

Goals for Professional Growth:

- Acknowledge quality work already being done by faculty
- Provide opportunities to improve student learning and enhance professional growth

Content Area and/or Standards & Benchmarks

Content pertains to your specific major area of study.

Area of professional concentration i.e. Occupational Therapy, Science, Math

- Collaborative team works on Standards & Benchmarks to develop unit plans and implements them
- Department develops and implements a Science curriculum map linked to Standards & Benchmarks and/or writes a common lesson or assessment
- PT/OT develops a partial weight bearing protocol
- Art teacher takes a course in sculpture/ceramics and implements lesson design using knowledge obtained from the course
- Regular education teacher or pupil services staff member engages in self-guided study in a particular area such as bi-polar, attention deficit, oppositional defiant disorder and develops a plan of behavior strategies for the classroom.

Assessment

Assessment is the knowledge base and application of different types of assessments given in areas of professional concentration linked to Standards & Benchmarks. Assessment allows professionals to select and develop the appropriate evaluation tool and links it to standards and benchmarks

- PT/OT research and implement functional assessments
- Develop common assessments such as end of course, performance assessments that are linked to Standards and Benchmarks.
- School Improvement Teams create formative assessments to close an achievement gap using student achievement data.
- Art teacher creates student portfolios and students use teacher-made to evaluate their progress over time
- PE Teacher develops lessons using fitness gram; students track and monitor their performance over time using data.

Reading Strategies

Incorporate the components of Guided Reading and/or other reading strategies in a Balanced Literacy model to assist students to read and communicate in different content areas at their instructional and independent reading levels.

- Study team researches and develops reading strategies to use in the classroom and tracks student improvement over time
- English & Science teachers develop common reading strategies to implement in courses and track student improvement over time
- Speech and Language specialists set up communication devices to assist students
- PE teacher develops a series of lessons focusing on reading and following rules of game play
- Guidance counselor will create a series of activities requiring students to read and research career opportunities.

Elementary and Secondary Education Act (NCLB) and District/School Improvement Plans **Using Goals and data**

Elementary and Secondary Education Act necessitates that districts, schools and faculty members develop and implement plans that focus on improved learning for all students using data.

- Analyze WKCE scores and develop assessments to improve student learning using student data
- Serve as a qualified mentor
- Participate on BLT for a year term
- Analyze school/department/grade level common assessments data to improve instruction
- Head building rep gives a presentation to new teachers/staff on how the district communication model works to implement District School Initiatives to support student learning
- Serve as head association building rep for year long project to promote problem-solving leadership with appropriate documentation such as a log to be reviewed by association president or designee in conjunction with administration
- Special education assistive tech team assess a special education student's needs and determines what technologies are necessary to allow the student's access to the curriculum.

Differentiation refers to specific accommodations and/or modifications of classroom instruction and assessment to meet the needs of individual students.

- Develop instructional levels to incorporate choice within assessments to meet standards and benchmarks for all students
- Develop accommodations for Learning Disabled students to close achievement gap using data to instruct and modify teaching.
- Incorporate multiple intelligences to develop formative assessments in teaching that lead to culminating summative assessments
- Music teacher designs and implements lessons that teach one group of students to clap out rhythms, one group of students to explain rhythm patterns, and one group of students to compare rhythm patterns in writing.

Six-Trait Writing

Six-Trait Writing is having a common language with the 6 Traits of writing. The Six-Trait model guides students in becoming effective communicators, writers, and thinkers in all curricular areas.

- Develop writing unit that emphasizes a trait or traits utilizing writers workshop within a Balanced Literacy Model
- Develop and utilize writing process using peer editing and rubrics for feedback and improvement using student data over time. The student may monitor his/her progress over time.
- OT teams with a teacher to develop the writing process e.g. handwriting without tears
- Math teacher incorporates problem-of-the week requiring students to solve a problem and then explain the process in words in a weekly learning log using the traits of organization, word choice in mathematics, and ideas/content.
- Science teacher designs lessons using scientific method and requires students to do a lab write-up using the traits of organization, word choice in science, and ideas/content.

Procedures

For the first year, a teacher/educator may opt a combination from 2 topics out of the six topics to obtain 3 units. Commencing with the 2005-2006 school year, teachers will obtain 9 units in a three-year period from four of the six topics. Those currently on the second or third step within their block would need to acquire 6 or 3 units respectively during the present 3-year block.

From the 2005-2006 school year forward once a teacher/educator reaches 9 units of professional growth units with verification occurring in the third year, the teacher submits a verification form and the attached products to the building principal. The building principal reviews and submits all forms to Instructional Services or Pupil Services for final approval and submission to Human Resources for movement on the salary schedule. A teacher/educator may receive college credit and also apply it to vertical and horizontal movement on the salary schedule. Teacher/educator will receive feedback on their professional growth products. For the first year of implementation (the 2004-05 school year), as well as succeeding years, feedback will be given.

Official verification forms will be completed in triplicate; one copy for the teacher, building, and administration office: Teachers/educators are responsible for holding copies of verification form(s) and products. Verification forms will be signed by the building administrator and/or the appropriate district office administrator in conjunction with association president or designee when appropriate to association units. **It will be the teacher's responsibility for maintaining this portfolio. The teacher must maintain his/her portfolio; failure to do so may cause a teacher to lose his/her approval for salary advancement.**

2005-2006

Following the guided practice phase, teachers will complete 9 units in a three-year time frame. Teachers will select at least 4 of the 6 topics to earn their 9 units. Verification of the professional growth unit(s) and product will be signed by the building administrator and the district administrator.

For the initial educator, Professional Development Plans must be linked to West Allis-West Milwaukee School District Initiatives within one of the six topics.

The following describes district units. For example,

.5 Unit

- 1 day workshop/staff development with a product for classroom implementation
- Association leadership role (for a year long responsibility) demonstrates proactive leadership in promoting improved student learning and district initiatives. Appropriate documentation/products such as a log, minutes will be reviewed and verified by the executive board of the association and district administrator.

1.0 Unit

- Teacher instructs a course/workshop in one of the initiatives to staff members
- Teacher leads/instructs staff development session
- Weeklong workshop Sally Ride
- Year long collaborative study group that implements an initiative and collects data to demonstrate its effectiveness on learning
- BLT year long member who provides leadership and implementation at the building level
- Serve as a mentor to provide instructional support to an initial educator and/or new educator to the district

2.0 Unit

- 3 credit approved course connected to one of the six topics (45 hrs. of coursework)

***Other options may be available based on district approval.**

***Note: Teachers may obtain 3 graduate credits and move toward an advanced degree on the salary schedule as well as move vertically on the salary schedule to obtain salary advancement.