



# BEST PROFESSIONAL GROWTH PLAN

(Adapted from OSPI TAP Professional Growth Plan)

## Beginning Educator Support Team (BEST) Program

PGP for: [REDACTED]  
School: [REDACTED]  
Date: May 04, 2010  
Mentor: [REDACTED]

Grade Level/Subject: K/All  
District: [REDACTED]

### Step 1 - Needs Self-Assessment and Goal Selection

**Critical Question:** What will your students be able to do as a result of your professional growth that they are not now able to do?

By June 1<sup>st</sup>, 2010 the seven students who are reading less than four of the 25 High Frequency words will be reading at least 20 of the words. I will formally measure this goal by use of the Fountas and Pinnell High Frequency Word Reading Assessment for Kindergarten. I will also informally assess students by their use of the words during reading and writing work activities.

**Choosing area of focus -** Consider the following as you determine the area of focus for your professional growth:

- Self-assessment of my performance using the criteria from one of the Professional Certification Standards (see list)
- Student work samples
- Input from my principal
- Discussions with my mentor
- My school's School Improvement Planning focus

**Area of focus -** From the self-assessment above, identify area relevant to your assignment that will focus your professional growth activities and increase your capacity to impact student learning:

A) Using instructional strategies that make the learning meaningful and show positive impact on student learning.

### Step 2 - New Learning

**Critical Question:** What new skills and knowledge (research on best practices) will you need to build your capacity in this area? Be specific.

I will learn how to integrate the use of the 25 High Frequency words across the curriculum so that students have authentic exposure and practice with the target words. I will also teach the words in a meaningful sequence and grouping to create an association of the words to help students connect words they have learned with new words being taught.

**Step 3 - Professional Action Plan**

**Critical Question:** What specific growth activities will you engage in to obtain the identified new learning?

Activities	Target Date	Resources Needed
Prepare flash cards of High Frequency Words for each student	November 30 <sup>th</sup> , 2009	Printed copy of target words cut into word cards, quart size Ziploc bags labeled with student names
Provide word lists for each student to place in their writing folders and have extra copies available during writing activities	November 30 <sup>th</sup> , 2009	60 Copies of the word list and laminate the extra copies
Continue to do formative and summative assessments to track student progress	Do formative as needed and summative at the end of each trimester	Fountas and Pinnell High Frequency Word Reading Assessment for Kindergarten
Read (review) Literacy for the 21 <sup>st</sup> Century: A Balanced Approach Professional Development book	By January 5 <sup>th</sup> , 2010	Literacy for the 21 <sup>st</sup> Century: A Balanced Approach By: Gail E. Tompkins (WSUV course work book)
Speak with colleagues about how they teach the words	By January 31 <sup>th</sup> , 2010	Other Kindergarten and First grade teachers

**Step 4 - Evidence Proposed**

**Critical Question:** What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?

I will have the Fountas and Pinnell High Frequency Word Reading Assessment for each individual student. I will also have their writing folders as evidence of how they are using the target words during writing.

**Step 5 - Evidence Presented**

How does the evidence gathered in Step 4 support positive impact on student learning?

It was a real learning experience for me to look over the evidence to see whether or not the seven students were able to increase their ability to read the required 25 High Frequency words. It was gratifying to see that four of the students met their goals of reading at least 20 of the words correctly. One other student just missed the goal with 19 words read correctly. The other two students weren't too far behind with 17 words and 14 words. The student who read only 14 words had some LAP assistance, as did a few of the others, but was also absent quite a bit. I had sent home notes to work on learning these words, but I did not follow up on exactly what the student was doing to work on the words at home. One thing I learned is to do a better job of communicating specific ways families can help their students learn at home. Overall, I think my teaching had a positive impact on student learning. Two of the target students are ELL learners. One of them had read the 17 words correctly and the other actually exceeded the goal and read all 25 words! I was so excited for this student because she would hardly talk at the beginning of the school year and she did not seem to understand what was asked of her. Her growth has been incredible in all areas this year.

When I evaluated their writing journals I was pleased to see that the students were doing very well with using the target words in a sentence. Sometimes I gave a sentence starter using a few of the words, occasionally we used word cards to build a sentence and then copy it, but mostly I challenged students to write about a topic of choice and encouraged them to use the target words in their sentence. I was glad to see that most students did very well with this.

#### **Step 6 - Reflection/Implications**

Critical question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?

One next step I can take with these students before the end of the school year is to plan some new activities for reviewing the target words. This would help to make the words interesting again and engage the students in further learning. I would also like to send a few specific ideas home as homework for families to do together to help support student learning. In addition, I plan to provide ideas for families to do over the summer to help students retain what they have learned. As for next school year, I feel I have a solid foundation to build upon. I now know where to start and have some strong lesson activities to kick off student learning.



# BEST PROFESSIONAL GROWTH PLAN

(Adapted from OSPI TAP Professional Growth Plan)

## Beginning Educator Support Team (BEST) Program

PGP for: [REDACTED]

Grade Level/Subject: 2/Math

School: [REDACTED]

District: [REDACTED]

Date: 11/28/09

Mentor: [REDACTED]

### Step 1 - Needs Self-Assessment and Goal Selection

**Critical Question:** The percentage of students scoring proficient or higher on a problem solving assessment will increase from 77 percent to 90 percent, by December 17<sup>th</sup>, 2009. The students will particularly be assessed in identifying the needed information and question in a given problem.

- **Choosing area of focus** - Based on a beginning of the year problem solving assessment, only 77 percent of my students were able to identify the important numbers and question in a given problem. It is an end of year 2<sup>nd</sup> grade math expectation to: identify the question asked in a problem, identify the given information that can be used to solve a problem, and recognize when additional information is required to solve a problem.

**Area of focus** - My area of focus will be Power Strand 2.5 ABC (Core Processes: Reasoning, problem solving, and communication)

2.5 A Identify the question asked in a problem

2.5 B Identify the given information that can be used to solve a problem

2.5 C Recognize when additional information is required to solve a problem.

### Step 2 - New Learning

**Critical Question:** What new skills and knowledge (research on best practices) will you need to build your capacity in this area? Be specific.

I will need to create and gather a variety of addition and subtraction word problems such as: joining, separating, and comparing to practice with. Growing with Math Resource materials will aid in providing good examples of each kind of word problem.

**Step 3 - Professional Action Plan**

**Critical Question:** What specific growth activities will you engage in to obtain the identified new learning?

Activities	Target Date	Resources Needed
Whole group instruction on underlining the important information and circling the question in a variety of word problems.	12/1/09	Large chart paper, markers, GWM curriculum resource,
Create individual problem solving check-off list for students to use with class work and homework.	12/3/09	Large poster to illustrate the check-off list for problem solving
Whole group instruction and partner work with a variety of different kinds of word problems.	12/8/09	GWM curriculum materials, collaboration with other math teachers to exchange problem solving examples.
Model written reflection in math journals on why we underline and circle the question in a problem. How do these items help us in problem solving? What role do they play in solving the problem?	12/1-12/16	Chart paper for teacher to model written reflection. Student math journals to record written reflection.

**Step 4 - Evidence Proposed**

**Critical Question:** What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?

I will gather data through a post assessment and also student work samples from classwork and homework. This will show whether I have made a positive impact and illustrate exactly how many students are proficient in problem solving. I will then know if I have met my goal.

### Step 5 – Evidence Presented

How does the evidence gathered in Step 4 support positive impact on student learning?

The post assessment given shows that students have indeed increased skills in the ability to analyze the questions in a story problem and figure out what kind of operation needs to be done in order to solve the problem. The scores at the beginning of year pre-test showed the percentage of students at grade level with problem solving was 77 percent. The scores at the end of year post-test showed the percentage of students at grade level with problem solving was 92.5% . Throughout the year ,we have practiced the 7 step process to solving story problems in a variety of ways such as: homework , whole group with guided instruction, partner work, and independently. The students now know how to perform it on their own without a check off list. The post assessment and student work has demonstrated to me that the majority of the students can successfully solve a variety of story problems independently.

### Step 6- Reflection/Implications

Critical question:As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?

In the future, I might spend more time on partner work and have students think about the questions in solving a problem and really focus on what the question is asking. After spending some time on this, with partners they can brainstorm all the possible ways and strategies to figure out what the problem is asking. To differentiate , I could have students come up with their own story problems for the class and have their classmates solve them. We could also solve the problem in different ways and really think a bit deeper about which way was most efficient and why.