

# Professional Development Reflection (PDP) Form

**GOAL SETTING:** Using the grid below, indicate the NMTEACH DOMAIN STRANDS and ONE related ELEMENT that will guide your PDP.

NMTEACH Domain 1: Planning and Preparation		
Domain 1 Element:	Professional Learning Goal:	
<u>1D: Demonstrating Knowledge of Resources.</u>	Specifically, I will... Seek more knowledge about the existing educational resources being used at my site. I will become more comfortable with these resources with the guidance and experience my mentors share with me.	
<b>Rationale:</b> <i>Why am I focusing on this element?</i>	I picked this element to focus on because in the past I have struggled with utilizing resources available to me. I believe this weakness stems from a lack of comfort or familiarity with the resources being used. By focusing on this element, I intend to develop my own comfort with the resources available to me. This will also be a great step in preparation for my full assumption later in the semester.	
<b>Action Plan:</b> <i>Possible Activities</i>  <i>What am I planning to do and how?</i>	<u>Recording Lessons Activity (2 parts):</u> For this activity I will be taking over planning and recording the lessons for both Math (part 1) and ELA (part 2). I will start with teaching/recording the Math lesson for a whole week. Then, for the following week, I will teach/record the ELA lessons for each day. Since these lessons are supplemented by resources that I need to become comfortable using, I believe this activity will help develop and/or meet my goal.	
<b>Anticipated Dates for activities:</b> <i>When am I going to do it?</i>	Part 1 (Math): 9/21/20 9/22/20 9/23/20 9/24/20 9/25/20	Part 2 (ELA): 9/28/20 9/29/20 9/30/20 10/01/20 10/02/20
<b>Resources:</b> <i>What/who will I use?</i>	<p>The resources I will be using during the two week-long activity will be:</p> <ul style="list-style-type: none"> <li>“Saxon Intermediate 4” for the Math lessons.</li> <li>“Ready Common Core – 4 – Reading Instruction” for the ELA lessons.</li> <li>Computer.</li> <li>Webcam.</li> <li>Document Camera.</li> </ul> <p>To prepare for this activity I will be seeking out the guidance from my CT as well as the other 4<sup>th</sup> grade teacher here at my site. I believe these two professional educators are an invaluable resource during my development with this element because of their vast experience in the classroom and with these resources and many others.</p>	
<b>Outcomes and Results:</b> <i>What happened?</i>	<p>The outcome of this activity was good. Recording these lessons forced me into a situation where there was not really any audience, no sort of immediate feedback, and the lesson had to be recorded in under 30 minutes. Therefore, I could not stop and skim. Instead, I had to really focus on understanding the resource and knowing what I was going to say and do. As a result of this I found that in later lessons, when I was prepared and knowledgeable of the resource, I was prepared for all the questions and could better encourage/guide the discussions. Eventually, I became comfortable enough with the resource that I was able to incorporate interactive videos and even an anchor charts I found. The results of these activities are that I feel both confident and prepared for my full assumption.</p>	
<b>Reflection:</b>		

*What did I learn?  
What will I do differently?  
What will I do next?*

From this experience, I learned how important it is for a teacher to be adaptable. I also learned how sometimes stressful activities, like this one, makes for a more prepared and well-rounded educator. One thing I will now do differently is, when I am teaching a lesson, I will be taking time to absorb the knowledge of the resource and use it as a tool, not as a crutch. I will continue to pursue the wealth of resources that will help make me a better teacher and help make my students learning more individualized as well as effective.

Domain 2 Element:	Professional Learning Goal:	
2B: <u>Creating a Safe Learning Environment</u> with Routines and Procedures.	Specifically, I will... Work with my CT and class to better establish a set of routines that will be more productive and efficient.	
<b>Rationale:</b> <i>Why am I focusing on this element?</i>	I am focusing on this element/goal because I feel that it is necessary for teachers to not only develop routines and procedure but also to constantly seek to update, improve, and adapt them. Secondly, because of the current covid-19 pandemic, there is no better time to make minor changes that have long lasting and positive effects on the education and well-being of students. Through the following activities I hope to better develop and hone this skill.	
<b>Action Plan:</b> <i>Possible Activities</i>  <i>What am I planning to do and how?</i>	<u>Interactive journal activity:</u> For this activity I plan on working to improve the timeliness of one of the regular in class procedures. This procedure is the portion of both math and Ela lessons where the students first get out their interactive notebooks, then their glue sticks, then they go pick up the things they need glued into their journal... etc. This procedure is done twice daily and I feel wastes valuable instructional time. I want to do an activity to improve this procedure specifically. The idea is that I am trying to determine the most efficient and lowest contact way of getting this task completed. In this activity I will try two different procedures, each for one full week. Procedure one- glue it all at once. For this procedure, the students will start the day by immediately getting out both their ELA and Math interactive notebooks as well as glue stick. They will then line up 6 feet apart ready to collect the resources for both subjects. Now that they have gotten the resources, they will return to their seats and glue them into their notebooks. Once completed they will not have to do this again until the next week. *Since there are two cohorts, this will take place on Monday and Thursday of week one.* Procedure two- pass out then glue. This procedure is very similar to the first one except for how the students are receiving the materials that are to be glued. Instead of lining up to pick them up I will have already distributed the resources onto the student's individual desks. Then just as with the other procedure the students will come in and immediately get their journals and glue sticks out and complete the task. To compare these two procedures, I will be evaluating two things. The first is the safety and student to student contact of the procedure. The second in the timeliness, this I will measure with a stopwatch. Once I have found which is the safer more efficient procedure, I will then implement it fully for my full assumption.	
<b>Anticipated Dates for activities:</b> <i>When am I going to do it?</i>	Procedure 1: 9/28/2020-10/02/2020	Procedure 2: 10/05/2020-10/09/2020
<b>Resources:</b> <i>What/who will I use?</i>	For resources I will first be use the advice and wisdom my CT has to offer about routines/procedure, the pros and con, and her experience with changing procedures. Students will use their interactive notebooks and glue sticks for this activity as well.	
<b>Outcomes and Results:</b> <i>What happened?</i>	Overall, this activity was very interesting. The results were not incredibly surprising as procedure 2 proved to be faster and almost completely contactless (safe). But what did surprise me was that with both procedures the students always had trouble getting focused after lunch when we would begin the Math block. Almost as if they needed the part of their routine where they glued something into their Math journal to begin the next part of the day properly. I believe that this was because of how set in their ways they already were before the activities.	
<b>Reflection:</b>		

*What did I learn?  
What will I do differently?  
What will I do next?*

From this development activity I learned that changing things during the middle of a semester can have adverse and even unexpected results. Like how I gave them an activity that sort of disrupted their daily ritual. In the future I will try out different procedures like this either year by year or at the very least semester by semester. Now that I have developed a better understanding of routines and procedure, I will be prepared to have an explicit set of procedure for my classroom and future students. This will allow them to thrive in an environment that is both safe and carefully thought out.

#### NMTEACH Domain 3: Teaching for Learning

**Domain 2 Element:**

**Professional Learning Goal:**

<p><b><u>3A: Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development.</u></b></p>		<p>Specifically, I will... Work to establish an effective way of communicating with my students that overcomes the communication and emotional barriers creating by wearing a mask due to covid-19.</p>
<p><b>Rationale:</b></p> <p><i>Why am I focusing on this element?</i></p>	<p>I have chosen this element to focus on for domain three because I noticed a need for some type of communication system that works around/with the current covid-19 protocol for wearing a mask. I realized this need shortly after the school year started when I was calling on students during a class discussion. First, I came to realize that they could not really communicate their emotions with most of their faces being covered by a mask. Secondly, I was having a rather difficult time hearing/understanding the students with their masks on. I feel like this was because before the masks, even if I couldn't hear a student because they were kind of quiet I would be able to read their lips and figure out what they were trying to communicate to me. The final thing I noticed about our communication wearing a mask was that I could not really see and read students facial expression. This aspect partially limited my ability to gauge students for things like comfort level, understanding, or even confusion. So, believing heavily in the safety, well-being, and excellence of my students, I think this is an opportune time to try out a different way of communicating with students that is both effective and appropriate for all.</p>	
<p><b>Action Plan:</b></p> <p><i>Possible Activities.</i></p> <p><i>What am I planning to do and how?</i></p>	<p><u>Thumbs system:</u>  For this activity I will be implementing a communication system I came up with that has the students use non-verbal methods of communicating. The system will first be modeled, guided, practiced, and then implemented with constant reinforcement. For this communication system the students will be communicating using their thumbs. There will be three different ways of holding their thumb to communicate with me non-verbally. For all three positions the thumb will be fully extended, and the rest of the fingers will be curled into a fist shape.  The first position will be a standard "thumbs up" meaning several things depending on what students are being asked. This thumb position generally means positive things, some of the meanings are all good, happy, smiling, I understand, I am okay, ready, yes, good to move on, etc. The second position is thumb sideways. This position also carries several different meanings depending on what the students are being asked. Some of the meanings of this position are unsure, confused, slow down, stuck, maybe, not ready, feeling bleh, etc.  The third position is thumbs down, which also has a few different meanings depending on what students are being asked. Some meanings of this position are unhappy, sad, I do not understand, need more time, no, etc.  For this activity when students are asked something and they respond with one of these thumb positions they are to be held up off of their desks, high enough so I can see what they are trying to communicate to me.</p>	
<p><b>Anticipated Dates for activities:</b></p> <p><i>When am I going to do it?</i></p>	<p>The anticipated date to begin this activity will be the week from 10/05/2020-10/09/20. If the activity is successful, I will keep this system going and use it during my full assumption.</p>	
<p><b>Resources:</b></p> <p><i>What/who will I use?</i></p>	<p>The main resource I used was a science professor in the college of Education. The wonderful and passionate professor I had was Dr.Lobo. The things he taught me will stick with me throughout my career as an educator and continue to inspire ideas like this one. This professor was a resource because he is where I got the idea for coming up with a communication system that does not involve speaking. In addition to this extremely valuable resource I also collaborated with my CT to identify any potential problem I might run into with the activity.</p>	
<p><b>Outcomes and Results:</b></p>		

<p><i>What happened?</i></p>	<p>This was quite a successful activity. I presented the activity to the students and they were quickly and enthusiastically on board. I modeled the different positions to them. Demonstrated a couple examples. Did the positions with the students and then made a bit of a game out of it. The students did well using this system and were all very participatory. I found this system to be really effective and I plan to use it throughout my full assumption. One thing I did not foresee was the issue of validity of these non-verbal responses. When I would do an understanding/confidence check I would catch students looking around at others thumb positions and even saw a student change their response because none of the peers around here showed that hand position. To work around this, I added that when we were doing an understanding/confidence check the students had to look straight at me and would display their thumb positions underneath their desk. This allowed for a more private and honest communication for how the students were feeling that was only between me and the individual students.</p>
<p><b>Reflection:</b>  <i>What did I learn?</i>  <i>What will I do differently?</i>  <i>What will I do next?</i></p>	<p>From this activity I learned that students, even 4<sup>th</sup> Graders, are prone to peer pressure. I also learned that going outside the box is sometimes very effective when adapting to new teaching situations and environments. Lastly, I learned the importance of communication with students and how versatility is an almost invaluable tool in the classroom. One thing I will do differently is the under the desk adaptation I made during the week of the activity. Next, I will be doing my full assumption and continue to use this communication system.</p>

#### NMTEACH Domain 4: Professionalism

<p><b>Domain 4 Element:</b></p>	<p><b>Professional Learning Goal:</b></p>
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<b>4D: Demonstrating Professionalism.</b>		Specifically, I will... Work to develop myself professionally through reflection and understanding to help me better demonstrate professionalism.
<b>Rationale:</b> <i>Why am I focusing on this element?</i>	I have chosen this element because of my experiences toward the beginning of the semester. I am referring to when myself and my CT had a bit of “friction” between us that was a result of the pandemic and the disruption of standard classroom instruction. The main source of this friction was the implementation of an online learning platform called Schoology. This happened to be the same platform my MSET365 course was taught through, so I already had quite a bit of experience with this website. Well, I believe my eagerness to help lead to the friction we had between us.	
<b>Action Plan:</b> <i>Possible Activities.</i>  <i>What am I planning to do and how?</i>	<b>Reflection and Understanding:</b> For this activity I will be working on reflecting on my experiences and striving to understand my CT and other educators during this time of stress and anxiety. I will confer with my seminar cohort and instructor to discuss the vulnerability and meaning of my CT’s feelings regarding the situation. This activity will conclude with me using a strategy the principal at my site talked about at one of the first few staff professional development meetings. She called it the, “front door policy” and it is when you have an issue with someone, or something, get it out in the open and deal with it using both integrity and professionalism.	
<b>Anticipated Dates for activities:</b> <i>When am I going to do it?</i>	Week of 9/21/2020-9/25/2020. I will implement the front door policy Wednesday of that week when we have no students and can talk professionally as well as privately.	
<b>Resources:</b> <i>What/who will I use?</i>	The resources I have used for this activity are the principal at my site (who is my former CT), my seminar cohort, and my seminar instructor. These resources are simple but are also extremely valuable in this professional development activity.	
<b>Outcomes and Results:</b> <i>What happened?</i>	Through the discussions I had with peers in my seminar cohort I was able to better develop an understanding of the intense transformative process my CT, who has been teaching for almost 23 years, was going through. My seminar instructor really helped me to dive in and be reflective of what immense pressure my CT and all teachers are feeling. These discussions really helped me identify how I was going to approach the situation and communicate my eagerness in a way that demonstrates my care for student success in a purely helpful and non-invasive manner. Once I felt prepared to use the front door policy with my CT I did just that. Of course, we inevitably resolved the friction through our professionalism, listening to/understanding each other, and by agreeing on our shared dedication to the students.	
<b>Reflection:</b> <i>What did I learn?</i> <i>What will I do differently?</i> <i>What will I do next?</i>	I learned that even the most well-experienced and versatile teachers are sometimes thrown off by the constantly moving and ever-changing world of education. Because of this experience I was prepared for other tense professional discussions. Being able to demonstrate professionalism by maintaining integrity, responsibility, respect, and a dedication to teaching students is an invaluable skill that I will continue to work on and use regularly throughout my career as an educator.	

\_\_\_\_\_ Fill out at beginning of Semester 3      \_\_\_\_\_ Fill out throughout Semester 3      \_\_\_\_\_ Fill out at end of Semester 3

<b>Summative Reflection:</b>
Reflect on your experience with the PDP as a whole.

Working on and completing this professional development plan has been an interesting and I feel very valuable experience. It was hard at first to determine exactly which elements from the domains that I would work to improve on. This is difficult of course because it is hard to determine what should be improved on without being too hard on yourself. Because of this I relied on my experiences and the observed lessons I had received feedback on. Doing this really helped me to identify the elements I would work on and therefore made completing the rationale behind my selection that much easier. Well then, when working to come up with action plans or activities for different elements I just viewed them as solutions to problems I had identified. My favorite part was actually implementing the activities. I learned that through the professional development process we as educators are in a way forcing ourselves to evolve and transform into better more prepared educators. I know I will have to complete many more professional development plans during my career as an educator, but I feel that this one may be the most transformative. I believe this to be true because of how slightly unrestricted and free to experiment being a student teacher is. With that being said, I will strive to develop through self-growth and become the most effective and professional educator I can be for all my future students.