**Professional Learning Plan**

**Professional Learning Plan (PLP):** This collaboratively developed plan must be completed to include professional learning goals tied to Alabama Quality Teaching Standard Indicators needing improvement. When data are available, the PLP should reflect concerns over student growth data. All PLPs should focus on goals and activities that will improve educator practice. Numerous online professional development opportunities are attached to every indicator to support teacher professional growth. These online opportunities include modules from the IRIS Center at Vanderbilt University (online and interactive).

Example PLP:

### 2.1

*Design a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.*

<table>
<thead>
<tr>
<th>Proposed Actions and Strategies</th>
<th>Implementation of Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning:</td>
<td>By reviewing strategies for nurturing relationships, I think that I will be able to create better relationships with students and families. I want to find a way to help students that may not have an intrinsic motivation but have a need to succeed for others feel a desire to be successful in mathematics because of our relationship. I hope that my actions will help to create a culture of caring and students will want to be successful. In addition, I hope that a review of procedures will help me to create systems to impact learning.</td>
</tr>
</tbody>
</table>

**Timeframe:** 8/20/2012 To 5/24/2013

<table>
<thead>
<tr>
<th>Anticipated/Expected Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of an article on culture of caring or teacher-student relationships. Short summary of the article.</td>
<td></td>
</tr>
<tr>
<td>2. Evidence of a review of Classroom Organization Management Program</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Anticipated/Expected Impact</th>
<th></th>
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<tbody>
<tr>
<td>Through relationships and classroom systems, I believe that the impact should be seen in student achievement. By creating meaningful relationships, I would hope that student test data on both AHSGE and AP exams will indicate that learning has taken place.</td>
<td></td>
</tr>
</tbody>
</table>
The proposed actions and strategies include:

**Professional Learning**
- The goal is to increase knowledge of College and Career Ready Standards and attend meetings on CCRS and Quality Core Assessments.
- Attend workshops for AP Statistics.
- Timeframe: 8/20/2012 to 5/24/2013

**Anticipated/Expected Evidence**
1. Attendance at CCRS workshop
2. Facilitation of CCRS workshop
3. Attendance of Quality Core Workshop
4. Attendance at APSI
5. Attendance at 2-day Statistics Workshop

**Anticipated/Expected Impact**
As I gain a deeper knowledge of the AP Statistics curriculum, I will be better able to design instruction and impact student learning. I think that students will experience more success as I am able to maneuver through the concepts with more ease. In addition, as I become more familiar with CCRS and Quality Core, I will be better able to design learning activities and assessments that will benefit students. I will also be more qualified to help teachers who are working in Algebra I and Geometry as we work to create activities that will benefit the rigorous requirements of Quality Core Assessments.

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**A. Provide Appropriate Evidence to support PLP (via EDUCATE Alabama) and in response to collaborative dialogue and feedback with instructional leaders.**

The collection of evidence occurs throughout the year and should be completed by April 30th of each year.

**Evidence:**
A Professional Learning Plan completely enacted with evidence of active work towards improvement for each selected Standard Indicator that is expected to lead to improved student growth is the evidence (online and interactive).

Example analysis and evidence
### Instructional Practice - 5/24/2013

#### Next Indicator >>

**Indicator 2.1**

*Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.*

#### Level of Practice

Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies. Uses research-based strategies to prevent or lessen disruptive behavior and to reinforce positive behaviors. Encourages learner involvement in maintaining positive behaviors.

#### Evidence and Comments

(6/24/2013)

This year each of my AP Statistics students was given a graphing calculator with their textbooks. This ensured that each student had access to the necessary technology for the course. This year a major focus of mine was reinforcing desired behavior and maintaining a level-head with undesired behavior. This year, I completely reviewed the modules for Classroom Organization and Management Program by leading a professional development for new teachers in the district. Also, in 50 Ways to Improve Student Behavior, Chapter 12 discusses Enthusiasm Breeds Enthusiasm. I worked to display enthusiasm about content and teaching. This was a strategy to keep students enthusiastic about their potential and their learning. Also, in 50 Ways to Improve Student Behavior, the author suggests that teachers teach in small bites. This year, I worked to improve behavior by scaffolding instruction and not losing students to them becoming overwhelmed. This helped to keep all students engaged and feeling empowered. I also heeded the advice of authors who discuss urban education and focused on the power of teacher-student relationships. I worked to take all episodes outside of class and create a sense of caring in each situation.

[New Comment]

#### Next Indicator >>

### Instructional Practice - 5/24/2013

#### Previous Indicator

**Indicator 2.4**

*Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.*

#### Level of Practice

Utilizes understanding of each learner's cognitive, social, and emotional development to identify readiness for standards-based instruction. Designs challenging academic goals for each learner based on the learner's current developmental readiness and on the teacher's understanding of long-range academic goals.

#### Evidence and Comments

(6/24/2013)

This year, I focused on gaining a deeper knowledge of rigor. I attended workshops that dealt with rigorous content and helping students to gain this level of content. First, I worked to increase my effectiveness of teaching AP Statistics by attending APSI (4-day workshop in Tuscaloosa dealing with content and pedagogy) and 2-day AP Stats workshop at Jeff State, which also dealt with content and pedagogy. I also worked to familiarize myself with new state standards and CCRS. I attended several workshops with CCRS and Quality Core. These workshops helped me to gain a better understanding of new ACOS and how this will be assessed.

(6/24/2013)

These workshops were applied in my classroom and evident through my use of questioning. My effectiveness as an AP instructor was evident in my ease with content and my ability to integrate in more learning activities for students that gave them a deeper understanding of content.

[New Comment]

#### Previous Indicator