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Observation Results for Lisa O'Connell

Observer:
Lisa O'Connell

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Jan 16, 2013 9:41:08 AM

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Type:
Self

Location:
Horseheads Intermediate School

PDP

Individual Professional Development Plan

Based on my self-assessment, my administrator's input, student data, and any school or district initiatives, what has emerged as an area of knowledge or skill that I would like to strengthen in order to impact student achievement? Use the following guiding questions to identify your goal.

What specifically do I need to learn in order to grow as a teacher that will impact student learning?

Answer:

In order to grow as a teacher to impact student learning I need to explore and understand Response to Intervention (RTI) and how it will apply to the roles and responsibilities of a building reading specialist and my relationship with the classroom teacher. I would like to be prepared to move into the direction RTI will take our building and an understanding of this will allow me to prepare and better impact the students I work with for ELA and math.

How will I measure my progress? What changes will I see in my student learning?

Answer:

After overviewing the dynamics of RTI, I will initially create a list of questions I have regarding RTI and how it will "look" in my building and what my role will be. I will measure my progress in understanding the process by reading books, exploring websites, and speaking with fellow teachers who have already had RTI officially used in their buildings to answer these questions plus more that will be generated throughout the process. Having an understanding of RTI will allow me to utilize my skills and knowledge as a teacher to use the proper interventions needed with struggling students to improve overall student achievement.

How would I describe my current practice related to this area?

Answer:

When RTI was first introduced to our district several years ago, I attended a few workshops related to implementing RTI. One of which was with Jim Wright in Corning, NY. I also read several resources in order to create the background knowledge I needed to one day successfully implement RTI in my classroom as a general education teacher. Currently, as the building reading specialist, I use intervention strategies with the students who have been classified as AIS in math and/or ELA with moderate to high needs. I use anecdotal records to monitor progress as well as Treasures weekly and monthly assessments and math common assessments. I also use goal setting for these students in order to work on specific skills that show a need for improvement. Having used both intervention strategies and record keeping tools to monitor student need and progress, my current practice in relation to RTI is similar.

What will success look like for my students and me? What will I use or look for as evidence of success?

Answer: