

SMART Professional Development goals are:

- Specific – *What? Why? How?*
- Measurable – *How will I measure progress & know when I've achieved my goal?*
- Attainable - *Is my goal challenging but still possible to achieve?*
- Realistic – *Is this goal do-able?*
- Time-bound – *What is my timeframe for this goal?*

Directions: Use the SMART goal strategy to identify 1-3 Professional Development goals identified as priorities for the coming year and complete the grid below.

Professional Development Goal(s) for 2014-2015 <i>What do I hope to accomplish?</i>	Reason for Choosing this Goal <i>How will this impact my learners? How will this help me do my job?</i>	Steps & Strategies for Meeting this Goal <i>What PD resources do I expect to use to meet this goal?</i>	Measure of Achievement <i>How will I know that I have achieved this goal?</i>
<p>Increase general and specific technology skills to utilize in the classroom, especially the use of the Smart Board and/or the use of laptops and/or iPads.</p>	<p>In recognition of various learning styles, teachers need to provide feedback and present information in a variety of ways.</p> <p>The technology skills teachers possess directly affect their ability to teach technology to the learners.</p> <p>Smart Board and/or computer-based lessons will benefit learners preparing for the 2014 GED.</p>	<p>Participate in available district professional development on Smart Board usage. Also, attend other available PD through organizations such as the MLC regarding the effective use of technology in the adult classroom.</p> <p>Attend regional trainings and Summer Institute sessions about embedding technology within the classroom.</p> <p>Utilize training concepts in the classroom.</p>	<p>Development of learning activities where learners interact directly with the Smart Board or are using laptop computers for in-class research, web-based lessons or keyboarding practice, especially for GED test preparation.</p> <p>Create PowerPoint presentations for beginning of year classroom orientation and/or introduction to GED tests.</p> <p>Have learners demonstrate proficiency in new technology skills by program/school year end.</p>

<p>Provide resources that learners can review, as homework, independently outside of the classroom</p>	<p>Regardless of attendance patterns or skill level, learners will be able to independently review, as homework, relevant learning materials and make progress in basic academic skills.</p> <p>Regardless of attendance patterns or skill level, the teacher will be able to attend to learners individually and be better able to understand their needs.</p>	<p>Professional ideas and feedback to help identify materials and methods for implementation.</p> <p>Time: To organize, collect and prioritize materials.</p> <p>Materials: To be determined.</p>	<p>Observation: Learners independently choose relevant learning materials and engage with them.</p> <p>Learner Feedback: Elicit feedback regarding perceived relevance and effectiveness of independent learning materials.</p>
<p>Continue to explore effective teaching strategies regarding the 2014 GED extended response items for the RLA and social studies tests and the short answer response for the science test.</p>	<p>Since the format of the RLA essay and the inclusion of extended response/short answer items on the social studies and science tests are notable changes in the 2014 GED, the development of new teaching strategies/lesson plans regarding these items will benefit the learners.</p>	<p>Determine appropriate curriculum to practice in-class extended response writing.</p> <p>Review GED Testing Service webinars and attend available MDE/ATLAS regional workshops/Summer Institute on extended response writing for the 2014 GED.</p>	<p>Classroom use of curriculum and related lesson plans for extended response items with GED learners.</p>
<p>Research “transition skills” to gain a better understanding of the interpretations and increase awareness surrounding how to integrate these skills into daily lesson plans.</p>	<p>Learners will realize the importance of transition skills, and teachers will learn more about how to embed these skills into their daily lesson plans to benefit all learners.</p>	<p>Review ideas from in-house ACES training in order to incorporate the most relevant information and skills for classroom use.</p> <p>Attend sessions related to transition skills at regional trainings and at Summer Institute.</p>	<p>Lesson plans will be tailored and modified or created to incorporate transition skills into each.</p> <p>Share lesson plans with embedded transition skills in small group sessions at in-house staff meetings.</p>

Signature - ABE Staff Member

Signature - ABE Program Coordinator

Date