



**ANNUAL PROFESSIONAL DEVELOPMENT PLAN/REVIEW**  
**School Year 2024-2025**

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Each employee should complete this form on an annual basis. Please list at least two professional goals that are attainable during this school year. For each goal, describe the strategies you will use to achieve your goal and how you will evaluate whether or not you achieved your goal

<b>PROFESSIONAL GOAL</b>	<b>STRATEGIES</b> <i>What action steps will you take to achieve your goal?</i>	<b>METHOD OF EVALUATION</b> <i>How will you measure progress or completion?</i>
1. <b>Interactions with children</b> (choose one from the back page)		
2. <b>Education/Learning</b> (classes or training towards degree or Permit)		
3.		

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TEACHERS: CLASS Domains, Dimensions, Indicators and Behavior Markers**

<b>Emotional Support</b>	<b><u>Positive Climate</u></b>				
	<i>Relationships</i> Physical proximity Shared activities Peer assistance Matched affect Social conversation	<i>Positive Affection</i> Smiling Enthusiasm Laughter	<i>Positive Communication</i> Verbal affection Physical affection Positive expectations	<i>Respect</i> Eye contact Warm calm voice Respectful language Cooperation/sharing	
	<b><u>Negative Climate</u></b>				
	<i>Negative Affect</i> Irritability Harsh voice Peer anger/aggression Disconnected or escalating negativity	<i>Punitive Control</i> Yelling Physical control Threats Harsh punishment	<i>Sarcasm/Disrespect</i> Sarcastic voice/statement Teasing Humiliation	<i>Severe Negativity</i> Victimization Physical punishment Bullying	
<b>Classroom Organization</b>	<b><u>Teacher Sensitivity</u></b>				
	<i>Awareness</i> Anticipates problems Plan appropriately Notices lack of understanding & difficulties	<i>Responsiveness</i> Acknowledges emotions Provides comfort/assistance Provides individual support	<i>Addresses Problems</i> Helps effectively & timely Helps resolve problems	<i>Student Comfort</i> Seeks support & guidance Freely participates Takes risks	
	<b><u>Regard for Student Perspectives</u></b>				
	<i>Flexibility &amp; Student Focus</i> Shows flexibility Incorporates student ideas Follows lead	<i>Support for Autonomy &amp; Leadership</i> Allows choice Lead lessons Gives student responsibility	<i>Student Expression</i> Encourages student talk Elicits ideas and/or perspective	<i>Restriction of Movement</i> Allows movement Not rigid	
	<b><u>Behavior Management</u></b>				
	<i>Clear Expectations</i> Clear expectations Consistency Clarity of rules	<i>Proactive</i> Anticipates problems Low reactivity Monitors	<i>Redirection of Misbehavior</i> Effective redirection Attention to positive Subtle clues to redirect Effective redirection	<i>Student Behavior</i> Frequent compliance Little aggression & defiance	
<b>Instructional Support</b>	<b><u>Productivity</u></b>				
	<i>Maximizing Learning Time</i> Provision of activities Choice when finished Few disruptions Effective completion of managerial tasks	<i>Routines</i> Students know what to do Clear instructions Little wandering	<i>Transitions</i> Brief Learning opportunities Explicit follow through	<i>Preparations</i> Materials ready & accessible Knows lessons	
	<b><u>Instructional Learning Formats</u></b>				
	<i>Effective Facilitation</i> Teacher involvement Effective questioning Expanding involvement	<i>Variety of Modalities &amp; Materials</i> Range of auditory, visual & movement Interesting & creative materials Hands-on opportunities	<i>Student Interest</i> Active participation Listening Focused attention	<i>Clarity of Learning Objectives</i> Advanced organizers Summaries Reorientation statements	
<b>Instructional Support</b>	<b><u>Concept Development</u></b>				
	<i>Analysis &amp; Reasoning</i> Why & how questions Problem solving Prediction/experimentation Evaluation	<i>Creating</i> Brainstorming Planning Producing	<i>Integration</i> Connect concepts Integrates with previous knowledge	<i>Connection to Real World</i> Real world applications Related to student lives	
	<b><u>Quality of Feedback</u></b>				
<i>Scaffolding</i> Hints Assistance	<i>Feedback Loops</i> Back & forth exchanges Persistence by teacher Follow-up questions	<i>Prompting Thought Processes</i> Ask students to explain Queries responses & actions	<i>Providing Info</i> Expansion Clarification Specific feedback	<i>Encouragement &amp; Affirmation</i> Recognition Reinforcement Student persistence	
<b>Instructional Support</b>	<b><u>Language Modeling</u></b>				
	<i>Frequent Conversation</i> Back & forth exchanges Contingent responding Peer conversations	<i>Open-ended Questions</i> Questions require more than one-word response Students respond	<i>Repetition &amp; Extension</i> Repeats Extends/elaborates	<i>Self &amp; Parallel Talk</i> Maps own action language Maps students action language	<i>Advanced Language</i> Variety of words Connected to familiar concepts &/or ideas

**AIDES/CCAs: Creative Curriculum: Interact with children in positive ways that support development and learning**

- Shows affection and caring
- Speaks with children respectfully
- Listens attentively and responds appropriately to what children say
- Guides children's behavior in positive ways
- Interacts with individuals and groups in ways that support curricular objectives
- Shows awareness of what is going on in other parts of the classroom

