

**New Mexico Teacher Performance
Reflection on Annual Teaching Professional Development Plan (PDP)**

May 9, 2011

Head Teacher Feedback to Claire Jellinek (optional):

Claire, you developed a professional development plan designed to improve primary source document comprehension in 11th-grade US History. You taught three independent critical reading strategies to support students' capacity to comprehend primary source documents. While you may not have achieved the measureable student learning outcome you set, you learned so much in your journey this year. I thoroughly enjoyed reading through your reflection and selected artifacts which describe important lessons you learned as you sought to use primary documents in U.S. History to support the critical reading needed by students preparing for college.

You learned how students perceive the role of tone in the examination of a historical document. As we support our English Language Learners, it is clear that students who struggle with the language of primary documents connect with the texts more readily when they can relate to the feelings of people who wrote the documents. I was also intrigued as I read through your examination of non-print materials such as photographs and radio excerpts as well as material object artifacts. Again, being able to imagine the time period makes history more real for students. You also concluded that while U.S. History explores topics such as the plight of slaves, immigrants, women, and the poor, these groups are often not represented in written primary source documents. Again, this suggests that as teachers we have to go beyond just written primary source documents. I also wonder aloud, if your reference to main idea is really in line with what English calls theme or central message. In the end, both departments are asking why this author bothered to write the text or to deliver a specific message. Finally, as I have spent the last three years looking at teacher data, I understand your dilemma with human data. You explain, "The number per quarter was a figure I generated to create data, but human data can be collected and assessed without dividing the data sources in such a draconian fashion." Finally, I appreciate the imagery you included as you wrote your narrative. Students read excerpts from a WW I soldier who experienced absolute fear as he watched worms burrow into his foot. As students reviewed this excerpt they connected to the fear the soldier experienced. Clearly, this PDP has informed your teaching and use of primary source documents!

Goal: 90% of 2nd hour students will demonstrate effective use of a least two of the three critical reading strategies.

Result: 67% of students demonstrated effective use of at least two or three critical reading strategies.

You state, "Ultimately, I made incredible progress with critical reading skills and this year's junior class even if I did not make the 90% prescribed for in my initial PDP offering. They now ask stronger questions: more abstract, level three in nature, and with more interest than they use to. My 11th grade students will walk away from the junior year of history with a tremendous regard for primary documents and some very specific analytical skills that they will be able to use in their senior year and college . . .and in life!"

Your artifacts included: PDP data – 2nd hour and primary document analysis rubric. Student samples were drawn from APPARTS document analysis (William Graham Summer, SOAPS Primary Document Analysis (Joint Resolution to for Annexing the Hawaiian Island to the United State), and Written Document Analysis Worksheet (Chinese Exclusion Act).

PDP Next Steps: In your reflection as well as in conversations with you, you have expressed an interest in your continued use of primary source documentation to build the foundation for students' understanding, interpretation, and analysis of historical events in U.S. History. Given that you will be in Washington, D.C. next year, I encourage you to spend time at the Smithsonian Institutes and our National Archives to explore a wide range of documents including non-print resources and material object artifacts.

Observations: I conducted both formal and informal observations of your classroom this year. Formal observations were linked directly to your PDP. I observed your 2nd period class as they debated fiercely for or against Manifest Destiny. You asked me to examine whether students used evidence to defend their positions. You also asked me to focus upon whether students appeared engaged. In this observation students clearly wanted evidence to support key arguments. Teams of students searched documents to find the best facts. At times students were drawn to the emotional arguments, but returned to fact when possible. In our post observation we discussed ways to move students away from generalization and assumptions to logic-based argument (absence of pathos). I also visited your classroom as students presented speeches/arguments as historical figures in U.S. History (dressing in the time period for the occasion). I watched another round of team debates in which students were asked to move from identifying arguments to developing them independently. I also observed as you experimented with the use of R.A.F.T. to design assignments creatively. Students could choose from: cartoon storyboards, personal letters, newspaper advertisements, diary, formal letter, newspaper editorial, and speeches to devise their historical projects. Student R.A.F.T. submission folders included all rough drafts, two peer editing sheets, notebook, final drafts, and relevant research. As always Claire, I enjoy seeing you in action and appreciate how willing you are to stretch and experiment as a teacher. Congratulations on a successful year of teaching!

I also want to thank-you for your work as member of the Instructional Support Team. Members of your department have mentioned to me that they appreciate the multiple observations you conducted this year and your willingness to lend support to them as they developed curriculum. Other teachers have also benefited from the chance to observe your classroom instruction.

Finally, congratulations on your selection as a Teaching Ambassador Fellowship in Washington D.C. I am so excited for you! Given your on-going interest in teacher effectiveness, I would like to partner with you in my own interest in supporting teacher effectiveness here at South Valley Academy and more broadly, in the State of New Mexico. Oh yes, I am also glad you had a chance to attend a national ASCD conference this year!

Julie Radoslovich
Head Teacher