Nick Muller

Professional Development

Plan (PDP)

Pima College EDC 292B

Ms. Slaine

Background

I have been a teacher in high school at Tucson High Magnet School for 2 years. This year, I have completed the Teacher Mentor Program for TUSD, taught Algebra at the Weekend Academy for Project Moore and completed courses at Pima College while teaching a full load of courses including Geometry and College Algebra at Tucson High School.

I have also developed professional development goals through my collaborative learning community Geometry. My focus this year has been on improving instruction through differentiation, group work and increased student engagement, a school wide goal.

My most recent summative evaluation took place this month after my TUSD evaluator observed a 90 minute College Algebra class. I received a rating of 70 which is in the upper range of average for teachers at Tucson High. My evaluator is Carolyn Jones.

My professional development plan is for the year beginning August, 2017.

1. Sources of Evidence for Professional Development
2. Students need more directed guided practice skill building in solving applied mathematics problems through additional worksheets and scaffolded lesson plans that incorporate group work strategies.
3. Create rubrics used to provide feedback to students.
4. Classroom observation of other teachers needs to be documented in peer review
5. Review and discussion in June, 2017 of lesson plans and artifacts provided for Geometry class to establish a baseline for instruction that will equip students to perform well on AZ Merit tests and gain master of the Geometry curriculum.
6. Group work needs to include strategies for requiring all students to explain how to solve problems so that individual accountability is practiced. Points need to be awarded on both a group basis and on an individual bases.

This is important because development of students’ collaboration skills in mathematical solving. Students with stronger collaboration skills tend to dominate peer interactions. Students with weaker collaboration skills are not developing well as proactive learners.

1. Technology needs to be integrated into the classroom in the SmartBoard environment. Documented evidence of student overuse of electronic devices needs to occur with a clear plan for addressing the behavior.

II. Professional Learning Goals and Activities

1. Differentiation of learning objectives and formative feedback in accordance with students’ learning needs in mathematics needs to take place more effectively.
2. Common professional learning goals for mathematics and especially for Geometry need to be set and group work to improve instruction and feedback in mathematics to ensure student learning objectives align with the Common Core State Standards needs to take place.
3. Team learning protocols can be used to work on this goal. As an individual I need to submit sample lesson plans and classroom artifacts to document progress.
4. Individual Post observation Conference submissions need to take place.
5. Improvement of students’ peer collaboration skills in solving mathematics problems needs improvement
6. Improvement monitoring and interventions with peer collaboration to ensure appropriate feedback will support this process
7. Develop abilities to teach students how to access, use, and evaluate digital resources to meet the learning objectives in mathematics
8. Revision of lesson plans to provide instruction on access, use and evaluation of digital resources needs to take place.
9. Invitations to colleagues to provide feedback and refine lesson plans throughout school year are helpful data.
10. Continued meetings with my evaluator throughout the school year to discuss progress through the classroom observation and post observation conference process are important steps.

III. InTasc Standards of Importance for Development Plan

2(a)Realizes the importance of using a variety of learning strategies and designs instruction that builds upon learners’ strengths.

2(c)Mindful of aligning learning to meet learners’ needs using a variety of strategies and resources.

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

Goal/Motivation for Development

What one thing motivates me to teach more than any other? What one thing would I like to pass on to students? The answer to these questions is related to my advanced degree. I have an advanced degree in mathematical economics because I love critical thinking, higher level questioning and processes of inquiry. My desire is therefore to pass these skills to students so that they can be equipped to pursue learning wherever it may lead them and be prepared for college and career. .

Edward Nicholas Muller