

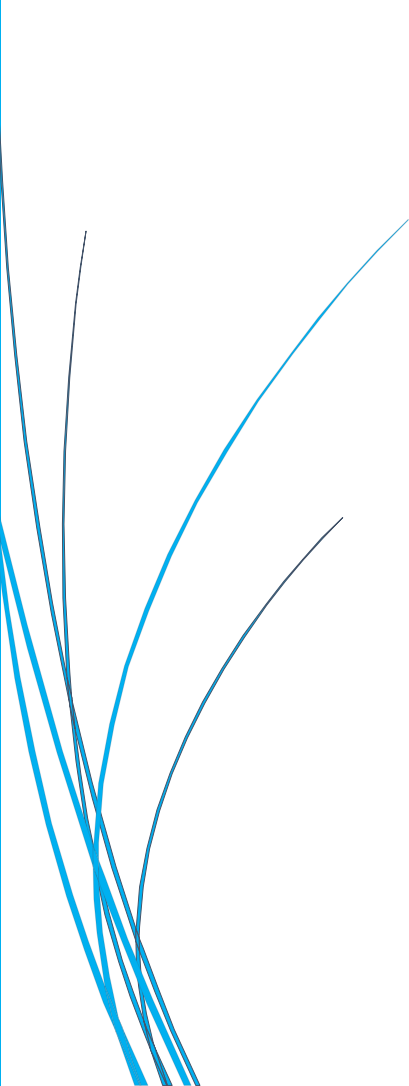


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 3-Continuous Improvement



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CONTINUOUS IMPROVEMENT

ACCOMPLISHED PRACTICE #3

ENGAGES IN CONTINUOUS PROFESSIONAL QUALITY IMPROVEMENT FOR SELF AND SCHOOL.

SAMPLE KEY INDICATORS

- Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
- Works in general group settings and in PLC groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.
- Uses data from her/his own learning environments, (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.
- Creates and monitors a personal professional development plan to guide her/his own improvement.
- Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.
- Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from any array of school and community sources, including communities whose heritage language is not English.
- Works to empower the school-based personnel as they manage the continuous improvement process.
- Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.
- Keeps abreast of developments in technology and instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.
- Shows evidence of continuous reflection and improvement in her/his performance in

teaching/learning activities and in an increased capacity to facilitate learning for all students.

- Continues to expand her/his own repertoire of professional experiences, e.g., publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately.
- Sees herself/himself as a steward of the school, of public education, and of our national heritage with its multicultural dimension and works to articulate these positions in a manner appropriate to the situation.
- Works as a member of a learning community-investigating problematic conditions, working as teacher-as researcher, behaving as a reflective practitioner, etc.
- Utilizes strength and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.
- Works to improve her/his own professional judgment and the ability to articulate it to colleagues, families, and the business community.
- Develops short and long term personal and professional goals relating to continuous professional development.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)- COMPONENT 1

DEFINITION:

The IPDP is an action plan that is written and designed in the first term of the school year and is assessed in the last term. It may be a component of the teacher evaluation process. The individual goal is based on a review of your previous and current students' FSA data, consideration of any school-wide or district initiatives, your personal desires for improvement, and from discussions with your administrator and/or mentor teacher. These goals should be measurable and result in some type of "product" after successful completion.

TARGET AUDIENCE:

K-12th Grade Teachers

HOW?

Action research is tied to the Individual Professional Development Plan to measure student achievement.

Individual teachers will write classroom IPDPs based on Grade Level Expectations or Individual Education Plans. A measurement of objective for the Action Plan would have the teacher tally the number/percentage of students who earn the goal% or higher on the summative assessment for the semester and attach this data to the IPDP Action Plan.

WHO CAN HELP?

PEOPLE

- i. Departmental Head
- ii. Assistant Principal of Curriculum
- iii. Mentor Teacher

BOOK

[Instructional Evaluation System](#)

BAKER COUNTY SCHOOL DISTRICT

Individual Professional Development Plan - Part A

The individual goal should be based on a review of your previous and current students' FSA data, consideration of any school-wide or district initiatives, your personal desires for improvement, and from discussions with your administrator and/or mentor teacher. These goals should be measurable and result in some type of "product" after successful completion.

Goals: (Only one is required)	Description of Goal <i>including</i> Measurable Results	Goal meets the following: (Check those that apply)
1.		<input type="checkbox"/> FSA Student Results/VAM <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School-wide/District Initiative <input type="checkbox"/> Personal interests <input type="checkbox"/> Administrative Recommendation <input type="checkbox"/> Other: _____
2.		<input type="checkbox"/> FSA Student Results/VAM <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School-wide/District Initiative <input type="checkbox"/> Personal interests <input type="checkbox"/> Administrative Recommendation <input type="checkbox"/> Other: _____
3.		<input type="checkbox"/> FSA Student Results/VAM <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School-wide/District Initiative <input type="checkbox"/> Personal interests <input type="checkbox"/> Administrative Recommendation <input type="checkbox"/> Other: _____

Refer to other side for Professional Development to assist in achieving the goals above

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Individual Professional Development Plan - Part B**

The outcome of each goal from Part A of the IPDP should be documented on this form and attached prior to the Final Conference with your administrator.

Goals: (Only one is required)	Outcome of Goal (Measurable Results)	Further Recommendations:
1.		<input type="checkbox"/> Goal was successfully met <input type="checkbox"/> Goal will be continued with adjusted results into the next SY. <input type="checkbox"/> Other: _____
2.		<input type="checkbox"/> Goal was successfully met <input type="checkbox"/> Goal will be continued with adjusted results into the next SY. <input type="checkbox"/> Other: _____
3.		<input type="checkbox"/> Goal was successfully met <input type="checkbox"/> Goal will be continued with adjusted results into the next SY. <input type="checkbox"/> Other: _____

Final Conference:

Teacher Signature: _____

Administrator Signature: _____ **Date:** _____

IPDP Action Research Plan Sample

Teacher Name: _____
Action Plan for Reading Objective

Date: _____
School: _____

Teacher's Reading Goal for 2005-06: Students will experience success in their ability to use language powerfully through vocabulary growth.

Student Performance Objective (Reading):

After one semester of specific, brain-friendly, vocabulary development instruction, at least 90% of my fourth grade students will be able to recognize and use **specific content roots and prefixes, as** indicated by attainment of a score of 85% or higher on a teacher-made cloze vocabulary usage test.

Teacher Input / Modeling:

The teacher will conduct reviews, provide information, and model skills for students as indicated in the daily lesson plans.

Student Activities/ Guided Practice:

Students will use four brain-friendly vocabulary development methods (context, synonym and antonym, etymology, and mnemonics) in large group, small group, and individual learning center activities during the semester.

Formative Assessment / Checking for Understanding:

In a team, students will write stories using specific **roots**, create projects, and make presentations. They will "carousel" and provide feedback to each other using a rubric for self-evaluation. The teacher will gather assessment data from multiple sources and make instructional decisions regarding further needs for training and further needs for student practice.

Summative Assessment / Student Testing and Performance:

For each unit of work, students will take a cloze test applying their knowledge of word meanings to at least an 85% proficiency level. The cloze semester test will encompass the semester's work.

Measurement of Objective for Action Research:

Teacher will tally the number /percentage of students who earn 85% or higher on the summative cloze for the semester and attach this data to the PDP/Action Research.

Resources:

American Heritage Dictionary – Fourth Edition
American Heritage Dictionary of Indo-European Roots
Frindle
In A Word vocabulary textbooks and WordBooks
Content area textbooks
Stoopnagle's Tale Is Twisted

PROFESSIONAL LEARNING COMMUNITIES-COMPONENT 2

DEFINITION:

An approach to school improvement by providing new and experienced teachers an arena for discussion of educational research and common sense practices to the problems they confront daily.

TARGET AUDIENCE:

All Teachers

HOW?

1. Learning Community protocol is site-based
2. The focus of each meeting is designed to stimulate discussion and activities and to lead participants to consider how they can transform their own classrooms and professional practices by the professional learning community model, through research based information.
3. Teachers are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making.

WHO CAN HELP?

PEOPLE

- i. Mentor Teachers
- ii. New Teacher Induction Program
- iii. Educational Leaders

BOOKS

- i. Professional Learning Communities at Work. DuFour, Richard
- ii. Best Practices for Enhancing Student Achievement. DuFour, Richard