



Professional Development Planning

Section A

Once you have your professional development goal for the year, complete the chart in Section A during individual meetings between the supervisor or instructional coach and each teacher.

Teacher	Content(s)	Knowledge/Skills Required	Have	Need
Name of faculty member	Content(s) responsible for teaching	What key knowledge and skills are required for success in their position?	What key knowledge and skills does this person already have?	What key knowledge and skills does this person need?
<i>Example: Ms. XYZ</i>	<i>Language Arts</i>	<i>Knowledge of Native language, lesson planning, data analysis, social emotional learning, reading intervention</i>	<i>Lesson planning, data analysis, reading intervention</i>	<i>Knowledge of Native language, social emotional learning</i>



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Section B

Complete Section B during a discussion with the leadership team. The individual conversations documented in Section A should inform Section B. The shared staff needs that you define in the Section B chart become your badges for your coaching tracker.

Shared Staff Needs (Badges)	Resources
Based on the information in Section A, what are the three highest-priority knowledge and skill needs shared by your staff? (e.g., 80% of staff need to learn how to create effective lesson plans, or 60% need to develop in the Native language.)	What resources does your school or community have that could support training in high-need areas? Consider other staff members' strengths, knowledge and skills in the community; Tribal resources; partners' resources; and online resources.
<i>Example: Knowledge of grammar and vocabulary in the Native language</i>	<i>Examples</i> <ul style="list-style-type: none"> • <i>Online courses through the Tribal college</i> • <i>Tribal Council</i> • <i>Fluent elders</i> • <i>Ms. ABC is fluent.</i> • <i>7,000 Languages – nonprofit that provides online Indigenous language course design</i>



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Section C

Complete Section C with the leadership team. The high-need areas and resources identified in Section B should inform Section C. Also, include any operational or compliance-related training, such as beginning-of-year professional development or testing training. Use the chart in Section C to plan whole-group or small-group (e.g., training by grade level or content team) professional learning, and use a coaching tracker to document individual feedback and progress toward the high-need areas (badges) identified in Section B.

Professional Learning Schedule				
Topic	Date	Time	Who Participates	Who Facilitates