

Professional Development Plan Criteria

Directions: For your plan, one or more goals will be written in alignment with the Candidate Learning Framework Standards below. The Professional Development Plan template will be used for completion and copies will be provided to all relevant parties.

Deliberate Instructional Planning and Implementation

Upon graduation, our teacher candidates . . .

- Standard C1. Are Aware of Discipline Specific Concepts, Knowledge, Tools of Inquiry, and Related Pedagogical Practices
- Standard C2. Plan in Accordance to Pennsylvania Academic Standards and Local Students' Learning Goals
- Standard C3. Develop and Select Appropriate Instructional Goals and Objectives
- Standard C4. Use Principles of Learner Development and Learner Diversity to Inform Instructional Planning and Assessment
- Standard C5. Communicate Effectively Using Verbal, Nonverbal, and Appropriate Instructional Technologies
- Standard C6. Appropriately Manage Classroom Procedures, Students' Learning and Behaviors.
- Standard C7. Use Data to Inform Instructional Planning
- Standard C8. Plan for an Inclusive, Nurturing, Stimulating and Academically Challenging Learning Environment, Including the Development of Critical Problem Solving Skills, Inquiry, and Global and Culturally Diverse Perspectives
- Standard C9. Select and Adapt and/or Create Appropriate Instructional Resources and Materials Including Technology
- Standard C10. Plan Coherently for Short Term and Long Term Goals Based on Students' Needs
- Standards C11. Plan for Inter- and Cross-Disciplinary Instruction

Informed Flexibility

Upon graduation, our teacher candidates . . .

- Standard D1. Monitor and Appropriately Adjust Instructional Practices During Teaching
- Standard D2. Monitor and Appropriately Adjust Assessment Practices During Teaching
- Standard D3. Monitor and Appropriately Adjust Classroom Management Strategies During Teaching

Teaching the Whole Student

Upon graduation, our teacher candidates . . .

- Standard E1. Establish and Maintain Productive and Collaborative Relationships with Families and the Community
- Standard E2. Are Aware of the Definitions and Procedures/Issues Related to the Identification and Placement of Students with Special Needs and English Language Learners
- Standard E3. Understand Patterns of Social, Psychological, Emotional/Behavioral, Linguistic, and Intellectual Development among Learners, Including Students with Special Needs and English Language Learners
- Standard E4. Are Aware of the Community, District, School, and Classroom Resources that are available and Factors that Influence Learner Development

Accountability

Upon graduation, our teacher candidates . . .

- Standard F1. Understand the Purpose(s) of Various Types of Assessments in Relation to Objectives and Learner Diversity
- Standard F2. Assess Learning in Multiple Ways in Order to Monitor Learning and to Report Progress
- Standard F3. Systematically Collect and Analyze Assessment Data to Characterize Performance of Whole Class and Relevant Sub-groups of Learners

Professionalism and Ethical Leadership

Upon graduation, our teacher candidates . . .

- Standard G1. Consistently Meet Professional Expectations and Fulfill Responsibilities
- Standard G2. Demonstrate Integrity, Ethical Behaviors, and Appropriate Professional Conduct
- Standard G3. Establish and Maintain Productive Collaborative Relationships with Colleagues and Experts in the Field
- Standard G5. Espouse a Compelling Vision for Education and Student Learning
- Standard G6. Participate in School Change and Lead in Reform