

# Individual Professional Development Plan

Teacher Name	Building	Date
Scott Duhrkopf	CHS	9-11-14

Names of other teachers involved:

General Focus of the Plan:
Authentic Instruction and Assessment (AIW)

Specific Goal: (Written in a manner that allows for progress to be noted.)
<i>To infuse the AIW standards to enable me to design/plan curriculum that is relevant to students and is rigorous.</i>

Rationale for the plan:
What district goals and student learning concerns will this plan address and what data are being used to analyze the goals and progress?
<p>Increase the math proficiency for all math students in grades 9-11 to the following:</p> <p>9th – 90%</p> <p>10th – 90 %</p> <p>11th – 90%</p> <p>Increased scores on the Iowa Assessment, NWEA and the ACT exams.</p> <p>Increase the number of students that pass every class</p>
How does this plan relate to building and/or district student achievement goals?
All PK-12 grade students will achieve at high levels in math prepared for success beyond high school.
How will the strategies and activities in this plan lead to accomplishing the goal?

Check the Iowa Teaching Standards that are addressed in this plan:

x	<b>1. Enhance Student Achievement</b>	x	<b>5. Monitoring Student Learning</b>
x	<b>2. Content Knowledge</b>		<b>6. Classroom Management</b>
x	<b>3. Planning and Preparation</b>	x	<b>7. Professional Growth</b>
x	<b>4. Instructional Strategies</b>		<b>8. Professional Responsibilities</b>

Action Plan with Timeline: Update each quarter on progress
All late starts and early outs will be AIW focused.

Resources Desired to Implement the Plan:
Chromebooks, IXL, Labquests and vernier sensors

Expected Learning from the Plan:
Integration of IXL and Chromebooks into the curriculum using the AIW standards of HOT, COK and VBS.

Teacher Signature/s and Date	Evaluator Signature and Date
Scott Duhrkopf 9-12-14	Tammie McKenzie 9-12-14

Copy to be placed in personnel file

## Annual Update – Individual Professional Development Plan

Teacher Name	Building	Date
Duhrkopf	CHS	4-29-15

What progress have you made toward the completion of the plan?
Integration of IXL has gone very smoothly. After 1 year I plan on continuing the usage of IXL throughout my curriculum.

What changes have been incorporated into your teaching as a result of the plan?
Turning in scratch paper to document individual usage.

What impact is this learning having on students?
More accountability. They really have to learn how to learn not just getting the answer.

Specifically, what needs to be done to complete the plan?
Nothing much.

Are there any modifications or revisions needed? If so, identify.
I would like to focus on integrating the Labquests into my curriculum next year. This will involve a lot of things for me to do, but it is something that I really want to improve in my classrooms. 9-10-15 Room arrangement to better use for a science classroom. Also, focus on using Labquests for as many topics as possible.

2-17-16

Room arrangement has worked out very well. 2nd semester is not as lab intensive so I am considering a new arrangement. That said I am going to try and develop more new Labquests that I have not done in the future. IXL's/Chromebooks implementation is on track.

6-3-16

Year went well with all the little things. Next year I plan on making some major changes in classroom management. Cell phones will not be used in the classroom and chromebooks will only be used when online resources are used. I will be placing textbooks on tables for classroom use only and online books will be used at home. I am trying to get students to engage in the classroom and disengage from social media.

I will be bringing back my puzzles/games for students to use at the end of the hour to kill time.

I also will be focusing on finding more projects and labquest apps for all my classes. I have already made 2 new ones for Calculus next year.

9-13-16

This year my main focus is to find more projects for the students to explore in all of my classes. I have also brought back my puzzle/game table for students to use during the time in class when they are finished with the assignment. I am trying to disengage them from social media as much as possible this year. I have them put the cell phone in the front of the room and chromebooks only out when we are using them in class.

12-14-16

I have been doing a lot of extra applications using my Skee Bag business in Honors PreCalc. I used my son as an Athletic Trainer to give my Calc students an project to find the most effective hot/cold packs for his department. I will be trying a new roller coaster idea next month in Calculus.

Teacher Signature and Date	Evaluator Signature and Date
Scott Duhrkopf 4-29-15	Tammie McKenzie 4-29-15
Scott Duhrkopf 2-17-16	9-10-15
Scott Duhrkopf 6-3-16	6-3-16
Scott Duhrkopf 9-13-16	Tammie McKenzie 9-14-16
Scott Duhrkopf 12-14-16	

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Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that s/he received a copy.

## **Performance Review Report**

### **Individual Professional Development Plan**

<b>Teacher Name</b>	<b>Building</b>	<b>Date</b>

<b>What are the results, outcomes and/or products of this plan?</b>

<b>What changes have been incorporated into your teaching as a result of this plan?</b>

<b>As a result of this experience, what might be the focus of the next Professional Development Plan?</b>

<b>Teacher comments and reflections:</b>

<b>Administrator comments and reflections:</b>

<b>Teacher Signature and Date</b>	<b>Evaluator Signature and date</b>

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# Individual Professional Development Plan

## Focus on Iowa Teaching Standards

Teacher Name	Building	Date

Check the Iowa Teaching Standard/s in which the teacher needs growth:

<input type="checkbox"/>	<b>1. Enhance Student Achievement</b>	<input type="checkbox"/>	<b>5. Monitoring Student Learning</b>
<input type="checkbox"/>	<b>2. Content Knowledge</b>	<input type="checkbox"/>	<b>6. Classroom Management</b>
<input type="checkbox"/>	<b>3. Planning and Preparation</b>	<input type="checkbox"/>	<b>7. Professional Growth</b>
<input type="checkbox"/>	<b>4. Instructional Strategies</b>	<input type="checkbox"/>	<b>8. Professional Responsibilities</b>

What actions does the teacher need to take?

How will the evaluator know that the teacher has made progress?

Timeline and Date for Performance Review

Teacher Signature and Date	Evaluator Signature and date

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***Iowa Teaching Standards and Criteria***

<b>1</b>	<b>STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals</b>	<b>5</b>	<b>STANDARD: Uses a variety of methods to monitor student learning.</b>
<b>Criteria</b>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Provides multiple forms of evidence of student learning to students, families and staff.</li> <li>b. Implements strategies supporting student, building, and district goals.</li> <li>c. Uses student performance data as a guide for decision-making.</li> <li>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>e. Creates an environment of mutual respect, rapport and fairness.</li> <li>f. Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>g. Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ul>	<b>Criteria</b>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Aligns classroom assessment with instruction.</li> <li>b. Communicates assessment criteria and standards to all students and parents.</li> <li>c. Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>d. Guides students in goal setting and assessing their own learning.</li> <li>e. Provides substantive, timely and constructive feedback to students and parents.</li> <li>f. Works with other staff and building and district leadership in analysis of student progress.</li> </ul>
<b>2</b>	<b>STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.</b>	<b>6</b>	<b>STANDARD: Demonstrates competence in classroom management.</b>
<b>Criteria</b>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>c. Relates ideas and information within and across content areas.</li> <li>d. Understands and uses instructional strategies that are appropriate to the content area.</li> </ul>	<b>Criteria</b>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</li> <li>b. Establishes, communicates, models and maintains standards of responsible student behavior.</li> <li>c. Develops and implements classroom procedures and routines that support high expectations for student learning.</li> <li>d. Uses instructional time effectively to maximize student achievement.</li> <li>e. Creates a safe and purposeful learning environment.</li> </ul>
<b>3</b>	<b>STANDARD: Demonstrates competence in planning and preparing for instruction.</b>	<b>7</b>	<b>STANDARD: Engages in professional growth.</b>
<b>Criteria</b>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.</li> <li>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>c. Uses student's developmental needs, background, and interests in planning for instruction.</li> <li>d. Selects strategies to engage all students in learning.</li> <li>e. Uses available resources including technologies, in the development and sequencing of instruction.</li> </ul>	<b>Criteria</b>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates habits and skills of continuous inquiry and learning.</li> <li>b. Works collaboratively to improve professional practice and student learning.</li> <li>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.</li> </ul>

			<p>e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.</p>
4	<p><b>STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students</b></p>	8	<p><b>STANDARD: Fulfills professional responsibilities established by the school district.</b></p>
<p><b>Criteria</b></p>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>a. Aligns classroom instruction with local standards and district curriculum.</li> <li>b. Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>f. Uses available resources, including technologies, in the delivery of instruction.</li> </ul>	<p><b>Criteria</b></p>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>a. Adheres to board policies, district procedures, and contractual obligations.</li> <li>b. Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>c. Contributes to efforts to achieve district and building goals.</li> <li>d. Demonstrates an understanding of and respect for all learners and staff.</li> <li>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ul>