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| **Campbellsville University**  **School of Education** | | | | | | | | | | | | | | | | | | | |
| **Source of Evidence #5**  **Pre-Professional Growth: Domains**  **Self-Assessment and Reflection/Establishing Priority Growth Needs** | | | | | | | | | | | | | | | | | | | |
| **Name:** Abby Harnack | | | | | **Date:** November 17, 2016 | | | | | | | | | | | | | | |
| 1. **Self-Assessment of Performance**   To initiate the identification of your priority growth needs regarding the KFT, assess your level of knowledge/skills related to each of the components by marking the appropriate box to the right of each component.  The scale to be used is (I) Ineffective, (D) Developing, (A) Accomplished, and (E) Exemplary | | | | | | | | | | | | | | | | | | | |
| **Domains Component** | | | | | | **CAP 2** | | | | | | **CAP 3** | | | | **CAP 4** | | | |
| **1**  Planning and Preparation | 1A. Demonstrating Knowledge of Content and Pedagogy | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 1B. Demonstrating Knowledge of Students | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 1C. Selecting Instructional Outcomes | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 1D. Demonstrating Knowledge of Resources | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 1E. Designing Coherent Instruction | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 1F. Designing Student Assessment | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| **2**  Classroom  Environment | 2A. Creating an Environment of Respect and Rapport | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 2B. Establishing a Culture of Learning | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 2C. Managing Classroom Procedures | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 2D. Managing Student Behavior | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 2E. Organizing Physical Space | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| **3**  Instruction | 3A. Communicating with Students | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 3B. Using Questioning and Discussion Techniques | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 3C. Engaging Students in Learning | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 3D. Using Assessment in Instruction | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 3E. Demonstrating Flexibility and Responsiveness | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| **4**  Professional Responsibilities | 4A. Reflecting on Teaching | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 4B. Maintaining Accurate Records | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 4C. Communicating with Families | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 4D. Participating in Professional Community | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 4E. Growing and Developing Professionally | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| 4F. Demonstrating Professionalism | | | | | I | D | | A | | E | I | D | A | E | I | D | A | E |
| **2. Possible Professional Growth Priority Components:**  **Professional Growth Priority Components** | | | | | | | | | | | | **3. Priority Component for Professional Growth Plan Development** | | | | | | | |
| **Domain 1: Planning and Preparation** | | 1A | 1B | 1C | 1D | | | 1E | | 1F | |  | | | | | | | |
| **Domain 2. The Classroom Environment** | | 2A | 2B | 2C | 2D | | | 2E | |  | |
| **Domain 3. Instruction** | | 3A | 3B | 3C | 3D | | | 3E | |  | |
| **Domain 4. Professional Responsibility** | | 4A | 4B | 4C | 4D | | | 4E | | 4F | |
|  | | | | | | | | | | | | **Current Level of Performance** | | | | | | | |
| **I** | | D | | A | | E | |

**Campbellsville University**

**School of Education**

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| --- | --- |
| **Source of Evidence #5**  **Pre-Professional Growth**  **Self-Assessment and Reflection: KTS** | |
| **Name:** Abby Harnack | **Date:** November 17, 2016 |
| **To initiate the development of your Professional Growth Plan at CAP 2, please assess your level of performance on each of the indicators by writing a letter in the blanks to the left of each indicator.**  **The scale to be used is: (I) Ineffective, (D) developing, (A) accomplished, (E) exemplary.**  **You will repeat this self-assessment process at CAP 3, and CAP 4 as part of your ongoing assessment of professional growth and identification of areas for professional growth.** | |

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

**The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **A** | **A** |  | **1.1 Communicate concepts, processes, and knowledge. *Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.*** |
| **D** | **D** |  | **1.2 Connect content to life experiences of student. *Effectively connects most content, procedures, and activities with relevant life experiences of students.*** |
| **D** | **A** |  | **1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning. *Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.*** |
| **D** | **D** |  | **1.4 Guide students to understand content from various perspectives. *Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.*** |
| **D** | **D** |  | **1.5 Identify and address students’ misconceptions of content. *Identifies misconceptions related to content and addresses them during planning and instruction.*** |

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

**The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **E** |  | **2.1 Develop significant objectives aligned with standards. *States learning objectives that reflect key concepts of the discipline and are aligned with local/state standards.*** |
| **D** | **D** |  | **2.2 Use contextual data to design instruction relevant to students. *Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.*** |
| **A** | **A** |  | **2.3 Plan assessments to guide instruction and measure leaning objectives. *Prepares assessments that measure student performance on each objective and help guide teaching.*** |
| **D** | **A** |  | **2.4 Plan instructional strategies and activities that address learning objectives for all students. *Aligns instructional strategies and activities with learning objectives for all students.*** |
| **D** | **D** |  | **2.5 Plan instructional strategies and activities that facilitate multiple levels of learning. *Plans instructional strategies that include several levels of learning that require higher order thinking.*** |

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

**The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **3.1 Communicate high expectations. *Sets challenging objectives for students and communicates confidence in students’ ability to achieve these objectives.*** |
| **A** | **E** |  | **3.2 Establish a positive learning environment. *Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful to students.*** |
| **D** | **D** |  | **3.3 Value and support student diversity and addresses individual needs. *Uses a variety of strategies and methods to support student diversity by addressing individual needs.*** |
| **D** | **A** |  | **3.4 Foster mutual respect between teacher and students among students. *Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect.*** |
| **A** | **E** |  | **3.5 Provide a safe environment for learning. *Creates a classroom environment that is both emotionally and physically safe for all students.*** |

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

**The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students. *Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.*** |
| **D** | **D** |  | **4.2 Implement instruction based on diverse student needs and assessment data. *Contextual information.*** |
| **A** | **E** |  | **4.3 Use time effectively. *Establishes efficient procedures for performing non-instructional tasks, handling material and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.*** |
| **A** | **E** |  | **4.4 Use space and materials effectively to facilitate student learning.** |
| **D** | **D** |  | **4.5 Implement and manage instruction in ways that facilitate (promote) higher order thinking.** |

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

**The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **5.1 Use pre-assessments. *Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.*** |
| **D** | **A** |  | **5.2 Use formative assessments. *Uses a variety of formative assessments to determine each student’s progress and guide instruction.*** |
| **A** | **A** |  | **5.3 Use summative assessments. *Uses a variety of summative assessments to measure student achievement.*** |
| **D** | **A** |  | **5.4 Describe, analyze, and evaluate student performance data. *Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.*** |
| **D** | **D** |  | **5.5 Communicate learning results to students and parents. *Communication with parents/students provides a clear and timely understanding of learning progress relative to objectives.*** |
| **D** | **E** |  | **5.6 Allow opportunity for student self-assessment.** |

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

**The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **6.1 Use available technology to design and plan instruction.** |
| **D** | **A** |  | **6.2 Use available technology to implement instruction that facilitates student learning.** |
| **D** | **D** |  | **6.3 Integrate student use of available technology into instruction. *Integrates student use of technology to enhance learning outcomes and meet diverse student needs.*** |
| **D** | **D** |  | **6.4 Use available technology to assess and communicate student learning.** |
| **A** | **A** |  | **6.5 Demonstrate ethical and legal use of technology. *Ensures that personal use and student use of technology are ethical and legal.*** |

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

**The teacher reflects on and evaluates specific teaching/learning situations and/or programs.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **7.1 Use data to reflect on and evaluate student learning.** |
| **D** | **D** |  | **7.2 Use data to reflect on and evaluate instructional practices** |
| **D** | **A** |  | **7.3 Use data to reflect on and identify areas for professional growth.** |

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

**The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **8.1 Identify students whose learning could be enhanced by collaboration. *Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.*** |
| **D** | **A** |  | **8.2 Design a plan to enhance student learning that includes all parties in the collaborative effort. *(i.e., Task D)*** |
| **D** | **A** |  | **8.3 Implement planned activities that enhance student learning and engage all parties. *(i.e., Task D)*** |
| **D** | **A** |  | **8.4 Analyze data to evaluate the outcomes of collaborative efforts. *(i.e., Task D)*** |

**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

**The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **D** |  | **9.1 Self assess performance relative to Kentucky’s Teacher Standards. *Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.*** |
| **D** | **A** |  | **9.2 Identify priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues. *Identifies for professional development based on data from self-assessment, student performance and feedback from instructors/cooperating teachers/peers.*** |
| **D** | **A** |  | **9.3 Design a professional growth plan that addresses identified priorities. *Designs a clear, logical professional growth plan.*** |
| **D** | **A** |  | **9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness of student learning.** |

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

**The teacher provides professional leadership within the school, community, and educational profession to improve student learning and well-being.**

***Performance Criteria:* The extent to which you:**

|  |  |  |  |
| --- | --- | --- | --- |
| **CAP 2** | **CAP 3** | **CAP 4** |  |
| **D** | **A** |  | **10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school. *Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning and is realistic in terms of knowledge, skill, and time required.*** |
| **D** | **A** |  | **10.2 Develop a plan for engaging in leadership activities. *Develops a leadership plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.*** |
| **D** | **D** |  | **10.3 Implement a plan for engaging in leadership activities. Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.** |
| **D** | **D** |  | **10.4 Analyze data to evaluate the results of planned and executed leadership efforts. *Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.*** |

**Disposition Assessment**

**To be Completed by the Candidate CAP: 1 2 3 4 5 6 7**

**Name:** Abby Harnack  **ID#** 385389

*This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate’s coursework/clinical field work performance would be linked to dispositions.*

***\*Attach any source of evidence pertaining to strengths and/or growth areas***

**To be completed by the Evaluator**

**Evaluator’s Name:** Abby Harnack **Check role:**  **Candidate** **CU Faculty** **P-12 Faculty** **Peer** **Other Agency**

*Direction: Below you will find the rubric scoring guide for the Disposition areas. Please circle a number from 1-4 or Not Observed, for each disposition on the back of the form. Additional comments are very helpful to the University and Teacher Candidate.*

*Explanation of scoring: IE-Ineffective; D-Developing; A-Accomplished; E-Exemplary; N/O- Not Observed*

**\*Descriptor/Dispositions taken from the following:**

Charlotte Danielson’s Framework for Teaching, 2011/2013: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

Kentucky Teacher Standards <http://www.kyepsb.net/>

National Council of Accreditation of Teacher Education: <http://ncate.org/>

St. Cloud State University College of Education Higher Education Administration Program’s *Student Disposition Evaluation*

**Ineffective**

-Displays dishonesty in interactions with colleagues, students and the public

-Explanation of the content contains major errors

-Learning tasks and activities, materials, resources, instructional outcomes are not clear

-Little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding support learning

-Expresses belief that only some students can learn

-Sets goals for students that are inappropriate

**Developing\***

**\*Average Performance Level for Candidates**

- Honest in interactions with colleagues, students and the public

-Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow

-Instructional groups are random or only partially support objectives;

-Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant

-Notices the needs of students but is inconsistent in addressing them

-Expresses a belief that most students can learn, but not all

**Accomplished**

-Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public

-Explanation of content is well scaffold, clear and accurate, and connects with students’ knowledge and experiences

- Provides a variety of appropriately challenging materials and resources;

-Learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content

-Expresses belief that all students can learn but may have difficulty communicating them

**Exemplary**

-Takes a leadership role with teachers/peers and can be counted on to hold the highest standards of honesty, integrity and confidentiality

-Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest

-Provides a variety of appropriately challenging resources that are differentiated for students in the class

- Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes

-Goals are realistically high and communicated to each individual

--Expresses belief that all students can learn

* 1. Respect for cultural and individual differences by providing equitable learning opportunities for all students

Overall Rating: **I D  A  E  N/O**

**1. Professional Conduct** (TPGES 2C, 4D, 4F; KTS 3C, 3D, 4B)

* 1. Respects rights of students and families (no sarcasm, demeaning comments, etc.)
  2. Respect for cultural and individual differences by providing equitable learning opportunities for all students
  3. Attentive to confidentiality; maintains secure student records, correspondence, and conversations
  4. Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.
  5. Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism

**Overall Rating: I  D  A  E  N/O**

**2. Professional Communication** (TPGES 1B, 4C; KTS 3A, 5E, 6E)

* 1. Language is appropriate to student’s age and level of development
  2. Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)
  3. Free of grammar and punctuation mistakes
  4. Perceptive listener; consistently uses active listening to acknowledge message of the speaker
  5. Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner

**3. Professional Responsibilities (**TPGES 2A, 4B, 4E, 4F; KTS 3B, 9B, 10A)

**Overall Rating: I D A E N/O**

* 1. Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker
  2. Maintains and uses a professional teacher-student and teacher-parent relationship
  3. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students
  4. Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research
  5. Takes a leadership role with colleague

**4. High Expectations** (TPGES 1C, 2B, 3A; KTS 2E, 3A, 8C)

**Overall Rating: I D  A E N/O**

* 1. Establishes and sets goals (on paper) for student success
  2. Establishes a culture where all students know they are seen as high achievers
  3. Establishes a classroom where interactions support learning and hard work
  4. Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning

strengths and needs.

**Overall Rating: I D A  E N/O**

**5. Engages in Effective Practice/Reflection** (TPGES 4A, 4E;

KTS 1C, 4B, 5D, 7A, 7B, 7C)

* 1. A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling
  2. A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development
  3. A commitment to recognize self-reflection combined to experiences leads to professional growth
  4. A commitment to challenge all students to learn and to help every student succeed
  5. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners

**Please provide a brief overview of any specific areas of strength or concern the candidate displayed in their coursework, field experiences or clinical field experiences. If a candidate scored an (I) or (E), please provide an explanation. \*See front for criteria for disposition areas and scoring.**

I believe I am accomplished in each of the five categories. There are ways in which I can improve for each category. This is why I did not score myself as exemplary for any category. I believe I display a high level of integrity, clearly explain content, provide appropriate challenges for my students, purposefully align my instructional tasks with learning objectives, and effectively communicate my belief that all students can learn. I do believe I meet some of the exemplary criteria as well.

**Evaluator’s Name:** Abby Harnack **Date:** November 17, 2016

**Please provide an email address for confirmation:** anharn89@students.campbellsville.edu

|  |  |  |
| --- | --- | --- |
| **Pre-Professional Growth Plan: Source of Evidence #5** | | |
| **4. Pre-Professional Growth Plan (4E)** | | |
| **This PPGP should be completed for each of the respective CAPs for review and approval.** | | |
| **CAP 2 CAP 3 CAP 4** | | |
| **Name:** Abby Harnack **Date:** November 19, 2016 | | |
| **a. Professional Growth Goal (KTS):**   * During my student teaching experience, I will formally identify and address students’ misconceptions of the content for three separate lessons. | | |
| **b. Professional Learning Activities**   * Collaborate with Mrs. Ward and Mrs. Garrison to identify misconceptions * Analyze pre-assessment data to identify misconceptions * Collaborate with students as a whole and individually to address personal misconceptions of content | **c. Needed Resources/Support**   * Mrs. Ward * Mrs. Garrison * Student Teaching Supervisor | **d. Anticipated Completion Date**   * Cap 4 |
| **e. How will you assess your progress/success in addressing the Professional Growth Goal?**   * In order to assess my progress for this professional growth goal, I will create lists of misconceptions for each lesson based on pre-assessment results and questions asked during times of instruction. I will include the ways in which I addressed such misconceptions in my student teaching reflective journal. | | |
| **f. What is the expected impact on student learning of your professional learning activities?**   * Student learning will be positively impacted by properly identifying and addressing students’ misconceptions. Students will be encouraged to ask questions and explain their thinking. I will do my best to eliminate students’ confusion regarding lesson content. Student learning will be supported by my interest in knowing how well each student is grasping the concepts. | | |

|  |  |  |
| --- | --- | --- |
|  | | |
| **Name:** Abby Harnack **Date:** November 19, 2016 | | |
| **Review your self-assessments and feedback from lessons.** | | |
| **a. Professional Growth Goal (Domain or Disposition):**   * During my student teaching experience, I will directly and indirectly communicate with student families on five separate occasions. | | |
| **b. Professional Learning Activities**   * Lead family activities at KCA’s annual chili supper * Participate in school-wide family events * Collaborate with Mrs. Ward and Mrs. Garrison in efforts to communicate with families of students | **c. Needed Resources/Support**   * Mrs. Ward * Mrs. Eubank * Mrs. Garrison * Student Teaching Supervisor | **d. Anticipated Completion Date**   * Cap 4 |
| **e. How will you assess your progress/success in addressing the Professional Growth Goal?**   * In order to assess my progress for this professional growth goal, I will keep a running record of the various ways in which I communicate with student families. Hard copies of any indirect forms of communication, such as a note sent home in students’ take home folders, will be kept in my student teaching reflective journal. Such documents will be physical evidence of my progress towards this goal. | | |
| **f. What is the expected impact on student learning of your professional learning activities?**   * Student learning will be positively impacted by the strengthening of family communication. Such communication will help families stay involved in their student’s learning. It will encourage families to be supportive and to provide encouragement to their student. Student learning must not only be supported at school. It must first start in the home. Regularly communicating with families will serve as a way to strengthen families’ support of student learning. | | |

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| **To be completed at CAP 3 and CAP 4** |
| * **Analyze your Professional Growth:** * There is evidence that I have professionally grown in all three of my Cap 2 growth goals. Progress still can be made for each goal. My KTS SMART goal focused on planning instructional activities that facilitate all levels of learning. I created three separate constructed responses for a science lesson in Mrs. Cox’s class. The constructed responses were designed for students with IEPs, average students, and gifted students. One of my student teaching placements is with Mrs. Garrison. Her classes are grouped according to ability. This has allowed me to practice my ability to plan activities that support various learning levels. My domain SMART goal focused on improving my flexibility. I have had several opportunities to demonstrate flexibility. I used a clicker system for one of my lessons. Several of the clickers failed to work, and many students chose to goof off which skewed my results. I had to work with what I had. I was still able to gather data that was informative. A few teachers have cancelled on me multiple times. Rescheduling had to happen often. I learned how to move to plan B when necessary. Observing and teaching in Mrs. Graves’s classroom strengthened my flexibility skills. Working with kindergarteners demands flexibility. Mrs. Graves consistently reminded me of how flexible she must be each and every day. Lastly, my disposition goal focused on including cultural aspects into my lessons to meet diverse needs. I studied several multicultural books for my Children’s Literature course. This allowed me to brainstorm ways in which to include cultural elements into my classroom. I created a reading lesson that included a read-aloud of “Why Mosquitoes Buzz in People’s Ears.” I used this West African tale to teach cause and effect. * **Summative Reflection:** * I am very proud of the progress I have made for each one of my professional growth goals. I have seen the most improvement in the area of flexibility. Flexibility has always been a great struggle of mine. Not only have I seen an increase in my ability to be flexible, but so have my parents, friends, peers, and teachers. I do believe my increased flexibility has impacted student learning. I have become less stressed which has allowed me to be calmer and more focused. I do not feel as rushed; therefore, my students do not feel rushed. Students are now given more time to independently think and ask questions. This has benefited their learning. Planning instructional activities that support all learning levels has greatly impacted student learning. Students are now productively struggling with my planned activities. The activities are not difficult or too easy. I am learning my students and how to best meet their individual levels of learning. I have made the least amount of progress in regards to implementing cultural aspects into my lessons. Progress still needs to be made. I would like to extend my implementation of cultural elements beyond multicultural books. I will continue to work towards this Cap 2 goal along with my two new Cap 3 professional growth goals. |