

EDU 596/598 Seminar: Designing Professional Development Plan

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Rationale: These Kentucky Teacher Performance Standards are performance based and must be an integral part of graduate education programs. EDU 598 has been developed to place the teachers' education program at Western Kentucky University in compliance with those standards. This course will require candidates to present their graduate portfolio, which will be an authentic assessment of each candidate's competence with the Experienced Teacher Standards and relevant national standards. Knowledge and skills gained during the graduate program will also be assessed through the graduate portfolio.

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- e. Take responsibility for student learning;
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

Course Objectives:

The candidate will

- articulate the Kentucky Teacher Performance Standards (KTPS) and other regional and national education reform movements in relationship to their personal development plan.
- articulate the Kentucky Teacher Performance Standards (KTPS) for Preparation and Certification and standards set forth by learned societies in relationship to their personal development plan.
- present and demonstrate the successful development and enactment of their professional development plan through the candidate's professional graduate portfolio.

Content outline: The content of this course will be driven by professional standards for teachers, such as the Kentucky Teacher Performance Standards (KTPS), national Board for Professional Teaching Standards and advanced standards established by learned societies. Content will include the following:

- Review accomplishments of the candidate's current professional development plan.
- Present achievements accrued during the duration of the current professional development plan.
- Develop appropriate technology skills to make a professional presentation of the candidate's portfolio.

Student expectations and requirements: The graduate candidate's professional portfolio will be reviewed and presented during this seminar. Achievement of proficiency will be assessed by the use of rating scales/scoring guides.

The students will:

- Refine their portfolio artifacts in preparation for having the portfolio assessed. A **minimum of two** Performance Criteria addressed under each of the 10 Kentucky Teacher Standards with a **minimum of 2 pieces of evidence for each**. The use of a reflective statement of the candidate's growth before each of the Standards in the portfolio is **required**.
- Submit their portfolio with evidence of growth areas from EDU 501 **and** each of the ten Experienced Teacher Standards **and** other relevant national standards addressed.
- Prepare a professional verbal presentation of their portfolio using appropriate technology (**PowerPoint**). This presentation is to be **10-12 minutes** (max 15 min) in length and should be based on the candidate's area of greatest growth. This presentation is **not** a verbal review of the entire portfolio; it should only cover **one or two** standards in depth.

Grading:

Passing:

- Actively participating in **all** class sessions.

- Completing requirements in a quality manner—80% accuracy.
- **Your portfolio must be submitted three days before the date of your presentation. Therefore, you may pick it up after your presentation. (For extenuating circumstances, arrangements may be made to return portfolio to student via SASE-box)**

Incompletes will only be permitted under extenuating circumstances and preapproved by the instructor.

Portfolio Components

Criteria:

- * Each component is adequately presented.
- * Each component reflects time, effort, and professional commitment
- * Entries are word-processed (except for student samples).
- * Entries follow rules of grammar/punctuation.
- * Entries use proper standard written English.

Criteria:

- * Each standard has been addressed.
 - * Standard and exemplars include a well-developed reflective rationale as to why the product(s) represent(s) the standard. [minimum 2 exemplars per standard]
 - * Product is the best exemplar of your work related to each standard.
- The presentation of exemplars reflects your highest level of performance.

Component

1. Title Page
2. Letter to Reviewer
3. Table of Contents
4. Resume
5. Personal Philosophy Statement
6. Pre/Post Assessment
7. PGP _____

Standard 1 Applied Content Knowledge _____

Standard 2 Designs/Plans Instruction _____

Standard 3 Creates/Maintains Learning Climate _____

Standard 4 Implements/Manages Instruction _____

Standard 5 Assesses/communicates Learning Results _____

Standard 6 Implementation of Technology _____

Standard 7 Reflects/evaluates teaching/learning _____

Standard 8 Collaborates _____

Standard 9 Professional Development _____

Professional Presentation Scoring Guide

Guidelines	Description	Met	Unmet	Comments
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1. Strong Opening

- ◆Attention-getting
- ◆Introduces topic & self
- ◆Logical

2. sequencing Logical Organization

- ◆Identifiable organization

3. Content

- ◆Highlights significant professional Growth

4. Effective Visual Aid

- ◆includes PowerPoint
- ◆Professionally prepared & presented
- ◆Relevant
- ◆Clear in concept & presentation
- ◆Errorfree

5. Presentation Skills Uses Notes as Reference Only

Awareness of Audience

Appropriate Language

Employs Vocal Variety

Articulation

Appearance

- ◆Does not read from notes or visuals
- ◆Eye contact ◆Appropriate gestures, facial expressions
- ◆Correct grammar ◆Appropriate references to diversity within groups ◆Avoids slang & filler words
- ◆Rate, pitch, volume, and intensity ◆Uses standard pronunciation, diction, & enunciation
- ◆Professional in appearance

6. Conclusion

- ◆Includes future professional growth plans ◆Summarizes presentation

7. Completes in Specified Time

- ◆15-20 minutes or as required by instructor

NOTES

SAMPLE

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

Introduction: The issue of tapping into the life experiences of my students has always been a struggle for me. Realizing the standards and content that had to be taught can be overwhelming. The fact of the matter is, I did realize if a child has prior knowledge of a subject, it did make them understand the concept better. It also may motivate them to learn more about the topic, especially if it is something they are interested in.

Standard 1.2 -Connects content to life experiences of student. Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or

other content areas.

I chose Standard 1.2, as an area of development because some of my students had no prior knowledge of a subject were struggling while some other children that had a lot of prior knowledge were bored with the content. I looked at their prior knowledge & interest on a subject and then expanded on what they all ready knew. I used the KWL methods to help me understand their beginning level of understanding and what level I needed to take them to. Using the pre-assessment gave me a starting point to what they knew on a topic and what skills and to what degree the content needed to be taught.

After looking at the KWL charts and pre-assessments, this gave me an idea of exactly the content that needs to be taught and to what degree. This allowed me to tap into their prior knowledge and understanding to be more effective. My students were more successful in learning the content based on their prior knowledge and the extent to which I taught the material. They understood the content more in depth because they had an interest in it because of prior knowledge and understanding of the material.

Standard 1.5- Identifies and addresses students' misconceptions of content. Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices .

I chose Standard 1.5, the misconceptions of content, as an area of growth because, we as teachers can also get a misconception of what we think children know from a lesson. I had an idea of what I thought that my students should understand based on their prior knowledge of a subject, but when it came time to teach the material, I found that my students didn't understand the material.

I used the journal entries/reflections on content learned for understanding, to show to what extent they learned what •

I taught them and what growth they made. This gave all children the opportunity to tell what they learned and also a way to convey to me privately their concerns of not learning the lesson. They wrote reflection/journal pieces daily on the content that was taught. This gave them a way to demonstrate what they learned and also gave me feedback to what was learned. When they used these journals/reflections, in social studies particularly, this gave them more opportunity to practice the lesson for the test. Thus, their test scores really improved because they understood the content.

Using the essential questions gave the students a goal to think about while they were learning the lesson. Giving them a purpose of why they need to know the content and how they could use it in the real world, really gave them a purpose in learning the content.

Reflective Conclusion Statement: Taking the time to administer the KWL charts really gave me a better grasp on exactly what my students knew about a particular content. It gave me more insight to how to teach them and to what level to teach them at. Looking for connections to what they already knew, made the content more interesting to them. Sharing these ideas in class with others was a good way for me to see how the prior knowledge would connect with expanding on what they still needed to know. This gave them a better understanding and it was evident in the post assessment scores and in their reflective journal pieces. Their knowledge expanded from a beginning level to the more advanced level. This aspect has made me a better teacher for my students.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

Introduction: Trying to find many ways of inquiring about students' prior knowledge can be a difficult task to do. I became more aware of the need for pre-assesses and using them in a variety of ways. Using these techniques gave an opportunity to develop higher order thinking skills for students. As a teacher, this is our goal to give students the opportunity to think outside of box and get that WOW factor every day. ***Standard: 2.4 -Plans instructional strategies and activities that address learning objectives for all students. Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives***

I chose Standard 2.4, building on prior knowledge and addressing learning objectives, as an area of growth because I was not using children's prior knowledge to help drive my instruction. I was having trouble tuning into prior knowledge to set the objectives for them to learn. I found that the students did not or did know the material and it hindered what I was teaching. I found that again, some of the students were struggling with the concepts and some were aware of the material all ready and they needed to be challenged.

Using the KWL charts, telling what a child Knows, Wants to Know, and Learned material helps us as educators to keep track of our students' learning. I found that using these helped to drive my instruction. This gave me an opportunity to reach each student's knowledge and guide them to learning more material. They were more successful on the weekly assessments given because they knew the material better because they had that depth of knowledge. Using prior knowledge skills teaches us a method to reaching all learners so all my students were successful.

Using pre-assessment, post -assessment for comparison really shows the growth of the knowledge or the lack of growth. I used a variety of methods in multiple choice, short answer, and pre-writing thoughts of different types of assessments for different strategies. Using journal writing as a reflection is a way to get the understanding of what children have learned after the task has been taught. The children using the pre-assessments to push themselves to improve on the post-assessment was good for them to see exactly what skill they were weak in.

Standard: 2.5 -Plans instructional strategies and activities that facilitate multiple levels of learning. Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

I chose Standard 2.5 because I needed to take my students to that next level of learning beyond simple recall answers and short answers. I was finding that they could do well on the Multiple Choice questions but struggled with the Open-Response Questions. They were able to score 1's and 2's on their ORQ's but that was not Proficient or Distinguished. These are the questions that allows them to go to the next DOK Level. Using centers and different levels of instruction is a method of ensuring all students are successful.

The students did daily ORQ questions for practice in whole group and cooperative groups.

Giving students different ideas of what a Distinguished ORQ piece looks like will give them the idea of what is expected. They were able to look at someone's ORQ and grade it according to the rubric. This allowed my students to be able to produce a Proficient or Distinguished one themselves.

They were able to bring the behaviors you want from your student's work using Peer tutoring. Using this method made the kids stop and think of what the problem was in the area taught, what areas they were made in, like content, effort, process, or organization in the ORQ. This made them critical thinkers to how to improve the ORQ to make it Distinguished.

Using essential questions help the child to think at a higher level of learning. Using the essential questions gave me an opportunity challenge my students and to make them think out of the box, more than just basic material.

Reflective Conclusion Statement: Giving the students an opportunity to demonstrate what they knew using the KWL chart really helped them to get the ideas of what they know, what they want to learn from the lesson, and then expand on what they learned from the lesson. Looking back at the pre-assessments really helped to drive my instruction. When I saw the post-assessments, it gave me evidence of what the children grasped and if I need to go back and reteach. I found giving students the examples of the ORQ's, was very beneficial. This is a task that children have trouble on and when my students saw an example of a Distinguished or Proficient piece, it really helped them to be able to increase their scores as well. Thinking about the essential questions, I found that these really helped the students to understand why they need to learn the material. How they would use it in real- life situations. This helped them to think on a higher level of learning. The best part was having the students peer conferencing with the lessons. This really gave them an understanding of what was taught and what still needs to be taught. This gave them an understanding to think at a higher level of how to fix their mistakes and what they would do different.