

## **Plain Local School District Professional Development Plan**

### **Professional Development Goal**

To improve student achievement in math through the implementation of standards, guidelines, and expectations of the Plain Local Mathematics program.

### **Rationale for the Goal**

The state of Ohio has developed math academic content standards in conjunction with the national ESEA program to insure that no child is left behind. Plain Local is aligning and implementing the Ohio standards, benchmarks, and grade level indicators to increase student achievement K-12.

### **Professional Practice Framework**

**Major Domain:** Domain III- Instruction

**Other Domains Addressed:** Domain 1 - Planning and Preparation  
Domain 2 - The Classroom Environment  
Domain 4 - Professional Responsibilities

### **Components Addressed:**

Domain 1a: Demonstrating Knowledge of Content and Pedagogy  
Domain 1e: Designing Coherent Instruction  
Domain 1f: Assessing Student Learning  
Domain 2c: Managing Classroom Procedures  
Domain 2e: Organizing Physical Space  
Domain 3c: Engaging Students in Learning  
Domain 4a: Reflecting on Teaching  
Domain 4c: Communicating with Families  
Domain 4e: Growing and Developing Professionally

### **Action Plan**

#### **Activities:**

Attend Plain Local Schools mathematics inservices and support meetings  
Seek out additional professional development opportunities in “best practices” in keeping with the goals of the 3rd, 4th, and 5th grade Achievement tests  
Implement the Math program as per the prescribed timeline  
Implement the Math program using manipulatives, invented solution strategies, and alternate algorithms to meet individual needs of each child.  
Implement district assessments and communications with parents.

Meet with building grade level team meetings to analyze data from assessments and to form intervention grouping based upon this data. Successfully implement mathematics student and classroom goals based upon "I Can" math statements. Integrate Technology Standards into mathematics instruction in the classroom.

**Timeline(s):**            **From:**            **To:**

**Resources:** District Administration; Peer Consultants; SCESC; Inservices and workshops; Professional books, websites, journals, and videos

**Assessments and Documentation: (Portfolio Use)**

- Copies of lesson plans showing evidence of Mathematics program implementation
- Copies of daily evidence showing implementation of Mathematics program
- Copies of observations by administrator or Peer Consultant
- Agendas from workshops
- Copies of student and classroom goals and results which demonstrate growth in student learning
- Log of relevant team meetings
- Bibliography of journal articles, books, and other professional reading
- Log/journal of teacher reflections of professional practice and professional growth