

PROFESSIONAL GROWTH PLAN

PART I – IDENTIFYING STRENGTHS AND AREAS FOR GROWTH:

Toward the end of your preservice program, reflect on your feedback from your Columbia supervisor and your mentor teacher, and other evidence of your teaching provided by your instructors. Based on this evidence, use the chart below to identify three areas of strength and four areas for growth –across the four areas of Planning and Preparation, Classroom Environment, Instruction and Assessment, and Professional Responsibilities with attention to Academic Language and/or Analyzing Teaching.

Areas of STRENGTH	Description of the identified strength.	Cite evidence from at least one source for this strength.
<i>Planning and Preparation</i>	I can effectively plan and prepare engaging, multimodal, and interdisciplinary learning experiences for all students.	Mallory is able to differentiate curriculum to fit all students. She is continually reflecting and getting to the core of things when there is an issue (stated by mentor teacher). LEAP Differentiation has taught me how to plan for all students.
<i>The Classroom Environment</i>	I can organize and set up the classroom to be aesthetically pleasing and welcoming to the students.	Course work at Columbia college has prepared me for setting up a classroom to be developmentally appropriate and cater to the hundred languages of students. LEAP has helped me realize that students learn in many different ways. Flexible seating is important to children's success in their learning.
<i>Instruction and Assessment of Student Learning</i>		
<i>Professional Responsibilities</i>	I am able to actively participate in professional conversations and engage in professional development.	Mallory takes an active role in meetings. She listens and responds thoughtfully with creative ideas (stated by mentor teacher).

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PART I – IDENTIFYING STRENGTHS AND AREAS FOR GROWTH (CONTINUED):

Areas for GROWTH	Description of the identified area for growth.	Cite evidence from at least one source for this area for growth.
<i>Planning and Preparation</i>	To grow in my planning and preparation of lesson plans, I would like to include more modalities of learning. I would also like to incorporate student choice into my lessons.	My lesson plans both general and edtpa tend to be a maximum of two different modalities. I would like to continue with my mentor teachers ideas on adding more choice to the centers rotation. I would like to do this in math centers.
<i>The Classroom Environment</i>	I would like to make the classroom more student oriented and create it together.	I have made many of the decisions regarding what goes on to the walls and what I put up. I would like to allow students more of a voice in what I put up and how the charts are created.
<i>Instruction and Assessment of Student Learning</i>	I would like to work on assessing in different modalities.	Many of my lesson plans, both general and edTPA, assess in one way (written). I would like to allow students multiple ways to be assessed.
<i>Professional Responsibilities</i>	I would like to participate more in professional development opportunities	I was unable to attend many conferences this year, so in order to grow, I need to be available for more conferences.

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PART II – PREPARING FOR PLANNING FOR SUPPORT:

Once hired, discuss the areas of growth you identified in Part I with your Induction mentor or, if there is no induction program, with a more experienced teacher or your principal. While reviewing the cited evidence from Part I, discuss and determine at least three specific practices, skills and/or dispositions for which you would like support within the upcoming year. List and describe each specific practice, skill and/or disposition in the first column below and create a plan for improving and implementing each area of

growth listed. Discuss the anticipated supports/resources you may need to complete each area of growth.

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.</p> <p>Making lesson plans more multimodal</p>	<p>Domain 1b: Demonstrating knowledge of students</p>	<p>I will work one on one with the LEAP coordinator and supporting teacher to brainstorm activities to make lesson plans more multimodal</p>	<p>LEAP professional developments</p> <p>Online Resources (Teachers pay Teachers or Pinterest)</p> <p>Prior Coursework at Columbia: Materials, Primary Mathematics.</p>
<p>2.</p> <p>I will promote student participation/choice in my classroom.</p>	<p>Domain 2e: Organizing Physical Space</p>	<p>Together, my classroom will establish what goes on the walls, where it goes on the walls, and when it comes off. I will consult them when I am making changes or additions.</p>	<p>Prior Coursework: <i>Environments in Early Childhood</i> text.</p> <p>Reference notes from Reggio Emilia Philosophy</p> <p>LEAP coordinators</p> <p>Discussions with Cohort</p>

<p>3.</p> <p>I will create different ways to allow students to be assessed.</p>	<p>Domain 3d: using assessment in instruction</p>	<p>I am going to plan my assessments to cater to the different strengths and areas the student's needs growth. Each assessment will be differentiated for students.</p>	<p>Prior Course work: Assessments with Marni</p> <p>Online Resources</p> <p>Conferences with students to find the best modality of learning for them</p>
<p>4.</p> <p>I will attend more professional development seminars.</p>	<p>Domain 4d: Participating in the Professional Community</p>	<p>I will continue to attend professional developments so I can be an advocate for what is necessary for students. I will learn skills that will serve as catalysts for promoting positive learning experiences.</p>	<p>Calendars of dates for when seminars will take place.</p> <p>LEAP professional developments schedule.</p>

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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 for support within the past year. Have you been able to implement these practices effectively? Why or why not?*