

PROFESSIONAL LEARNING PLAN

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Part 1: Strengths & Areas for Growth

| Areas of Strength | Description of identified strengths | Evidence | Rubric/Standard |
|-------------------|--|---|---|
| Planning | Utilizes comprehensive scaffolding to support all learner's content specific vocabulary development and/or understanding of language function, syntax, and discourse. | "Students received guided notes ahead of lecture. Teacher asks questions during the lecture and encourages the students to answer." | edTPA Rubric(s):1-5 TAP: InTASC:2 |
| Instruction | Engages all learners in authentic learning by integrating real-life examples and/or interdisciplinary content knowledge. | "Students answered questions about relevant scenarios." US Feedback | edTPA Rubric(s):6-10 TAP: InTASC:5 |
| Assessment | Provides detailed feedback to the whole class, groups of learners, and/or individual learners focusing on strengths and/or needs specific to improvement and extension of learning objectives. | "Students received detailed feedback on the project they had as an assessment for the lesson." MT Feedback | edTPA Rubric(s):11-15 TAP: InTASC:6 |
| Professionalism | Punctual, appropriate dress, good listener. | "Professional conduct and competencies" scores 5/5, MT Feedback. | edTPA Rubric(s): TAP: InTASC:10 |
| Areas for Growth | Description of areas for growth | Evidence | Rubric/Standard |
| Planning | Incorporate more student-centered activities. | "How does the lesson relate to the worksheet on DNA | edTPA Rubric(s):1-5 TAP: InTASC: |

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| | | fingerprinting technology?” US Feedback | |
| Instruction | Communication of direction during instructions and having all students participate. | “Create system for asking students to answer questions.” US Feedback | edTPA Rubric(s):6-10 TAP: InTASC: 7, 8 |
| Assessment | Provide time to wind up between concepts and activities. | “Do not move to another activity until you didn’t check all students for understanding.” MT Feedback | edTPA Rubric(s):11-15 TAP: InTASC: |
| Professionalism | Not easily angered. | “Get to know the students that might raise problems and don’t get distracted by their behavior.” MT Feedback | edTPA Rubric(s):10 TAP: InTASC:10 |

Part 2: Planning for Support

| Areas for Growth | Description of areas for growth | Strategies to Improve | Supports/Resources |
|------------------|--------------------------------------|--|--|
| Planning | Incorporate more inquiry activities. | Being more specific when addressing differentiation in your lesson plans. | Shore, B. M., Chichekian, T., Syer, C. A., Aulls, M. W., & Frederiksen, C. H. (2012). Planning, Enactment, and Reflection in Inquiry-Based Learning: Validating the McGill Strategic Demands of Inquiry Questionnaire. International Journal Of Science And Mathematics Education, 10(2), 315-337. |
| Instruction | Instructional Strategies. | Incorporating particular strategies for students that may struggle. For example, providing struggling students with a Venn Diagram to collect information. | Hedrick, K. A. (2012). Differentiation: A Strategic Response to Student Needs. Education Digest: Essential Readings Condensed For Quick Review, 78(4), 31-36. |

Adapted from SCALE 2016 Professional Learning Plan to align to Georgia TAP Standards

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| Assessment | Formative assessment. | Making sure all students understood the concept before moving to the next new concept. | Keeley, P. (2009), Uncovering Students' ideas in science. NSTA Book Press |
| Professionalism | Improve communication with certain students. | Being an active listener. | Mentor Teacher. Collaborative Teachers. |

Part 3: Reflecting on the Process

1. Have you been able to implement these practices effectively? Why or why not?

I have been able to incorporate most of these practices. I am still struggling with communicating with some students that don't see me as an authority figure in the classroom.

2. Which supports have been most useful to you as you work on your growth areas?

My Mentor Teacher and my fellows as well as the overwhelming majority of the GSU Academic Advisors and Teaching Staff supported me the most in my growth areas. The Conferences I attended and the Professional Development opportunities I had the chance to attend were very helpful.

3. What additional supports would you like to receive?

I think with time I will be more comfortable to multitask all the expectations from a teacher.