

# **APPENDIX B**

## **Individual Professional Development Plans**



# ***Appendix B:***

## ***Individual Professional Development Plans***

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### **Overview**

Throughout this Guide, there has been an emphasis on building professional development programs based upon the needs of individuals — especially on needs that are of special interest to educators, themselves, rather than needs identified by an outside observer or based on trends of the moment.

Appendix A presents several “formats” for assessing needs and for developing profiles of teachers, professional development specialists, and administrators. Other forms of needs assessment include feedback from workshops and conferences, needs based on student feedback, needs derived from peer observations or peer interactions, and, of course, needs suggested by supervisors and administrators.

### **Formal and Informal Agreements**

There are two basic ways of approaching individual, professional development plans: formal and informal agreements. Formal agreements signed by both parties, have the advantage of insuring that both the professional development participant and the supervisor clearly understand the parameters, expectations, and support provided by the program. The disadvantage of this approach is that persons formerly in a “laissez faire” situation may perceive a formal contract as a punitive requirement. To avoid such misunderstanding informal agreements may be used in place of formal ones.

Informal measures seem to be appropriate in situations where in programs are relatively small, few teachers are involved, and administrative/instructional relationships are close. An informal approach often involves an interview or meeting between an instructor and an administrator, coordinator, lead teacher, or other supervisory person. The interview, although it is informal, needs some structure and an agreed-upon conclusion.

One approach might include using the Self-Directed Professional Development Agreement or the Request for Professional Development Proposal examples as guides for asking informal questions covering the same basic areas. For example, you may choose to focus on the following five questions:

- What would you like to accomplish this year? (Probe: Why did you select this topic or task?)
- What specific activities do you feel will help you reach your goal? (Probe: What do you see as the timeframe for your activities?)
- What sort of financial or other support do you think you would need to complete your activities successfully? (Probe: Release-time, observations, workshop, or conference attendance, and the like.)
- How will you determine whether or not your goals were reached? (Probes: Peer or other observation, pre-post assessment, video of activities, anecdotal materials in a portfolio, or a product.)
- How do you want to present the results of your activities? (Probes: A report, a journal, a portfolio, a presentation, or entry into an on-line database.)

Regardless of whether the plan is developed in an informal or formal manner, it is important that all parties understand exactly what their role in the activity is to be, what the timelines are, and what support will be provided and from whom. Otherwise, misunderstandings and “bad feelings” can result.

### **Evaluation of Agreement Products and Processes**

As elaborated in the section on assessment and evaluation of professional development, the current state of professional development efforts does not generally include evaluation activities beyond the level of participant satisfaction. If professional development is worthy of time, effort, and funding, it is surely worth some measure of accountability; and that measure of accountability is most easily determined at the time that professional development activities are planned.

By asking what changes will result from the projected activity, plans can be designed to observe or measure changes; and results can be rewarding to participants and beneficial to supervisors and professional development specialists in determining the activities and conditions most likely to promote positive change.

## **Use of Samples**

The sample agreements presented in Appendix B provide agencies and individuals with alternative frameworks for designing professional development plans. These samples, themselves, have been adapted from actual documents used in various programs around the nation, or from suggestions found in various texts on adult education. As in other sections of this Guide, the intent is to provide local agencies with a model for adapting these samples to their own, real situations.



# SELF-DIRECTED PROFESSIONAL DEVELOPMENT PLAN

(Based on Needs Assessment Profile)

NAME: \_\_\_\_\_

POSITION: \_\_\_\_\_

TYPE AND LEVEL OF CLASSES: \_\_\_\_\_

TOPIC/Question to be studied or SKILL to be developed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REASON for selecting topic/skill:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

METHODS OF STUDY OR DEVELOPMENT (Inquiry/Research, Workshops/Presentations, Interviews, Observation/Feedback, Review of Literature ...):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

College  Individual

\_\_\_\_\_

IDENTIFIED RESOURCES (Print, human, fiscal, other):

\_\_\_\_\_  
\_\_\_\_\_

Types of Administrative Support:

\_\_\_\_\_

PLAN FOR EVALUATION (Questions to be answered, criteria for evaluation):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TIMEFRAME:

- Date Project Began: \_\_\_\_\_ - Anticipated Date of Completion \_\_\_\_\_  
- Benchmarks: \_\_\_\_\_ - Actual Date of Completion \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**RESULTS OF PROJECT:**

Product/Report \_\_\_\_\_ Demonstration \_\_\_\_\_ Other \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Practitioner)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Administrator/Professional Development Coordinator)





## PROPOSED PROFESSIONAL DEVELOPMENT PLAN

Because it is expected that adult educators at every level will engage in professional development activities, please submit the following proposal indicating your professional development plan for the coming year.

**NOTE:** Your plan may be accomplished individually or in collaboration with others. If you choose a collaborative project, please check the appropriate box and list all persons and their positions.

**Individual Proposal**

**Collaborative Proposal**

**Names:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Positions:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1.	<i>Please write a paragraph or two describing what you would like to accomplish (goals) and the reasons for your selection of those particular goals.</i>	
2.	<i>What specific activities do you feel will enable you to accomplish your goals? Please indicate the timeframe of all activities.</i>	
<b>ACTIVITIES</b>	<b>TIMEFRAME</b>	

3.	<i>Please detail the expenses that you would expect to be reimbursed plus any other necessary support (e.g., release-time, materials, observation opportunities, networking, progress conferences)</i>	
<b>ANTICIPATED EXPENSES</b>	<b>OTHER SUPPORT SERVICES</b>	
4.	<i>How will you evaluate whether or not your goals were achieved?</i>	
5.	<i>How and to whom would you prefer to present the results of your professional development activities?</i>	
<p><b>YOUR COMPLETED PROPOSAL SHOULD BE RECEIVED IN THIS OFFICE BY _____ . YOU WILL BE CONTACTED AS SOON AS POSSIBLE. PLEASE DO NOT BEGIN ACTIVITIES BEFORE YOUR PROPOSAL HAS BEEN APPROVED FOR FUNDING.</b></p>		
<p>Signed: _____ Administrator/Professional Development Coordinator</p>	<p>Date: _____</p>	

## PROFESSIONAL DEVELOPMENT ACTION PLAN

### DIRECTIONS

Based on the results of your needs assessment profile, please complete the following plan. Please identify each of your goals, depending on the scope of your plan. Alter space sizes as needed.

Circle your present level of proficiency for each goal in the space provided (#5 as high and #1 as low). At the completion of your plan, rate your level of goal proficiency in the second space.

The original of your completed form should be returned to \_\_\_\_\_ no later than \_\_\_\_\_ . You will be contacted prior to beginning professional development activities.

Priority			Self-Evaluation	
			Proficiency at Outset	Proficiency at Conclusion
1	Goal:		5 4 3 2 1	5 4 3 2 1
	Evaluation of Goal:			
	<b>Specific Activities:</b>	Timeline	Resources	
2	Goal:		5 4 3 2 1	5 4 3 2 1
	Evaluation of Goal:			
	<b>Specific Activities:</b>	Timeline	Resources	

3	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	<b>Specific Activities:</b>	Timeline	Resources	
4	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	<b>Specific Activities:</b>	Timeline	Resources	
5	Goal: Evaluation of Goal:		5 4 3 2 1	5 4 3 2 1
	<b>Specific Activities:</b>	Timeline	Resources	