

VI Teacher Professional Growth Plan

Teacher Name: Mrs. Martz Position: 4th grade teacherSchool: Oceanview Elementary School School Year: 2014-2015Supervisor Name: Dr. Starfish

Meeting Dates:

Portfolio Planning
Meeting and Discussion
of TPGP:10/24/2014Portfolio Midyear Check-in
Meeting and Discussion of
TPGP:2/1/2015Portfolio Presentation
Meeting and Reflection of
TPGP:5/1/2015

Plan Agreement: The plan is complete and both the teacher and principal agree to the plan.

Teacher Signature: Mrs. Martz Date: 10/24/14Principal Signature: Dr. Starfish Date: 10/24/14

Revision Agreement: If the Plan is revised as a result of the Mid-Year Check in, signatures indicate agreement. Revisions should be indicated by highlighting text.

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Instructions

The Teacher Professional Growth Plan (TPGP) is a **required Component of the Teacher portfolio** as an artifact for Standard 9: Professional Learning and Ethical Practice, Framework for Teaching Domain 4 Professional Responsibility, Component 4e: Growing and Developing Professionally. The TPGP is to be completed by the end of the first quarter of the current school year as part of the Teacher Portfolio Plan. The plan is considered finalized when both the teacher and principal sign the plan indicating their agreement to the goals and activities for the current school year. Detailed instructions on completing the TPGP can be found in the [VI Teacher Professional Growth Plan Guidance](#) document.

Three goals must be included in the plan:

- **Extension Goal:** A goal addressing an area of strength that the teacher would like to build upon to demonstrate distinguished performance*;

- **Growth Goal:** A goal addressing an area of needed growth or improvement (informed by data, previous evaluation results and self-assessment); and
- **School /District Goal:** A goal related to school and/or district improvement goals identified through the **Education System Improvement Process (eSIP)** linked to the Virgin Islands Department of Education (VIDE) state priorities.

*If a teacher's evaluation rating the previous school year is below proficient then two goals will support growth rather than including an extension goal to address an area of strength.

Complete instructions on identifying, developing and tracking goals; professional learning activities; and summative reflection are provided in the **VI Teacher Professional Growth Guidance Document**.

SECTION 1: Goals

Use multiple data sources including student data, previous teacher evaluation results, school and district identified priorities and develop at three professional learning goals. Indicate the type of goal (extension, growth or school/district), related VI Teacher Standard and Performance Indicators, and the rationale for the goal. The goal should be written as a SMART goal (Specific Measurable, Attainable, Relevant, and Time-bound). Include the rationale, proposed activities, how progress will be demonstrated and possible supports needed to be successful.

Goal 1			
Goal Statement: (SMART Goal) I will complete an e-learning module on differentiated instruction during the first semester of school to increase knowledge and skill in providing instructional supports to students. I will then choose two strategies, one to scaffold learning for struggling students and one to challenge high performing students, and implement the strategies during the second semester.			Goal Type: Growth
VI Teacher Effectiveness Standards: Standard 8: Instructional Strategies			
VI Teacher Effectiveness Standards Performance Indicator(s): 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.			
Rationale: Why was this goal chosen? Current data indicate variation in student performance. A group of students are proficient on a number of the concepts learned in the previous year, yet there are eight students who are below proficient particularly in key concepts. In addition, there is a small group of students who are achieving above grade level. This indicates a need for specific differentiation which calls for me to understand acquisition of concepts and strategies to differentiate instruction to reinforce pre-skills or extend concepts in a challenging way.			
Proposed Professional Learning Activities	Targeted Completion Dates	Outcomes What do I expect to learn?	Application What will I do with the knowledge and skills I have learned?
Complete the STAR Legacy Module, <i>Differentiated Instruction</i> :	12/15/2014	Increased understanding of how to provide	Once I learn the strategies, I can choose ones to use in my lessons that

Maximizing the Learning of All Students module on providing instructional supports through differentiated instruction at http://iris.peabody.vanderbilt.edu/module/di/		instructional supports and learn strategies I could apply in my lessons.	match my students' needs.
How will I know that I am making <u>progress</u> and achieving my goal?			
Evidence will be: completing the end of module assessment of the STAR Legacy Module, <i>Differentiated Instruction: Maximizing the Learning of All Students</i> module; a lesson plan that includes two strategies learned in the module to differentiate instruction; and student work from the lesson.			
What <u>supports</u> might I need to complete the activity and achieve my goal?			
Access to STAR Legacy Module, <i>Differentiated Instruction: Maximizing the Learning of All Students</i> module so I can complete the elearning module.			

Goal 2			
Goal Statement: (SMART Goal) I will access specific online resources and sample lessons and units related to the Next generation Science Standards 4-ESS3-1 Earth and Human Activity, complete a learning module on coral reefs and climate change and implement at least one lesson that incorporates the content with writing to engage in evidence through argument (Science and Engineering Practice 7).			Goal Type: Extension
VI Teacher Effectiveness Standards: Standard 4: Content Knowledge			
VI Teacher Effectiveness Standards Performance Indicator(s): Choose an item. 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.			
Rationale: Why was this goal chosen? Student data indicate that 54% of students in the VI are proficient in science at the 5 th grade level. The rigor for science is increasing with the implementation of the Next Generation Science Standards. Students in my 4 th grade class need to strengthen their understanding of science concepts including understanding how change occurs in nature and in social and technological systems. In addition, student written work indicates weak argumentative writing skills.			
Proposed Professional Learning Activities	Targeted Completion Dates	Outcomes What do I expect to learn?	Application What will I do with the knowledge and skills I have learned?
Learn about coral reefs and climate change as an example of "earth and human activity" by reviewing	2/16/2015	Increased knowledge of content related to the Next generation	Develop and teach at least one lesson on the impact of earth and human activity using the example of coral reef

resources and modules on Teaching Ocean Science (http://teachoceanscience.net/)		Standards related to “earth and human activity”.	and climate change.
Read Developing a Scientific Argument (Fulton and Poelter, 2013) found at http://learningcenter.nsta.org/files/SC1309_30.pdf and explore resources.	2/6/ 15	Increased knowledge of strategies to teach argumentative writing in science.	Incorporate argumentative writing task and strategy into science lesson.
How will I know that I am making <u>progress</u> and achieving my goal?			
Lesson plan incorporating content, resources and strategies learned and student written work after science lesson.			
What <u>supports</u> might I need to complete the activity and achieve my goal?			
I may need assistance with obtaining materials for the lesson if they are not easily available. I may also want to invite local experts to discuss the coral reef changes in the Virgin Islands.			

Goal 3			
Goal Statement: (SMART Goal) I will view a video, complete a guided process on project-based learning and utilize project based learning in a science unit instruction during the second semester.			Goal Type: School/District
VI Teacher Effectiveness Standards: Standard 5: Application of Content			
VI Teacher Effectiveness Standards Performance Indicator(s): 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes			
Rationale: Why was this goal chosen? One of our school improvement goals is: 100% of the all classroom teachers will provide students with more project-based learning opportunities that are based on high interest world applications as a home based support of the skills learned. Since I have not utilized project based learning before, I need to learn how to use it in my instructional practice.			
Proposed Professional Learning Activities	Targeted Completion Dates	Outcomes What do I expect to learn?	Application What will I do with the knowledge and skills I have learned?
View video (https://www.youtube.com/watch?v=LMCZvGesRz8) on project based learning.	11/14/2014	Increase understanding of what project based learning is and how to use it in instruction.	I will be able to plan and implement project based learning in science instruction.

Complete the guided process module on project-based learning at http://www.edutopia.org/project-based-learning-guide-implementation and develop plan for science coral reef project.	2/16/15	Increase understanding of project based learning planning process.	I will be able to plan a project based learning activity and use it for a coral reef project for my students.
How will I know that I am making <u>progress</u> and achieving my goal?			
Lesson plans and student work showing completion of coral reef projects by students.			
What <u>supports</u> might I need to complete the activity and achieve my goal?			
I may need assistance with obtaining materials, community experts and resources for the coral reef projects.			

SECTION 2: Summative Reflection

Provide a summative reflection of progress throughout the school year in meeting the TPGP goals. Include evidence that the activities were completed, reflection about any new knowledge or skills gained through the activities, and how the knowledge and skills were used to improve teaching and learning.

Goal	Evidence	Reflection What impact has this had on you?	Application How are you using the skills?
1	<ul style="list-style-type: none"> Module assessment of the STAR Legacy Module, <i>Differentiated Instruction: Maximizing the Learning of All Students</i> module lesson plan Student work from the lesson. 	The STAR Legacy Module, <i>Differentiated Instruction: Maximizing the Learning of All Students</i> module really demonstrated how to differentiate instruction. The module was very thorough providing not just the process but how to evaluate student performance, communicating with parents and even tips on behavior management. Even though we have received some training on this in the past, the module gave practical ideas. Being able to view sections multiple times came in very handy since I was able to review before I developed lessons. The behavior management information and strategies were extremely helpful because when I have tried some strategies in the past student behavior was an issue. The scaffolding strategy worked particularly well. I could use the same materials for all students, just adding the scaffolding part for one small	I used scaffolding strategy with a small group of students struggling and it helped the students get started on the task. I was not sure it impacted their learning; however the results of the quiz were really positive for those students. I plan in continuing to use this strategy for struggling students. It really worked!

		group of students. It really helped them get started on the task. It takes planning up front to effectively use a strategy, but the planning is worth the results.	
2	<ul style="list-style-type: none"> • Lesson plan • Student written work after science lesson. 	<p>The modules on Teaching Ocean Science (http://teachoceanscience.net/) not only increased my understanding of the impact of climate change on the coral reefs, but they were also ones that I could use with my students. Because I am not a science teacher, I really needed to increase my understanding in order to teach the concepts students need to know. I learned so much and the module even included an Access Classroom Resource page with excellent resources including one where students access information on the web to define and give an example of coral reef monitoring and of a research question being studied in a park. I used this in my lesson. There were three role playing exercises and I adapted one for my class. Students were very engaged. I shared the link with the other teachers on the 4th grade team.</p> <p>Through the article I learned that students needed help learning how to use evidence to support their ideas in science during science talks and in writing in science notebooks. Argumentation requires social interaction around one another's ideas and often we do not provide opportunities for that. A science argument is a discussion of ideas in which not everyone agrees with all ideas. One strategy I learned is to model the use of a claim supported by evidence and an explanation through keeping a class notebook on a SmARTBoard. At the end of science time, I have students share information learned, and we create a class</p>	<p>I used not only the content knowledge I gained to design lessons but also the activities and resources. There were three role playing exercises and I adapted one for my class. Students were very engaged. I share the link with the other teachers on the 4th grade team. As you can see by the student work, most students understood the concepts and could</p> <p>I incorporated the strategy of a class science notebook that we did together and then used the notebook for evidence when we had a science discussion where ideas were shared and the students had to write a reflection. I plan on using this strategy next year.</p>

		entry, thinking aloud as we do so.	
3	<ul style="list-style-type: none"> • Lesson plan • Student coral reef project displays. 	<p>The guided process was informative and included sections on</p> <ul style="list-style-type: none"> • Starting with the Essential Question • Designing a Plan for the Project • Creating a Schedule • Monitoring the Students and the Progress of the Project • Assessing the Outcome • Evaluating the Experience. <p>It was designed for a trainer to use for training teachers on project based learning; however the case study videos were helpful. Since my team had the same goal, we collaborated on this activity. We all reviewed the guide, watched the videos together and planned the project. It helped us get started, but more training next year would be helpful.</p>	<p>Doing this activity as a team was so helpful. We researched the topics, developed the lessons together and then each of us used them with our students. We turned it into a grade level project and had all students work together. As you can see the quality of the student projects were really good. Since we did it together, one of us focused on those that were struggling which really helped in managing students and behavior.</p> <p>I think if we are to continue this next year, time for team planning and more professional development is needed.</p>

SECTION 3: TPGP Feedback

During the **Portfolio Presentation Meeting**, the teacher and principal meet to discuss progress and feedback on the TPGP using the rubric below.

Continuum of Engagement and Progress			
The teacher made no attempt to engage in the proposed professional learning activities.	The teacher engaged in the professional learning activities, however no evidence was provided to demonstrate progress toward achieving the goal.	The teacher engaged in the professional learning activities and provided evidence of progress toward achieving the goal.	The teacher engaged in the professional learning activities and provided evidence of achieving the goal.

Recommendations for continued or new areas for growth are also discussed. Feedback and recommendations discussed during the meeting should be described below.

Goal #	FEEDBACK
1	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. In our discussion we talked about how difficult it can be managing student behavior when one is working with individual groups. In addition to using the instructional strategies, the teacher used the behavior management

	tips learned in the module to address the behavior concerns that occurred during the lesson.
2	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. In addition to using the learned skills, the teacher shared the classroom notebook idea with her team. I asked the teacher to please consider demonstrating this during a staff meeting at the beginning of next school year so other teachers can use their SmARTBoards for the class notebooks in other subjects.
3	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. The student work showed how engaged students were and the skills they learned. It was a good example of Next Generation Standards instruction. We discussed continuing this goal next year to streamline the process and trying project based learning with other subject areas. Communicating with families so they could be more involved and supportive of students could help with project completion.
Recommendations Continue the project based learning goal next year and incorporate learning strategies to communicate and involve families.	