

# Professional Development Plan

School Year: 2012-2013 Years of Experience: 7

Professional Status (Probationary, Tenured, Tenured Under Evaluation):  P  T  TE

Name: Abe Lincoln Position/Subject Area: Language Arts School: Riverview High School

Mentor: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_ School: \_\_\_\_\_

A.	District Goals (CSIP Goals)	Building Goals (BSIP Goals)	Indicator(s) to be Addressed
<b>Goals</b>	<b>1. The district will ensure learning for every student.</b> <i>a. The district will provide differentiated instruction to meet the needs of all students.</i>	Implement a Pyramid Response to the intervention process and develop tiers of instruction to address varying learning needs.	<b>1.2</b> – Cognitive engagement of all students <b>3.2</b> – Learning activities to accommodate the needs of diverse learners <b>7.4</b> – The teacher conducts formative, on-going assessment
	Individual Teacher PD Goal(s)		
I will increase the percentage of students who master all objectives in my freshmen language arts courses from 77% to 95% by May 2013 by using formative assessments as a way to measure student progress, build student confidence, engage students more effectively, and provide the necessary supports to various students based on their specific needs as shown by data.			
<i>This section aligns with Element 1 on the Professional Development Plan Scoring Guide.</i>			

B.	Sequence of PD Activities that are Aligned to PD Goals (include at least 3)
<i>Include timeline. Describe (a) collaboration (who, where, when). Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.</i>	
<b>Teacher's Strategies</b>	<b>Timeline:</b>
	<b>1. Book study as Language Arts Collaborative Team – Formative Assessment Strategies for Every Classroom, Susan M. Brookhart.</b> We will focus on sections 1 through 4 of this book, and then as a collaborative team develop a common definition of formative assessment, and identify the key components of formative assessment each teacher will use in their classroom. <i>The key components are (1) providing feedback, (2) focusing on the objectives of the unit and the course, and (3) keeping the assessments short and measurable.</i>
	<b>2. Data Checks at Collaborative Meetings</b> – At our weekly collaborative meetings, we will study the data from the most frequent unit pre-assessment or the six-week intermediate assessment. After studying the data, we will determine which students are likely to master the objectives on their own, which ones will master them with some additional support, and which ones may have missed some steps in previous units that they need to spend more time focusing on. After sorting students, we will then develop the strategies for that week that will be most beneficial to each group to help them meet the objectives.
	<b>3. Vertical Teaming</b> – As a member of the district’s Language Arts vertical curriculum team, I will meet with the rest of the team twice

throughout the year to assess how we are aligning language arts curriculum throughout the district. My role will be to discuss how the courses offered at 9<sup>th</sup> and 10<sup>th</sup> grade build off of the curriculum used in the middle school, and then build to help student understanding and completion of the curriculum at the 11<sup>th</sup> and 12<sup>th</sup> grade levels. This will help determine if we need to make curriculum changes at the high school level or lower levels so that we are providing a more focused curriculum.

4. **Video reflection** – My administrator, John Adams, will bring a flip camera with him to at least three of the classroom observations. He will record the observations, and then let me view and score them from my point of view prior to our reflective meeting. We will then discuss our scores together. I believe Dr. Adams is very knowledgeable in how to keep students cognitively engaged, and I believe that what he sees, along with our conversations about my classroom, will help me incorporate more strategies and use them more consistently.
  5. **Observations** – The district and the building department chair for language arts will also be observing my classroom to see how I incorporate the formative assessment process into my everyday teaching. At the beginning of the year, the high school language arts team will develop specific look-fors concerning formative assessment that each teacher will be expected to do each day. The observations by the department chairs will focus only on those specific look-fors. After each observation, we will receive written feedback in an email, and then have a face-to-face discussion with the department chairs during planning time within the week.
- (A) **Collaboration** – The language arts collaborative team meets on Wednesday afternoons from 1:30 to 4:00 throughout the school year.
- *Language arts vertical curriculum team meetings: September 27 and April 13*
  - *Principal Observations: September 4, October 11, November 6, December 7, January 11, January 28, February 15, March 1, March 23, April 18*
  - *Department Chair Observations: September 17, October 16, November 9*
- (B) **Student Engagement** – The opportunities for collaboration and discussing the various formative assessment strategies we can use, as well as strategies to increase learning opportunities and activities, will increase student engagement in the classroom. Also, I will be able to use the conversations with Dr. Adams during our observation feedback sessions to determine if I am increasing student engagement.
- (C) **Differentiation** – If I truly use formative assessments to provide opportunities to make instructional decisions, I should be able to differentiate students in a quicker manner. While our assessment plan from last year helped us make decisions at the beginning of units, or at every six-week benchmark, they still did not provide us the opportunity to assess students on a daily basis. For freshmen, I think assessing them daily on at least one of the objectives of the unit will give them a better grasp on the expected outcome. It will also give me the ability to make changes based on how students are performing as a class, a small group, or on an individual basis.
- (D) **Family or Community Involvement** – At Parent-Teacher Conferences, I allow parents to see how their students are progressing through the objectives on the six-week intermediate assessments. If parents do not attend, I will send the assessment progress home with the student along with a signature verification form. Also, I will provide assessment feedback for parents after every pre-assessment with strategies for what they could be doing with their child to help them meet objectives.

### **Data Used to Determine Need**

*Provide examples, such as the previous year's Summative Report, observation data, student survey results, self-assessment, etc.*

In our first year of implementing a common assessment system last year, we found that by the end of the year of courses, we had 86% of students mastering all objectives. When broken down, we found that freshmen were the least likely to master all objectives with only 77% doing so. Since I have the courses that are primarily focused on freshmen and sophomores, I want to help raise the percentage rate of freshmen up to where the rest of grades are. I believe that will happen as I have students engaged in learning activities more often, and also continually assess students to determine where I need to go in my instruction.

In my summative report last year, I averaged a 4.3 on Indicator 1.2 (cognitive engagement) and a 2.7 on Indicator 7.4 (formative assessment). In order to increase student learning and mastery, I know I need to involve more students for more time on both of these indicators.

### **Research Base for PD Activities**

*Explain the connection between cited research and PD activities that will affect student performance.*

Formative assessments go beyond common assessments, intermediate assessments, and other assessments in furthering student learning and performance (Dylan Wiliam, 2007). The next step for us as a department in making sure we are assessing for learning is to use daily informal and formal assessments throughout units to know where students are and the areas where we need to focus. By using assessment as a major part of our learning strategies, we feel that we will increase student confidence and student mastery. It also will provide us the opportunity to provide constructive and specific feedback to students and their parents so that there is a complete learning community in each classroom (Rick Stiggins, Jan Chappuis, 2006).

### **Prior Related PD**

*Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture. **\*\*This is not required for a first-year teacher.\*\****

1. From August to March of the 2010-2011 school year, the district educated all instructional staff on the three tiers of RTI instruction that helped me understand the basics of RTI and what I should try to be doing with my students in my classroom.
2. From January to April of the 2010-2011 school year, our staff identified how tiers of instruction will be delivered and developed a flexible schedule to immediately respond to the needs of students.
3. Throughout the 2011-2012 school year, (with help from the director of curriculum and instruction and the district department chair for language arts) the Language Arts department created an intermediate assessment process focused on reading comprehension and basic writing skills to be given every six weeks to assess students' progress and performance throughout the year. The same assessment will be given every six weeks to each course and grade level to track longitudinal progress in both comprehension and writing skills.
4. After the intermediate assessments were created, the Language Arts department developed common pre- and post-assessments for all units to determine the needs of individual students so that we can make sure we are providing the instruction and strategies that best fit our students' needs. These assessments are based on the specific objectives of each unit with also a few questions tied back to reading comprehension and basic writing skills.

These professional development opportunities provided me with the understanding that assessment is a valuable learning process. I also now have a better grasp on how to assess the students in my courses, and how to be confident I am providing the right resources and strategies to help them meet the objectives of the unit and the course. I will use this previous learning to help make decisions for my instruction and the day to day operations of my courses. I will also use the objectives of the assessments to guide my own formative assessments and measure how likely students are to meet or surpass the objectives.

*This section aligns with Elements 2-8 and 10 on the Professional Development Plan Scoring Guide.*

**REFERENCE NOTE FOR #6: Family involvement** can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child's learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might "help" in ways that cause confusion and/or tension. **Community involvement** can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.

**Pre-Implementation Approval:**

Teacher's Signature: \_\_\_\_\_ Mentor's Signature: \_\_\_\_\_ Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan:**

**Individual**

**Monitored**

**Directed**

# Professional Development Plan – Mid-Year Review to be completed by (date) January 6, 2013

Teacher: Abe Lincoln

Academic Year: 2012-2013

<b>C.</b>          <b>Data-driven Evidence of Progress</b>	<b>Data-driven Evidence of Progress Toward Specific Goals</b> <i>Provide explicit evidence of how the PD activities impacted your teaching practice (observation data) or student performance (assessment data).</i>
	<p><b>Dr. Adams Observations/Formative Reports:</b> So far this year I have been observed 4 times. On Indicator 1.2, my average is 5.12, with students consistently being engaged in the classroom more than half of the time during an observation. I think what really helped was Dr. Adams bringing in the camera at the very first observation, and letting me review what I was doing. That gave me ideas about when I was talking too much, and how to get students involved more quickly in the learning I wanted them to do. On Indicator 7.4, I have scored above a 4 on all four occasions, which Dr. Adams is proud of. He has noticed me changing instruction when he has been in there, as have the department chairs during their observation period. I have also noticed I am quicker to change instruction, and to be more flexible in my pacing expectations of students.</p> <p>As of right now, by using my unit objectives and pacing, there are 93% of students that are mastering all objectives on a consistent basis.</p> <p>I am also seeing some improved results throughout the six-week interim assessments. Right now, most of those improved results center around reading comprehension as you can see below:</p> <p><b>Drawing Conclusions:</b> August Course Average = 21%; December Course Average = 45%</p> <p><b>Cause and Effect:</b> August Course Average = 33%; December Course Average = 47%</p> <p><b>Vocab in Context:</b> August Course Average = 31%; December Course Average = 39%</p> <p><b>Main Idea:</b> August Course Average = 25%; December Course Average = 59%</p>

*This section aligns with Element 9 on the Professional Development Plan Scoring Guide.*

<b>D.</b>          <b>Narrative</b>	<b>Teacher's Comments</b>	<b>Mentor's Comments</b>	<b>Administrator's Comments</b>
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

**Professional Development Plan – End-of-Year Review to be completed by (date) May 20, 2013**

Teacher: Abe Lincoln

Academic Year: 2013-2013

<b>E.</b>	<b>Data-driven Evidence of Progress Toward Specific Goals to be Addressed/Enhanced</b>	
	<i>Provide explicit evidence of how the PD activities impacted your teaching practice (observation data) or student performance (assessment data).</i>	
<b>Data-driven Evidence of Progress</b>	<p><b>Dr. Adams Observations/Formative Reports:</b> This year I was observed eight times by Dr. Adams. On Indicator 1.2, I averaged a score of 5.56. That means that for most of the time, most students were engaged in the classroom. After the first semester, I found even more ways to increase student engagement, and really changed my classroom environment to a full-time, hands-on environment with me creating visual and video aids to help students understand instructions and scoring criteria. By not using class time to go over assignment instructions, I was able to get the students focused on learning quicker every day.</p> <p>I also scored an average of 5.4 on Indicator 7.4. As students worked hands-on, I was quickly able to monitor and change instruction if needed for small group or individual students. That allowed for a more free-form class and made me more flexible in my teaching. It actually made teaching more fun, as I was helping kids problem solve and giving them guidance rather than lecturing or listening to students read.</p> <p>Eighty-one percent of my freshmen mastered all objectives in the Language Arts Curriculum for ninth grade. Another 11% met more than 90% of the unit objectives with 6% more meeting more than 75% of the objectives. In total, 97% of students met more than 75% of the district’s language arts objective for ninth graders. Looking at last year’s data, only 56% of students mastered more than 75% of the objectives.</p> <p>I am also seeing some improved results throughout the six-week interim assessments. As these assessments are intended to provide longitudinal understanding throughout all courses, I feel I have helped my freshmen be at a great starting place as they begin their next year of language arts instruction. I know that Mr. Sail will use this information and data to craft his needs, and we have already planned time this summer to address the specific needs of students that need extra support.</p> <p><b>Drawing Conclusions:</b> August Course Average = 21%; May Course Average = 57%</p> <p><b>Cause and Effect:</b> August Course Average = 33%; May Course Average = 59%</p> <p><b>Vocab in Context:</b> August Course Average = 31%; May Course Average = 59%</p> <p><b>Main Idea:</b> August Course Average = 25%; May Course Average = 84%</p>	
<i>This section aligns with Element 9 on the Professional Development Plan Scoring Guide.</i>		

<b>F.</b>	<b>Goal 1 was successfully completed</b>	YES	NO	<b>Goal 2 was successfully completed</b>	YES	NO
	<b>Goal 3 was successfully completed</b>	YES	NO	<b>Goal 4 was successfully completed</b>	YES	NO

G.	Teacher's Comments	Mentor's Comments	Administrator's Comments
<b>Narrative</b>			
	Teacher's Signature: _____ Date: _____	Mentor's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____

**Additional Comments if Needed:**

