

VI Teacher Professional Growth Plan**Teacher Name:** Mr. Instructor **Position:** 8th grade math teacher**School:** Excellent High School **School Year:** 2014-2015**Supervisor Name:** Mrs. Principal**Meeting Dates:****Portfolio Planning
Meeting and Discussion
of TPGP:**10/15/2014**Portfolio Midyear Check-in
Meeting and Discussion of
TPGP:**1/6/2015**Portfolio Presentation
Meeting and Reflection of
TPGP:**5/5/2015**Plan Agreement:** The plan is complete and both the teacher and principal agree to the plan.**Teacher Signature:** Mr. Instructor **Date:** 1/6/14**Principal Signature:** Mrs. Principal **Date:** 1/6/14**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>I will read two research articles about differentiated learning in math instruction and apply concepts and strategies in at least two lessons to address low and high performing students.</i>			Goal Type: Growth
VI Teacher Effectiveness Standards: Standard 8: Instructional Strategies			
VI Teacher Effectiveness Standards Performance Indicator(s): 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			
Rationale: Why was this goal chosen? Current data indicate variation in student performance. A group of students is proficient on a number of the concepts learned in the previous year, yet there are eight students performing below the proficient level, 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 the teacher to understand acquisition of concepts and strategies to differentiate the 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?
Read two articles: <i>Factors Affecting the Algebra I Achievement of Academically Talented Learners</i> (Mathews and Farmer, 2008) and	11/21/2014	I hope to learn instructional strategies to support low performing and high	I will apply at least two strategies in planning a lesson and during instruction.

Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students (Ellis, Daniel K.; Ellis, Kerry A.; Huemann, Linda J.; Stolarik, Elizabeth A., 2007) and identify concepts to apply in at least one lesson during the second semester.		performing students in learning algebra.	
Complete the module on differentiation in algebra (http://www.wmich.edu/math/kaap/modules/differentiated-algebra/differentiated-algebra.swf), read an article on rich math problems (http://math.sfsu.edu/hsu/papers/HsuKyshResek-RichProblems.pdf) and implement at least one strategy in a lesson during the second semester.	2/20/2015	I will learn strategies to use with struggling students and how to create rich problems for high achieving students in algebra.	I will develop at least two lessons and use the strategies learned to meet the needs of both struggling and high achieving students.
How will I know that I am making <u>progress</u> and achieving my goal?			
Summary of the two articles, lesson plan with strategies and student work samples			
What <u>supports</u> might I need to complete the activity and achieve my goal?			
None at this time.			

Goal 2	
Goal Statement: (SMART Goal) I will read an article and explore possible lessons connecting music and math. I will select a lesson, modify as needed and implement it with my students during the second semester.	Goal Type: Extension
VI Teacher Effectiveness Standards: Standard 1: Learner Development	
VI Teacher Effectiveness Standards Performance Indicator(s): 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning	
Rationale: Why was this goal chosen? Research has indicated a strong connection between music instruction and cognition (e.g., Dana Consortium Report on the Arts and Cognition, 2008). Examining the math achievement of students indicate a large percentage of students are performing below proficiency in math as measured by the VITAL. I administered a student interest survey and results indicate a number of my students have a strong interest in music. Connecting math and music may make	

learning math more engaging and relevant for these students.

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?
Read the article, <i>The Impact of Music Education on Academic Achievement</i> by Donald A. Hodges and Debra S. O'Connell, explore lesson plans connecting music with math instruction at https://www.teachervision.com/math/resource/10340.html , and choose one to implement with my students during the second semester.	3/20/2015	Learn of some example lessons connecting music with math so I can use them during my math instruction to increase the relevancy of learning math.	I will use a lesson with my students to see if connecting music with learning math increases the relevancy for my students.
How will I know that I am making <u>progress</u> and achieving my goal?			
Selected lesson plan with modifications and student work from the lesson			
What <u>supports</u> might I need to complete the activity and achieve my goal?			
Materials if I do not have them to carry out the lesson I choose. I will be able to identify needs during the mid-year check-in.			

Goal 3			
Goal Statement: (SMART Goal) I will attend a Olweus Program training and read the Bullying report to increase my skills by the end of November so I can effectively implement the Olweus Program during the current school year to decrease bullying incidents in my class as part of our school wide eSIP.			Goal Type: Choose an item.
VI Teacher Effectiveness Standards: Standard 3: Learning Environments			
VI Teacher Effectiveness Standards Performance Indicator(s): 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.			
Rationale: Why was this goal chosen? The school has a school wide goal of improving the school environment so it is safe and students and families feel welcome and respected. This goal is based on data from the school climate survey that indicates low family engagement in school activities and an increase in the number of students not feeling safe in school. There have been several incidences of bullying with the students currently in my grade level so anti-bullying strategies and support is needed.			
Proposed Professional Learning	Targeted	Outcomes	Application

Activities	Completion Dates	What do I expect to learn?	What will I do with the knowledge and skills I have learned?
Attend the professional development training on the Olweus Program and read the Bullying Report.	10/30/2014	I will increase my knowledge on bullying and learn the Olweus Program.	I will implement the classroom components and participate/lead in the schoolwide components of the program to decrease bullying and increase students' feelings of feeling safe in school.
Read <u>Class Meetings That Matter 9-12: A Year's Worth of Resources for Grades 9-12</u> and utilize the strategies in conducting routine class meetings, an essential component of the Olweus Program.	1/30/2015	I will learn how to conduct effective classroom meetings to support the implementation of the Olweus program in our school.	I will implement routine class meetings throughout the second semester.
How will I know that I am making <u>progress</u> and achieving my goal?			
Training certificate, class meeting logs, discipline reports			
What <u>supports</u> might I need to complete the activity and achieve my goal?			
I may need assistance in obtaining a copy of <u>Class Meetings That Matter 9-12: A Year's Worth of Resources for Grades 9-12</u> if one is not readily available.			

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	Summary of the two articles, lesson plan with strategies and student work samples.	The articles provide some information, however the module was very informative. It provided me with information on differentiated instruction and examples of strategies used in algebra. Differentiated instruction is not a strategy or a set of strategies; it is actually a philosophy and way of thinking that you apply to all instructional lessons, methods and opportunities. Together with Universal Design for Learning, a teacher creates learning opportunities for all students so they are engaged, learning and can express their knowledge and skills in a way most beneficial to them. The	Although I spent more time in planning the lessons, the time really paid off. The students were engaged and actively participated in deciding how they would show their learning to classmates. The rich problems were much more engaging and required higher level thinking. The higher achieving students, who are usually bored, were completely engaged and felt challenged. The student work demonstrates higher level thinking and higher quality. The only area of difficulty was creating rich problems

		<p>article on rich problems provided very specific instructions. I learned the 5 characteristics of rich problems and how to determine if a problem is a “rich” problem. Although I had participated in the differentiated workshops provided by VIDE in the past, these resources really made the strategies meaningful and provided practical application of the concepts.</p>	<p>that were also basic enough for students with weak math skills. After the first lesson, I put students in heterogeneous problem solving groups which proved to be more successful for struggling students.</p>
2	<p>Selected lesson plan with modifications and student work from the lesson</p>	<p>I had heard of the connection between music and math, but the articles really provided the why. There were several lessons that I thought were appropriate for my students, but I chose one utilizing jazz since several of the students recently signed up to participate in jazz instruction. The lesson I chose used jazz improvisation to learn how to identify math relationships to calculate possibilities.</p>	<p>The lesson I used was on jazz and math: improvisation and permutations. After an introduction to improvisation through a drama game, a discussion, and a video clip, students explored how many different rhythmic combinations can be improvised in a jazz/blues piece of music. They used trial and error techniques, derived a mathematical formula, and applied the formula to calculate the number of possible rhythmic combinations. Students derived a mathematical relationship to calculate the actual number of possible musical permutations given a limited set of options, compared previous estimates and identified discrepancies. Even the most challenging students were engaged for the entire lesson.</p>
3	<p>Attendance of the training, highlighted copy of the report</p>	<p>The training was really good; however the best part was implementing the program as a school. Having colleagues trying the same thing, working on the same professional learning goal allowed us to collaborate so we could all be successful. I think this helped us with the implementation this year. I do not think it was implemented as well as it could have been and it will take more than one year to see an impact; however on the parts that were implemented I saw students responding and behaving. Reading the report was informational.</p>	<p>The guide on class meetings really helped me implement class meetings on a routine basis. I do not think I could have done it with fidelity if I had not used this additional resource. My team mates and I used the book as a book study in our PLC so we could support each other with the implementation. I would have liked to have had more time to share and discuss with other colleagues across content areas. I plan to continue to implement the program and work with colleagues so we can all be successful. If we</p>

			continue to see the students making positive changes then I know we are on the right track. It would be really helpful to observe another colleague during a class meeting.
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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. The lessons reflected use of specific strategies to meet student needs. Mr. Instructor utilized the rich problem format and strategy during one of his observations and students responded positively to the challenging content.
2	The teacher engaged in the professional learning activities and provided evidence of achieving the goal. The lesson chosen was challenging and unique. Student work demonstrated a high level of engagement and learning. Mr. Instructor is encouraged to collaborate with the band teacher and musicians in the community to continue connecting math instruction with the music interests of his students.
3	The teacher engaged in the professional learning activities and provided evidence of progress toward achieving the goal. Mr. Instructor not only supported the OLWEUS Program schoolwide, but also led his subject level team in learning more about class meetings so they could conduct them routinely and with fidelity.
Recommendations Continue connecting music and math by utilizing family and community members as resources. Continue supporting the Olweus program through class meetings. Consider leading a cross-disciplinary PLC to further study the use of class meetings and communication to build positive classroom environments.	