

New Mexico Teacher Performance
Reflection on Annual Teaching Professional Development Plan (PDP)
May 18, 2012

Head Teacher Feedback to Dr. Dawn Stracener (optional):

Dawn your PDP builds upon your desire to support our students' abilities to read and think critically. You created a professional development plan focused on supporting critical reading skills, in essence, moving students from summary to interpretation and analysis. Ultimately, you wanted your students to understand how to read a text, do analysis, and participate in discussions at the college level to better prepare them for university expectations. What you did this year was an expansion of last year's PDP, and you developed what I would call strategic scaffolding. It was really a fantastic PDP. I just loved it!

As requested, as I read this PDP, I tried to focus on the students you selected, your explanation of their academic background, as well as the selected work and how they might relate to your dossier.

You proposed the following measureable student outcome: In earlier conversations this fall you indicated that you planned to follow three students, monitor their growth over time, with the goal of these three students achieving a 3 or higher in critical reading. (In your reflection, you also summarized classroom results which I have noted below.) With this in mind, you achieved the goal you set.

Individual Summary Data

<u>High Student:</u>	Critical Reading: 5-	Social Justice: 4+	Writing: 5-
<u>Mid-Range Student:</u>	Critical Reading: 3+	Social Justice: 3+	Writing: 3
<u>Low-Range Student:</u>	Critical Reading: 3	Social Justice: 3+	Writing: 3

Class Summary Data

Critical Reading: N=24

Percent of students who did not pass Critical Reading Skills (3- or below)	4% (1 student)
Overall pass with 3 or better	50% (12 students)
Proficient or advanced 4 or 5	46% (11 students)

Social Justice Skills: N=24

Percent of students who did not pass Social Justice (3- or below)	8% (2 students)
Overall pass with 3 or better	63% (15 students)
Proficient or advanced 4 or 5	29% (7 students)

Writing: N=24

Percent of students who did not pass Writing skills (3- or below)	4% (1 student)
Overall pass with 3 or better	63% (15 students)
Proficient or advanced 4 or 5	33% (7 students)

As I reviewed the artifacts you submitted with your PDP reflection, it was clear that students used critical reading skills to write thoughtfully about social justice. All submissions, even those by a lower performing student, examined social justice themes within their topic. What was most significant to me as I read your reflection is that you had to adapt to the needs of students. You explained the expectations of each skill (which was outlined for students in a written form for easy reference) and strategically guided them through the skills. You also used mind maps and linear maps to help students grasp point of view.

In the final analytic essay, it was interesting to hear the stories of our students. Javier discussed the prejudice he "believed" only to discover his perception as untrue. Maria discovered how a simple misdialed number led to a woman interacting with her in very biased and judgmental way. Karina discussed how hurtful student comments were when she attempted to buy food at the snack line. All students, through their study of the cycle of socialization, realized they were put down by dominant members of society, yet they now understand that they are empowered to make changes within themselves. In these analytical essays, students explored how interpersonal relationships affect behavior patterns and influence the cycle of socialization as well as the cycle of liberation. This was just wonderful!

I also appreciate the Senior Seminar Skills Observation Tracking form you continue to use which incorporates student critical reading efforts. In addition, you submitted artifacts from students at all levels, so I was able to see the range of sophistication to which students could speak about issues of concern. Further, in looking at the skills rubric I was able to better understand the critical reading skill you were seeking to improve. Last year you took on a tremendous and bold effort to revamp our school's senior seminar class and this year you achieved success with a cohort of students that have struggled academically here at South Valley Academy.

PDP Next steps: I mostly want to offer some ideas for you as you work on your dossier this summer. I like the use of skills tracking by students, including the use of the objective report. In your dossier clearly mark your artifacts. As I was reading your PDP it took me some time to figure out which artifact I was looking at. Make this clearer for the reader. What were the three vocabulary words you put on the board? I was curious (and this would allow the reader to see the kind of vocabulary being taught). Were there any specific examples you can reference when you discuss how the students shared information with one another? For the dossier spell out POV and spell out SPED. For Karina, I would describe her learning disability more explicitly. When you refer to the artifacts, consider pulling out main quotations or thoughts expressed by students in the narrative. Make it easy for the reader to see what you were thinking as you examined student work. I wondered how summary is taught. Use formal ELL terms when describing your students. Your method of support is called, "thematic instruction" which creates a meaningful conceptual framework where students use oral and written language for learning content. I have a book you may want to reference for your dossier called *Reading, Writing, and Learning in ESL* (2008, Peregoy, p. 94). In Karina's case I would call her a low-intermediate student, while Maria is an intermediate learner; Javier shows near fluency in English. For Maria you mention that she could explain better orally, then in writing. Remember to mention that her language is still a barrier in her ability to express herself in written English. I hope these thoughts help.

Observations: Observations this year were linked to your PDP. I joined you as you conducted probing interviews of five different students. I focused primarily on how well students understood the questions posed and how well you clarified questions.

Dawn, as always I want to thank you for your leadership as Chair of our Service Learning Department. Each year, I understand more and more the significance of our service learning program to the lives of our students. Service Learning helps students to break the cycle of socialization. Interestingly, I believe our students benefit from the opportunity to practice English with native speakers in the community. Thanks for your willingness to share your ideas with the Bosque School here in Albuquerque. Congratulations on another terrific year of Service Learning. (Yes, congratulations on yet another winner of the SAGE Award.)

Julie Radoslovich
Head Teacher