

### ASSIST Professional Development Planner

Standards of practice	Areas of strength	Areas for growth	Action to take	Assessment of my growth
<p><b>Managing a Class</b>            *Forming relationships with students.            *Balanced strategies for motivating students to learn            *Teaching routines to save time &amp; focus attention            *Establishing rules for a classroom learning community.            *Dealing w/inattention &amp; misbehavior            *Analyzing important events in my classroom</p>	<p>Began the year by establishing norms and relationships with students.</p> <p>Most students follow directions and participate in class.</p> <p>Homework assignment books helped students keep track of work.</p>	<p>Students didn't always stay focused in cooperative groups.</p> <p>Get to know students well-as people, learners, etc. Communicate with parents <u>earlier</u> in the year.</p> <p>Being consistent with follow-through (both positive reinforcement and consequences)</p>	<p>Work with mentor on planning how to model norms for group work.</p> <p>Send management plan to parents in September. Newsletter to parents?</p> <p>Assess whether group tasks were meaningful.</p> <p>ASSIST website?</p>	
<p><b>Engaging Communities</b>            *Examining my beliefs, attitudes &amp; values            *Learning about families' experiences, goals &amp; values.            *Developing curriculum that includes families            *Developing strategies to communicate with families            *Supporting &amp; educating family volunteers            * Supporting learning at home            *Understanding connections between parenting &amp; learning            *Informing parents about school &amp; community resources</p>	<p>Began communicating with parents. Wrote quarterly newsletter.</p> <p>Invited parent guest speakers to class, used parents as chaperones.</p>	<p>More consistent contact with parents about:            -classroom happenings            -student progress</p> <p>Get to know parents and community better.</p> <p>Didn't make use of district translators as often as needed.</p>	<p>Weekly newsletter</p> <p>Phone home good news on a regular basis</p> <p>Attend P.T.A. meetings, get into community more—attend student games and student productions.</p> <p>Take Spanish classes.</p>	

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<p><b>Planning Activities</b></p> <ul style="list-style-type: none"> <li>*Planning standards-based lessons</li> <li>*Planning standards-based units</li> <li>*Planning for the year</li> <li>*Planning for multiple intelligences</li> <li>*Choosing challenging activities</li> <li>*Exploring content expectations</li> </ul>	<p>Used standards to plan (esp. in writing)</p> <p>Developed pre-assessments and ongoing assessment in the Electricity unit that helped me i.d.. misconceptions.</p>	<p>Differentiate instruction for ESL students.</p> <p>Work more closely with ESL and resource teachers to plan for different learners.</p>	<p>Join ESL study group</p> <p>Attend ESL conference with mentor teacher.</p> <p>Meet once a week with ESL and resource teachers to plan. Team teach?</p>	
<p><b>Leading Discussions</b></p> <ul style="list-style-type: none"> <li>*Questioning using higher order thinking</li> <li>*Encouraging students to participate</li> <li>*Responding to students</li> <li>*Engaging culturally diverse students</li> <li>*Developing students' discussion skills</li> </ul>	<p>I make a conscious effort to include quieter students in classroom discussions.</p> <p>Tend to have lively discussions during literacy block</p>	<p>Keep track of those students that tend to disengage (is there a pattern?)</p> <p>More consistency in using wait time</p> <p>Use questions that will promote higher order thinking.</p>	<p>Have someone (mentor, principal) do focused observations on student engagement, questioning patterns, wait time, etc.</p> <p>Look into resources on higher order thinking skills. (Books, conferences, websites?)</p>	
<p><b>Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li>*Understanding &amp; using standards and assessments</li> <li>*Evaluating student work &amp; progress</li> <li>*Reporting student progress</li> <li>*Using assessment to guide &amp; adjust planning and teaching</li> </ul>	<p>used state literacy profiles and district rubrics for writing</p> <p>Scored writing samples. Used results to improve classroom areas of weakness (i.e. style and voice)</p>	<p>No consistent use of rubrics in math or reading</p> <p>Not fully aware of standards and benchmarks for all content areas.</p>	<p>Work with team in aligning standards, curriculum, instruction, and assessments</p> <p>Continue rubric development in social studies and science.</p>	

