

Delaware

Department  
of Education

# Words of Wisdom Regarding Your Plan

Danielson tells us that the following three steps make the difference between producing a plan that you will eventually set aside or one that leads you to desirable results. By exploring these steps in cycle four, it is hoped that they will provide you with a model for selecting and designing your professional growth now and in the future. The three steps are:

1. **Base your plan on data, not interests.** It is important, throughout your career, that you provide data evidence that:
  - you have the necessary skills and knowledge
  - your students are performing successfully
  - professional development experiences are effective

Data collection takes time and energy, but it is a vital part of your professional development.

2. **Create a multiyear plan, not just year to year.**

Look ahead and prioritize the skills and knowledge you will want to gain in the coming years. Link your multiyear timeline to the school/district's long-range strategic plan. A multiyear plan allows you to do financial planning for more costly activities such as a graduate program, international study tour, or National Board for Professional Teaching Standards certification.

3. **Improve some areas, not all.**

First and foremost, the goals you set for professional development must support specific academic needs of your students. As student achievement improves, your goals will shift. However, trying to improve in many areas at once will only frustrate you. Conscious alignment with school goals is the best way to ensure a farsighted, doable plan. In this cycle your goal will be to improve your skills and knowledge in either your content knowledge or pedagogy.