

TEACHER PROFILE B (Elementary): Anne

Anne is a special educator who co-teaches with 4 different teachers in her building. She co-teaches in a 3rd grade writing class, 3rd grade and 2nd grade math classes, and a 1st and 2nd grade reading classes. Each day she has a caseload of students that she pulls out of class separately to provide additional supports in reading and writing. Anne takes full advantage of the common planning time that is provided and is a team player in finding creative ways to meet when unforeseen events arise and interrupt that time. Because of her tenacity and ability to be successful with co-teaching, she trains and supports other special educators in the school district who also co-teach.

Because Anne is responsible for multiple subject areas, she requested to be on the Curriculum team whose job it is to align the new Common Core State Standards with her school's current curriculum. This team meets once per month and is required to do some alignment work in between meetings. In a staff meeting, Anne outwardly explained the benefits she experienced by taking the time to align the CCSS with their current curriculum. She expressed that this work has helped her think through how to better meet student needs.

To add onto her acquiring knowledge of the CCSS, Anne decided to focus her professional goal around learning and implementing new instructional strategies to help students build 21st century skills. She and the five teachers she co-teaches with created a small Professional Learning Community (PLC) to work collaboratively on this goal. They found a few texts and articles to serve as the basis for the PLC discussions. The group meets twice per quarter to discuss selected readings from the texts as well as share the strategies they applied in their classroom and what they have learned. This approach has allowed them to share new strategies with each other and to problem solve strategies that might not have been successful.

Anne tracks her parent communication in a log. It is evident that she contacts parents and meets with them frequently in between each report card and Parent-Teacher Conference meeting. Parents often express their gratitude to the principal of how well informed Anne keeps them of their child's progress.

Record keeping is a strength of Anne's. She uses multiple formative assessment techniques in addition to standardized assessments to keep track of student progress. When she attends IEP meetings she is always well prepared and has her documentation in on time. During meetings with parents and colleagues she analyzes situations carefully and pushes everyone to think of other ways to meet student needs that have not been tried before.

Each year, Anne organizes the Jump Rope for the Heart event at her school. She invited the whole community to attend this family-oriented evening event. During the event, students who raised money for the American Heart Association by jumping rope for an extended period of time were recognized for their fundraising and healthy efforts. The event is well attended each year. Both students and adults respond that they love this fun event and look forward to it each year.

(Note: Anne has uploaded a sample of her lesson planning for the second grade reading class created in conjunction with the teacher she co-teaches with).

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Comment [dmo1]:

PF1: Trains and supports special educators in co-teaching (inclusion being an initiative).

PF4: Uses common planning time (collaboration); Trains and supports other special educators

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Comment [dmo2]:

PF1: Shares information about initiative with colleagues; Takes initiative to be part in school goal.

PF4: Maintains positive attitude by sharing challenging work; Genuine and sincere expression of the impact of the work; models good leadership behaviors.

PF6: Takes initiative to align district curriculum.

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Comment [dmo3]:

PF4: Works collaboratively with colleagues; Collaboratively develops goal that aligns with district goals.

PF6: Works collaboratively with colleagues to advance growth

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Comment [dmo4]:

PF2: Meets and contacts parents often to communicate progress

Record keeping is a strength of Anne's. She uses multiple formative assessment techniques in addition to standardized assessments to keep track of student progress. When she attends IEP meetings, she is always well prepared and has her documentation in on time. During meetings with parents and colleagues, she analyzes situations carefully and pushes everyone to think of other ways to meet student needs that have not been tried before.

Comment [dmo5]:

PF2: Multiple assessments to track student progress; System of documentation.

PF3: Pushes others to find ways to meet student needs.

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Comment [dmo6]:

PF1: Organized school activity

PF4: Leads an event that allows for positive interactions within the school and community.

(Note: Anne has uploaded a sample of her lesson planning for the second grade reading class created in conjunction with the teacher she co-teaches with).

Comment [dmo7]:

PF7 and PF8

Monday**2nd Grade Reading**

Objective: Students will be able to use key vocabulary terms correctly for *Miss Rumphius*.

Learning Activities:

~With a partner, students will use the children's dictionary to look up the 6 key vocabulary terms. Each will write the definitions onto the graphic organizer. (Both teachers circulate)

~In small groups, students will read sentences that include the vocabulary words. They will highlight the vocabulary words. (SPED teacher work with high risk group, REG teacher circulates)

~Independently, students will write a sentence for each vocabulary word, using it correctly. (SPED teacher work with high risk group, REG teacher circulates)

~In preparation for *Miss Rumphius*, students write what their top 3 hopes and dreams are for the future.

Assessment: (1) Anecdotal notes during group activities. (2) Independent writing activity.

Tuesday**2nd Grade Reading**

Objective: Students will read *Miss Rumphius* and be able to put story events in the right order using a story map technique.

Learning Activities:

~Work with a partner. Discuss and write down ideas about what it means to be a good citizen. Share-out. Teacher explains that good citizenship is the theme of the book.

~Book Walk-through—after looking through the book, students make and write predictions about the book.

~Read *Miss Rumphius* together aloud. Then read it silently. (SPED teacher works with small group of struggling readers to read the text together). All students use post-it notes to identify areas where there is a question about the text or a connection to the text.

Assessment: Story map activity: Students will be able to take 8 main story events written on cards and put them in the order of the story.

Wednesday**2nd Grade Reading**

Objective: Students will discuss their connections to text and answer questions about the text. Students will test their predictions.

Learning Activities:

~In literature circles (pre-determined heterogeneous groups) students will work together to answer the questions identified in the text by other group members and will discuss their world-to-text, self-to-text, and content-to-text connections. Students will also discuss whether their predictions from yesterday were accurate and what they found surprising. (SPED and REG teacher circulate between groups to monitor and take anecdotal notes).

~Students will be given a template with the outline of Miss Rumphius's head. Students will work in pairs to draw and/or write inside the head what they know about Miss Rumphius's character based on her dreams and experiences in the book. (Both teachers circulate and help students think through questions and find evidence in the text).

Assessment: (1) Anecdotal notes, (2) Character Chart

Thursday**2nd Grade Reading**

Objective: Students will relate to *Miss Rumphius* by comparing their hopes and dreams identified on Monday to Miss Rumphius's.

Learning Activities:

~Whole class—review what Miss Rumphius's dreams were in the text. Locate them in the text place post-it notes in the 3 locations.

~Using a Venn Diagram, students will complete the diagram with their hopes and dreams and Miss Rumphius's dreams. Then, they will write 3-4 sentences to explain the venn diagram.

~NOTE: While students are working on this activity, SPED and GEN teachers will pull students to check reading comprehension and fluency with DRAs.

Assessment: (1) Ability to locate Miss Rumphius's 3 dreams, (2) comparison of dreams chart, (3) writing, and (4) DRAs.

Friday**2nd Grade Reading**

Objective: Students will use vocabulary from the book by writing a paragraph describing what they would do to make the world a better place. Students will illustrate their words.

Learning Activities:

~Review the vocabulary words from Miss Rumphius (matching game with a partner)

~Complete the following sentence: If I were like Miss Rumphius, I would make the world a better place by _____.

~Students create a paragraph that starts with the sentence starter above. They must make sure to use at least 2 of the vocabulary words from the story. When complete, students will create a picture to illustrate their paragraph.

~NOTE: While students are working on this activity, SPED and GEN teachers will pull students to check reading comprehension and fluency with DRAs.

Assessment: (1) Vocabulary use, (2) paragraph, (3) illustration, and (4) DRAs.

Teacher Profile B

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PF 2: Solicits, maintains records of, and communicates appropriate information about students' behaviors, learning needs, and academic progress.	
PF3: Acts on the belief that all students can learn and advocates for students' best interests.	
PF4: 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.	
PF5: Acts ethically and with integrity while following all school, district, and state policies.	
PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators.	
PF7: Plans effectively based on accurate knowledge of how children learn and develop.	
PF8: Uses data appropriately to plan instruction for a diverse group of learners.	

NOTES:

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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.