**Waukee Community School District**

**Individual Teacher Professional Development Plan (ITPDP)**

[Insert School Year]

**SAMPLE PLAN**

**Goal** (Danielson Component/State of Iowa Criteria)**:**

To improve student behavior by supporting the building discipline goal. This action will be framed through the Positive Behavior Supports (PBS) model.

The work will be framed around the 3 questions that guide our work. Are students learning the behaviors we want them to learn? How do we know they are learning? What are we doing if they are or are not learning these behaviors?

**Data Used to Write the Goal**

Student behavior data from [the previous school yea].

Ongoing data collection during the [current school year] school year.

**Step(s):**

1. Collect data in alignment with the defined behaviors found in the PBS Manual for the Building. In some cases that is defined as minors/majors.
2. Review the behavior data to identify emerging behaviors of concern, positive behaviors being demonstrated by students (in some cases that may be more anecdotal evidence than “hard” data), locations of behaviors of concern, etc. \*\*\*Also, review progress being made on specific behavior listed in building goal, if any. For example, physical aggression (Waukee Elementary), classroom disruption (Eason Elementary), etc.
3. Design lessons to teach appropriate/positive behaviors and that support the correction of behaviors that are emerging as potential concerns based on the data. These may be focused on specific behaviors, or on locations of behaviors (i.e. playground at recess, or the lunch room), or both.
4. In tandem with these lessons, design plans to support student behavior in positive ways. For example, if

student incomplete work is emerging as an issue, the plan may include randomly providing positive rewards for the students with their homework complete at the beginning of the class period (perhaps by adding a deposit to bank account)

5. Design interventions for individual students designed to positively reinforce the desired behaviors and

at the same time allow for remediation of behavior. These students would be considered those in the “yellow” and “red” bands

6. Continue the cycle of data collection, review, lesson design and plans at the team level, and individual plans for specific students.

**Time Frame(s):**

1. Ongoing over the course of the school year.

2. Weekly or bi-weekly in grade level/color team/PLC team meetings.

3. As needed in alignment with what is occurring with the data that is being collected. Generally as a part of the weekly/bi-weekly meetings.

4. As needed in alignment with what is occurring with the data that is being collected. Generally as a part of the weekly/bi-weekly meetings.

5. As needed in alignment with what is occurring with the data that is being collected. Generally as a part of the weekly/bi-weekly meetings.

6. Based on the data being reviewed in the weekly/bi-weekly meetings.

**Evaluation(s):**

1. Is the data being collected in alignment with the agreed-upon process(es) in the building?

 Is the data being loaded into the data collection framework (i.e. HEART or spreadsheet)?

2. Did the meeting occur?

 Was a learning log completed in recording the activities discussed at the meeting?

 Were behaviors/locations identified based on the data being reviewed by the team?

 Was special attention paid to the data aligned to a behavior or behaviors defined in the building goal (i.e. physical aggression, classroom disruption, etc.)

3. Were lessons designed to teach positive behaviors as directed by the data?

 Were lessons designed to remediate behavior as directed by the data?

Were the lessons delivered/taught to the students? Did all team members participate so as to send a consistent message?

4. Were team/grade level plans to support positive behaviors/improved behavior designed?

 Was there a focus in the plans on rewarding positive behaviors of students?

 Is there alignment between the plans and the building agreements regarding major/minor behaviors?

5. Were individual student level plans to support positive behaviors/improved behavior designed?

 Was there a focus in the plans on rewarding positive behaviors of students?

 Is there alignment between the plans and the building agreements regarding major/minor behaviors? Does the plan take into account the specific, differentiated learning needs of the student?

6. Do the examples demonstrate that planning and teaching is being impacted over the school year based on student behavior data?

**Documentation:**

1. Data collection sheets are completed as agreed upon at the building level.

 Data sheets are provided to data manager (depending on how this is set up in the individual buildings).

2. Team learning log will be completed.

 Data sheets that have been reviewed as a part of the meetings.

3. Copies of the lessons to teach positive behaviors and/or to remediate behaviors.

 Copies of lesson planning books that represent when these lessons were taught to the students.

4. Copies of the plans intended to teach positive behaviors and/or to remediate behaviors.

 Examples of the types of positive supports provided to students for responding to the plans.

 Documented connections between the plans and building agreements for majors/minors.

5. Copies of the individual students plans intended to teach positive behaviors and/or to remediate

behaviors.

 Examples of the types of positive supports provided to individual students for responding to the plans.

 Documented plan that takes into account the specific, differentiated learning needs of the student.

6. Examples demonstrate that planning and teaching is being impacted over the school year based on student behavior data?

**Resource(s)/Training Needs:**

Data collection and analysis training.

Training on the types of behaviors and the way they are interpreted (i.e. minor vs. major) and handled at the classroom level and beyond.

Training in designing plans to support team behavior support/remediation and/or individual student palns.

**Reflection** (completed prior to the annual conference)**:**