

Task E

Assess and Manage Professional Growth

Orientation Meeting

1. Initial Self-Assessment

Complete the Cycle I Kentucky Teacher Standards Self-Assessment (Appendix A) to assess your performance level on each standard. Using your self-assessment, student performance data, and feedback from your committee members, work with your resource teacher to complete the following entries.

2. Identify and document your strengths and areas for professional growth related to the Kentucky Teacher Standards.

Strengths: The Teacher Designs and Implements Instruction

- **Develops significant objectives aligned with the standards**
- **Uses contextual data to design instruction relevant to students**

Areas for growth (mark priority areas with an asterisk):

Standard III: The Teacher Implements and Manages Instruction

- **Uses time effectively *(establish efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.**
- **Implement and manage instruction in ways that facilitate higher order thinking *(most instruction includes higher order thinking)**

Standard IX: The Teacher Demonstrates the Implementation of Technology

- **Use technology to implement instruction and facilitate student learning.**
- **Integrate student use of technology into instruction *(regularly integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs)**

3. From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

Standard III: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard IX: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity ; communicate and collaborate with colleagues, parents and the community; and conduct research.

Task E - Continued Professional Growth Plan Format

1. For each priority growth area, briefly describe the PGP Work plan activities completed and progress made. Provide documentation and evidence.

Work Plan Format	
Objectives – what you plan to accomplish.	Implement the behavioral system CHAMPS in the everyday classroom and use it to effectively manage instruction.
Kentucky Teacher Standards addressed.	Standard III
Proposed Activities	To implement CHAMPS in the classroom; observation of other teachers using CHAMPS
Timeline	Begin CHAMPS January 2, 2007-end of school year
Resources needed	CHAMPS manual, CHAMPS behavior chart
How progress will be assessed	<ol style="list-style-type: none"> 1. Record clip moves of students 2. Record number of office referrals 3. Record the amount of time on task
Progress update	<ol style="list-style-type: none"> 1. CHAMPS has already been implemented in the classroom effective January 2, 2007.

2. If your committee identifies any additional areas for growth, update your Work Plans. Add to and/or revise your Work Plans using the objectives and activities you plan to address by the end of Cycle 3.

Cycle 3

1. **Final Self-Assessment** - Discuss the progress made in addressing the Priority Areas for Growth identified in the work plans. Using the Kentucky Teacher Standards Self-Assessment (Appendix A), conduct a final assessment of your performance level on each standard. Compare this final assessment with your initial assessment in the orientation meeting and identify specific areas of growth. Discuss how the professional development activities during the year have improved your instructional effectiveness and student learning. What have you learned – what worked, what did not and why?

Significant changes have occurred from Cycle I to Cycle III. My main goal was to introduce/implement and manage instruction in the classroom. This was done by implementing CHAMPS into the classroom. I also designed a behavior chart that the students take home daily. This requires them to communicate with their parents about their behavior for the day. Due to the changes of behavior management in the classroom I have seen many changes. There have been less office referrals than before the plan was implemented. The amount of clip moves has increased at first, but this was due to the enforcing of the rules in the classroom. For instance, if a child does not return with their behavior chart signed then that will result in a clip move. CHAMPS is also much more than just behavior within the classroom. It is a system that allows the teacher to set expectations during transitions, walking down the hallway, assembly behavior, etc... Once the expectations are set, then the students are required to meet those expectations.

My second standard of improvement was to implement technology. On several occasions since the last cycle meeting the students have used technology. Throughout my unit the SMART board was used on several occasions. I also incorporated United Streaming into a lesson. The students also had the opportunity to type and design their own feature article. I also implemented technology to record assessment data and progress of my students. This is very evident throughout my instructional unit.

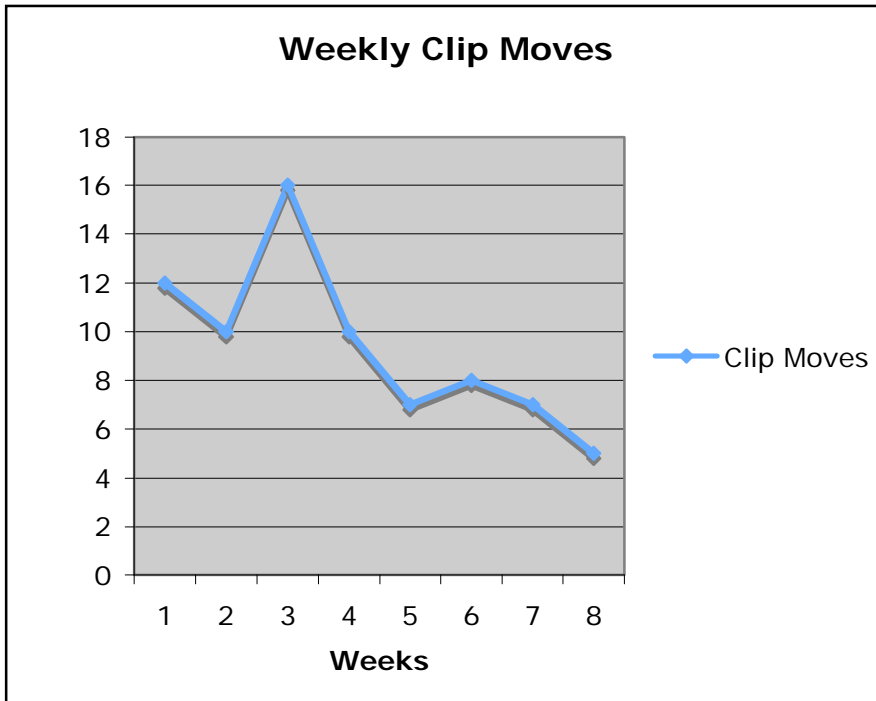
2. Future Growth - Based on your self-assessment, student performance and committee feedback, identify two to four areas for growth that will be high priority during the next school year.

Standard III Implements & Manages Instruction, and Standard II Creates & Maintains Learning Climate, will continue to be a high priority for me next year. Unlike this year I will implement CHAMPs starting the on the first day of school. This will be beneficial to my students since they will have clear expectations set for them on the first day. I believe that CHAMPs is an effective behavior management, and the proof is in the progress that my students have made since CHAMPs was implemented in January. I will continue this behavior management system next year.

Standard V Reflects on & Evaluates Teaching and Learning, wasn't specified as an area of growth for me, but I feel that this standard is so important in a teaching career. Being able to reflect on your lesson and student progress is so beneficial, and it allows you to make improvements to future lessons. Reflection is very healthy, and it gives you insight about your students and your teaching abilities.

Standard IV Assesses & Communicates Learning Results, is another standard that will be very important to me next year. Assessments are vital and allow you to track student progress, and they also help a teacher to differentiate instructions, so that they are better able to meet the needs of ALL students.

This graph indicates the number of clip moves over an 8-week period. The clip moves started very high, but this was due to the strict enforcement of expectations. Once expectations became clear to the students the amount of clip moves decreased. Also, some of the clip moves were due to the student not returning with a signed behavior chart.



I also kept track of the number of office referrals. All of my office referrals are from the first semester. Before implementing CHAMPS, I had 8 office referrals. After implementing CHAMPS in the second semester, there were no referrals.