

Name: _____

**Individual Professional Development Plan (IPDP)
2011 - 2012**

School: _____

K-5 Science

STUDENT PERFORMANCE DATA

Data may or may not include:	Current	Goal	Final
Interim Benchmark Assessment (Grade 5- District Level -Required)	Fall	Winter	Spring
Learning Schedule Assessment (From Limelight)	Current	Goal	Final
Performance Tasks (Per Unit of Instruction Found on the District 's Learning Schedule)	Current	Goal	Final
Pre/Post Unit Assessment (Developed in CLCs/Lesson Study, PLCs/Lesson Study, or Teacher Developed)	Current	Goal	Final

PROFESSIONAL LEARNING OBJECTIVES

- Participate in Elementary Science Inquiry Grades 3-5 course, **OR** Academy of Science
- Participate in Elementary Accelerated Programs Training (Pre-IB)
- Participate in Professional Organization Conferences and professional development
- Develop an understanding of common core reading and math standards across The Next Generation Sunshine State Standards Science Bodies Of Knowledge
- Mentoring/Coaching By Highly Qualified Instructional Coaches
- Observe in other teachers' classrooms.
- Participate in classroom management sessions (i.e.: CHAMPS, Foundations)
- Participant in professional book study
- Participate in Continuous Learning Cycle (CLC)/Lesson Study.
- Participate in school-based science professional learning community (PLC).
- Successfully complete science college courses

AYP Teachers of targeted sub-groups that did not make AYP. *What did you learn from professional development to meet the need of the subgroups?*

- Analyze data to target sub-groups to evaluate learning outcomes, adjust planning, and continuously improve instructional effectiveness.
- Participate in the CLC/Lesson Study with area of focus based on data including AYP sub-groups
- Mentoring/coaching by highly qualified instructional coaches

PLANNING/INSTRUCTIONAL STRATEGIES

To meet students' needs I will implement these planning/instructional strategies:

- Analyze student performance data from pre-assessments, performance tasks, etc. with grade level team.
- Develop a pre-assessment for the units of instruction.
- Differentiate instruction for targeted subgroups based on student learning goals.
- Discuss work on progress monitoring assessments with students to improve their responses.
- Employ continuous analysis of student work
- Employ the use of higher order questioning techniques.
- Employ a variety of assessment tools to monitor student progress, achievement, and learning gains.
- Implement the 5Es Instructional Delivery Model to support the appropriate level of rigor
- Implement inquiry-based Essential Explorations/ Investigations
- Implement cooperative learning strategies. (Kagan, etc.)
- Model collection, recording, and analysis of data during science investigations.
- Model effective strategies for writing in science using student science notebooks.
- Plan with grade level team to integrate reading and math Common Core Standards into science content.
- Unpack NGSSS Benchmarks and discuss cognitive complexity with grade level team to ensure rigorous classroom instruction.
- Examine FCAT 2.0 Item Specifications with grade level team to deepen student understanding of science big ideas.

AYP Teachers of targeted sub-groups that did not make AYP. *What did you implement from professional learning to meet the needs of the subgroups?*

- Delivery and documentation of differentiated instruction for targeted subgroups
- Implement safety nets for targeted subgroups (Ex. 1-1 Tutoring, After Hours Program, etc.)

CHANGES IN EDUCATOR'S PRACTICES: Describe how you changed your professional practice as a result of what you learned?

By using student data, I was able to identify student learning gaps to make real time changes that Impacted my instructional decisions.

RESULTS

How did the strategies impact student performance?

Based upon the results, what would you change or maintain for next year?

Teacher Signature _____ Principal Signature _____

Initial Date 1: _____ Mid-Year Review Date 2: _____ End of the Year Review Date 3: _____