Handout 1: Ms. Blue, Eighth-Grade Mathematics Teacher —Professional Learning Scenario

Midyear Data. Ms. Blue is an eighth-grade mathematics teacher in your district. She has 15 years of experience in the district and has been teaching at your school for the last three years. Ms. Blue's ratings for the 2012–13 and 2013–14 school years appear on Handout 1.

End-of-Year Data. Ms. Blue's ratings mostly improved during the course of the year. Her overall rating for the 2012-13 school year put her solidly in the *Effective* category. She remained in the effective category for her 2013-14 rating (but closer to the *Highly Effective* category).

Professional Learning Resources and Supports. Your school has an instructional coach in mathematics who serves all teachers in the school. Ms. Blue has access to a video library with examples of highly rated practices in each of the areas of the observational framework. There are five professional development days during the year as well as money in the budget for 100 substitute hours. Ms. Blue's grade-level team meets for 40 minutes at least twice a month.

Guiding Questions

1. Using these data, what should Ms. Blue's primary **professional learning goals** be for 2014–15?

2. In what key **professional learning activities** should Ms. Blue participate next year to meet those goals?

3. How can the **success** of the professional learning activities be assessed?