

## Professional Development Plan for [Employee Name]

*Include as many learning needs as required to achieve your agreed-upon objectives for the upcoming year.*

<b>Learning and Development Need</b>  <i>Provide a specific description of the desired changes (e.g. skills gained, knowledge acquired, topics/themes/content covered)</i>	<b>Type of Development</b>  <i>Examples:</i> <ul style="list-style-type: none"> <li>• course or workshop</li> <li>• conference</li> <li>• self-development (research or reading)</li> <li>• coaching or mentoring</li> <li>• job shadowing</li> <li>• project work</li> <li>• committee membership</li> </ul>	<b>Timeline</b>  <i>Examples:</i> <ul style="list-style-type: none"> <li>• end of April</li> <li>• to be completed in the next 6 months</li> <li>• over next 1-2 years</li> </ul>	<b>Who is Responsible?</b>  <i>Examples:</i> <ul style="list-style-type: none"> <li>• staff member</li> <li>• manager to arrange</li> <li>• staff member to work with team and manager</li> </ul>	<b>Comments</b>  <i>Examples:</i> <ul style="list-style-type: none"> <li>• resource requirements</li> <li>• additional notes</li> </ul>
Gain additional skills in Microsoft Excel to increase my knowledge and improve my efficiency in daily tasks	Attend intermediate and high level Excel courses through UW–Madison face-to-face or online. Partner with peer staff to learn new Excel functions.	Complete by the end of my next 6-month review period.	I will research available coursework in mid or upper-level Excel skills and seek approval from my manager. I will find a peer team member to shadow and learn new Excel skills.	
Explore my interests in the field of finance, with an emphasis on data analytics.	Attend one regional conference and research how my interests in data analytics will specifically enhance my current position.	Complete conference and occupational research before the end of my annual summary evaluation discussion.	I will research and seek approval to attend the next annual conference and provide a summary to my manager of what the conference provides attendees. I will explore my interests in data analytics and share my findings to my manager.	

# Professional Development Plan Sample

**John R. Schermerhorn**



## **Professional Development Plan Sample:**

*Targets for Teachers* Judy K. Werder Sargent, Ann E. Smejkal, 2000      *Professional Development Plan* Deborah Mahaffey, Wisconsin. Department of Public Instruction, 2005      *Techwise Infant and Toddler Teachers* Patricia A. Cantor, Mary M. Cornish, 2016-10-03 This book focuses on infants and toddlers in a screen media saturated world offering guidance for teachers and parents on the role of screen media in early care and education It provides research findings and strategies to promote evidence based family centered culturally responsive and collaborative practices for healthy development      **Resources in Education** ,1998      **Manual for Career Development Programs** California State Personnel Board, 1972      **Survive and Thrive as a Physical Educator** Alisa R. James, 2012-08-24 Stay energized and organized throughout your school year *Survive and Thrive as a Physical Educator Strategies for the First Year and Beyond* will help you face the unique challenges of teaching and support your development as a physical educator Practical and reader friendly *Survive and Thrive as a Physical Educator* is filled with the most current information plus examples based on the author s experiences as both a K 12 teacher and a college instructor who prepares future teachers You ll also find a wealth of information on handling day to day issues such as adapting to the work environment understanding the school culture communicating with parents and behavior management In addition sample letters and forms included in the book such as a typical letter to parents unit plan and PE contract offer models to use in creating your own Two appendixes provide quick access to suggested teacher resources and FAQs such as how to prepare for a substitute teacher and concerns about the tenure process *Survive and Thrive as a Physical Educator* offers strategies to help you get your gymnasium your equipment and yourself organized to begin the school year prepare your lessons and unit plans and deliver effective instruction for all students evaluate students progress establish rules and routines to promote good behavior and appropriate consequences for misbehavior employ a range of motivational techniques to encourage participation in your class develop positive relationships and effective communication with parents and guardians understand and navigate your workplace culture and avoid burnout and find opportunities for professional growth This practical guide will help you sharpen your teaching skills enjoy your work with students and meet the challenges of teaching whether it is your first year on the job or one of many in your physical education career      **Portfolio Development for Paraeducators** Suzanne Koprowski, Carol A. Long, 2005 This book provides a comprehensive hands on format to guide the paraeducator student or the practicing paraeducator through the portfolio development process from start to finish Practical application suggestions are provided as are suggestions for reflective documentation of skills and knowledge to help paraeducators meet federal standards mandated under the No Child Left Behind Act      **Standards of Quality for Adult Education Programs in Colorado** ,2011      **Leadership and Management** Sharon Ritchie, Barbara A. Willer, 2005      Management John R. Schermerhorn, Jr., Robert L. Holbrook, Jr., 2005-09-28 Whether readers are already in the workplace or about to embark on a career this

leading text and reference will help them learn how to take better charge of their personal life and professional development. It uncovers the essentials of management as they apply within the contemporary work environment. Particular attention is paid to cultural diversity, the global economy, ethical behavior, and social responsibility, and the use of technology. Keeping Pace with Technology: The challenge and promise for K-12 educators Kathleen P. King, 2002 **An Introductory Guide to EC Competition Law and Practice** Valentine Korah, 1994 Instructors Resource Manual to Accompany Managing Organizational Behavior Schermerhorn, 1988-03 *Management* John R. Schermerhorn, 2006 8th ed update has expanded theme Personal management a career focus Memorandum **The Early Childhood Educator for Diploma** Lorraine Walker, Shelagh Miller, Sonja Tansey, 2013-11-11 Revised versions of five chapters have been added to this resource to meet the requirements of CHC50113 Diploma of Early Childhood Education and Care Release 4. The chapters are BSBMGT605 Provide leadership across the organisation CHCMGT003 Lead the work team CHCPRP003 Reflect on and improve own professional practice CHCPOL003 Research and apply evidence to practice CHCPOL002 Develop and implement policy. Looking for a blended digital solution Get Connect Connect is an online resource hosting an abundance of interactive learning tools to create the ultimate learning experience for your students. Click here for more information. The Early Childhood Educator for Diploma aligns with the CHC50113 Diploma of Early Childhood Education and Care from the CHC Community Services Training Package endorsed in July 2013. This qualification applies to all early childhood educators who are responsible for designing and implementing a curriculum in early childhood education and care services. A Diploma qualified early childhood educator works to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard NQS and may have responsibility for supervision of volunteers or other staff. This text has been designed to support students learning with content and activities at the appropriate Diploma level of difficulty as well as a Registered Training Organisation's delivery of this valuable qualification. Scope The Early Childhood Educator for Diploma provides complete coverage of twelve of the required twenty three core units of competency of the CHC50113 Diploma of Early Childhood Education and Care. The remaining eleven core units are included in the companion text detailed below. It also includes five elective units carefully selected to enable an overall effective introduction to the essential skills and knowledge needed to be an effective Diploma qualified early years practitioner. Related titles The Early Childhood Educator for Certificate III is the companion and supporting text **The Tennessee School Improvement Planning Process** Tennessee. Department of Education, 1996 **Technology Literacy Challenge Fund (TLCF) Project Summaries**, 2000 **Annual Book of ASTM Standards** ASTM International, American Society for Testing and Materials, 2003 *1986 Annual Book of ASTM Standards: Water and environmental technology* American Society for Testing and Materials, 1986 A compilation of all ASTM standards issued each year Handbook for Early Childhood Administrators Hilde Reno, Janet Stutzman, Judy Zimmerman, 2008 In easy to understand and clear language

the author provides the practical guidance needed to successfully operate a child care and education center Engagingly written this handbook invites readers to examine the many duties and responsibilities inherent in managing staff budgets and a quality program that conforms to all legal and regulatory requirements Each chapter carefully addresses one leadership or management task to provide concise yet comprehensive coverage of every aspect of child care administration Overall the book provides both practicing and future administrators a wealth of helpful support and resources including forms documents recommended readings and websites and reflective prompts to flourish in their positions

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