

South Valley Academy: Professional Development Plan – 2009-2010

Goal: To use portfolios for conferencing with students throughout the year in order to prepare them to be able to self assess how they have developed the science habits and skill and to prepare them for a final public exhibition that demonstrates improvement and/or proficiency of their science habits and skills.

Owner: **Jenn Gable**

Date: August 5, 2009

Subject and Grade Level: Physical Science, Grade 9

Level of Licensure: Level 2

Principal: Katarina Sandoval-Tonini

Competency to be Addressed: Strand A Level III- Instruction, Competency 5 “The teacher effectively utilizes student assessment techniques and procedures (D) develops a two-way system of communicating with students and families about student progress”

Rationale: Transition from middle school to high school is challenging for 9th graders. Furthermore, many 9th graders begin at SVA substantially below proficiency in science. Portfolios will be used in Physical Science classes this year for students to take control of their own learning through systematic reflection, goal setting, and presentation of their progress. The intent is that through awareness of habit and skill levels, each student will be able to improve in the areas identified to ultimately show proficiency in their science habits and skills.

Measureable student outcome:

1. Excel Spreadsheet of habits and skills grades over 4 quarters showing improvement in 90% of the students and showing that 75% of the students have shown proficiency (earned a 4 or better) in two of the five skill categories.

Key Actions to Meet Goal:

- (1) Develop a rubric for student self-assessment – how well students can demonstrate their habits and skills through the use of artifacts and reflection
- (2) Integrate specific times throughout each quarter that allows students time to reflect and self-assess
- (3) Teacher has small group student conferences at the end of quarters 1 and 2 to discuss academic progress (habits and skills); portfolios are used to drive the discussion
- (4) Students present portfolios to their classmates end of quarter 3, classmates and teacher provide feedback based on rubric for students self-assessment
- (5) Students present portfolios at the end of quarter 4 (before exhibitions) to a small group/panel of adults (teacher(s), family, students); panel provides feedback based on rubric for students self-assessments

Resources Needed:

- Books and Materials on using Portfolios as instructional tools AND assessment tools
- Shelley Roberts to help develop the self-assessment rubric
- Professional Learning Community time for direct reflection on the rubrics developed as well as student work (specifically on portfolios and how well they are demonstrating habits and skills through use of artifacts and reflection – this would be the application of the rubric)
- Head Teacher and others to make observations during portfolio work time/discussion times

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Timeline:

Quarter One:

1. Rubric for self-assessment; get feedback from other teachers
2. Weekly assignment log updates/organization of work
3. Time for self-assessments after skill assignments AND habit updates
4. Student-Teacher conferences after first lab report to discuss self-assessments and progress in habits/skills

Quarter Two:

1. Get feedback from “professional learning community” on portfolio work, adjust accordingly
2. Weekly assignment log updates/organization of work
3. Time for self-assessments after skill assignments AND habit updates
4. Student-Teacher conferences mid-quarter to discuss self-assessments and progress in habits/skills
5. Time to choose work to show “growth” or “proficiency” in a habit/skill
6. Group presentations of portfolios

Quarter Three:

1. Get feedback from “professional learning community” on portfolio work, adjust accordingly
2. Weekly assignment log updates/organization of work
3. Time for self-assessments after skill assignments AND habit updates
4. Student-Teacher conferences mid-quarter to discuss self-assessments and progress in habits/skills
5. Time to choose work to show “growth” or “proficiency” in a habit/skill
6. Class presentations of portfolios

Quarter Four:

1. Weekly assignment log updates/organization of work
2. Time for self-assessments after skill assignments AND habit updates
3. Student-Teacher conferences mid-quarter to discuss self-assessments and progress in habits/skills
4. Time to choose work to show “growth” or “proficiency” in a habit/skill
5. Schedule panel presentations
6. Panel presentations of portfolios
7. Evaluation of portfolios and process for this year

Artifacts:

1. Portfolios
 - Student work
 - Student reflections
 - Student self-assessments