

South Valley Academy: Professional Development Plan – 2011-2012

Name: Dawn Stracener, PhD

Subject and Grade Level: 12th grade – Historical and Contemporary Issues in Social Justice

Date: September 21, 2011

Level of Licensure: Level II Secondary

Principal: Kata Sandoval

Goal: The students will be able to demonstrate a 3 or better in Critical Reading (CR) and Social Justice (SJ) Skills in order to better prepare themselves to choose an issue concerning social injustice in their communities for their senior research paper. I will use various strategies to teach Critical Reading and Social Justice Skills during the 1st quarter. Strategies include but are not limited to pre-assessments, lectures, annotation and vocabulary skills workshops, use of webs, and group activities, and feedback on any written assignments. The final 1st quarter assessment is the Analytical Essay in which students will demonstrate their acquired knowledge in these two skills in order to move forward to the research phase of the class.

Rationale: I have re-designed the social justice curriculum concerning Critical Reading and Social Justice Skills to ensure stronger student learner outcomes. I developed the curriculum for this class summer 2010 implementing said curriculum fall 2010. Readings were selected from the text *Readings for Diversity and Social Justice*. Last year I realized several problems and noted these throughout the semester in order to revise the curriculum summer 2011. I made the following changes to ensure stronger student learner outcomes for fall 2011. First, I dropped four readings from the student reader. This was necessary to allow a slower pace so more direct instruction on Critical Reading skills could occur, more time could be spent on group and larger class discussions for students to develop a deeper understanding of the material, and additional focus time could be given to understanding vocabulary. Second, I created several differentiated instructional strategies for teaching Critical Reading skills and vocabulary to address the needs of our student demographic at SVA which is a high percentage of low income, ELL students. Next, I created two new activities to enhance student learning and understanding about social injustice focusing on six themes and three sub themes. I realized last year while our student demographic understands how often they or their families are treated unfairly due to poverty or immigration status, the students often do not understand the root causes of how this is a larger issue of social injustice and how they can be agents for change. Developing a passion in the students is imperative for their research work the remainder of this semester and spring semester as they plan and implement their Senior Action Projects. Third, I used a Critical reading pre-assessment as well as two other assessments this 1st quarter to determine what other teaching strategies might be needed in addition to those I was implementing in order to better prepare the students for the Analytical Essay assignment. Finally, I redesigned the Analytical Essay to include more specific written instruction and less ambiguity.

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Measureable Student outcome: I will ask three students in my class to allow me to use their Critical Reading pre-assessments, regular Critical Reading and Social Justice assessments, and their first and final drafts of their Analytical Essays in order to align with my Level III dossier. One high, middle and low achieving student will be selected, and I will observe their performance patterns over the course of the semester using the above mentioned documents as well as classroom observations. I will also ask these students to evaluate their Critical Reading and Social Justice skills followed by an interview conducted by me to ask clarifying questions. The student observations, evaluation and interview will be a qualitative measurement, while actual assigned number grades following the 1st quarter rubric will provide the quantitative data.

Competency to be Addressed: (Consider one or perhaps two competencies at most; note the strand, number, and letter.)

Strand A: Instruction

5. The teacher effectively utilizes student assessment techniques and procedures. (master teacher level III)

Strand B: Student Learning

4. The teacher comprehends the principles of student growth, development and learning and applies them appropriately. (master teacher level III)

Key Actions to Meet Goal/Timeline:

Key Actions to Meet Goal	Timeline
(1) Redesign Social Justice Curriculum (modify reader, create new CR and SJ lessons, activities, and assessments)	July 2011
(2) meet with J. Trager to discuss all curriculum changes, re-design Analytical Essay requirements and Skills rubric for 1 st quarter.	August 2011
(3) Student learner letter	August 2011
(4) Critical Reading lessons, activities and assessments	August-September
(5) Social Justice lessons, activities and assessments	August-September
(6) drafts and final copy of Analytical Essay	Mid-late September
(7) Student self assessment of skills with reflection	Early October
(8) Interviews with selected students to ask clarifying questions concerning self assessment and reflection. Head teacher will observe.	Late October

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Indicate for which Key Actions an observation would be helpful by the Head Teacher (at least one required per teacher), Director of Student Support (at least one required per social worker or special education teacher) a Department Chair, and/or a colleague:

Head Teacher or Director of Student Support	Department Chair	Colleague
# 8		

Resources Needed: (particular professional readings, professional memberships/subscriptions, observations in other classrooms, Critical Friends Group consultations, mentoring, collaboration with content team or peers at other schools, conferences/workshops, specials materials for implementing a new strategy, etc.)

1. Collaboration with peers: conversations, exemplars, ideas
2. Fourteen years experience teaching Social Justice in secondary and post-secondary education
3. Marzano Texts: *Designing and Teaching Learning Goals and Objectives; Formative Assessment and Standards-Based Grading*
4. Text: *Reading for Diversity and Social Justice*, Maurianne Adams, et al
5. Student work and reflections on skills progress
6. Feedback on 1st draft of PDP by peers
7. Use of PDP money to complete Level III license
8. Texts: Paulo Freire & M. Horton, *We make the Road by Walking: Conversations on Education and Social Change*, Paul Loeb, *Soul of a Citizen*; Patricia Williams, *The Roosters Egg; Growing Up Empty*, Loretta Schwartz-Nobel; *Teaching Community: A Pedagogy of Hope*, bell hooks; *Bridging the Class Divide*, Linda Stout; Paulo Freire, *Pedagogy of the Oppressed; Starving in the Shadow of Plenty*, Loretta Schwartz-Nobel; bell hooks, *Teaching to Transgress*; Paul Rogat Loeb, *Generation at the Crossroads: Apathy and Action on the American Campus*; Irene Diamond & Gloria Feman Orenstein, *Reweaving the World: The Emergence of Ecofeminism*; China Galland, *The Bond Between Women: A Journey to Fierce Compassion*; Audre Lorde, *Zami, A New Spelling of my Name*; Gloria Anzaldua, *Interviews/Intrevistas*, edited by AnaLouise Keating; Paula Gunn Allen, *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*

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Artifacts: (lesson plans, rubrics, sample student work, grades over time, student self-tracking tools, common formative assessments, observation notes, excerpts from readings, student feedback and interviews, student self-evaluations and journals, portfolios, comparative data, reflections, etc.)

Head teacher Observation feedback

Observation template for CR and SJ in class activities

1st quarter Skills Rubric

CR lessons and assessments

SJ Lessons and Assessments

Student work

Student self assessment of skills with reflection

Interviews with selected students to ask clarifying questions concerning self assessment and reflection.

Data graphs demonstrating measurement of student skills over time