

Sample Individual Professional Development Plan (IPDP) Goals

SMART Goals

Examples of SMART goals are provided below. We suggest that every educator include at least one broad SMART goal on their IPDP similar to the one below.

RECOMMENDED SMART GOAL				
State the Action you will take	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
<i>I will continue to learn about</i>	<i>current legislation, and best practices in special education</i>	<i>In order to provide quality education and be compliant with state and federal regulations</i>	<i>By participating in professional development in-services, webinars, and professional reading.</i>	<i>Ongoing</i>

SMART goals should follow the general structure illustrated below.

I WILL (State the Action)	SAMPLE AREAS OF FOCUS (Ohio Standards for the Teaching Profession)	RATIONALE (Ohio Standards for Professional Development)
<ul style="list-style-type: none"> • Acquire information on • Analyze • Become familiar with • Become knowledgeable about • Become proficient in • Develop/design • Enhance my understanding of • Gain skills in • Implement • Incorporate • Investigate • Learn about • Learn how to • Mentor • Participate in • Research • Study 	<ul style="list-style-type: none"> • How students learn and develop • Identification, instruction and intervention for special populations • Specific academic content • Instructional strategies • Interdisciplinary content • Connection of content to life experiences and career opportunities • Diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Instructional design and delivery • Resources to support learner needs • Safe learning environment • Strategies to motivate students to work productively and assume responsibility for learning • Strategies to share responsibility with parents/caregivers to support student learning • Collaboration with other educators on projects to promote student success • Collaboration with community agencies to promote student success • Positive impact on profession (e.g. mentoring another teacher) 	<ul style="list-style-type: none"> • Increased educator effectiveness • Improved results for students • Professional learning needs • Student Learning Needs • Improved content knowledge • Develop leadership capacity • Improved academic decisions • Advocate for students • Improved classroom environment • Promote collaboration with other educators • Better use of educational resources • Improved capacity to analyze and interpret data to promote student success • Improved capacity to assess student progress • Promote professional growth

Professional Development Plan Sample

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Professional Development Plan Sample:

Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000 **Professional Development Plan** Deborah Mahaffey, Wisconsin. Department of Public Instruction, 2005 **Techwise Infant and Toddler Teachers** Patricia A. Cantor, Mary M. Cornish, 2016-10-03 This book focuses on infants and toddlers in a screen media saturated world offering guidance for teachers and parents on the role of screen media in early care and education It provides research findings and strategies to promote evidence based family centered culturally responsive and collaborative practices for healthy development *Resources in Education* ,1998 **Survive and Thrive as a Physical Educator** Alisa R. James, 2012-08-24 Stay energized and organized throughout your school year Survive and Thrive as a Physical Educator Strategies for the First Year and Beyond will help you face the unique challenges of teaching and support your development as a physical educator Practical and reader friendly Survive and Thrive as a Physical Educator is filled with the most current information plus examples based on the author s experiences as both a K 12 teacher and a college instructor who prepares future teachers You ll also find a wealth of information on handling day to day issues such as adapting to the work environment understanding the school culture communicating with parents and behavior management In addition sample letters and forms included in the book such as a typical letter to parents unit plan and PE contract offer models to use in creating your own Two appendixes provide quick access to suggested teacher resources and FAQs such as how to prepare for a substitute teacher and concerns about the tenure process Survive and Thrive as a Physical Educator offers strategies to help you get your gymnasium your equipment and yourself organized to begin the school year prepare your lessons and unit plans and deliver effective instruction for all students evaluate students progress establish rules and routines to promote good behavior and appropriate consequences for misbehavior employ a range of motivational techniques to encourage participation in your class develop positive relationships and effective communication with parents and guardians understand and navigate your workplace culture and avoid burnout and find opportunities for professional growth This practical guide will help you sharpen your teaching skills enjoy your work with students and meet the challenges of teaching whether it is your first year on the job or one of many in your physical education career **Portfolio Development for Paraeducators** Suzanne Koprowski, Carol A. Long, 2005 This book provides a comprehensive hands on format to guide the paraeducator student or the practicing paraeducator through the portfolio development process from start to finish Practical application suggestions are provided as are suggestions for reflective documentation of skills and knowledge to help paraeducators meet federal standards mandated under the No Child Left Behind Act [Standards of Quality for Adult Education Programs in Colorado](#) ,2011 *Leadership and Management* Sharon Ritchie, Barbara A. Willer, 2005 **Keeping Pace with Technology: The challenge and promise for K-12 educators** Kathleen P. King, 2002 [Instructors Resource Manual to Accompany Managing Organizational Behavior](#) Schermerhorn, 1988-03 **The Tennessee School Improvement Planning Process**

Tennessee. Department of Education,1996 **The Early Childhood Educator for Diploma** Lorraine Walker,Shelagh Miller,Sonja Tansey,2013-11-11 Revised versions of five chapters have been added to this resource to meet the requirements of CHC50113 Diploma of Early Childhood Education and Care Release 4 The chapters are BSBMGT605 Provide leadership across the organisation CHCMGT003 Lead the work team CHCPRP003 Reflect on and improve own professional practice CHCPOL003 Research and apply evidence to practice CHCPOL002 Develop and implement policy Looking for a blended digital solution Get Connect Connect is an online resource hosting an abundance of interactive learning tools to create the ultimate learning experience for your students Click here for more information The Early Childhood Educator for Diploma aligns with the CHC50113 Diploma of Early Childhood Education and Care from the CHC Community Services Training Package endorsed in July 2013 This qualification applies to all early childhood educators who are responsible for designing and implementing a curriculum in early childhood education and care services A Diploma qualified early childhood educator works to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard NQS and may have responsibility for supervision of volunteers or other staff This text has been designed to support students learning with content and activities at the appropriate Diploma level of difficulty as well as a Registered Training Organisations delivery of this valuable qualification Scope The Early Childhood Educator for Diploma provides complete coverage of twelve of the required twenty three core units of competency of the CHC50113 Diploma of Early Childhood Education and Care The remaining eleven core units are included in the companion text detailed below It also includes five elective units carefully selected to enable an overall effective introduction to the essential skills and knowledge needed to be an effective Diploma qualified early years practitioner Related titles The Early Childhood Educator for Certificate III is the companion and supporting text **Technology Literacy Challenge Fund (TLCF) Project Summaries** ,2000 **Speech, Language, and Hearing Programs in Schools** Pamela O'Connell,1997 To help you better serve special needs children PRO ED presents Speech Language and Hearing Programs in Schools A Guide for Students and Practitioners While other resources may provide the basics this book brings a comprehensive approach to improving your students communications skills Three logically organized interrelated sections Foundation Program Implementation and Contemporary Issues help readers increase their knowledge base by gaining a solid understanding of the principles and practices underpinning today s learning disability movement The ... Annual ,2000

Resources in Education ,1995 **Planning Curriculum in Personal Financial Literacy** Beth E. Ratway,Wisconsin. Department of Public Instruction,2009 *Library Jobs* Barbara I. Dewey,1987 *Supervisory Leadership* Allan A. Glatthorn,1990 Leadership for Highly Successful Middle Level Schools Jerry W. Valentine,2004

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