	1	Assessments are authentic.
3	2	1	Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
3	2	1	Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
3	2	1	Rubrics are used. Teachers know how to design and use rubrics.
3	2	1	Teacher knows how to evaluate student portfolios.
3	2	1	Student portfolios are used – paper and multimedia.
1	2	3	Teacher is the sole judge of a student's learning.

3	2	1	Self-assessment, peer assessment and other assessments are part of the evaluation of a student's learning. Other means other audiences, from other teachers, to members of the community.
			<b>Total Score Assessment</b>
<b>A</b>	<b>S</b>	<b>N</b>	<b>Curriculum Design</b>
1	2	3	Knowledge is memorization of a set of discrete facts.
3	2	1	Knowledge is what students know and can do after the details are forgotten.
1	2	3	Curriculum is textbook driven.
3	2	1	Curriculum is research-driven, using the textbooks as one resource among many, if at all.
3	2	1	The curriculum is connected to real life.
3	2	1	The curriculum is project-based.
3	2	1	The curriculum includes real life problem solving.
3	2	1	The curriculum is thematic. Thematic units are planned.
3	2	1	Units are interdisciplinary. More than one discipline is taught through a theme.
3	2	1	Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
1	2	3	Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
3	2	1	When a unit is planned, the teacher ensures that it is connected to students' experiences and interests.
1	2	3	The curriculum is irrelevant and meaningless to the students.
3	2	1	Teachers work in interdisciplinary teams to plan units.
3	2	1	Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)
3	2	1	Units are designed by selecting a theme, then determining the Big questions that will guide the research, activities, projects, materials and resources for the unit.
3	2	1	Unit outcomes are stated.
	2	1	All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
3	2	1	Weekly, then daily, activities and lessons are designed down from the ultimate unit outcomes.
1	2	3	Most lessons are on the lower levels of Bloom's Taxonomy—knowledge, comprehension and application.
3	2	1	Most lessons are built on the higher order thinking levels—synthesis, evaluation and analysis.
3	2	1	Assessments are a direct reflection of the unit outcomes.
3	2	1	Curriculum is aligned—national standards, state standards, district curriculum guides, unit outcomes, materials, activities, resources, lesson plans, projects and assessments are all aligned.

3	2	1	Multiple intelligences—lessons and activities are planned to include all the intelligences.
1	2	3	Print is the primary vehicle for learning.
3	2	1	Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
			<b>Total Score Curriculum Design</b>
<b>A</b>	<b>S</b>	<b>N</b>	<b>21<sup>st</sup> Century Education.</b> Do you see evidence of these aspects of 21 <sup>st</sup> Century education in your classrooms?
			<b>Curriculum and Instruction:</b>
3	2	1	Addresses real-world issues important to humanity.
3	2	1	Addresses questions that matter.
3	2	1	Curriculum and instruction are connected to community.
3	2	1	Curriculum is project-based, problem-based and research-driven (even for the youngest students, kindergarten and first grade and up!)
1	2	3	Literacy is defined as reading, writing and math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:
3	2	1	Cyber literacy
3	2	1	Information literacy
3	2	1	Visual literacy
3	2	1	Aural literacy
3	2	1	Media literacy
3	2	1	Eco literacy
3	2	1	Financial literacy
3	2	1	Emotional literacy
3	2	1	Civic literacy
3	2	1	Multicultural literacy
			Technology and Multimedia—students utilize technologies and multimedia, including but not limited to:
3	2	1	Photography
3	2	1	Videography and filmmaking
3	2	1	Graphics
3	2	1	Animation
3	2	1	PowerPoint
3	2	1	Painting—from drawings to murals on buildings
3	2	1	Radio production
3	2	1	Television production
3	2	1	Public service announcements
3	2	1	Websites
3	2	1	DVD's
			<b>Total Score 21<sup>st</sup> Century Education</b>

Scoring Guide:

<b>Section</b>	<b>Possible Points</b>	<b>Total Score</b>	<b>Critical Need</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
Instructional Strategies & Classroom Management	69		1-23	24-46	47-65	66-69
Classroom Climate	27		1-9	10-18	19-24	25-27
Assessment	24		1-8	9-16	17-21	22-24
Curriculum Design	78		1-26	27-52	53-74	75-78
21 <sup>st</sup> Century Education	78		1-26	27-52	53-74	75-78

# Professional Learning Activity Log

## Crystal City School District

Teacher Name: \_\_\_\_\_

Number	Date	Title of Workshop/Activity/Strategy	Hours	Signature(s)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				



**THE CRYSTAL CITY SCHOOL DISTRICT**

**Individual Professional Growth Plan**

**Teacher Name** \_\_\_\_\_

**STUDENT LEARNING NEEDS**

What does the analysis of your current students' achievement data indicate? (Identify specific data used in the analysis—classroom assessments, samples of student work, standardized tests, observations, etc.) What specific student learning needs, based on the disaggregated data, have you identified?

\_\_\_\_\_

**EDUCATOR LEARNING NEEDS**

Based on your identified student learning needs, what skills, knowledge, and/or strategies do you need to gain to support student learning needs?

\_\_\_\_\_

**OBJECTIVE STATEMENT(S)**

What specific measurable improvements in student performance do you anticipate as a result of professional development? (Must be related to specific performance data for students to whom you are assigned with particular attention to subgroups). Who will increase/decrease what, by what date, as measured by what assessment tools? (SMART Goals)

\_\_\_\_\_

**EDUCATOR LEARNING GOAL(S)**

What are your specific educator learning goals tied to specific educator performance indicators?

\_\_\_\_\_

**DISTRICT/BUILDING GOALS**

How do my identified learning goals align with building and/or district learning goals?

\_\_\_\_\_

**PROFESSIONAL LEARNING**

What professional development activities will assist you in meeting your objectives? Identify the success-based research behind the identified learning needs (proven successful in raising student achievement) tied to effective professional development activities you have chosen to meet the objectives. What resources and support will you need to meet your objectives? (Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement reports that teachers typically need 49+ hours of professional development in a given area to improve their skills and student learning.)

\_\_\_\_\_



## EVALUATION OF RESULTS

1. How did students improve as a result of the professional development you received?
2. How did your teaching practice change as a result of the professional learning? (Provide convincing measurable evidence of student and educator changes.)
3. Did you receive the support and resources needed to effectively implement the professional learning in your classroom? (Did you receive the professional learning as outlined in your plan peer observation and feedback; modeling; observing teachers utilizing the strategy; learning opportunities; collaboration with colleagues; etc.) If you did not receive these opportunities, why or why not? (explain) How did this effect the successful implementation?
4. How will you use the results from the evaluation of your IPGP to modify or eliminate ineffective strategies or expand effective ones?
5. How will you use this year's results to plan for next year's IPGP?

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### Plan approval:

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Signature of teacher

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Date

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Signature of professional development chair

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Date

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Signature of administrator

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Date

# Professional Growth Plan

(Based on the Data Team Model)

Check one

Professional Growth Plan for \_\_\_\_\_  
Name

Improvement Plan for \_\_\_\_\_  
Name

Identify Indicator: \_\_\_\_\_  
Standard number and name                      Quality indicator number and name

Briefly describe why this indicator was selected (Include whether this indicator aligns to CSIP goals)

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<b>1. FOCUS</b> Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority—the FOCUS—for your growth plan.	<b>2. GOAL</b> Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?
<b>3. STRATEGY</b> Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	<b>4. RESULTS</b> What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

\_\_\_\_\_  
Signature of teacher

\_\_\_\_\_  
Signature of evaluator





## Mentor/Mentee Log

This is to be completed by all new faculty of the Crystal City School District during their first year of employment in the district. The mentor is responsible for facilitating, and the mentee is responsible for documentation. Please check all activities accomplished, and list the approximate date it occurred on the form below.

### FIRST QUARTER

### DATE

- ✓ Met, got acquainted, district/building procedures \_\_\_\_\_
- ✓ Discuss Professional Growth Plan (IPGP)/learning goals/PD hours \_\_\_\_\_
- ✓ Set up weekly/biweekly meeting times \_\_\_\_\_
- ✓ Shared resources \_\_\_\_\_
- ✓ Analyzed student data \_\_\_\_\_
- ✓ Discussed quarter curriculum \_\_\_\_\_
- ✓ Set date to observe mentee \_\_\_\_\_
- ✓ Set date to observe in mentor's class \_\_\_\_\_
- ✓ Discussed teacher evaluation and value of specific/ relevant feedback \_\_\_\_\_
- ✓ Discussed mid-term, first quarter grades, and parent conferences \_\_\_\_\_
- ✓ Scheduled professional learning for this year \_\_\_\_\_
- ✓ Scheduled time to share relevant feedback on classroom observations \_\_\_\_\_
- ✓ Other \_\_\_\_\_

### SECOND QUARTER

### DATE

- ✓ Finalized IPGP and made copies for us & principal \_\_\_\_\_
- ✓ Met for informal discussion \_\_\_\_\_
- ✓ Celebrated together by/recognized accomplishments \_\_\_\_\_
- ✓ Talked about first quarter grades and parent-teacher conferences \_\_\_\_\_
- ✓ Discussed classroom management issues and solutions \_\_\_\_\_
- ✓ Analyzed student data \_\_\_\_\_
- ✓ Discussed quarterly GLEs \_\_\_\_\_
- ✓ Watched each other teach \_\_\_\_\_
- ✓ Shared relevant feedback on classroom observations \_\_\_\_\_
- ✓ Met with Principal to discuss how things are going \_\_\_\_\_
- ✓ Discussed professional learning opportunities' tie to identified learning needs \_\_\_\_\_
- ✓ Scheduled a time to see another teacher in their classroom \_\_\_\_\_
- ✓ Other \_\_\_\_\_

**THIRD QUARTER**

**DATE**

- ✓ Continued informal contact (hallway/lunch) \_\_\_\_\_
- ✓ Reviewed Professional Growth Plan (IPGP)/professional learning hrs \_\_\_\_\_
- ✓ Revisit classroom management issues \_\_\_\_\_
- ✓ Scheduled third mentor observation \_\_\_\_\_
- ✓ Scheduled time to provide feedback on classroom observation \_\_\_\_\_
- ✓ Discussed/implemented/planned/analyzed \_\_\_\_\_
- ✓ Analyzed student data (growth tied to teacher learning) \_\_\_\_\_
- ✓ Discussed quarter GLE's \_\_\_\_\_
- ✓ Evaluated how we are doing so far \_\_\_\_\_
- ✓ Celebrated/recognized accomplishments \_\_\_\_\_
- ✓ Scheduled a time to see another teacher in their classroom and discuss what is relevant feedback we would offer them \_\_\_\_\_
- ✓ Other \_\_\_\_\_
- ✓ Other \_\_\_\_\_

**FOURTH QUARTER**

**DATE**

- ✓ Completed IPGP \_\_\_\_\_
- ✓ Copy of IPGP sent to \_\_\_\_\_ at \_\_\_\_\_
- ✓ Discuss end of year classroom management strategies \_\_\_\_\_
- ✓ Analyzed student data \_\_\_\_\_
- ✓ Discussed quarterly curriculum \_\_\_\_\_
- ✓ Discussed/implemented/planned/analyzed \_\_\_\_\_
- ✓ Set Professional Growth Plan (IPGP) goals for next year \_\_\_\_\_
- ✓ Evaluated mentoring program \_\_\_\_\_
- ✓ Celebrated/recognized accomplishments \_\_\_\_\_
- ✓ Other \_\_\_\_\_
- ✓ Other \_\_\_\_\_

**Signatures verify that we have accomplished the activities checked off above.**

Mentor signature \_\_\_\_\_ Date \_\_\_\_\_

Mentee signature \_\_\_\_\_ Date \_\_\_\_\_