Teacher Professional Development Plan

User Information

Name: ~~KIMBERLY CORSO (LLIG)~~	Title: Teacher
Building: George L. Catrambone School	Department: None
Grade: None	Evaluation Type: Tenured Teacher
Assigned Administrator: MERCKX, MICHELLE	Evaluation Cycle: 09/01/2020 - 06/30/2021
Submitted By: ~~CORSO, KIMBERLY~~	Date Submitted: 10/07/2020 12:38 pm EDT
Acknowledged By: ~~CORSO, KIMBERLY~~	Date Acknowledged: 12/11/2020 1:04 pm EST
Finalized By: N/A	Date Finalized : Unfinalized

Date: 10/6/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: 1st Grade Teacher

School: GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area: Elem/All

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b. Teachers plan instruction appropriate for their students.
Standard d. Teachers integrate and utilize technology in their instruction.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

Activities and Actions:

- Assessments being used to monitor data (anecdotal notes, checklists, iReady Diagnostic, DRA, Word Analysis, Unit Assessments, Link-It Benchmarks)

- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star

Expected Outcomes and Evidence of Completion:

Expected outcomes and evidence of completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, DRA, Word Analysis, Unit assessments.)

Resources Needed:

Anecdotal notes, Math, Reading and Writing checklists, iReady Diagnostic, DRA, Word Analysis, Unit Assessments and Link-It Benchmarks
PLC Meetings
Professional Development Trainings
School Meetings

Timeline:

Goals for Elements
Goal 2:

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

Expected outcomes and evidence of completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate

- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:
Class DoJo
Google Classroom
ClassLink Apps

Timeline:

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ████████(7610)	Title: Teacher
Building: George L. Catrambone School	Department: None
Grade: None	Evaluation Type: Tenured Teacher
Assigned Administrator: MERCKX, MICHELLE	Evaluation Cycle: 09/01/2020 - 06/30/2021
Submitted By: ████████	Date Submitted: 10/07/2020 2:10 pm EDT
Acknowledged By: ████████	Date Acknowledged: 12/16/2020 1:12 pm EST
Finalized By: N/A	Date Finalized : Unfinalized

Date: 10/7/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: Teacher

School: GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

4b Teachers plan instruction appropriate to their students.
4d Teachers integrate and utilize technology in their instruction

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- Assessments being used to monitor data- (anecdotal notes, checklists, informal q&a, iReady Diagnostic, DRA upon student return, Running Record   Unit Assessments)

- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star

Expected Outcomes and Evidence of Completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, iReady EOY assessment, DRA, Word Analysi

Resources Needed:

sufficient time to analyze student data and plan instruction accordingly

Timeline: 2020-2021 school year

Goals for Elements
Goal 2:

Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate

- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

training and sufficient time to familiarize myself with platform navigations

Timeline: 2020-2021 school year

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ██████████)

Building: George L. Catrambone School

Grades: Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Assigned Administrator: ALONZO, JESSICA

Submitted By: ██████████

Acknowledged By: ██████████

Finalized By: N/A

Title: Teacher

Department: None

Evaluation Type: Tenured Teacher

Evaluation Cycle: 09/01/2020 - 06/30/2021

Date Submitted: 10/06/2020 2:06 pm EDT

Date Acknowledged: 10/13/2020 12:59 pm EDT

Date Finalized : Unfinalized

Date:	10/6/2020
School Year:	2020-2021

Year:

Tenured

Position/Subject Area:	Teacher
School:	GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:	Second Grade

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- List the assessments being used to monitor data (anecdotal notes, checklists, iReady Diagnostic, SRI, Unit Assessments)
- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.
- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star

Expected Outcomes and Evidence of Completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.
- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, SRI, Unit assessments.)

Resources Needed:

PLC, Faculty meetings, PD workshops, educational journals

Timeline:	One school year

Goals for Elements
Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate

- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:
PLC, Faculty meetings, PD workshops, educational journals

Timeline: One school year

Plan:

Individual

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: A████████(7191)

Building: George L. Catrambone School

Grade: None

Assigned Administrator: ALONZO, JESSICA

Submitted By: ████████

Acknowledged By: J████████

Finalized By: N/A

Title: Teacher

Department: None

Evaluation Type: Tenured Teacher

Evaluation Cycle: 09/01/2020 - 06/30/2021

Date Submitted: 10/06/2020 2:14 pm EDT

Date Acknowledged: 12/08/2020 7:55 am EST

Date Finalized : Unfinalized

Date: 10/6/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: Teacher

School: GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

Activities and Actions:
- Anecdotal notes, checklists, iReady Diagnostic, SRI, DRA, and Unit Assessments
- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.
- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star

Expected Outcomes and Evidence of Completion:

Outcomes:
Expected outcomes and evidence of completion:
- All students regardless of baseline data will show improvement based on end of the year expectations.
- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (iReady Diagnostic, SRI, DRA, and Unit Assessments)

Resources Needed:

PLCs
Professional Development Days
Department Meetings

Timeline:

Goals for Elements
Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

Activities and Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

Expected outcomes and evidence of completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate

- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

Access to technology for each student and teacher
Log in and user names for students
Ability to prerecord how to videos to share with students and families
PLCs
Professional Development Days
Department Meetings

Timeline:

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ▓▓▓▓▓▓▓▓▓▓▓▓▓▓ (8287)

Building: George L. Catrambone School

Grade: None

Assigned Administrator: MERCKX, MICHELLE

Submitted By: ▓▓▓▓▓▓▓▓▓▓▓▓▓▓

Acknowledged By: ▓▓▓▓▓▓▓▓▓▓▓▓▓▓

Finalized By: N/A

Title: Teacher

Department: None

Evaluation Type: Non-Tenured Teacher Yr 2

Evaluation Cycle: 09/01/2020 - 06/30/2021

Date Submitted: 11/30/2020 7:28 am EST

Date Acknowledged: 12/15/2020 2:11 pm EST

Date Finalized : Unfinalized

Date: 11/30/2020

School Year:

Year:

2

Position/Subject Area: Teacher 3rd grade

School: GLC

Mentor:
(Required in the first
three years for all
beginning teachers)
Jussara Lins

Position/Subject Area: Teacher 3rd grade

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b. Teachers plan instruction appropriate for their students.

Standard 4d. Teachers integrate and utilize technology in their instruction.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- Link IT, iReady Diagnostic, PARCC, Unit Assessments)

- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star

Expected Outcomes and Evidence of Completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, Unit assessments.)

Resources Needed:

Timeline:

Goals for Elements
Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner
- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate
- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

Timeline:

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ████████ (5266)

Building: George L. Catrambone School

Grade: None

Assigned Administrator: MERCKX, MICHELLE

Submitted By: ████████

Acknowledged By: ████████

Finalized By: N/A

Title: Teacher

Department: None

Evaluation Type: Tenured Teacher

Evaluation Cycle: 09/01/2020 - 06/30/2021

Date Submitted: 10/07/2020 10:23 am EDT

Date Acknowledged: 12/20/2020 6:48 pm EST

Date Finalized : Unfinalized

Date: 10/7/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: Teacher/ELA

School: GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b and 4d.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- Assessments being used to monitor data (anecdotal notes, checklists, iReady Diagnostic, SRI, DRA, Unit Assessments)

- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star

Expected Outcomes and Evidence of Completion:

Expected outcomes and evidence of completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, SRI, DRA, Unit assessments.)

Resources Needed:

Timeline:

Goals for Elements

Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner
- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate
- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

Timeline:

Plan:

Individual

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ████████(6173)
Building: George L. Catrambone School
Grade: None
Assigned Administrator: ALONZO, JESSICA
Submitted By: ████████
Acknowledged By: ████████
Finalized By: N/A

Title: Teacher
Department: None
Evaluation Type: Tenured Teacher
Evaluation Cycle: 09/01/2020 - 06/30/2021
Date Submitted: 10/08/2020 1:41 pm EDT
Date Acknowledged: 01/22/2021 2:31 pm EST
Date Finalized : Unfinalized

Date: 10/8/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: teacher/math

School: GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:
Standard 4b
Standard 4d

B. Teacher's Strategies

Goals for Elements
Goal 1:

Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- Anecdotal notes, checklists, iReady Diagnostic, PARCC, Unit Assessments

- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

- Monitor progress during small group instruction and respond and act on new data that reveals growth in specific skills and standards.

Expected Outcomes and Evidence of Completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (iReady assessments, Unit assessments.)

Resources Needed:
PLC meeting time
assessments (iReady/Unit Assessments, checklists, notes)
data

Timeline: Sept. 2020 - June 2021

Goals for Elements
Goal 2:

4d
Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner
- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

Expected outcomes and evidence of completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate
- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:
Class Link
Computer
Connect Ed, iReady, ST Math
Google Classroom

Timeline: Sept. 2020 - June 2021

Plan:
Individual

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

Date:	10/9/2020
School Year:	2020-2021
Year:	

Tenured

Position/Subject Area:	4th Grade ELA
School:	GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b. Teachers plan instruction appropriate for their students.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs

Activities/Actions:

- List the assessments being used to monitor data (anecdotal notes, checklists, iReady Diagnostic, SRI, DRA, Dibels, Word Analysis, PARCC, Unit Assessments)
- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.
- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond and act on new data that reveals growth in specific skills and star
- *Specials Team: Activities & Actions can be modified for your specific domain.*

Expected Outcomes and Evidence of Completion:

Expected outcomes and evidence of completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.
- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, SRI, Dibels, DRA, Word Analysis, Unit assessr
- *Specials Team: Outcomes can be modified for your specific domain.*

Resources Needed:

Planning time.

Timeline:	2020-2021 School Year

Goals for Elements
Goal 2:

4d. Teachers integrate and utilize technology in their instructionTeachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and

collaborate.

Activities/Actions:

Activities and Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

Outcomes:

Expected outcomes and evidence of completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate

- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

Timeline: 2020-2021 School Year

Plan:

Individual

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ████████ (4676)
Building: George L. Catrambone School
Grade: None
Assigned Administrator: MERCKX, MICHELLE
Submitted By: ████████
Acknowledged By: ████████
Finalized By: N/A

Title: Teacher
Department: None
Evaluation Type: Tenured Teacher
Evaluation Cycle: 09/01/2020 - 06/30/2021
Date Submitted: 10/09/2020 12:59 pm EDT
Date Acknowledged: 12/21/2020 7:23 am EST
Date Finalized : Unfinalized

Date: 10/8/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: 5th Grade ELA

School: George L. Catrambone

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- Anecdotal notes, checklists, iReady Diagnostic, SRI, PARCC, Weekly Assessments, Unit Projects, Unit Performance Tasks

- Plan instruction aimed at improving students in specific skills and standards regardless of their starting point.

- Coordinate planning with the ELA team to prepare material that will facilitate higher level learning for the entire grade level.

- Monitor progress during small group instruction and/or guided reading elements of the lesson and respond to student needs for specific skills.

Expected Outcomes and Evidence of Completion:

- All students regardless will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (iReady Diagnostic, SRI, Weekly Assessments, Unit Perf

Resources Needed:
-planning time
-previous years data

Timeline: To be addressed at the end of the year.

Goals for Elements

Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with the ELA team to prepare material that will facilitate higher level learning for the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate

- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

-updated programs and applications
-professional development
-planning time with collogues

Timeline:

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

User Information

Name: ████████(6162)	Title: Teacher
Building: George L. Catrambone School	Department: None
Grade: None	Evaluation Type: Tenured Teacher
Assigned Administrator: ALONZO, JESSICA	Evaluation Cycle: 09/01/2020 - 06/30/2021
Submitted By: ████████	Date Submitted: 10/08/2020 2:56 pm EDT
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized : Unfinalized

Date: 10/8/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: teacher

School: GLC

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area: 5th Grade

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

Standard 4b

Standard 4d

B. Teacher's Strategies

Goals for Elements
Goal 1:

Standard 4b. Teachers plan instruction appropriate for their students.Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Activities/Actions:

- anecdotal notes, Everyday math checklists, Link It assessments, iReady Diagnostics, Unit Assessments

- Plan instruction that is tailored to strengthen, improve, and move students to progress in specific skills and standards regardless of their starting point. This includes meeting

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

- Monitor progress during small group instruction and respond and act on new data that reveals growth in specific skills and standards.

Expected Outcomes and Evidence of Completion:

- All students regardless of baseline data will show improvement based on end of the year expectations.

- Evidence of completion includes data analysis that reveals students have progressed on grade level assessments (Link IT, I Ready, Unit assessments.)

Resources Needed:

-Formative assessments from diagnostic tests (Link It, I REady, and unit assessments)
-Summative assessments
-Time for PLCs

Timeline:

Goals for Elements
Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner
- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili
- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:
- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate
- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:
- Professional development opportunities on technology and new programs
- Time for PLCs

Timeline:

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

Date: 10/8/2020

School Year: 2020

Year:

Tenured

Position/Subject Area: Music Teacher

School: George L.Catrambone

**Mentor:
(Required in the first three years for all beginning teachers)**

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

IV c   Teachers use a variety of instructional materials.

IV d   Teacher integrate and utilize technology in their instruction

B. Teacher's Strategies

**Goals for Elements
Goal 1:**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Activities/Actions:

Eurhythmics will be incorporated for students in Gr 1, 2, and 3. to feel and learn the music elements. Students will use percussive instruments as well as their bodies to learn the music elements. Teacher observation, exit slips and tests will be used as assessments.
Students in Grades 3, 4, 5 will be actively engaged in visual, auditory and cognitive learning when learning the different elements of music.
Exit slips, teacher observation, students' assignments, and tests will be used to assess students' proficiency.

Expected Outcomes and Evidence of Completion:

Students will have shown improvement in learning and mastering the music elements for that particular grade level.

Resources Needed:
Percussive instruments, Google classroom for each grade, Google slides, student's laptop, rhythm cups and technology

Timeline:

**Goals for Elements
Goal 2:**

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

- Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate
- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

Continued workshops on how to implement various digital apps for the classroom.

Timeline:

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Teacher Professional Development Plan

User Information

Name: ~~Kxxxxxxxxxxxxx~~	Title: Teacher
Building: George L. Catrambone School	Department: None
Grade: None	Evaluation Type: Tenured Teacher
Assigned Administrator: MERCKX, MICHELLE	Evaluation Cycle: 09/01/2020 - 06/30/2021
Submitted By: ~~Wxxxxxxxx~~	Date Submitted: 10/08/2020 1:34 pm EDT
Acknowledged By: ~~Wxxxxxxx~~	Date Acknowledged: 11/16/2020 11:51 am EST
Finalized By: N/A	Date Finalized : Unfinalized

Date: 10/8/2020

School Year: 2020-2021

Year:

Tenured

Position/Subject Area: Library

School: George L. Catrambone

Mentor:
(Required in the first three years for all beginning teachers)

Position/Subject Area:

A. Professional Teaching Standards

Professional Teaching Standards

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Standard(s) to be addressed:

3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.

B. Teacher's Strategies

Goals for Elements
Goal 1:

Teacher will deepen students' understandings of 21st century skills and help them make their own connections and develop new skills relevant to their current lives, futures, and the world around them.

Activities/Actions:

- identify relationships between the state standards and life in the 21st century
- Identify relationships between the core content and 21st century content.
- Integrate core content and 21st century content throughout lesson plans and classroom instructional practices
- Utilize the ISTE Standards (formerly known as the National Educational Technology Standards) to facilitate student learning.

Expected Outcomes and Evidence of Completion:

Following the ISTE for Educators:
Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Resources Needed:

The school library provides learners opportunities to maintain focus throughout the inquiry process by:
1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning.
2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments.
3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

Timeline:

Goals for Elements
Goal 2:

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Activities/Actions:

Implement district technology resources in a proficient manner

- Utilize best practices when implementing technology to maximize instruction (help students use technology to learn content, think critically, solve problems, discern reliabili

- Coordinate planning with peers to prepare material that will facilitate learning for all learners in the entire grade level.

Expected Outcomes and Evidence of Completion:

- Student proficiency in technology improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use information, communicate
- Student engagement (i.e. student work, participation) improves as a result of using technology to learn content, think critically, solve problems, discern reliability, use inform

Resources Needed:

- attend PD sessions to learn new and relevant prgrams available to maximize student learning

Timeline: October 2020-May 2021

Plan:

Professional Development Plan--Mid-Year Review

To be completed by:

C. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

D. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments:

Professional Development Plan--End-of-Year Review

To be completed by:

E. Evidence of Progress

Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced:

F. Success of Goals

Goal 1 was successfully completed.

Goal 2 was successfully completed.

G. Narrative

Teacher's Comments:

Mentor's Comments:

Administrator's Comments: