

Running head: GROWTH PLAN

Professional Growth Plan

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PEDU 671

Teacher Growth Plan

Teacher A is a first-year teacher at Huguenot High School. He graduated last Spring 2020, during the Coronavirus mandated shutdowns that included universities in Virginia. He completed his university training virtually and could not complete the student teaching portion required by the state. He does not have an active license in the Commonwealth. Teacher A and I met in January to discuss his needs and set up a schedule to observe him teach, review his lessons, and create a plan to help him become a better educator. He explained that this was not his chosen field but was told that to become a good professor; he must first become a good teacher. Richmond Public Schools is teaching in a 100% virtual format for the academic year 2020-2021. As a mentor, I explained that my role is to assist him in becoming “a good teacher” and that we were a team.

After reviewing his lesson plans for the week and observing him teach, we met to discuss where he felt he needed assistance. Mr. A stated that he thought he needed help with Instructional Planning and Delivery and integrating technology into his virtual lessons. He was not getting as much feedback as he felt he should. I asked Mr. A what he thought he needed to do to accomplish more effective planning and delivery of his lessons and which technology tools he had already tried. I also asked how I could help him with those areas.

Mr. A asked me to teach him how to use Nearpod and Newsela to begin integrating technology and use the tools to obtain data from the student assignments. I asked Mr. A if he had been using the curriculum guides for his two subjects, World History I and African American History, to help him stay on track and be more organized in his planning. He stated that he had

no idea as he had not seen these documents. His co-teacher was able to share the documents with him.

For Teacher A, the first standard we are focusing on is Standard 2: Instructional Planning. “The teacher plans using the Virginia Standards of Learning, the RPS curriculum, effective strategies, resources, and data to meet the needs of all students” (Virginia Department of Education, 2011). Mr. A understood from recent observations and feedback that this was an area in which he needed to focus his attention and articulate what he lacked and possible solutions. The next standard which Mr. A was able to identify on his own was Standard 3: Instructional Delivery. “The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs” (Virginia Department of Education, 2011). In conversation with Mr. A’s direct administrator, she identified these areas where he needed improvement (Oliver, S., Personal Communication, 2021).

To document that Mr. A has either achieved the actions set below or is integrating them into his plans, we have two virtual face-to-face meeting times scheduled to discuss issues or needs Mr. A has encountered. These are brief check-ins that last five to ten minutes. When I complete an observation of his class(es), I schedule a follow-up visit to discuss any observations. I am utilizing the mentor-mentee forms used in RPS to document our meetings and other interactions; this also provides for reflection on teaching and learning outcomes and provides the opportunity for self-correction if possible. I am also using the Language of Support document given to mentors to demonstrate that we are a team created for his benefit.

Using the information from the initial meeting, I created additional ways in which Mr. A could contact me with concerns or requests for assistance, share ideas or resources, review his

lessons from last semester, and assist him in making alterations to meet the two standards. Since Mr. A has made it known that he is unfamiliar with Newsela and Nearpod, I created lessons in each and shared them with him to learn by completing the assignments as the student and the teacher.

RPS mandates district-wide professional development by department twice a month and departmental meetings weekly to assist teachers with learning new technology and stay apprised of subject-related information. Mr. A will attend those meetings as required. As a new teacher in RPS, Mr. A will also participate in monthly mentee meetings to learn teaching-related tools to become a better teacher.

Attached is the Growth Plan chart I will be using to document whether or not Mr. A has met the desired performance standards and when achieved. Currently, Mr. A has indicated that teaching is much harder than he thought it would be and appears to be under stress but does not accept help when offered. I will also be checking in with his administrator and department chair to see if there are other ways to help him meet his goals.

Growth Plan for Teacher A Evaluator: Shawn Weisser

School: Huguenot High School	Start Date: 2/9/2021	End Date: 6/1/2021
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Performance Standard:	Performance Indicators	Desired Performance	Actions Completed Date:
Standard 2: Instructional Planning The teacher plans using	2.1 Uses student learning data to guide planning.	Create/use tools to obtain data: Nearpod.	2/15/2021 Mr. A searched for a pre-made Nearpod to implement.
	2.2 Plans time	Use the pacing/	2/15/2021

<p>the Virginia Standards of Learning, the RPS curriculum, effective strategies, resources, and data to meet the needs of all students.</p>	<p>realistically for pacing, content mastery, and transitions.</p>	<p>planning guide provided by RPS.</p>	<p>Mr. A informed me that the SS/Hty department is creating one lesson for each class. All WHI teachers will teach the same lesson at the same time.</p>
	<p>2.3 Plans for differentiated instruction.</p>	<p>Use Aspen to determine if students need EL/EXED support, use a variety of presentation styles, student participation, assessment styles with various technologies/home supplies.</p>	<p>Each lesson throughout the year. Mr. A will provide alternate means for students to demonstrate learning via: homework, projects, participation during class, exit tickets, etc using various technologies (pictures, apps, programs, recordings, and writing).</p>
	<p>2.4 Aligns lesson objectives to the school's curriculum and student learning needs.</p>	<p>Use RPS curriculum guide, SOL released tests, and share data with team for assistance.</p>	<p>2/15/2021 During joint department planning throughout the year.</p>
	<p>2.5 Develops appropriate long- and short-range plans and adapts plans when needed.</p>	<p>Create unit plans aligned with goals. Pre-assessment to cover what will be learned over the year, create unit plans to correspond with specific goals</p>	<p>2/15/2021 During joint department planning throughout the year.</p>

<p>Standard 3: Instructional Delivery The teacher effectively engages students in learning by</p>	<p>3.1 Engages and maintains students in active learning.</p>	<p>Create plans that provide students an opportunity to provide immediate feedback: Use Nearpod, Jamboard, or other interactive technology;</p>	<p>2/16/2021 Mr. A has implemented Nearpod into his lessons for this week. Continue to add new tools monthly.</p>
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<p>using a variety of instructional strategies in order to meet individual learning needs.</p>	<p>3.2 Builds upon students' existing knowledge and skills.</p> <p>3.3 Differentiates instruction to meet the students' needs.</p> <p>3.4 Reinforces learning goals consistently throughout the lesson.</p> <p>3.5 Uses a variety of effective instructional strategies and resources.</p>	<p>Within the lesson plan: Pose intriguing questions and allow student debate, etc</p> <p>KWL chart with Jamboard; Pre-assessments; Inquiry-based activities;</p> <p>Provide multiple means of learning; provide multiple means of demonstrating learning</p> <p>Provide an agenda for each class with the daily goal written on top and refer back to that goal throughout; tie the activity to the goal.</p> <p>Research strategies and adopt one per lesson/unit. https://bit.ly/3s7bP98</p> <p>Use human resources, Mr. Murray, Mrs. Weisser, reach out to the Museum of African American History in Richmond or DC for an interview, your department</p>	<p>Each lesson should provide this opportunity.</p> <p>Semester beginning, Mid-Term, Final; Mid-year project due before Spring break (April), weekly assessments.</p> <p>Weekly Team PBL with student choice of production (paper, slides, sites, video, etc), student reflection on learning, mini-lesson on complex information, formative assessment (digital graphic organizer).</p> <p>Weekly between February and June</p> <p>March 2021 Set appointments with either librarian to 1) show students how to conduct research, 2) write in MLA format, 3) cite sources in a paper.</p> <p>Monthly from February through June. Integrate virtual visits to the museums.</p>
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	<p>3.6 Uses instructional technology to enhance student learning.</p> <p>3.7 Communicates clearly and checks for understanding.</p>	<p>Use Nearpod, Newsela, Jamboard, Google Tools, Clever, Destiny, RPL, DestinyDiscover.com,</p> <p>Writes down a series of stops in the lecture to obtain feedback, ask for discussion on topic or have students provide clarity for each other and use feedback tools for synchronous and asynchronous (homework) - such as a Nearpod or Newsela assignment, a short research project, etc.</p>	<p>Weekly between February and June</p> <p>Daily between February and June</p>
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Bibliography

Virginia Department of Education. (2011, April 28). *Virginia Standards for the Professional Practice of Teachers*. Teacher Performance and Evaluation. Retrieved January 29, 2021, from https://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf

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