

Tina Bean Dennis
Important Goals

PROFESSIONAL GROWTH PLAN

Areas of STRENGTH	Description of the identified strength.	Cite evidence from at least one source for this strength
<i>Planning and Preparation</i>	Establishing learning standards and drafting detailed, interdisciplinary, and arts-integrative lesson plans to meet those learning goals and standards.	I have created various plans such as a science unit focused on both science and literacy objectives. Within the unit, I practiced a Universal Design for learning, using multiple means of; representation, action and expression, and engagement. Within that unit, there were various instances where the arts were incorporated whether it be with music, visual art projects, or other experimentation and exploration.
<i>The Classroom Environment</i>	The strong ability to create cooperative learning groups.	Peer tutoring and cooperative learning groups have been proven successful strategies to help students across ability levels. It is my goal that as I get to know each student and set up interdisciplinary lessons, I will be able to pinpoint appropriate groupings to help each child succeed. The ones I chose for this unit were quite successful. I was able to modify desk arrangements for “expert groups” during a “Jigsaw” comprehension strategy in this Science Unit. This was also a success and I would do this again.
<i>Instruction and Assessment of Student Learning</i>	Communicating challenging learning expectations to students.	With the idea that learning is always taking place, I used time when we needed to wait to transition to another room, as an opportunity to rehearse the newly acquired vocabulary or other goals which emerged from my lessons. It is this constant thought that learning is exciting and intriguing that will be a part of classroom culture. My presentation of material and my ability to have students be responsible for how their knowledge is assessed is important. My students enjoyed how I created an online quiz for them. I would do this again to respond to the interest in learning.
<i>Professional Responsibilities</i>	Engages in Critical Reflective Practice and takes action to rectify concerns if warranted.	I am constantly analyzing what worked well and what could be improved upon after a lesson. For instance, I modified the pacing a bit within daily routines such as phonemic awareness and calendar time, in order to make learning more engaging. It is a distinct goal of mine to continue reflecting on how to make quality improvements within my classroom, attending professional development seminars whenever possible.

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Area of Growth: <i>Specific Practice, Skill and/or Professional Knowledge/Disposition to Develop</i>	edTPA Rubric(s) and Associated State Teaching Standards or Danielson domain	Description of Plan to Improve and Implement Practice/Skill/Disposition	What supports/resources would be most helpful as you work on this area for growth?
<p>1. I want to take an active role in seeking feedback from colleagues and my principal. I want to regularly attend professional development seminars and gradually grown into a leadership role within a professional organization.</p>	<p>4e</p>	<p>GROWING AND DEVELOPING PROFESSIONALLY</p>	<p>I would seek out relevant literature on my own and engage in dialogue with colleagues and my principal about upcoming professional development seminars. Within our school district, I will seek out resources for classroom, student, and pedagogical use. This might include exploring what available technological tools can be obtained.</p>
<p>2. I want to be connect more with the families and the community.</p>	<p>4c</p>	<p>COMMUNICATING WITH FAMILIES</p>	<p>I want to find numerous ways to include families to be a part of the learning process and partner with me as I teach their child. I will look to colleagues and my principal for ways to find current best practices on establishing this rapport and ideas about sending home culturally appropriate information pertaining to student progress. Students</p>

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			may keep a daily journal to reflect on their own learning.
3. I want to become highly skilled in incorporating assessments directly into the instructional process. Furthermore, I want to make sure informal and formal assessments match learning objectives and that students are clear on these expectations.	1f	DESIGNING STUDENT ASSESSMENTS	To become highly skilled in incorporating assessments directly into the instructional process, I want to seek from veteran teachers as well as researching current best practices in the field. I want to find what works when students help to devise their own rubrics and learning goals in order to be responsible for their own gathering of knowledge. In order to make sure I have well-crafted assessment accommodations for students with special learning needs, I want to attend seminars and consult with colleagues about successful practices.
4. I want to continue to find new ways to reinforce positive behavior and subtly monitor student behavior to create a pleasant culture for learning within the classroom.	2d	MANAGING STUDENT BEHAVIOR	Once again, I will seek out advice from the principal and colleagues on their experience with effective techniques. I need to become familiar with the special needs and backgrounds from which each student daily contends with at school. I will stay current on the Reggio Emilia philosophy and try to keep students so engaged in the flow of learning, that misbehaving would not even be a consideration. In order to do this, I need to work diligently on crafting engaging lesson plans and routines that are intriguing and spurn student inquiry.

edTPA PROFESSIONAL GROWTH PLAN
PART II – PLANNING FOR SUPPORT (CONTINUED):

REFLECTION:

At the end of the year (or midyear if your school/district requires it), refer to your Professional Growth Plan. *Reflect upon the areas of growth you identified within the past year. Have you been able to implement these practices effectively? Why or why not?*

I look forward to completing this after my first year of teaching to see how effective I was at achieving my goals.

During student teaching, however, as I got to know each child and what motivates him or her, I crafted individual learning strategies to build social, emotional, physical, and cognitive development. I would often bring in interesting materials to better present the lessons that I created that this helped the class develop a deeper understanding. From paint supplies, actual plants, seeds, bulbs, music, or Kandinsky artwork, math, social science, and language arts, was explored creatively and rigorously. I did not have an opportunity to craft a newsletter in a student teacher capacity, but would enjoy doing this and/or incorporating further strategies where I can involve families in the learning process as I am employed as an elementary school teacher.