

Name: _____

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

School: _____

Grade 6-12 Mathematics

STUDENT PERFORMANCE DATA
(Data may or may not include the following)

	Current	Goal	Final
FCAT 2.0., Algebra I/Geometry EOC			
Fall, Winter, and Spring Interim Benchmark (Math, Algebra I, or Geometry) Assessments			
Baseline/Post assessments from Lesson Study or PLC			
Mathematics PMA or Module Learning Schedule Assessment			
Teacher/Team Generated Assessments			

PROFESSIONAL LEARNING OBJECTIVES

- Attend and complete Foundations in Secondary Mathematics training.
- Attend FCAT Topics in Middle School
- Read, discuss, and implement innovate methods/strategies for teaching mathematics. (NCTM-Mathematics Teacher, Journal of Urban Mathematics Education & other professional journals)
- Explore www.connected.mcgrawhill.com websites on math implementing and instructing lessons for further learning.
- Collaborate weekly with other math teachers to plan and develop lessons that will actively meet student needs, as well as plan common assessments.
- Explore websites/technology that support the DCPS curriculum (Gizmos, Compass Odyssey, Destination Success math) to aid in implementation and differentiation.
- Observe a Model Mathematics Classroom

AYP Teachers of targeted subgroups that did not make AYP. *What did you learn from your professional development to meet the needs of the subgroups?*

- Analyze data to target subgroups
- Participate in the Professional Learning Communities/Lesson Study with area of focus based on data including AYP subgroups
- Mentoring/coaching by highly qualified instructional coaches

PLANNING/INSTRUCTIONAL STRATEGIES

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

- Unpack and be familiar with each benchmark (Next Generation Sunshine State Standards/Common Core State Standards) within each module in the Learning Schedule.
- Plan and deliver each math lesson that aligns with the standard/benchmark and its cognitive complexity in the prescribed workshop format at appropriate levels of rigor.
- Embed informal assessment daily and use such assessments to drive daily instruction.
- Meet with small groups during work period for differentiation.
- Model daily how to effectively communicate in mathematics through student generated strategy charts
- Assign selected students to supplemental materials McGraw Hill, Glencoe Course 1, 2, 3 or Algebra, Geometry and Algebra II.
- Effectively implement Study Team Strategies.
- Assure that all students are capable of logging-in to the Glencoe website or have access to the student CD to increase FCAT skills and homework assistance.
- Provide safety-nets
- Keep student portfolios for individual conferencing and student self assessment.

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

- Continuous analysis of student work
- 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?

Last year's IPDP focused on developing and implementing formative assessment effectively. Because of this focus and what I learned, I was able to differentiate instruction based on the assessment of student learning needs and changed my instructional practice to meet these needs.

RESULTS

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: _____