**Administrator Professional Development Plan**

**EXAMPLE 1**

**What is the current reality at your school? (What conditions have created the need for the change?)**

~At the beginning of the year I have good intentions about spending more time in classrooms, but this always goes by the wayside as the year gets busier. I know I should be a better instructional leader and monitor classrooms regularly, but I’m not sure how to make this happen. Since we’re going to be implementing SIM I feel I need to know more about it and what it looks like in the classroom. I think SIM will make a difference, but I want to make sure that it does. Maybe I should focus first on the content enhancement routine that we’re starting with, e.g. the concept mastery, concept comparison, unit plan. There are so many things that I could change, it’s tough to narrow it down. (Here’s where the PDer can help.)

**What would you specifically like to target for change?**

I want to regularly observe teachers using the Concept Enhancement Routine, collect data about how they are using the routine, so I can support teachers use the routine effectively. If the teachers are using the routine effectively we should see a difference in student learning, e.g. unit tests and quizzes.

**When the change is made, what will it look like? How will it be different from the current reality?**

I will have lots of data to show how the content enhancement routine has been implemented. I can share this data with teachers and with the PD’er. Right now I collect data about lessons a taught, but there is no specific focus. I observe whatever I want to observe, and it may or may not be connected to our school improvement plan. I will spend more time in classrooms during instruction and become a more integral part of the instructional team of teachers.

**What are the next steps you need to take to help yourself and the school move from the current reality to the desired outcomes?**

~Learn Cue Do Review (from the PD’er)

~Create an observation checklist to gather data about Cue Do Review (with the PD’er’s help.)

~Share the checklist with teachers and ask them for feedback on it.

~Give teachers a choice whether they want to tape a lesson where they use Cue Do Review.

~Schedule five observations per week where I observe Cue Do Review.

~Practice using the checklist with the PD’er, so I’m accurate in collecting data.

~Change one staff meeting a month, so we have time to share ideas about SIM.

~Share the data I collect with teachers and have them talk about it in groups at a staff meeting. The PDer could return and make observations coaching teachers as well as me.

~Set up weekly conference calls with the PD’er to check in on my progress.

**What support and resources do I need to get there?**

~The SIM PD’er will work with me to learn Cue Do Review, construct an observation tool, and observe with me using the tool, so I know what I’m looking for.

~Change my schedule, so that observations are put on the calendar as sacred cows not to be interrupted.

~All of the nuts and bolts items that come up in staff meetings will need to be handled through email communications. I will need to talk with staff about how best to do this, so they aren’t bombarded.

~I’ll need to meet with my supervisor to make sure I have her support, because there are so many priorities on our plates. I think she’ll be very supportive, but I want to make sure she is aware of the work I am doing.

**How will I know the goal has been met? (What evidence will I have?)**

The data I collect on Cue Do Review will show that teachers are using it with 90% accuracy.

Teachers will provide feedback about whether the data from observations are helping them.

Unit quizzes and unit tests will show greater growth when CE routines are used than when they’re not.

My calendar will show that I observed Cue Do Review an average of five classes per week, and the agendas will show that one staff meeting per month was devoted to collaborating about SIM.

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