

## Professional Development Plan

School Year: 2015-2016 Year: 1  2  3  4  Career Status   
 Lateral Entry: 1  2  3

Name: Katherine Freshman Position/Subject Area: Math 7<sup>th</sup> Grade School: Math Middle School  
 Mentor: Anny Wise Position/Subject Area: Math 8<sup>th</sup> Grade School: Math Middle School

(Required in the first three years for all beginning teachers)

A.	NC Professional Teaching Standards 1. Teachers Demonstrate Leadership 2. Teachers Establish a Respectful Environment for a Diverse Population of Students 3. Teachers Know the Content They Teach 4. Teachers Facilitate Learning for Their Students 5. Teachers Reflect on Their Practice	Standard(s) to be addressed: <i>Standard 1 – Teachers Demonstrate Leadership</i> <i>Standard 4- Teachers Facilitate Learning for their students</i> Element(s) to be addressed: <i>Standard 1 – Establishes a safe and orderly classroom.</i> <i>Standard 4- Integrate and utilizes technology on their instruction.</i> <i>Help students develop critical thinking and problem-solving skills</i>
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**B. Teacher's Strategies**

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1: After improving classroom management strategies skills, implement strategies and create a sophisticated classroom routine to stop disruptive behaviors. Create and implement a classroom management lesson plan, summarizing general research results and the classroom's specific needs. Show which/how routines would be implemented in a typical 1hour 30 minutes math lesson.  Goal 2: Enlarge lesson plans to extension activities to implement increasingly independent problem solving activities. Research and incorporate various software manipulations that enhance independent problem solving.	Read development tutorial books on 8 <sup>th</sup> grade typical behavioral needs. Gather knowledge information on routine needs of students of that age. Survey and interview successful colleagues/ teachers from Professional Learning teams on the efficiency of class routines and their development within typical hour schedules. Dedicate one weekly hour on the learning of free platform suggested by NCTM and implement problem solving activities of increasing length.  Evaluate improvement on problem solving tasks using pre and post tests assessments.	<ul style="list-style-type: none"> <li>• Give more time to students on independent learning and thinking.</li> <li>• Reduce classroom disruptive behaviors</li> <li>• Present sample problem solving strategies from students in a school poster accessible and visible to all students outside our class.</li> <li>• Higher grades in test, including improvements on individual thinking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of the Mentor teacher in weekly discussion meetings.</li> <li>• Free available time for research and external evaluation from colleagues or internet PLT.</li> <li>• Computer room to use specific software, learning manipulation (GeoGebra)</li> <li>• Progressive worksheets on problem solving, at first integrated to the lessons, then implemented in a weekly hour session.</li> </ul>	Classroom management will be given a semester time table with a deadline: at Christmas an optimal list of classroom routine will be presented with pedagogic justifications and implemented.  Effective evaluation on problem solving improvement will be schedule at the beginning of May.

Teacher's Signature: h h . . . . . h

Mentor's Signature: h h . . . . . h

Administrator's Signature: h h . . . . . h

Date: September 31<sup>st</sup> 2015

Date: September 31<sup>st</sup> 2015

Date: September 31<sup>st</sup> 2015

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Plan: Individual  Monitored  Directed

**Professional Development Plan – Mid-Year Review to be completed by (date) January 30<sup>th</sup> 2016**

**Teacher:** Miss Freshman

**Academic Year:** 2015-2016

**C. Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced**

Goal 1:  
A substantial improvement in classroom discipline was noticed during the semester. There were 32% less disciplinary referrals and communication with parents due to disruptive behavior in December than in the first month of the semester. Visible implementation of discipline routines in which purpose of the tasks was presented to the student (active participation of students in the improvement of their class environment) improved the work atmosphere and help lower behavioral tensions. Routines were in harmony with the needs of the age group as suggested by the book of Carol Cummings

Goal 2:  
Followed online webinar on the usage of Math Core Tools and Core Math Tools. Developed a series of 5 lessons plan on software manipulation and usage of software in specific geometric and algebraic problem solving. (Driscoll, 1999)

**D. Narrative**

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
<p>Sen visible improvement in the behavior of my students and the benefit of the active follow-up of routines within the classroom. Students active and conscious involvement help disruptive behaviors decrease 32%. Positive feed-back was also given by parents. Conflicts are rare and routines help lower emotional affects. More structured leadership help students feel in mores secure and including environment</p> <p>Teacher's Signature: _____</p> <p>Date: <u>January 15<sup>th</sup> 2016</u></p>	<p>Miss Freshman implemented classroom strategies have found their natural way through the classroom. Students seem more comfortable and secure within the classroom and openly say that routines help them “clam down.” They also admitted having fun knowing the reason behind new routines, as shared with them by Miss Freshman. Satisfaction has also been given as feedback by parents on disciplinary questions. Encouragement is given to Miss Freshman to implement more routines and enhance students in their own disciplinary participation.</p> <p>Mentor's Signature: _____</p> <p>Date: <u>January 15<sup>th</sup> 2015</u></p>	<p>32% less disciplinary referrals and communication with parents show some efficiency in the routine building strategy. Students general grades are also on their way up and positive feedback was given to the improvement of general behavior from Miss Freshman's colleagues. Classroom is quieter and discussion on the behavioral theories in the plan showed Miss Freshman's dedicated involvement and faith in a successful strategy.</p> <p>Administrator's Signature: _____</p> <p>Date: <u>January 15<sup>th</sup> 2015</u></p>

**Professional Development Plan – End-of-Year Review to be completed by (date) May 15<sup>th</sup> 2016**

**Teacher:** Miss Freshman

**Academic Year:** 2015-2016

**E. Evidence of Progress toward Specific Standards or Elements to be Addressed/Enhanced**

Goal 1: 32% less disciplinary referral and written positive feedback from parents show efficiency in the behavioral plan implemented by Miss Freshman. Reading of a routine list showed rich classroom management knowledge confirmed by visible application of routine sequence in class. Observation in situ also showed Miss Freshman more relaxed and happier students, class results show that students are more dedicated to their work and more perseverant. Results generated by Miss Freshman’s disciplinary knowledge gain by workshops and readings were shared with other colleagues in the form of a blog accessible on the Middle School’s website.

Goal 2: Miss Freshman efficiently taught usage of two software Math Core Tools and Geo Gebra during this second semester as evidenced by test and presentations from students during the school Science Fair. Success in Miss Freshman’s enhancement of independent thinking in problem solving was also evidenced by the possible incorporation of a problem solving item in each summative test during months of February, march and April. Collaborative problem solving were also exposed in the school’s main corridor, visible to all students. Higher level students could appreciate the involvement of 7<sup>th</sup> grades in the solving of problem of higher difficulty (challenging to higher classes) using software strategies. This is a proof of a general level improvement of the class and higher interest in math through the interactive usage of software. Pre and post assessment on problem solving test showed an average improvement of 11%.

<b>F. Goal 1 was successfully completed</b>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
<b>Goal 2 was successfully completed</b>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>

**G. Narrative**

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Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
<p>My feeling at the end of the year was a more secure and relaxed one. The study of classroom management strategies helped me develop a better work atmosphere and a securer flow in my teaching, to which, through calmer behavior, my students gave wordless confirmation. The testing of robustness of my gained knowledge was strengthen by discussion with my mentor and by involvement of my students in the routine plan. Result were so encouraging that little change was added in the second part of the school year.</p> <p>The implementation of my second development goal was far more time consuming and results did not reach my expectations. But positive encouragement were given to me by the grade improvement tests showed in May. Use of technology also visibly enhanced the general interest in tasks and I noticed a great gain of maturity in the thinking development of my students. Problem solving reinforced the knowledge they gained on main stream exercises and help my student find strategies to measure interconnectedness between several topics in math, seeing the matter as a whole and not as a puzzle of small details.</p> <p>Teacher's Signature: _____</p> <p>Date: <u>May 30<sup>th</sup> 2015</u></p>	<p>Mentoring and discussion on Miss Freshman's goals was fruitful for both of us. The ease she gained through better classroom management helped us and students keep in focus and strengthen several pedagogical beliefs. Students' class dynamic showed also promising results and some students suffering from math anxiety achieved astonishing improvement. Tests and survey feedback show a renewed interest in math through variety of interconnected tasks, use of dynamic software of which students gained rapid mastery, Problem solving also help some students to prove talent and success ability through a broader variety of skills and reinforced their self-confidence.</p> <p>Mentor's Signature: _____</p> <p>Date: <u>May 30<sup>th</sup> 2015</u></p>	<p>Miss Freshman's class reputation have seriously improvement, she gained in assurance through success in her two goals. Positive feedback was given by colleagues, parents and students themselves. Disciplinary action decreased during the whole year and the fruits of problem solving was admired by students and staff after the Science Fair. Tests in Miss Freshman class show significant average results.</p> <p>Administrator's Signature: _____</p> <p>Date: <u>May 30<sup>th</sup> 2015</u></p>