





Professional Practice Plan

Why are we creating professional practice plans?

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- In order to get the most out of your field experiences, it is helpful to have focused eyes and purposefully identify characteristics of the classroom that are considered effective teaching. In each Module, we have condensed the HTSB Standards (Hawai'i standards for effective teaching) into several "Focus Areas" and it is these areas that you will concentrate on as you do your Practicum in your assigned classroom. Think of yourself as a detective, looking for clues and evidence of great teaching.
 - To do this, you are asked to develop a Professional Practice Plan for each Module by observing (e.g., notes, handouts, teaching artifacts) or participating (e.g., assisting or teaching a lesson) in your classroom to demonstrate your proficiency in each "Focus Area". **You are not required or expected to provide evidence in every category because teaching a lesson alone can provide sufficient evidence of a Focus Area, they are just suggestions of places where to look.** Your Professional Practice Plan will serve as the basis for your observational visits from your College Supervisor and you are asked to submit your Professional Practice Plan ONE WEEK before the scheduled visit.
 - **ED 295B Candidates a unit/lesson plan is required as part of the PPP for each observation.**

- **Plan ahead:** You have **1-4 weeks** to complete this assignment (depends on Module length).
- **Submission:** Submit to Lailima Assignments ONE WEEK before scheduled observation.
- **Video Instruction:** [Click here if you need instructor to talk you through the assignment.](#)

How do you create a professional practice plan?

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- **Create a professional practice plan that demonstrates evidence of your proficiency and growth for particular HTSB teaching standards by completing the steps below:**
 - **Step I:** Review the Professional Practice Plan Resources Handout for the appropriate Module and gather evidence for each Focus Area during your Practicum experience.
 - **Step II:** List and briefly describe the evidence you found using the blank Professional Practice Plan template provided (see p.3). This represents your Plan.
 - **Step III:** Submit your Professional Practice Plan to Lailima Assignments ONE WEEK before your scheduled observation with your College Supervisor. Attach any evidence of your plan (lesson plan, observation notes, handouts, etc.).
 - **Step IV:** You complete your observation and afterwards lead the debrief with your College Supervisor by presenting the evidence in your Professional Practice Plan that demonstrates your proficiency in each Focus Area and the specific HTSB standards found on the CTE Candidate Assessment Form.

How is the professional practice plan graded?

- An “A” plan will have the following criteria: [Click here for the overall scoring rubric](#)
 - Part I
 - ☐ You clearly list evidence for the plan in the appropriate categories.
 - ☐ You provide a brief description of the evidence found.
 - Part II
 - ☐ You submit plan one week before the scheduled observation.
 - ☐ You attach appropriate evidence for plan. (lesson plan, notes, handouts, etc.)
 - Part III
 - ☐ You complete the scheduled observation.
 - ☐ You lead the debrief by presenting evidence that demonstrates your proficiency.
 - ☐ You identify specific standards and evaluate your performance.



What does an “A” rationale look like?

PLEASE USE EXAMPLES ONLY AS A GUIDE AND DO NOT COPY DIRECTLY INTO YOUR OWN WORK!

- Example #1 – [Professional Practice Plan \(no comments\)](#)
- Example #1 – [Professional Practice Plan \(with embedded instructor comments\)](#)



Extended Assignment Instructions & Comments

Step I: Review the Professional Practice Plan Resources Handout for the appropriate Module and gather evidence for each Focus Area during your Practicum experience.

- Module 1: [The Learner and the Learning Environment \(HTSB Standards 1 & 3\)](#)
- Module 2: [Planning and Assessment \(HTSB Standards 7 & 6\)](#)
- Module 3: [Instruction and Accommodations \(HTSB Standards 4,5,8 & 2\)](#)
- Module 4: [Assessing Learner Progress and Adjusting Instruction \(HTSB Standards 6 cont\)](#)
- Module 5: [Professionalism and Collaboration \(HTSB Standards 9 & 10\)](#)
(first week meeting counts as Module 5 observation – just need to submit plan)

On the next page are expanded descriptions of each type of evidence that you might use in your Professional Practice Plan!

NOTE: You are not required or expected to provide evidence in every category because teaching a lesson alone can provide sufficient evidence of a Focus Area, the categories are just suggestions of places where to look.

I. Observation and Discussion Notes: You will find that as you come into the classroom on a regular basis, you will observe situations and strategies that you find interesting. Writing down notes after an observation is an effective way to remember those events. Similarly, writing down your thoughts after talking to students, your Cooperating Teacher, and your College Supervisor will also help you remember those amazing tidbits that will help you grow as a teacher. Starting a Teaching Journal is an excellent strategy to write down your thoughts.

II. Classroom Handouts: Look for handouts passed out in class that provide you with evidence of any of the Focus Areas. These can include student questionnaires, classroom rules and guidelines, assignment descriptions, worksheets, etc.

III. Teaching Artifacts: You may be taking Education Courses concurrent with ED 295A and ED 295B and you are encouraged to use your Practicum classroom experience to help complete those course assignments. These teaching artifacts serve as excellent evidence that you are gaining proficiency in the “Focus Areas” and are also used to help create your teaching portfolio.

IV. Participation: If you are given the opportunity to participate in a lesson, or if you are already teaching in your own classroom, then you would provide a brief description or lesson plan of what you are planning to demonstrate or teach. If you are planning to teach a lesson and need guidance, [please click here for resources on how to develop a Backward Design Lesson Plan.](#)

Step II: List and briefly describe the evidence you found using the blank Professional Practice Plan template. This represents your Plan.

All templates are in Microsoft Word.

- Module 1: [Blank Template w/Focus Areas](#)
- Module 2: [Blank Template w/Focus Areas](#)
- Module 3: [Blank Template w/Focus Areas](#)
- Module 4: [Blank Template w/Focus Areas](#)
- Module 5: [Blank Template w/Focus Areas](#)

Step III: Submit your Professional Practice Plan to Laulima Assignments ONE WEEK before your scheduled observation with your College Supervisor. Attach any evidence of your plan (lesson plan, observation notes, handouts, etc.).

- We ask you to submit the plan one week before your scheduled observation because it is important for you to get into the habit of preparing in advance for lessons and avoid “winging it”. You may observe veteran teachers planning at the last minute, but they also have years of experience behind that last minute planning, which allow them to execute the lesson successfully. Planning ahead also keeps your stress level down and gives you the confidence that you are ready for the lesson.

- We also ask you to submit the plan one week before because your College Supervisor wants to provide you with the feedback and comments to ensure your success in the lesson. Your College Supervisor has the experience and trained eye to review your plan and identify any potential issues that might occur during the lesson.
- However, if you find that you are not able to submit your plan in a timely manner, then you should contact your College Supervisor as soon as possible and let him or her know. The College Supervisors are here to support you and they understand that Practicum is very time-consuming and you may have trouble juggling all your responsibilities.
- Finally, attach any evidence of your plan, especially a lesson plan if you are going to teach a lesson for your observation. Other pieces of evidence could be your observation notes if electronic (or a link to an online teaching blog), handouts you receive (take a picture of it with your phone), or a teaching artifact you created in another class – though it needs to be connected to the Practicum class. It would not make sense to attach your classroom management plan if it isn't used in the Practicum class.

Step IV: You complete your observation and afterwards lead the debrief with your College Supervisor by presenting the evidence in your Professional Practice Plan that demonstrates your proficiency in each Focus Area and the specific HTSB standards found on the CTE Candidate Assessment Form.

- An important characteristic of an effective teacher is reflecting upon and explaining what worked in a lesson and what didn't.
- To help develop that characteristic, you are expected to lead the debrief with your College Supervisor by using the evidence from your Professional Practice Plan to demonstrate your proficiency in each Focus Area and the specific HTSB standards found on the CTE Candidate Assessment Form.
- For example, if you taught a lesson for Module 1, and you planned on showing evidence for *Focus Area #3: Candidate manages the learning environment efficiently*, then how well did you do that? The specific HTSB Standard in the CTE Candidate Assessment Form is
 - Standard 3.5: "Does Candidate manage the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time?"
- You would then explain to your College Supervisor whether you thought the lesson was organized, whether the materials were managed efficiently, whether the lesson was paced well, and whether there were down times or the students were bored.
- Now you are in a great position to rate your proficiency on the Assessment Form accurately and with confidence. You will also be able to identify any challenging areas and can then seek advice and strategies from your College Supervisor in order to improve your professional practice. Exactly what effective teachers do!!!

