

School District 148
Induction/Mentor Program Year 2
Professional Development Action Plan II

Goal

- To help the participating teacher identify areas for professional growth based on the Danielson Framework for Teaching (FFT) and the Illinois Professional Teaching Standards (IPTS), set individual goals, and to evaluate those goals over time

Purpose

- To help the participating teacher recognize their strengths based on the FFT and the IPTS
- To help the participating teacher discover areas for improvement based on the FFT and the IPTS
- Provide a focus and framework for mentor and participating teacher teamwork based on the FFT and the IPTS
- Serve as a program evaluation instrument to assess mentor/participating teacher interactions.

- Procedure:
- 1) Mentor and participating teacher complete the Danielson Formative Assessment Framework for Teaching
 - 2) Mentor and participating teacher meet to complete the DANIELSON FORMATIVE ASSESSMENT RECORD SHEET
 - 3) Mentor and participating teacher meet to complete the ACTION PLAN
 - 4) Mentor and participating teacher meet to evaluate the ACTION PLAN
 - 5) This process is repeated at the semester break during the course of the first year

Timeline: Meeting to discuss activity	30 minutes
Meeting to complete Danielson Formative Assessment Record Sheet and the Action Plan	60 minutes
Complete agreed upon activities	Varies
Meeting to evaluate PDAP	30 minutes

The Illinois Professional Teaching Standards and The Danielson Framework for Teaching Formative Assessment Rubric

Illinois Professional Teaching Standards

Standard 1: Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2: Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3: Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Danielson Framework Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE				
	Unsatisfactory	Basic	Proficient	Distinguished
1A - Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher’s understanding of content and pedagogy partially supports student learning of the content.	The teacher’s understanding of content and pedagogy supports student learning of the content	The teacher’s understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
	Unsatisfactory	Basic	Proficient	Distinguished
1B - Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher’s knowledge of students’ identities, as well as their strengths and needs, partially supports learning and development	The teacher’s knowledge of students supports learning and development, and enables the teacher to build upon student assets	The teacher’s knowledge of students is extensive and fosters student learning and development to support academic and personal success
	Unsatisfactory	Basic	Proficient	Distinguished
1C - Setting Instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking

	Unsatisfactory	Basic	Proficient	Distinguished
1D - Using Resources Effectively	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement

	Unsatisfactory	Basic	Proficient	Distinguished
1E - Planning Coherent Instruction	The design of learning experiences does not support student engagement with important content	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning

	Unsatisfactory	Basic	Proficient	Distinguished
1F - Designing and Analyzing Assessments	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments

Illinois Professional Teaching Standards

Standard 4: Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting.

Danielson Framework Domain 2: Learning Environment

Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished
2A – Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict	Learning environments are partially characterized by caring and respectful interactions	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated	Students play an active role in creating learning environments characterized by a sense of community where each member feels safe valued and connected

	Unsatisfactory	Basic	Proficient	Distinguished
2B – Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development	The culture of the class is somewhat conducive to learning and development	The culture of the class is characterized by high expectations and supports students' learning and development	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.

	Unsatisfactory	Basic	Proficient	Distinguished
2C – Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member

	Unsatisfactory	Basic	Proficient	Distinguished
2D – Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior	Positive behavior is modeled by the teacher and occasionally taught explicitly	Students display positive behaviors, which are modeled by the teacher and reinforced to promote reflection and recalibration rather than compliance	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community

	Unsatisfactory	Basic	Proficient	Distinguished
2E – Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development	The learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative joyful spaces for all to learn and grow

Illinois Professional Teaching Standards

Standard 5: Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6: Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7: Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Danielson Framework Domain 3: Learning Experiences

Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished
3A - Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders student learning	Communication about purpose and content is mostly clear and accurate; it partially supports learning	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy
3B - Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection
3C - Engaging Students in Learning	Learning experiences do not require active intellectual engagement by students	Learning experiences partially engage students intellectually; the activities require students to do some thinking	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple mean	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance

	Unsatisfactory	Basic	Proficient	Distinguished
3D - Using Assessment for Learning	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges

	Unsatisfactory	Basic	Proficient	Distinguished
3E – Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success	The teacher’s adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities

Illinois Professional Teaching Standards

Standard 8: Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9: Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Danielson Framework for Teaching Domain 4: Principled Teaching

Level of Performance				
	Unsatisfactory	Basic	Proficient	Distinguished
4A - Engaging in Reflective Practice	The teacher does not appear to engage in reflective practice or misjudges the success of instruction	The teacher’s reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher’s reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most

	Unsatisfactory	Basic	Proficient	Distinguished
4B - Documenting Student Progress	There is no system for documenting student progress or the system is ineffective at communicating progress to students and families	The teacher documents some aspects of student progress, in a manner that is accessible to students and families	The teacher documents student progress toward mastery, focusing on the attainment of learning and developmental goals; students have access to and engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and their families

	Unsatisfactory	Basic	Proficient	Distinguished
4C - Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student

	Unsatisfactory	Basic	Proficient	Distinguished
4D- Contributing to School Community and Culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families

	Unsatisfactory	Basic	Proficient	Distinguished
4E - Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation

	Unsatisfactory	Basic	Proficient	Distinguished
4F - Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision making that honors the inherent worth and dignity of each and every student and prioritizes their needs

Danielson Framework for Teaching Formative Assessment Record Sheet

First Year Teacher _____ Date _____ Mentor _____

Using the Danielson Framework for Teaching Assessment Rubric, the protégé and the mentor will jointly assess performance at the dates indicated below. The assessment will help determine the focus of the Action Plan goal for that semester’s mentor/protégé work.

This is NOT part of the evaluation process.

Unsatisfactory U	Basic B	Proficient P	Distinguished D
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<u>Domain 1: Planning and Preparation</u>	First Assessment September		Second Assessment January		Third Assessment April	
	Rank	Artifacts	Rank	Artifacts	Rank	Artifacts
1A - Applying Knowledge of Content and Pedagogy						
1B - Knowing and Valuing Students						
1C – Setting Instructional Outcomes						
1D – Using Resources Effectively						
1E – Planning Coherent Instruction						
1F - Designing & Analyzing Assessments						

<u>Domain 2: The Classroom Environment</u>	First Assessment September		Second Assessment January		Third Assessment April	
	Rank	Artifacts	Rank	Artifacts	Rank	Artifacts
2A – Cultivating Respectful and Affirming Environments						
2B – Fostering a Culture for Learning						
2C – Maintaining Purposeful Environments						
2D – Supporting Positive Student Behavior						
2E – Organizing Spaces for Learning						

<u>Domain 3: Instruction</u>	First Assessment September		Second Assessment January		Third Assessment April	
	Rank	Artifacts	Rank	Artifacts	Rank	Artifacts
3A – Communicating about Purpose and Content						
3B – Using Questioning and Discussion Techniques						
3C – Engaging Students in Learning						
3D – Using Assessment for Learning						
3E – Responding Flexibly to Students Needs						

Domain 4 : Professional Responsibilities	First Assessment September		Second Assessment January		Third Assessment April	
	Rank	Artifacts	Rank	Artifacts	Rank	Artifacts
4A - Engaging in Reflective Practice						
4B - Documenting Student Progress						
4C - Engaging Families and Communities						
4D- Contributing to School Community and Culture						
4E – Growing and Developing Professionally						
4F – Acting in Service of Students						

School District 148
Induction/Mentor Program Year 2
PROFESSIONAL DEVELOPMENT ACTION PLAN YEAR 2

Date _____

Focus Goal: 1st semester (Describe in your own words your area of concentration for professional growth)

Using the Danielson Framework Continuum, please note:

Standard #(s)	Element(s)	Beginning ranking
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_____	_____	_____
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Possible Activities:

Assessment of Goal: (due _____)

Using the Danielson Framework Continuum, please note:

Ending ranking _____

School District 148
Induction/Mentor Program Year 2
PROFESSIONAL DEVELOPMENT ACTION PLAN YEAR 2

Date _____

Focus Goal: 2nd semester (Describe in your own words your area of concentration for professional growth)

Using the Danielson Framework Continuum, please note:

Standard #(s)	Element(s)	Beginning ranking
_____	_____	_____

Possible Activities:

Assessment of Goal: (due _____)

Using the Danielson Framework Continuum, please note:

Ending ranking _____