

**TEACHER PROFILE A (HIGH): George**

George is a middle school History educator. He works collaboratively with his 8<sup>th</sup> grade team to find ways to integrate the new Common Core State Standards (CCSS) into lessons to meet the district's goals. He voluntarily meets with the newest teacher on the team to ensure she understands the new CCSS.

One of the schools goals in the strategic plan is to integrate literacy skills in all content areas. George struggled with integrating content literacy into his curriculum and decided to focus his professional growth goal on this. He and a colleague attended a professional development session on integrating content literacy into History. He has shared some of the new strategies he learned with other History teachers in the school during department meetings.

Annually, George maintains a phone log of all communications with parents. In his current phone log, it is evident that 2-3 phone calls are made per month to parents, however, the topics discussed during these calls is not clear. The communication only seems to focus on the progress of six or seven students. He and his team create a monthly newsletter for parents to let them know about upcoming team events and content as well as notable student achievements. He always keeps accurate records of student performance and his progress reports and report cards are usually done a few days before the due date. He strives to make sure that students have all of their work back with feedback by the next time he sees them.

During an IEP meeting, George brings a folder of evidence he is collecting of the supports and strategies which he has employed to date, as well as, student work demonstrating the student's progress. He shares with the IEP team the strategies he has recently been using to ensure this student will reach the goals outlined in her IEP.

George consistently monitors the hallway in between classes and connects with students as they pass by. He seems to know every child by name and does not hesitate to address a student's behavior even if he or she is not in any of his classes. He addresses issues consistently in a firm but gentle manner. He has established a positive rapport throughout the school. All of his interactions with colleagues are positive and friendly.

George's lessons always support the development and application of concepts and require students to think critically. He chunks information and skills so that students have a chance to try out what they are learning during class and receive immediate feedback on their progress. A variety of teaching and learning techniques are employed on a regular basis in George's classroom to allow students to work in groups, pairs, and individually. Information is always presented in multiple formats for students to employ various learning styles. George always posts the learning objective on the board for students. George's lesson plans are consistently detailed and include the standards being addressed, as well as differentiation strategies and modifications he will use for each class. Using ongoing assessment data, George makes a very clear attempt to plan for specific needs of all students.

(Note: A sample lesson plan has been submitted for further evidence)

## Case Study A: Annotated

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(Note: A sample lesson plan has been submitted for further evidence)

**Comment [dmo1]:**

PF1: Supports district initiative; Ensures new teachers understand application of initiative.

PF4: Collaborates with colleagues; Ensure new teachers understand initiative; works toward collaborative culture

**Comment [dmo2]:**

PF1: Aware of district goals.

PF4: Shared new learning with colleagues.

PF6: Professional Goal focused on learning new strategies; Shares strategies; Works with another colleague on goal; Explores new practices.

**Comment [dmo3]:**

PF2: Records are maintained; Communication logs lack details; Some attempts at communicating with parents on a regular basis; Provides timely feedback.

PF4: Monthly newsletter to keep families in the loop; regularly communicates with families which establishes a sense of openness.

**Comment [dmo4]:**

PF2: Careful student records kept and used to share with the team and parents.

PF3: Ensures needs are being met so all kids can learn

**Comment [dmo5]:**

PF4: Models positive behavior for students and teachers in hallway; Works toward positive and safe interactions between students.

**Comment [dmo6]:**

PF7: Higher level thinking; Uses grouping strategies; Differentiated strategies; Posts objectives for students.

PF8: Ongoing assessment used for planning; Differentiated strategies.

**Comment [dmo7]:**

PF7 and PF8

Monday	US History I: Sections 1, 2, and 3. Unit: US Constitution
Objective	<ul style="list-style-type: none"> <li>Students will identify the basic structure of the Constitution.</li> </ul>
Essential Question(s)	<b>What is the basic structure of the Constitution?</b>
Instructional Strategies	<p><b>Hook:</b> KWL Chart: What do you KNOW about the US Constitution? What do you WONDER or WANT to know about the US Constitution?</p> <ul style="list-style-type: none"> <li>Complete the KWL with Quadrant 1 Partner. Share-out with the whole class.</li> <li>Check for the following terms to come up: Federalism, the Bill of Rights, Branches of government, Democracy, and Republic.</li> </ul> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Students will work in triads to analyze the structure of the US Constitution using a graphic organizer that helps to outline the structures and format (Preamble, Articles, Signatures, and Amendments). Key questions are provided below. Each triad member has a different job: Job 1 = note taker; Job 2 = Constitution Keeper (in charge of referring to constitution during research); Job 3 = Researcher (in charge of using laptop to look up information) <ul style="list-style-type: none"> <li>Preamble: What is the purpose? What is in the content (in other words, how would you explain the preamble to someone who did not know about it at all?)?</li> <li>Articles: What are the articles? What is the purpose of the articles?</li> <li>Signatures: How many signatures are on the Constitution? Who were some of the key signers of the constitution?</li> <li>Amendments: What are the Amendments? How many are there? What are some of the key amendments, historically?</li> </ul> </li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Share out the findings of the triads. Collect graphic organizers.</li> <li>Exit Slip (See Below).</li> </ul>
Assessment and/or Differentiation	<ul style="list-style-type: none"> <li><b>Quadrant partners for the week:</b> Partner 1 is a partner of choice. Partner 2 is teacher selected based on skill level. Partner 3 is teacher selected based on additional skill level. Partner 4 is a partner of choice who students have not yet been partnered with.</li> <li>Triad groups and roles are assigned according to ability for success (struggling students are matched with a higher performing student for support. Roles)</li> <li>Exit Slip: What are the 4 key sections of the constitution? Write a 1-2 sentence description of each.</li> </ul>

Tuesday	US History I: Sections 1, 2, and 3. Unit: US Constitution
Objective	<ul style="list-style-type: none"> <li>Students will correctly identify the three branches of government and their primary focus/duty.</li> <li>Students will define the roles and functions of the three branches of government.</li> <li>Students will explain how the separation of powers and checks and balances affect the U.S. Government.</li> </ul>
Essential Question(s)	<ul style="list-style-type: none"> <li><b>What are the roles and functions of the three branches of government?</b></li> <li><b>How do separation of powers and checks and balances affect the U.S. Government?</b></li> </ul>
Instructional Strategies	<p><b>Hook:</b> Work with Quadrant Partner 2. Review Monday's graphic organizer of the structures of the US Constitution paying particular attention to the Articles. Use your prior knowledge as well as the primary source (the US Constitution) to define the following terms Executive, Legislative,</p>

	<p>and Judicial</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Share-out hook activity: definitions of Executive, Legislative, and Judicial.</li> <li>• Pass out Separation of Powers Chart. Facilitate class discussion to complete the notes explaining the processes between the three branches of government.</li> <li>• Students will be split into 3 groups: Article 1, 2, and 3. Within these groups, students will work with 2-3 other students in that group to select one of the corresponding activities. The group will have to present to the class tomorrow. Review the performance rubrics that outline the expectations for this project.</li> </ul> <p><i>Article I ideas:</i></p> <ol style="list-style-type: none"> <li>1. Design a help wanted ad describing the job of and requirements for a senator or representative. Prepare a discussion of whether or not these qualifications were different from what you expected.</li> <li>2. Play the School House Rock Video or CD "I'm Just a Bill" for the students. Use the information from that video and/or their books to make a ladder or flow chart showing the steps needed for a bill to become a law OR make up a different song or poem that explains these steps.</li> </ol> <p><i>Article II ideas:</i></p> <ol style="list-style-type: none"> <li>1. Write questions for a job interview with a candidate for president (use information from this Article to help frame their questions). List your expectations for how a candidate might answer your questions.</li> <li>2. Identify which parts of Article II deal with issues such as impeachment and conviction, resignation, or the death of the president.</li> </ol> <p><i>Article III ideas:</i></p> <ol style="list-style-type: none"> <li>1. Make a "Wanted Poster" that identifies the qualities an ideal Supreme Court Justice should possess.</li> <li>2. Create a PowerPoint that demonstrates an understanding of how one's rights are protected. (Use information from this Article to help frame the content of their essay).</li> </ol> <p><b>Closure:</b> Review the three branches of government.</p>
Assessment and/ or Differentiation	<ul style="list-style-type: none"> <li>• Students are provided choices for the project.</li> <li>• Use anecdotal notes while circulating to keep tabs on student progress and participation.</li> </ul>

<b>Wednesday (Continued from Tuesday)</b>	<b>US History I: Sections 1, 2, and 3. Unit: US Constitution</b>
Objective	<ul style="list-style-type: none"> <li>• Students will correctly identify the three branches of government and their primary focus/duty.</li> <li>• Students will define the roles and functions of the three branches of government.</li> <li>• Students will explain how the separation of powers and checks and balances affect the U.S. Government.</li> </ul>
Essential Question(s)	<ul style="list-style-type: none"> <li>• <b>What are the roles and functions of the three branches of government?</b></li> <li>• <b>How do separation of powers and checks and balances affect the U.S. Government?</b></li> </ul>
Instructional Strategies	<b>Hook:</b> With Quadrant 3 partners, review the Branches of Government handout from yesterday. Discuss the pros and cons to this system. Share-out with the class.

	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Work with same groups from yesterday. Put finishing touches on project and prepare to present.</li> <li>• Present projects on Articles 1, 2, and 3 to the class.</li> <li>• To review Article 1: Put all the steps used in the process of making a bill into a law on cards. Each student will be given one of the cards and they will then need to put themselves in order correctly.</li> <li>• To review Article 3 (HOMEWORK): Choose one of the following questions: (1) Should Supreme Court Justices be appointed for life? (2) Why did the writers of the Constitution clearly define treason? Should they have done so? Choose your stance and write a persuasive paragraph to explain your stance.</li> </ul> <p><b>Closure:</b> Return to KWL: Add more questions for what we WANT to know and add in some information on what we LEARNED. (This will be referred to at the end of the unit again).</p>
Assessment and/or Differentiation	Rubrics for the Article projects will be used to assess student knowledge.

<b>Thursday</b>	<p><b>US History I: Sections 1, 2, and 3.</b></p> <p><b>Unit: US Constitution</b></p>
Objective	<ul style="list-style-type: none"> <li>• Students will explain the rights, liberties, and responsibilities of U.S. citizens</li> </ul>
Essential Question(s)	<b>What are rights, liberties, and responsibilities of U.S. citizens?</b>
Instructional Strategies	<p><b>Hook:</b> Independently read the short reading explaining the process that an immigrant must go through to become a US citizen. Take the US Citizenship quiz, which includes many questions regarding rights, liberties, and responsibilities of US citizens.</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Review answers to citizenship quiz. Discuss the implications of the results. (NOTE: The quiz is not collected and is not graded. It is purely an activity for discussion purposes).</li> <li>• Vocabulary Development: Writ, Civil Rights, Writ of Habeas Corpus, Civil Liberties, Bill of Attainder, Ex Post Facto Law. Students work with Quadrant 4 partner to define the vocabulary words using text book glossary (in notebooks).</li> <li>• Reading from text: Bill of Rights</li> <li>• Activity: Understanding the relationship between rights and responsibilities. <ul style="list-style-type: none"> <li>○ The following categories will be listed on separate cards. Each student will pull one from the pile: Right to Vote, Freedom of Speech, Freedom of the Press, Freedom of Petition and Assembly, Freedom of Religion, Right to a Trial by Jury. The students with the same cards will form a committee. The committee must research and answer the questions regarding their topic. Text books, the Internet, and the constitution may be used.</li> </ul> </li> </ul> <p>Questions:</p>

*Right to Vote*

- What must a citizen do before he or she can vote?
- What should a citizen know before voting?
- Should people be obligated to vote by law?
- What are some excuses people give for not voting? How can you respond to them?
- Think of ways to urge people to make use of their right to vote.

*Freedom of Speech*

- In what ways does the law limit freedom of speech?
- In what ways could freedom of speech bring danger or harm to someone else?
- What could happen if people don't bother to use their freedom of speech?
- Is there anyone who you feel should not have freedom of speech? Who? Why?

*Freedom of the Press*

- List everything and everyone besides newspapers that are guaranteed freedom of the press.
- In what ways, besides writing, do we have freedom of the press?
- How can the average citizen ensure his or her freedom of the press?
- What responsibility does the editor of a newspaper have?
- Who, if anyone, should censor what you read? Why?
- Is there anyone you feel should not have freedom of the press? Who? Why?

*Freedom of Petition and Assembly*

- What exactly do petition and assembly mean?
- What are the responsibilities of people who organize and participate in a demonstration?
- Write a list of ways to ensure demonstrations are peaceful.
- Write a list of causes that you feel should be demonstrated for or against. Why is it important to do so?
- Is there anyone you feel should not have freedom of petition and assembly? Who? Why?

*Freedom of Religion*

- How might one person's freedom of religion hurt another person?
- What limits should there be on what one believes?
- What limits should there be on what one does or how one practices religion?
- Give examples of how we separate religion from our government.
- Give examples of how freedom of religion may be abused or denied.
- Is there anyone you feel should not have freedom of religion? Who? Why?

*Right to a Trial by Jury*

- What do you know about jury duty?
- What is meant by a jury of peers?
- Why is it important for people to serve when called for jury duty?
- How would you convince people to take their jury duty?
- Do you think a trial by jury is necessary in today's society? Why or why not?

**Closure:** Exit slip: How much time does your group need to finish and be prepared to

	present?
Assessment and Differentiation	<ul style="list-style-type: none"> <li>Exit slip (see above)</li> <li>Use anecdotal notes while circulating to keep tabs on student progress and participation.</li> </ul>

<b>Friday</b> <b>(Continued from Thursday)</b>	<b>US History I: Sections 1, 2, and 3.</b>  <b>Unit: US Constitution</b>
Objective	<ul style="list-style-type: none"> <li>Students will explain the rights, liberties, and responsibilities of U.S. citizens</li> </ul>
Essential Question(s)	<b>What are rights, liberties, and responsibilities of U.S. citizens?</b>
Instructional Strategies	<p><b>Hook:</b> Quickwrite—jot down as many rights from the Bill of Rights that you can remember. Then, review together.</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Finish working in groups to complete the Bill of Rights Activity from yesterday.</li> <li>Jigsaw: Create 2 groups so that each group has at least one person from each rights and responsibilities category. Each student presents his/her information to the group. The group members use a graphic organizer to take notes on each right and responsibility presented.</li> <li>Facilitate class discussion: What is the difference between a right and a responsibility?</li> </ul> <p><b>Closure:</b> Exit Slip—give 3 examples of rights and 3 examples of responsibilities</p>
Assessment and/or Differentiation	Exit slip (See above)

<b>Monday</b>	<b>US History I: Sections 1, 2, and 3.</b>  <b>Unit: US Constitution</b>
Objective	<ul style="list-style-type: none"> <li>Students will find examples in current events that demonstrate how the U.S. Constitution is a living document.</li> </ul>
Essential	<b>How is the Constitution a living document?</b>

Question(s)	
Instructional Strategies	<p><b>Hook:</b> Read a news article from the past week to the students that deals with Rights and Responsibilities of US Citizens. Facilitate a discussion of how the article ties into the US Constitution.</p> <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"><li>• Working with Quadrant 3 partners, students will use newspapers and magazines to research how a certain amendment, article, or the Constitution in general is used today. Partners will make a Current Event Poster and create an explanation for each article describing the connection to the US Constitution.</li></ul> <p><b>Closure:</b> Gallery Walk of posters. Use post-it notes to write comments that discuss further what you notice about the articles on the posters. (Students must put their name on the post-it notes and complete at least 3).</p>
Assessment and/or Differentiation	

<b>PF 1:</b> Understand and participates in school/district-based initiatives and activities.	
<b>PF 2:</b> Solicits, maintains records of, and communicates appropriate information about students' behaviors, learning needs, and academic progress.	
<b>PF3:</b> Acts on the belief that all students can learn and advocates for students' best interests.	
<b>PF4:</b> Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions.	
<b>PF5:</b> Acts ethically and with integrity while following all school, district, and state policies.	
<b>PF6:</b> Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators.	
<b>PF7:</b> Plans effectively based on accurate knowledge of how children learn and develop.	
<b>PF8:</b> Uses data appropriately to plan instruction for a diverse group of learners.	

**NOTES:**

<b>PF 1:</b> Understand and participates in school/district-based initiatives and activities.	2
<b>PF 2:</b> Solicits, maintains records of, and communicates appropriate information about students' behaviors, learning needs, and academic progress.	2
<b>PF3:</b> Acts on the belief that all students can learn and advocates for students' best interests.	2
<b>PF4:</b> Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions.	3
<b>PF5:</b> Acts ethically and with integrity while following all school, district, and state policies.	2
<b>PF6:</b> Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators.	2
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## Professional Development

### Stop and Jot

Take the next 3-5 minutes to read the prompts below, and then jot down an initial list of professional development opportunities teachers in your school may use to draft a professional growth plan in the 2012-13 school year.

*Currently, my school or district is planning teacher professional development in the following areas:*

- 1.
- 2.
- 3.
- 4.

*Some other potential professional development that teachers may want to pursue:*

- 1.
- 2.
- 3.
- 4.