

Completer Professional Learning Plans Pilot Case Study

Overview:

Four teachers from the EPP's partner school agreed to participate in a pilot case study. These teachers will also be involved in collaborating with EPP faculty to design the case study for future completers. The teachers agreed to be observed and they also allowed faculty to review their professional learning plans to determine teacher effectiveness. The teachers will provide input to the EPP with regard to instrument selection as well as suggestions for how to improve the processes and procedures of the study. The following are Professional Learning Plans of the Completers who agreed to participate.

Suggestions from completers: One suggestion is that the EPP consider using the EDUCATE AL observation instrument rather than the Danielson. This instrument is familiar to the teachers in Alabama and will align with the professional learning plans. More consistent information will be obtained with the two instruments aligned.

Overall Analysis:

EPP faculty examined the Professional Learning Plans as well as the field notes from the observations to determine any trends. One area of note from the PLPs was an emphasis on leadership from the teachers. Confidence was also noted in the field notes as an area of strength. This corresponds with the Employer survey as well as the recruitment day survey where administrators noted that EPP completers were poised and confident. Leadership was also a strength in the survey.

Hoover Educator Effectiveness: Teacher Evaluation Plan 2017-18 *Professional Learning Plan (PLP)*

Name: *Teacher 1*

School: Trace Crossings Elementary School

ACTION PLAN #1

Category Name

(Assessment, Instruction, Diversity, Content Standards, Collaboration, Professional Growth, Professionalism)

Collaboration

Current Rating

(Ineffective, Developing, Effective, Exemplary)

Developing

Desired Rating

(Ineffective, Developing, Effective, Exemplary)

Effective

Goal Statement

Explanatory Statement: What do you need to know or do to reach your desired rating?

I want to further develop my collaboration skills among my colleagues so that I can model that skill of collaboration for my students and provide the best instruction possible for the students in my class.

Action Plan

How will you improve in this knowledge or skill?

To achieve my goal of being an effective collaborator I want to work with veteran teachers on my grade level team, teachers in other grade levels, my administrators, and seek guidance from my mentor teacher.

Supporting Evidence

Over the course of the year my 4th grade class collaborated with Ms. Dillard's second grade class for a number of projects. Each student has been paired with a reading buddy. Ms. Dillard and I would plan a mini lesson to share with the students were they can share what they have been learning, read with each other, share writing, and Dr. Seuss Day activities. The students were able to collaborate with each other, build relationships, as well as watch as I modeled collaboration with Ms. Dillard. In addition to that- Ms. Brown, my mentor teacher, and I met on a regular basis to go over lesson plans and share ideas for the following week. Ms. Brown was able to share several resources with me and share experiences that she has had with her own class with me.

Admin Evidence/Feedback

During my observation feedback meetings both Admin team members commented on my

ability to work with a collection of personalities and teaching styles on my team. They also commented on my ability to seek out similar personalities to my own to collaborate. In addition my own collaboration with peers Admin commented on my ability to create opportunities for my students to collaborate during my lessons. During one lessons specifically I had students working together to sort Polygons into different categories. The students were lead to discuss, share ideas, and work together to complete the task.

ACTION PLAN #2

Category Name

(Assessment, Instruction, Diversity, Content Standards, Collaboration, Professional Growth, Professionalism)

Instruction (Differentiation)

Current Rating

(Ineffective, Developing, Effective, Exemplary)

Developing

Desired Rating

(Ineffective, Developing, Effective, Exemplary)

Effective

Goal Statement

Explanatory Statement: What do you need to know or do to reach your desired rating?

I want to enhance my instruction in my classroom through the process of differentiation to meet the diverse needs of all students in my classroom.

Action Plan

How will you improve in this knowledge or skill?

To improve my knowledge in this skill I plan to participate in a book study on the book "The Differentiated Classroom" by Carol Ann Tomlinson with the faculty and staff at my school. I will then implement strategies that I read in the book into my classroom through my guided math rotations, reading groups, and IEP accommodations.

Supporting Evidence

Throughout the year I attended and participated in several small group and large group discussions about each chapter in the book with my team, admin, and the entire faculty at Trace. We met Mondays after school, during our team time on Thursdays, or even discussed the book at our lunch table. We shared our thoughts on the ideas shared in the book and discussed how we can practically implement them into our classrooms. Through the book I was encouraged to implement centers and rotations to both my guided math and guided reading classrooms. Through these centers/rotations I was able to target specific needs of students through thoughtful groupings. I also guided my students to select different independent reading books that met their reading level needs, but also interested them. I had students meet in small groups to discuss the books they were reading and share their different interests. The students were guided to appreciate the differences in the interests and levels of the books that were different from their own. I have learned that differentiation and

collaboration go hand in hand as I have worked with the Instructional support team to provide accommodations and modifications for the IEP students in my classroom.

Admin Evidence/Feedback

During my observation evaluations the admin team commented on my ability to differentiate in my observed lessons and in my classroom on a regular basis. They commented on my various groupings and ability to teach the same content and meet 4th grade standards on the various levels in my classroom. The data between my first and second observation supported that this was an area of growth for me throughout the year. As my first observation prior to implementing rotation groups it was an area to work on. Whereas my second observation post implementing rotations it was an area of praise. I have also received feedback from the instructional support teacher about my ability to differentiate for my students with IEPs in my classroom as we have worked together.

Hoover Educator Effectiveness: Teacher Evaluation Plan 2018-2019
Professional Learning Plan (PLP)

Name: Teacher 2

School: Trace Crossings Elementary School

ACTION PLAN #1

Category Name

(Assessment, Instruction, Diversity, Content Standards, Collaboration, Professional Growth, Professionalism)
 Diversity

Current Rating

(Ineffective, Developing, Effective, Exemplary)
 Effective

Desired Rating

(Ineffective, Developing, Effective, Exemplary)
 Exemplary

Goal Statement

Explanatory Statement: What do you need to know or do to reach your desired rating?

I will model effective ways to be culturally proficient in my relationships with students, parents, and colleagues. I will learn and model effective instructional strategies to engage and challenge students from a variety of cultural backgrounds.

Action Plan

How will you improve in this knowledge or skill?

I will participate in personal, school, and district professional development opportunities to become more culturally proficient in my teaching.

Supporting Evidence

8/13/18- PBIS Workshop and Training

8/21/18- PBIS School Matrix Collaboration

8/27- Erin's Law/Child Abuse Training

9/4/18- Educator Effectiveness Faculty Meeting

9/24/18- Jason Flatt Training

10/8/18-Improving Academic Achievement Professional Development Day

10/18/18- Led first grade session at Hoover City Schools ELL Night

Collaboration with Ms. Shin (ELL), Instructional Support (special education teacher, speech therapist, Title I, occupational therapist, counselor, etc.), and administration to meet the needs of individual students in my classroom

Weekly Team Meetings to address PBIS, PST, Reading, Math, and PBL/STEAM

A member of the STEAM Certification Committee

Admin Evidence/Feedback

ACTION PLAN #2

Category Name

(Assessment, Instruction, Diversity, Content Standards, Collaboration, Professional Growth, Professionalism)

Assessment

Current Rating

(Ineffective, Developing, Effective, Exemplary)

Effective

Desired Rating

(Ineffective, Developing, Effective, Exemplary)

Exemplary

Goal Statement

Explanatory Statement: What do you need to know or do to reach your desired rating?

I will use formative and summative assessments to monitor student achievement and scaffold my instruction to ensure student growth.

Action Plan

How will you improve in this knowledge or skill?

I will participate in personal, school, and district professional development opportunities to become more effective at giving assessments and using the data to guide my instruction.

Supporting Evidence

10/8/18-Improving Academic Achievement Professional Development Day

Collaboration with Ms. Shin (ELL), Instructional Support (special education teacher, speech therapist, Title I, occupational therapist, counselor, etc.), and administration to meet the needs of individual students in my classroom

Weekly Team Meetings to address PBIS, PST, Reading, Math, and PBL/STEAM

A member of the STEAM Certification Committee

Ongoing Istation progress monitoring

Next Steps and PNOA Assessments

Lucy Calkins, Recipe for Reading, Investigations, and AMSTI formative assessments

AMSTI Trainer

Admin Evidence/Feedback

Name: Teacher 3- 2018-2019 School:

ACTION PLAN #1
Category Name → Collaboration <i>(Assessment, Instruction, Diversity, Content Standards, Collaboration, Professional Growth, Professionalism)</i>
Current Rating Exemplary <i>(Ineffective, Developing, Effective, Exemplary)</i>
Desired Rating → Exemplary <i>(Ineffective, Developing, Effective, Exemplary)</i>
Goal Statement My goal is to mentor one of the brand new teachers on the fourth-grade teachers, Hannah Johnson.
Explanatory Statement: <i>What do you need to know or do to reach your desired rating?</i>

I will need to know the goals and expectations of the district and school levels of the mentorship program as well as the tools and time needed to meet the expectations. I will also need the time to meet with the other mentors and mentees on the grade level for additional collaboration.

Action Plan

How will you improve in this knowledge or skill?

Throughout the year, myself and Ms. Johnson will meet on a regular basis, once to twice a week. During each of these meetings we will have detail and organized meetings to plan curriculum and various other activities, reflect on teaching practices, and explore new concepts and contexts of teaching strategies and tools.

Supporting Evidence

Admin Evidence/Feedback

ACTION PLAN #2

Category Name → Professional Growth

(Assessment, Instruction, Diversity, Content Standards, Collaboration, Professional Growth, Professionalism)

Current Rating → Effective

(Ineffective, Developing, Effective, Exemplary)

Desired Rating → Exemplary

(Ineffective, Developing, Effective, Exemplary)

Goal Statement My goal is to be apart of the STEAM Committee and help Trace Crossings achieve its STEAM certification.

Explanatory Statement: What do you need to know or do to reach your desired rating?

I will use the information, guidelines, and requirements provided by Advanced Ed. to be properly informed about the requirements needed to attain the certification.

Action Plan

How will you improve in this knowledge or skill?

I will be apart of the regular meetings of the STEAM Committee where we will record and compile evidence needed to support the requirements for certification. We will work as a team to present and worth with the school and grade level teams to share the information they will need to help with certification and I will serve as an additional resource to our STEAM facilitator and to the school and the teachers to help with the STEAM implementation of classroom, grade level, and school wide STEAM curriculum.

Supporting Evidence

Admin Evidence/Feedback

Haley Brown || 4th Grade || Self-Assessment**9/15/2018**https://drive.google.com/open?id=1shxqxADINfSUmAOMbHBjVi44jK-n_M39

Assessment: Students are assessed in a variety of summative and formative assessments throughout the school year. Students are given benchmark testing via Scantron (3x a year) and iStation iSIP (1x a month). Students take weekly math quizzes and are provided with various questions and brief exit tickets and other avenues for showing what they know on a daily basis. **(Effective)**

Instruction: is adjusted based on each aspect of the whole picture of the child. Instruction: Based on the results of the various compilation of assessments instruction is adjusted, planned, and directed to t the needs of all learners. Prior to assessments all instruction is standards-based and planed to enhance the whole learning experience of the child through real world connections and problem solving. **(Exemplary)**

Diversity: All students of cultural, ethnic, and social backgrounds are valued at the highest level and encouraged to embrace and share who they are and how they learn best through a variety of tools and learning strategies. All instruction, assessments, and learning experiences strive to ensure each child has an avenue to showcase and interact respectfully with students who similar and different to them. As the teacher I ensure that my response and all student responses are respectful so all have a safe and free environment to learn in. **(Effective)**

Content Standards: All instruction, assessments, and learning experiences are content standards based. The planning and response to instruction are always based on the AL COS, Common Core Standards, HCS requirements/ expectations, and the NGSS. Myself and the students are striving to clear demonstrate our understanding and teaching of each of these standards across the curriculum. **(Exemplary)**

Collaboration: I seek to provide an exemplary example to my students by collaborating with all colleagues in all that I do. We work together as a 4th grade team to plan all areas of the curriculum, learning experiences and professional development. Students are also encouraged to demonstrate the same collaborative efforts in various group work, partner work, and team work opportunities (Book Buddies/STEAM buddies, etc...). **(Exemplary)**

Professional Growth: I am always looking for new books, blogs, tweets, webinars, and resources that will help provide the best more effective teaching practices. I seek to learn from my coworkers and various teachers around the community and state. I also seek opportunities that I can share what I have learned or what I have found to be successful in my own classroom. **(Effective)**

Professionalism: I always adhere to the AECOE, the state and national laws and educational policies and procedures. I seek to set and maintain the highest level of professionalism that I can in all communication, appearances, and interactions. **(Exemplary)**

Hoover Educator Effectiveness: Teacher Evaluation Plan 2018-19 *Professional Learning Plan (PLP)*

Name: Teacher 4

School: Trace Crossings Elementary School

ACTION PLAN #1
<p>Category Name <i>Professional Growth</i></p> <p>Current Rating <i>Effective</i></p> <p>Desired Rating <i>Exemplary</i></p>
<p>Goal Statement <i>Explanatory Statement: What do you need to know or do to reach your desired rating?</i></p> <p>I will attend conferences, workshops, and/or other professional development trainings to gain knowledge on various education topics to improving my teaching and better my professional self.</p>
<p>Action Plan <i>How will you improve in this knowledge or skill?</i></p> <ul style="list-style-type: none"> • I will lead a session at the District Elementary Fall Professional Development Day. • I will attend all required Professional Development at a District level. • I will attend all required Professional Development at a school level. • I will participate in a book study with my preschool colleagues. • I will take assessment classes through the University of Alabama at Birmingham • I will earn my Masters degree in School Psychometry
<p>Supporting Evidence</p> <ul style="list-style-type: none"> • The session I lead will be on Sensory Based Learning for preschool through first grade teachers. • I attended the opening school year Professional Development session, and will attend the mid-year professional development meetings. • I attend weekly team meetings. • I attend monthly faculty meetings. • I will discuss topics from the book monthly at team meetings. • I attend classes on Saturdays and am in the process of completing my internship of 300 hours. • I plan to graduate in December and earn my Masters degree.
Admin Evidence/Feedback

ACTION PLAN #2
<p>Category Name <i>Assessment</i></p> <p>Current Rating <i>Effective</i></p> <p>Desired Rating <i>Exemplary</i></p>
<p>Goal Statement <i>Explanatory Statement: What do you need to know or do to reach your desired rating?</i></p> <p>I will review multiple forms of assessments to expand my knowledge on assessments, as well as, to better implement assessments in my classroom in order to gain meaningful data to drive instruction.</p>
<p>Action Plan <i>How will you improve in this knowledge or skill?</i></p> <ul style="list-style-type: none"> • I will review the curriculum assessments. • I will research and review assessments from online sources. • I will research and review data sheets to use in the classroom. • I will use a researched assessment to write IEP goals. • I will use a researched assessment to plan instruction for students. • I will take classes on assessment through the University of Alabama at Birmingham.
<p>Supporting Evidence</p> <ul style="list-style-type: none"> • I will study the OWL assessment. • I will look at informal preschool skills assessment from teachers, curriculum writers and other sources. • I will look at data sheets made by other preschool and special education teachers. • I will give each student an informal preschool skills assessment a few weeks before their IEP to determine their strengths and weaknesses. • I will use the informal preschool skills assessment to make lesson plans. • I am enrolled through the University of Alabama at Birmingham. I attend classes on Saturdays and am in the process of completing my internship of 300 hours. I plan to graduate in December and earn my Masters degree.
<p>Admin Evidence/Feedback</p>