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| **Campbellsville University**  **School of Education** | |
| **Source of Evidence #5 Pre-Professional Growth** | |
| **Kentucky Framework for Teaching Components**  4A- Reflecting on Teaching  4E- Growing and Developing Professionally | **Kentucky Teacher Standards**  7- Reflects on and Evaluates Teaching and Learning  9- Evaluates Teaching and Implements Professional Development  10- Provides Leadership within School/Community/Profession |

**Guidelines for Developing the Source of Evidence #5: Pre-Professional Growth Plan (PPGP)**

The professional growth process and approach is grounded in the developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching (4 domains), the Kentucky Teacher Standards (10) and Dispositions to begin to identify your strengths and areas for growth. Working with your professors, peers and P-12 teachers, you will identify the focus for your PPGP at each CAP.

The PPGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PPGP will be identified at CAP 2, then re-evaluated, assessed and modified as needed, specifically at CAP 3 and CAP 4.

1. For CAP 2, assess your present level of performance using the pre-assessment documents approved by CU on the components of

(a) Kentucky Framework for Teaching domains,

(b) Kentucky Teacher Standards,

(c) Dispositions.

There may be other events or documents that may influence decisions on growth goals suggested by your advisor and CU faculty.

2. Consider using these questions to help guide you in writing SMART goals for your areas identified as needing growth.

S: specific M: measurable A: attainable R: relevant T: time-bound

**a) What do I need to change in my practice?**

· What do I want to change about my practice that will effectively impact student learning?

· Which KTS, domains and dispositions would intentional focus help the most with this change? Explain why you think this.

**b) What is my plan of action?**

· What is my personal learning necessary to make that change?

**c) What evidence will show progress toward that goal?**

· What are the measures of my success in making the change?

· What is the expected student growth impact of the change?

3. Complete the PPGP document approved by CU School of Education and begin taking action for improvement (book study, professional seminars, connecting with a mentor, PPD sessions, professional conferences, KDP materials, KDE trainings, etc.)

4. Visit the PPGP each semester to document progress on actions and results. Specifically at CAP 3 and CAP 4 PPGP, *self-assess your performance again*, noting improvements and additional growth areas. Update your growth goals and actions you will take to improve in those areas. Consider advice from your advisor, professors, and field supervisors, as well as your experiences to date.

Be specific in your reflections on:

* actions taken,
* new learning,
* Did you achieve your growth goals
* positive impact the actions have had on your instructional effectiveness
* how this has potential to impact student achievement under your direction
* what components might you focus on next year in your growth plan

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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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 Emily Hunter** | | | | | **Date/s 11/22/16** | | | | | | | | | | | | | | |
| 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 | | **4B:** I need to learn what I need to keep record of and how to organize everything effectively. | | | | | | | |
| **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 Emily Hunter** | **Date 11/22/16** |
| **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** |  |
| **3** | **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.*** |
| **2** | **A** |  | **1.2 Connect content to life experiences of student. *Effectively connects most content, procedures, and activities with relevant life experiences of students.*** |
| **2** | **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.*** |
| **1** | **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.*** |
| **2** | **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** |  |
| **1** | **A** |  | **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.*** |
| **1** | **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.*** |
| **1** | **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.*** |
| **2** | **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.*** |
| **1** | **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** |  |
| **3** | **A** |  | **3.1 Communicate high expectations. *Sets challenging objectives for students and communicates confidence in students’ ability to achieve these objectives.*** |
| **3** | **A** |  | **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.*** |
| **3** | **A** |  | **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.*** |
| **3** | **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.*** |
| **3** | **A** |  | **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** |  |
| **2** | **D** |  | **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.*** |
| **1** | **D** |  | **4.2 Implement instruction based on diverse student needs and assessment data. *Contextual information.*** |
| **2** | **A** |  | **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.*** |
| **2** | **A** |  | **4.4 Use space and materials effectively to facilitate student learning.** |
| **1** | **A** |  | **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** |  |
| **2** | **A** |  | **5.1 Use pre-assessments. *Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.*** |
| **2** | **A** |  | **5.2 Use formative assessments. *Uses a variety of formative assessments to determine each student’s progress and guide instruction.*** |
| **2** | **A** |  | **5.3 Use summative assessments. *Uses a variety of summative assessments to measure student achievement.*** |
| **2** | **D** |  | **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.*** |
| **2** | **A** |  | **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.*** |
| **2** | **A** |  | **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** |  |
| **2** | **A** |  | **6.1 Use available technology to design and plan instruction.** |
| **2** | **A** |  | **6.2 Use available technology to implement instruction that facilitates student learning.** |
| **2** | **A** |  | **6.3 Integrate student use of available technology into instruction. *Integrates student use of technology to enhance learning outcomes and meet diverse student needs.*** |
| **2** | **A** |  | **6.4 Use available technology to assess and communicate student learning.** |
| **3** | **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** |  |
| **2** | **A** |  | **7.1 Use data to reflect on and evaluate student learning.** |
| **2** | **A** |  | **7.2 Use data to reflect on and evaluate instructional practices** |
| **2** | **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** |  |
| **2** | **D** |  | **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.*** |
| **3** | **A** |  | **8.2 Design a plan to enhance student learning that includes all parties in the collaborative effort. *(i.e., Task D)*** |
| **3** | **A** |  | **8.3 Implement planned activities that enhance student learning and engage all parties. *(i.e., Task D)*** |
| **2** | **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** |  |
| **2** | **A** |  | **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.*** |
| **2** | **D** |  | **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.*** |
| **2** | **A** |  | **9.3 Design a professional growth plan that addresses identified priorities. *Designs a clear, logical professional growth plan.*** |
| **2** | **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** |  |
| **3** | **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.*** |
| **3** | **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.*** |
| **3** | **A** |  | **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.** |
| **2** | **A** |  | **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: Emily Hunter ID# 406815**

*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:** Emily Hunter **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.**

**N/A**

**Evaluator’s Name: Emily Hunter Date: 11/22/16**

**Please provide an email address for confirmation: EBHunt15@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**  X | | |
| **Name: Emily Hunter Date: 11/22/16** | | |
| **a. Professional Growth Goal (KTS):**  **STANDARD 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.***  **SMART Goal:** During the spring semester, I will create a list of at least fifteen instructional strategies and implement three (or more) of these during my student teaching semester so that I can improve my variety of instructional strategies that I utilize in the classroom. | | |
| **b. Professional Learning Activities**  I need to learn more instructional strategies that I can implement in the classroom.  I plan to do this by writing down some of the instructional strategies that my teacher uses during my semester of student teaching so that in the future I am able to demonstrate a variety of instructional strategies.  I will also learn some strategies through researching them online and writing them down.  I also plan to implement some of these strategies when I teach during the semester.  I will write a reflection on instructional strategies that I use in the classroom as evidence of growth. | **c. Needed Resources/Support**  I can use my teachers in my placements as resources to help me learn new instructional strategies as well as the Internet. I will use this gathered knowledge to implement new instructional strategies and improve ones that I have used in the past. | **d. Anticipated Completion Date**  May 17th, 2017 |
| **e. How will you assess your progress/success in addressing the Professional Growth Goal?**  I will make a list of at least fifteen instructional strategies that I learn/improve upon during my student teaching. Some of these I will learn about through observing my teacher and others through researching online. I will implement at least three of these when I am teaching.  I will write a reflection on the instructional strategies that I learned as evidence to my learning and growing process. | | |
| **f. What is the expected impact on student learning of your professional learning activities?**  As I learn more instructional strategies, will help me become a better teacher because I will be able to present the material in a variety of ways in order to connect with all students. Each student learns differently. Thus, it is my job as a teacher to vary my instructional strategies to keep students engaged and to help facilitate learning. | | |

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| **Name: Emily Hunter Date: 11/22/16** | | |
| **Review your self-assessments and feedback from lessons.** | | |
| **a. Professional Growth Goal (Domain or Disposition):**  **Domain 4B:** Maintaining Accurate Records  **SMART Goal:** During my semester of student teaching, I will keep records on particular students of my choice in a word document (or on another more suitable method) on how each student performs on pre-tests, post-tests, etc. as well as any other relevant information pertaining to the student such as behavioral issues/strengths/weaknesses. | | |
| **b. Professional Learning Activities**  I need to learn to keep record of and how to organize everything.  I will start asking by asking the teachers that I am paired up with what they keep track of on their students. And also, what they use to keep track of this information. Whether they use a word document, excel document, file folder, etc.  I will then participate in keeping track of this information through my semester of student teaching.  I will also keep records of how students perform by creating a word document (or other method) and maintaining accurate records throughout the semester. | **c. Needed Resources/Support**  I will use the teachers that I am observing as a resource to ask questions and model the process of maintain accurate records.  I will also use a word document (or other method) to keep track of my records on students. | **d. Anticipated Completion Date**  May 17th, 2017 |
| **e. How will you assess your progress/success in addressing the Professional Growth Goal?**  I will keep records on particular students of my choice by creating a word document (or on another more suitable method) that gives each student a name such as: student #1, student #2, etc. I will then maintain accurate records on how each student performs on pre and post-tests, behavioral issues, strengths, weaknesses, etc. This will demonstrate evidence of my learning. I will not mention names due to confidentiality, but I will keep track of the records like I would if I was a teacher.  I will assess my progress through creating a reflection after talking to a teacher about this topic and keeping records in the word document. By reflecting on what I learned, it will help me assess my progress and determine whether I am reaching of my goal of improving my knowledge on how to maintain appropriate and accurate records. | | |
| **f. What is the expected impact on student learning of your professional learning activities?**  This will help my students a lot because if a student’s parents are trying to determine whether their child has a disability, I will have the needed information that they can take to a doctor in order to be diagnosed correctly. These records will be important because they will have the students’ grades and samples of work. They will also have any information concerning behaviors that are inappropriate. Since there is so much that a teacher needs to keep track of and keep records on, it is important for the teacher to use an effect method so that the files are organized for quick and easy use. They need to be easily accessible and a teacher should be able to find what she is searching for without having to waste time looking for it. | | |

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| **To be completed at CAP 3 and CAP 4** |
| * **Analyze your Professional Growth:**   In ED 300, I made the goal to learn how to manage student behavior (Domain 2D) and integrate the student use of technology (KTS 6.3). In CAP 2, I put the Domain 2D as developing and my level of performance for the KTS Standard 6.3 as “some” knowledge. During Cap 3, I self-assessed Domain 2D to be accomplished. Because I took an entire class on managing student behavior. I learned techniques to implement to better manage behavior so that my approach is preventative instead of just reactive. I also created an entire classroom management plan which laid out the procedures, classroom environment, rules, consequences, theories associated with my philosophy of education and management, classroom arrangement, code of conduct, etc. Thus, I feel like my knowledge in this particular area has definitely grown and developed since CAP 2. In regards to the KTS Standard 6.3, my knowledge on integrating technology use has developed immensely. Previously, I had rated myself as “some” knowledge, however, this time through, I rated myself as “accomplished.” I had an entire education class on how to implement technology into the classroom as well as a computer concept class. These classes really helped me to learn how to use multiple technologies such as Kahoot, iClickers, SmartNotebook, PowerPoint, Excel, Access, Word, Photostories, WikiSpaces, blogs, pivot tables, Excel Gradebook, and so much more. I have now used multiple technologies in my lessons to help get the material across as well as access student learning. I feel much more comfortable using technology than I ever did before.   * **Summative Reflection:**   Throughout my multiple years in the education program, I have created multiple PPGPs to help me improve on certain skills that are necessary for a teacher to possess. These documents have allowed me to determine the areas where I am strongest and those in which I need to grow and develop. Determining these areas of growth was crucial so that I could plan out ways to improve and exhibit growth in that particular area. By doing this, I was able to improve in how well I demonstrate the KTS Standards and the Pre-Professional Growth Domains. Also, by creating the above goals, I will have targeted areas where I can grow and improve during my student teaching semester. This will help me become a better-rounded teacher who is very knowledgeable, professional, and promotes a positive classroom environment. |