

## **Professional Development Action Plan Year 2 SD148 Induction/Mentor Program**

### Goal

- To help the protégé identify areas of strength and areas for professional growth based on the IPTS
- To help the protégé to set individual goals and to evaluate those goals over time
- To help the protégé reflect on their teaching practice

### Purpose

- To help the protégé recognize their strengths based on the IPTS.
- To help the protégé discover areas for improvement based on the IPTS.
- Clarify the roles and responsibilities of the mentor and partner teacher.
- Provide a focus and framework for mentor and protégé teamwork based on the Illinois Professional Teaching Standards.
- Serve as a program evaluation instrument to assess mentor/protégé interactions.

- Procedure:
- 1) Protégé and mentor discuss the Danielson Formative Assessment Rubric
  - 2) Protégé and mentor meet to complete the Danielson Formative Assessment Record Sheet pre-assessment (DFARS)
  - 3) Protégé and mentor meet to complete the Professional Development Action Plan (PDAP)
  - 4) Protégé and mentor meet to evaluate PDAP
  - 5) Protégé and mentor discuss the Danielson Formative Assessment Rubric
  - 6) Protégé and mentor meet to complete the Danielson Formative Assessment Record Sheet post-assessment (DFARS)
  - 7) Protégé and mentor repeat steps 1-6 in the second semester

Timeline: Meeting to discuss activity	30 minutes
Meeting to complete DFARS – pre and complete PDAP	60 minutes
Meeting to evaluate PDAP	30 minutes
Meeting to complete DFARS - post	30 minutes

Completed by: \_\_\_\_\_ Date \_\_\_\_\_

**SD148 and GSU Induction/Mentoring Partnership  
Danielson Formative Assessment Rubric**

**Standard 1: Content Knowledge** - The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Knowledge of Content</b>	Makes errors in content or does not correct errors of students.	Displays basic content knowledge, but does not make connections to other content areas or to other parts of lesson subject area.	Displays firm grasp of content knowledge and makes connections between the content and other content areas when appropriate.	Uses knowledge of content to develop concepts in a way that builds on previous knowledge and emphasizes aspects of current concepts that will help students learn future topics.
<b>Use of Multiple Perspectives</b>	Uses only one explanation or representation, even if students do not seem to understand this presentation.	Is able to rephrase an explanation or represent a concept in more than one way.	Rephrases explanations or represents concepts in more than one way in response to students' individual learning styles or classroom context.	Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
<b>Troubleshooting</b>	Uses limited methods of presentation and is unable to respond to common misunderstandings.	Generally understands common misunderstandings and attempts to adjust instruction when they are encountered.	Anticipates common misunderstandings regarding concepts and adjusts instruction accordingly.	Plans instruction to minimize common misunderstandings through a variety of instructional approaches.

**Standard 2: Human Development and Learning** — The candidate understands how individuals grow, learn, and develop and provides learning opportunities that support the intellectual, social, and personal development of all students.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Developmental Characteristics of Students</b>	Displays little knowledge of developmental characteristics of students or uses developmentally inappropriate activities.	Designs some lesson procedures and activities in a developmentally appropriate way.	Demonstrates a sound understanding of the developmental characteristics of the students in designing instruction.	Designs instruction that is developmentally appropriate and challenges students to extend their understanding and engage in critical thinking.
<b>Prior Knowledge and Experiences</b>	Does not build new content on prior knowledge and past experiences.	Sometimes builds on familiar ideas and past experiences.	Assesses prerequisite knowledge and designs instruction appropriate to the background knowledge of the students.	Introduces and develops concepts and procedures at different levels of complexity that are meaningful to students with different prior learning experiences.

Adapted from the work of Charlotte Danielson. September 2002/Revised 7-13-10

**Standard 3: Diversity** — The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Adaptations to Learning Differences</b>	Does not adapt instruction to individual differences.	Makes some accommodation for individual differences.	Includes possible adaptations in lesson plans and implements them when appropriate.	Uses a wide range of instructional strategies to meet and enhance learning for all students.
<b>Sensitivity to Diversity</b>	Displays little awareness of student diversity.	Occasionally acknowledges students' cultural heritage and incorporates this into instruction.	Displays knowledge of students' cultural heritage and incorporates this knowledge in designing instruction.	Uses cultural diversity and individual student experiences to enrich instruction.

**Standard 4: Planning for Instruction** — The candidate understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Lesson Design</b>	Instructional activities do not support lesson objectives and/or are not organized in an appropriate sequence.	Activities follow an organized sequence, but do not support the objectives or are not completely clear.	Designs a well-organized sequence of activities that support lesson objectives.	Designs instruction that incorporates knowledge of the subject matter and students and matches lesson objectives.
<b>Unit Planning</b>	Does not develop lessons that support the objectives of the unit.	Lessons generally adhere to a logical sequence of unit objectives.	Develops lessons that support well-sequenced objectives and include a variety of activities and assessment techniques.	Lessons organized cohesively, support specifically stated and well-sequenced objectives that integrate use of a variety of instructional materials and activities and demonstrate an awareness of student differences and needs.
<b>Instructional Resources</b>	Does not find useful resources, uses resources that are inaccurate or interprets them incorrectly, or does not use technological resources.	Finds and uses accurate materials and technological resources.	Seeks out and uses a variety of print and technology resources in planning instruction.	Uses a wide variety of print and technology resources in planning instruction. Uses online resources and incorporates online activities in lessons.

Adapted from the work of Charlotte Danielson. September 2002/Revised 7-13-10

**Standard 5: Learning Environment** — The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Classroom Management</b>	Spends too much time controlling behavior to the detriment of student learning.	Maintains control most of the time with a significant amount of teacher direction and monitoring.	Appropriate class decorum is achieved and time is mainly spent in productive work with most students' cooperation.	Maintains appropriate classroom decorum and maximizes the amount of class time spent in learning by establishing appropriate expectations for communication and behavior.
<b>Classroom Environment</b>	Classroom environment is ignored to the point of impeding productive work and motivation.	Maintains a classroom environment that supports students' individual engagement in productive work.	Creates a classroom environment that enhances students' motivation and engagement in productive work.	Makes decisions to enhance social relationships, student motivation, and engagement in productive work through mutual respect, cooperation, and support for one another.

**Standard 6: Instructional Delivery** --- The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Variety of Strategies</b>	Does not provide opportunities for students to engage in problem solving or critical thinking.	Provides some opportunities for problem solving and critical thinking.	Uses a variety of strategies that are appropriate for helping students develop problem-solving and critical-thinking strategies.	Uses multiple teaching strategies to engage students in active learning opportunities that promote the development of critical-thinking and problem-solving abilities.
<b>Teacher Role</b>	Acts primarily as the giver of information and asks few questions that require problem solving or critical thinking.	Presents problem-solving and critical-thinking opportunities, but guides students to problem solutions.	Provides students with opportunities to develop problem-solving and critical-thinking strategies individually and in small groups without intervening to give solutions.	Constructs learning experiences that develop concepts and skills through well-chosen problems and questions.
<b>Reasoned Eclecticism</b>	Makes instructional decisions based primarily on orthodoxy or convenience.	Attempts to find pragmatic alternatives in instructional decision making.	Regularly searches for and implements pragmatic alternatives in instructional decision making.	Makes instructional decisions based on reasoned choice among carefully considered pragmatic alternatives.

Adapted from the work of Charlotte Danielson. September 2002/Revised 7-13-10

**Standard 7: Communication** — The candidate uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Oral and Written Communication</b>	Oral communication contains errors or mispronunciations. Written communication is not clear or correct.	Oral and written communication is clear and correct and usually appropriate to the level of the students.	Oral and written communication is clear, correct, and developmentally appropriate to the students.	Oral and written communication is precise with words well chosen to enhance the lesson.
<b>Questioning</b>	Asks only low-level questions.	Some questions ask students to engage to higher-order thinking and to explain responses.	Uses questioning to engage students in higher-order thinking and to develop concepts by asking students to justify and clarify responses.	Promotes higher-level thinking and stimulates discussion using divergent questions.
<b>Use of Materials and Technology</b> (Magnetic and transparent materials, overheads, computers, and projectors)	Oral and written communication are the only modes of Communication used with students.	Occasionally uses a variety of communication tools to communicate with students.	Includes the use of materials and technology to enhance communication with students.	Uses a wide variety of communication techniques to maximize communication with students, taking into consideration the different learning styles of students.

**Standard 8: Assessment** — The candidate understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Assessment of Student Progress</b>	Shows no ongoing monitoring of student learning beyond completion of work.	Monitors student progress throughout lessons.	Uses a variety of assessment strategies to monitor student progress.	Uses a variety of assessment strategies to monitor student progress and adjusts instruction accordingly.
<b>Alignment with Objectives</b>	The assessment does not match lesson objectives.	Most of the assessment matches lesson objectives.	The assessment closely matches lesson objectives.	The assessment provides clear evidence of the level at which students have reached lesson objectives.
<b>Organization and Use of Assessment Data</b>	Lacks the ability to successfully organize and interpret assessment data.	Papers are regularly scored, recorded, and used to diagnose student difficulties.	Assessment data is routinely organized and used to adjust instruction.	Assessment data is used to improve quality of instruction and communication with students.

Adapted from the work of Charlotte Danielson. September 2002/Revised 7-13-10

**Standard 9: Collaborative Relationships** — The candidate understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parent/guardians, and the community to support students and well-being.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Collaborative Relationships</b>	Shows no evidence of collaboration with cooperating teacher.	Has discussed lesson with cooperating teacher.	Has collaborated with cooperating teacher in planning the lesson.	Has collaborated with cooperating teacher to determine lesson objectives and to plan lesson.
<b>Collaboration with Families</b>	Shows no evidence of communication with families.	Communicates with families to a limited degree.	Communicates with families and attempts to work productively with them to help their children learn.	Involves families in substantial ways to collaborate in planning instructional activities.

**Standard 10: Reflection and Professional Growth** — The candidate is a reflective practitioner who continually evaluates how choices and actions affect students, parent, and other professionals in the learning community and actively seeks opportunities to grow professionally.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Reflection on Teaching</b>	Is not able to judge whether or not a lesson has been successful.	Offers general comments regarding the effectiveness of lessons and how lessons might be improved.	Analyzes his or her teaching identifying strengths and weaknesses. Suggests alternative methods that might be used to improve lessons.	Analyzes his or her teaching identifying strengths and weaknesses. Makes specific suggestions regarding how lessons might be improved and describes how these teaching experiences can be used to improve future teaching.
<b>Commitment to Lifelong Learning</b>	Is unaware of the need for continual learning and improvement.	Is aware of the importance of continual learning and improvement.	Exhibits concern for continual learning by taking advantage of learning opportunities.	Exhibits concern for continual learning by actively seeking opportunities for professional development and learning.

**Standard 11: Professional Conduct** — The candidate understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

<b>Element</b>	<b>Level of Performance</b>			
	<b>Approaching Basic</b>	<b>Basic</b>	<b>At Standard</b>	<b>Noteworthy</b>
<b>Professional Conduct</b>	Is not totally prepared to teach and/or acts or dresses in an unprofessional manner.	Exhibits professional behavior, including being punctual, appropriately dressed, and prepared to teach.	Is well prepared to teach lessons. Is professional in dress and demeanor.	Is well prepared to teach the lesson and has shown initiative in preparing lesson materials. Is professional in dress and demeanor.

Adapted from the work of Charlotte Danielson. September 2002/Revised 7-13-10

**SD148 and Governors State University Induction and Mentoring Partnership  
Danielson Formative Assessment Record Sheet  
Second Year Teacher of Record  
First Semester**

**Second Year Teacher** \_\_\_\_\_ **District** \_\_\_\_\_  
**Mentor** \_\_\_\_\_ **Date (Sept.)** \_\_\_\_\_ **Date (Jan.)** \_\_\_\_\_

Using the Danielson Framework, mentor and protégé will jointly assess performance at the dates indicated below. The pre-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.**

<b>Approaching Basic <u>AB</u></b>	<b>Basic <u>B</u></b>	<b>At Standard <u>AS</u></b>	<b>Noteworthy <u>N</u></b>
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<b>Standard #1 – Content Knowledge</b>	
	<b>Sept. - Pre</b>
Knowledge of Content	_____
Use of Multiple Perspectives	_____
Troubleshooting	_____
<b>Standard #2 – Human Development and Learning</b>	
	<b>Sept. - Pre</b>
Developmental Characteristics of Students	_____
Prior Knowledge and Experiences	_____
<b>Standard #3 - Diversity</b>	
	<b>Sept. - Pre</b>
Adaptations to Learning Differences	_____
Sensitivity to Diversity	_____
<b>Standard #4 – Planning for Instruction</b>	
	<b>Sept. - Pre</b>
Lesson Design	_____
Unit Planning	_____
Instructional Resources	_____

**Standard #5 – Learning Environment**

Sept. - Pre	Jan. - Post
Classroom Management _____	_____
Classroom Environment _____	_____

**Standard #6 – Instructional Delivery**

Sept. - Pre	Jan. - Post
Variety of Strategies _____	_____
Teacher Role _____	_____

**Standard #7 – Communication**

Sept. - Pre	Jan. - Post
Oral and Written Communication _____	_____
Questioning _____	_____
Use of Materials and Technology _____	_____

**Standard #8 – Assessment**

Sept. - Pre	Jan. - Post
Assessment of Student Progress _____	_____
Alignments with Objectives _____	_____
Organization and use of Assessment Data _____	_____

**Standard #9 – Collaborative Relationships**

Sept. - Pre	Jan. - Post
Collaborative Relationships _____	_____
Collaboration with Families _____	_____

**Standard #10 – Reflection and Professional Growth**

Sept. - Pre	Jan. - Post
Reflection on Teaching _____	_____
Commitment to Lifelong Learning _____	_____

**Standard #11 – Professional Conduct**

Sept. - Pre	Jan. - Post
Professional Conduct _____	_____

**SD148 and Governors State University Induction and Mentoring Partnership  
Danielson Formative Assessment Record Sheet  
Second Year Teacher of Record  
Second Semester**

**Second Year Teacher** \_\_\_\_\_ **District** \_\_\_\_\_  
**Mentor** \_\_\_\_\_ **Date (Jan.)** \_\_\_\_\_ **Date (April)** \_\_\_\_\_

Using the Danielson Framework, mentor and protégé will jointly assess performance at the dates indicated below. The pre-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.**

<b>Approaching Basic <u>AB</u></b>	<b>Basic <u>B</u></b>	<b>At Standard <u>AS</u></b>	<b>Noteworthy <u>N</u></b>
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<b>Standard #1 – Content Knowledge</b>		
	<b>Jan - Pre</b>	<b>April - Post</b>
Knowledge of Content	_____	_____
Use of Multiple Perspectives	_____	_____
Troubleshooting	_____	_____
<b>Standard #2 – Human Development and Learning</b>		
	<b>Jan - Pre</b>	<b>April - Post</b>
Developmental Characteristics of Students	_____	_____
Prior Knowledge and Experiences	_____	_____
<b>Standard #3 - Diversity</b>		
	<b>Jan - Pre</b>	<b>April - Post</b>
Adaptations to Learning Differences	_____	_____
Sensitivity to Diversity	_____	_____
<b>Standard #4 – Planning for Instruction</b>		
	<b>Jan - Pre</b>	<b>April - Post</b>
Lesson Design	_____	_____
Unit Planning	_____	_____
Instructional Resources	_____	_____

**Standard #5 – Learning Environment**

	Jan - Pre	April - Post
Classroom Management	_____	_____
Classroom Environment	_____	_____

**Standard #6 – Instructional Delivery**

	Jan - Pre	April - Post
Variety of Strategies	_____	_____
Teacher Role	_____	_____

**Standard #7 – Communication**

	Jan - Pre	April - Post
Oral and Written Communication	_____	_____
Questioning	_____	_____
Use of Materials and Technology	_____	_____

**Standard #8 – Assessment**

	Jan - Pre	April - Post
Assessment of Student Progress	_____	_____
Alignments with Objectives	_____	_____
Organization and use of Assessment Data	_____	_____

**Standard #9 – Collaborative Relationships**

	Jan - Pre	April - Post
Collaborative Relationships	_____	_____
Collaboration with Families	_____	_____

**Standard #10 – Reflection and Professional Growth**

	Jan - Pre	April - Post
Reflection on Teaching	_____	_____
Commitment to Lifelong Learning	_____	_____

**Standard #11 – Professional Conduct**

	Jan - Pre	April - Post
Professional Conduct	_____	_____

**SD148 and Governors State University Induction and Mentoring Partnership  
Professional Development Action Plan  
Second Year Teacher of Record**

The Professional Development Action Plan is designed to be a collaborative guide for mentors and partner teachers as they jointly plan activities for the academic year.

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

**Mentor** \_\_\_\_\_

**Date** \_\_\_\_\_

**1<sup>st</sup> semester or 2<sup>nd</sup> semester (circle one)**

**FOCUS GOAL (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** \_\_\_\_\_