

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

Name of Teacher	<u>Stracener</u>	Date	<u>April 28, 2012</u>
Grade/Assignment	<u>12th grade – Critical reading/Social Justice skills</u>	Level of License	<u>Level II</u>
Name of Principal and/or Supervisor	<u>Katarina Sandoval Julie A. Radoslovich</u>	School Campus	<u>South Valley Academy</u>

Teacher Reflection: Provide a written comment on your PDP, including a description of student achievement and learning growth.

Teaching Critical Reading requires students to move beyond summary to interpretation and analysis (see Critical reading skills assessment – Senior seminar handout). The first assigned reading was “The Complexity if Identity: Who Am I?” The day I assigned the reading, I discussed annotation strategies and I explained how a formative assessment would be given on annotations for each reading assignment and vocabulary sheet. The approach to this reading was as follows: After reading this assignment one class period was spent having the students work in 6 groups to summarize the reading and work on vocabulary. Students were required to keep vocabulary sheets looking up words they did not understand. Part of the group time was also spent in sharing their vocabulary sheets. I would sit with each group for about 10 minutes and listen to their summary discussion and/or how they were approaching the more difficult vocabulary words. If students were stumped on a particular word, a group member would write this word on the board. For this particular reading there were about 3 words on the board that we had to work on to ascertain the correct meaning. The next class we discussed the interpretation requirement and each group had to decide on the Author’s POV. Three of the 6 groups were able to do this correctly. These groups shared this information with the class. Then I ask groups to find at least 3 key points that supported the author’s POV. All groups were able to do this, finding more than 3 key points. The third class period students were given the Critical Reading Pre-assessment as an in class assignment (see handout). Results of this assignment for the 3 selected students:

Javier: (high range student) – Javier earned a 3- on the pre-assessment. He missed some major ideas in his summary and was hesitant to use the exact social justice language in the article. He was able to write half of the author’s POV and did a very good job on using supporting quotes and evidence on how the author proved her position. Javier’s group was one of the 3 groups who found the author’s POV. Javier’s home language is Spanish but he has a strong command of English.

Maria: (middle range student) – Maria earned a 2+ on the pre-assessment. She demonstrated some understanding of the article through her summary especially the domination/subordination section but had difficulty summarizing the social identity section of the article. She was unable to quote the author’s POV and her interpretation section was still more summary than key points discussed in the article to support the POV. She used some supporting evidence from the reading to support her ideas on subordination/subordination. Maria’s home language is Spanish and she has a medium understanding of English but still struggles with verbs, articles, and vocabulary.

Karina: (low range student) – Karina earned a 2+ on the pre-assessment. She was only able to summarize the section in the reading regarding domination/subordination and did not attempt to summarize section on social identity. She was unable to use strong supporting evidence for the author’s POV. Karina’s home language is Spanish and she still struggles with written and spoken English. She is also SPED.

I realized after assessing this assignment that I needed to use more class time to work on interpretation skills. I assigned a new reading, “Prejudice and Discrimination”. Students were required to annotate and complete vocabulary sheets. I decided to use a Mind Map (see drawing) which I put on the board, to help the students understand interpretation, analysis, and synthesis. Once again working in their peer groups, I ask the students to find the author’s POV. Four of the 6 groups were able to do this. I then had the students highlight and note this in the reading. Then I ask the students to note on their mind maps the 3 themes of social justice found in the reading. I noted that the Mind Map was not a working strategy for all the students to better understand interpretation so the next class I created another visual which was more linear (see drawing). This was very successful and now all the students had some type of visual outline to work with for the Critical

Reading assessment which I assigned the following day (see Critical Reading and Formal Writing Assessment handout and Rubric, note that this rubric is also used for the analytical essay). Results of this assignment for the 3 selected students: (note: this is the second draft of the assignment)

Javier (high range student): Scored a 4+ on all three assessed skills: Critical Reading, Social Justice, and Writing. He demonstrated strong student learner outcome in reading comprehension, interpretation, and analysis.

Maria (mid-range student): Scored the following on required skills: CR 3+; Social Justice 3+; writing 4-. The strength of this assignment was her interpretation section. Maria was able to quote the authors' POV and use strong supporting evidence. Her comprehension section needed more details for the summary. She understood some of the themes of social justice discussed in the text but struggled with the analysis of how these themes are an underlying importance as a context tool to better understand social injustice.

Karina (low range student): Karina scored the following on required skills: CR 3+, Social Justice 3-, and writing 3. Her summary skill was weak and I think this is because she really focused more on the interpretation section. In this section she was able to correctly state the authors' POV and provided some supporting evidence for the 4 key points she discussed. This assignment was still a great improvement over her pre-assessment. Karina was unable to demonstrate she understood analysis.

The purpose of specific strategies such as teaching Critical Reading, annotation, vocabulary, and the CR assessments with extensive feedback on the 1st drafts of the Critical Reading and Writing assessment was to prepare the students for the final 1st quarter Analytical Essay assignment. In all subsequent assigned readings, students were required to note the authors' position, i.e. POV and at least 3 key points to demonstrate how the authors' proved his/her position. You will note that students were required to develop an argument or position for their essays. This type of 'text modeling' helped the students think about how they would shape and write their essays (see Analytical Essay requirements). Results of this assignment for the 3 selected students: (note: this is the final draft of the assignment):

Javier (high range student): Scored the following: CR 5-; Social Justice 4+; writing 5-. Javier was able to develop a very strong argument and demonstrated throughout the essay how he proved his argument with evidence from his personal narrative and the readings. He wrote a very strong analysis in the next steps and action section and was able to synthesize his ideas in the conclusion.

Maria (mid-range student): Scored the following: CR 3+; SJ 3+; writing 3. While Maria was able to write a very solid argument, she had difficulty proving her argument in the Contexts section of the essay subsequently she had difficulty bringing a strong analysis to her conclusion. It is interesting to note that after I returned Maria's essay, she came to discuss her grade and was more able to verbalize her ideas and analysis than I saw in her written work.

Karina (low range student): Karina scored the following on required skills: CR 3; SJ 3+; writing 3. Karina was able to write a fairly good position statement and somewhat prove this in the contexts section. She still struggles with analysis and synthesis in the conclusion. But, considering her SPED needs in reading, I feel she demonstrated a level of understanding in regards to instruction that allowed her to be successful.

At the end of the first quarter, I printed out a Pinnacle Objective Report on the students' Critical Reading and Social Justice skills and had the students reflect on how they improved or did not improve these skills (see student reflection and Objective report). I then interviewed the students later in the semester to ask clarifying questions and assess my teaching and instructional strategies. (Julie please refer to your copy of the interview) In retrospect, I realize my mid and low range students were very close in skills grades but Maria's work was a bit more sophisticated than Karina's and Maria was able to move more towards analysis in her essay. Javier was a good choice for the high range student because he demonstrated strong skills.

The table represents the grades for all 24 students in my class 1st quarter:

Skills	Proficient or Advanced (4 or 5)	Nearing Proficiency (3)	Did not pass (3- or below)
Critical Reading	45.8% (11 students)	50% (12 students)	.04% (1 student)
Social Justice	29% (7 students)	62.5% (15 students)	.08% (2 students)
Writing	33% (8 students)	58% (15 students)	.04% (1 student)

This data demonstrates that the instructional strategies and activities I used for Critical Reading were successful. Fifteen of the students that scored a 3 or higher in CR come from homes where Spanish is the main language and one is

SPED. When one considers that the students were required to read college level selections, I see a strong student learner outcome in Critical Reading pertaining to summary and interpretation. This data will also inform my teaching of this material next fall because I would like to see the percentages for Proficient or Advanced match or exceed the percentages for Nearing Proficiency in Social Justice and Writing skills. In retrospect, I realize I need to develop strategies and activities that will inform my instruction for how the readings become a context tool to better understand social justice which is the analysis. The struggle for my students in understanding Critical reading is analysis and synthesis. I see a difference between their concrete understanding of summary and interpretation, and their inability to think on a more abstract level in order to analyze and synthesize the ideas in the readings and connect this to another concept.