

South Valley Academy: Professional Development Plan – 2010-2011

Owner: Claire Jellinek

Date: Oct. 1, 2010

Subject and Grade Level: U.S. History, 11th Grade

Level of Licensure: Level 2

Principal: Ms. Kata Sandoval-Tonini

Goal: To improve primary source document comprehension in 11th grade US History. I will teach three *independent* critical reading strategies. Students will implement and practice all three strategies throughout the year and will be able to select which two work best for them as an independent approach to critical reading.

Rationale: While 11th grade history students rigorously annotate their texts, they continue to struggle with making the connection between their annotations and true reading comprehension. This is especially true for the primary source documents we frequently utilize in US History. Primary source document comprehension and analysis is a critical component of looking at historical perspective, a foundational skill for 11th graders at SVA. It lies at the core of any serious historical research and is the foundation of “doing” history well.

Measureable Student outcome: Ninety percent of the 11th graders in my 2nd hour United States History class will successfully demonstrate basic comprehension of at least nine primary source documents. “Successful” is defined as: (1) accurate comprehension of the text and (2) adequate responses to related questions (oral and written). Students must demonstrate effective use of at least 2 of the 3 critical reading strategies I teach: “S.O.A.P.S.”, “A.P.P.A.R.T.S.”, and/or “Written Document Analysis by the week of April 15, 2011.

Competency to be Addressed: Strand A. 2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

Key Actions to Meet Goal:

- (1) Monday, Oct. 11, 2010: Establish a baseline for each of my students in my 2nd hour in each of the three strategies vis-à-vis a *Critical Reading Strategies Pre-Assessment* (diagnostic).
- (2) Diagnose each student’s successfully/unsuccessful application of each the three strategies and record it.
- (3) Distribute one rubric that applies to the successful comprehension and analysis of primary sources documents. Students will use the SAME rubric for each of the three Critical Reading Strategies.
- (4) Explicitly teach each strategy and the rubric.
- (5) Students will apply the above strategies/rubric and, throughout the year, formally submit three primary source document analyses in QTR 2, 3 in QTR 3, and 3 in QTR 4 for peer *and* teacher review.
- (5) Students will take the *Critical Reading Strategies Pre-Assessment* again in December 2010 and again in May 2011. Improvement (*or not*) will be recorded and analyzed for Lessons Learned April 15, 2011.

Resources Needed:

- (1) Pre-Assessment results/diagnostic data
- (2) Mid- and End-of-the year data

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- (3) The Library of Congress “Teaching with Primary Sources Program”
- (4) North Carolina Museum of History
- (5) Selection of Primary Source texts
- (6) Shelley Roberts

Artifacts:

- *Critical Reading Strategies Pre-Assessment*
- S.O.A.P.S. template
- A.P.P.A.R.T.S. template
- Written Document Analysis template
- Students’ submitted work & rubric results

Timeline: On going (see above for explicit details)