

SUU LEAD Professional Development Activity
Mentor Principal Competency Review

Please copy this template, paste into your Word or Google doc, complete it, get it signed by your Mentor, share with your Internship Coordinator, and upload into Canvas.

Name: **Joseph Wright**
Year & Semester: **2019, Fall Semester**
School in which you interned: **Treeside Elementary Charter School (Provo, Utah)**

Plan, or participate in the planning of, organizing, conducting, and evaluating the effectiveness of a professional development activity for school staff.

Please describe all aspects of the process of your planning of, organizing, conducting, and evaluating the effectiveness of a professional development activity for your school staff. Review with your Mentor your efforts and activities associated with this artifact. Add to this copy....

- Your description

Description and Log of Activities:

Wednesday, 8/7/19:

Today I came and met most of the faculty at their first day of training for the upcoming school year. We engaged in some team-building and ice-breaking activities, include a marble run, where we had to organize together and get a marble from one end of the gymnasium to the other. It was easier said than done. Additionally, we also worked together in some groups as a relay team, and I met Crystal, one of the drama teachers here at the school, and she brought me into the group. She was very nice and personable, especially given that I didn't know most of these people from Adam. We bonded as a group quickly, and ended up winning the relay, which required that we all coordinate.

After an hour of those activities, I met with Mr. Hepworth and Mr. Johnson, and we worked together to come up with some plans for my internship this fall. We discussed how I might help with Professional Development, and set up a plan for me to teach a topic, "Aligning Grades / Feedback with Subject Mastery." I'll be doing that training on September 3rd, but will be planning more on that in the upcoming weeks. I'll also be attending the professional development tomorrow at Treeside, and observing and participating in those.

Thursday, 8/8/19:

Today the teachers will be working primarily in their PLC. They arrived here at 8:00 AM, and they began with some fun activities, gave out a few prizes, etc. The faculty here seem to get along very well, as evidenced by their interactions regarding planning for breakfast / lunch duty, as well as carpool duty after school. Mr. Hepworth (a new admin this year, a former teacher of one year here at Treeside) spoke to the teachers about an issue regarding some missing books that went MIA over the summer. He was fair, but clear: return those today, and there won't be any issues. Otherwise, we will have to get serious after today.

They are passionate, and care about what they do and the students that they are wardens over. They obviously take their stewardship clearly, yet they are willing and able to have lots of fun as they do so as well. They did a fun, break loose YMCA dance, and it clearly showed that they are ready and able to work together, and have a very positive school culture. As they call it, they are a "feisty" school, and it shows.

They continued their training with a discussion about PLCs (in their grade levels), and discussed how we all have a lot of responsibilities in life, at school, at home, etc. The teacher that took lead on this part made sure that we all keep ourselves balanced, and not overwork ourselves.

Next, we got in our PLCs, I met with the 2nd grade teachers. Nearly all of them are new, but they seem like some great individuals, and they'll do fine. They worked together to create a unified curriculum, and I think that is awesome, being a teacher that teaches all my own curriculum in my own classes. I wish that I had a PLC that allowed me to better work with other teachers and collaborating on curriculum together. Unfortunately, I am stuck teaching the classes I teach all by myself. However, one class that I did teach, World Geography, is being taught by a new teacher this year, and she is more than willing to utilize the curriculum I developed and we chat about how it's going, changes she could make, etc.

Tuesday, 9/3/19:

Today, I presented an hour-long training that Dr. Johnson asked me to prepare. It was part of their larger post-labor day training. Unfortunately, I wasn't able to be there all day, as we had school at Merit, but I was able to prep and then participate in a small part of it myself. Dr. Johnson asked that I address how we might, as teachers, utilize data to drive our interactions and instruction of students. I spent the previous week considering the matter, and then decided to approach it in the following way.

Dr. Johnson initially asked that for the training, I consider how to use classroom data to: Inform instruction | Build on Student Progress | Target Student Needs | Identify PLC Learning Focal

Points. That was a lot to pack into an hour of training! Still, I set to work. I ended up deciding to try and answer these questions by having the teachers, in their PLCs / departments, consider a few case studies that I created. One was of an individual student's situation, while the other was of a class and teacher situation. Then, they compared these cases to a situation that they themselves were dealing with, to make it more relevant, and attempted to answer how they might inform their own instruction in such cases, build off of student progress, target student needs, and ultimately create some PLC goals for themselves to better address such situations moving forward.

As the PD progressed, I listened in to the various groups, and I was impressed with their efforts to take the case studies seriously, and to also apply them. They are consummate professionals, and I was impressed with their comportment and dedication to their craft. We got some excellent comments as well, and they critically considered the situation, even finding a typo that changed the meaning of one case. To see the case studies, see: [Case Study A](#), [Case Study B](#), [Slide Show](#), etc.

While there were a few hiccups along the way (I wasn't explicitly clear about the need for a projector, nor the copies I'd need for the staff), I came early enough to figure that out when I arrived at Treeside before we got started. Our time was cut short a bit by another presenter, but that was a minor detail. All in all, I thought the experience went rather well.

I also chatted a bit with Todd Hepworth, and suggested that, if he wished, I had a suicide prevention PD training that I had been working on with local relevance that might be worthwhile. I had previously shared it with both him and Dr. Johnson. He seemed to believe that their online suicide training would be sufficient, so I left it at that. My training has a lot of research and data particular to Utah that I believe would be relevant and useful, but that is their call to make, not mine. I'll continue to participate and do my best to help with their upcoming PDs as asked and as needed. After all, I am a guest there.

Thursday, 9/5/19: Today I chatted with Dr. Johnson before school, and we discussed a few things. We looked at the training that occurred, and he shared his thoughts and feedback from the teachers, his perspective, etc. One point he made was that it would help to **be as specific as possible** when giving directions to teachers (as we did in the training). I believe that he has a good point. In the case studies that I had the teachers look at (see: [Case Study A](#) and [Case Study B](#)), I kept the questions at the end a bit vague. My thoughts in doing so were that each PLC / grade level would have different needs, and I didn't want to make the questions **so specific** that some of them felt like they couldn't really apply the situation to themselves.

However, I also know that, as a teacher, if you leave such things vague, then you will usually get a wide range of responses: many sufficient, but others that are not up to snuff, and so I appreciated his reminder in that regard. I'd tweak the case study questions if I were to repeat the training again. It's always helpful to get a second or third pair of eyes on anything of the sort, in order to see how others may perceive our teaching, instruction, etc., and that can provide some valuable feedback.

Tuesday, 9/10/19

Today I ate lunch and chatted with Mr. Hepworth. We discussed a few things, including our recent training, and I appreciated his insights. We'll see if the admins would like me to do another training, though I plan on being present for at least a few more. As I have considered the training, I again realize that elementary schools are different in a lot of ways from secondary schools. They have a lot of responsibilities, bouncing around from topic to topic, and it is a lot to handle / juggle. The teachers in our elementary schools are talented for sure. I am so grateful for the work that they do, and the effort they put in to their jobs. Good for them! Glad to be working for a time with such great folks!

Wednesday, 9/18/19 PLC Meeting:

We met with the leaders of the PLC and discussed a variety of issues, including the upcoming after-school program, and also other things the school is dealing with. They mentioned that the clubs cannot have a fee (since the charter says free after school programs).

They mentioned how the treebucks are utilized for allowing the students to purchase things, etc. Things are going great! It was cool to see how the school leadership work together and plan to make Treeside better.

Thursday, 9/19/19

After school today, Todd and I discussed making plans for a lesson and PD to train all of the teachers on a lesson plan for a visit to the Utah Water Conservancy. They will be visiting the site, and I will be helping create a training for it! We want to create a curriculum for all of the grades that all can use! The first step is to outline the standards and objectives that they will be covering, and then create plans for their trip that will meet those goals.

Tuesday, 10/1/19

Being quite busy, I didn't write anything down further until today, though I did consider a few various ideas of activities that the students might engage in for this particular assignment. I meant to chat with Todd more about it before now, but the last times I came into the school both admins were busily tasked with other duties. Today we finally got a chance to discuss the trip, after I outlined the science core goals / objectives that I figured we could achieve on such a trip.

Todd now believed that we would be better served to do such an activity elsewhere, and suggested that we consider alternative locations. I was tasked with creating some ideas, and so I got right on that today, after sending thank-you emails to the organizations we had invited to participate in Parent University. One idea I had was to do it at **Bicentennial Park**, which has an obvious **Wetlands Area** which is nearby. Here is the link to an **Earthcache** I did there once, which with some sprucing up, might serve just our purposes! See: [Inland Wetlands](#)

Wednesday, 10/2/19

I went and visited the wetlands area, and found a good number of plaques that teach all about some of the **natural plants** and benefits of the wetlands in this area, so I am planning on utilizing that info in our **Field Trip Curriculum** for our field trip.

Next, I drove over to Treeside, and we began our **Faculty Meeting**. We discussed the changes to **testing** for 2nd-5th grade, and they will be utilizing another test that measures the same thing (rather than double-test the students as they have in the past). That is awesome; no reason to do the work twice!

We spent some time discussing the **Waldorf Philosophy**, and the history behind the teaching philosophy. I was not as familiar with it, yet it is one of the guiding elements of this school, so I need to brush up on it.

Thursday, 10/3/19

Today I worked on finalizing what standards we would be covering with the various field trips. I also began efforts to put a lesson plan together for the K-1st grade lesson plan. It was intriguing because I am not very familiar with the standards, so I am learning a lot in my backwards design of these lessons and the lesson plans, materials, etc.

Monday, 10/7/19:

Prep: I worked on creating a lesson plan for the wetlands field trip. I am creating a number of various lesson plans and activities, which the teachers can pick and choose from at their leisure. We'll see how it goes!

Tuesday, 10/8/19

Worked on finalizing the Wetlands Field Trip Curriculum and Plan. I have left the plan vague enough that teachers can go various directions with it, but provided material that should simplify any efforts they have to make in preparing for the trip, time spent there, and talking about the trip after the fact! Came to Treeside to meet with Todd regarding the plan to see how to best present it to the staff. We may simply have a short meeting to present it along with additional resources, or simply forward it via email to the staff. We are trying to give them as much as they may want, without forcing them to do anything they may not wish to do, while also giving them lesson plans that are ready to go as needed. It is a bit touchy, but I think I struck the right balance with what I did. To see the entire lesson plan and associated links / resources, look here: [Wetlands Field Trip Resources](#)

I spoke with Todd regarding the plan, and he said that he thought it was great! I created a website to allow the teachers to access the material at their leisure, and he thought this was perfect, since that way, teachers could look at it as they wished, and there was no need for a meeting to communicate that information. Here is the website I created that also helps present the info, in addition to the Google Doc: <http://wetlands-trip.weebly.com/>

While this was a lot of effort, and I wasn't entirely sure how it would work out, when I presented the lesson plans and website to Mr. Hepworth, he was thrilled with what I had done. He thought it was just right; enough info to whet the appetite of any teachers that were fully invested in the idea, but also simple enough that even teachers who didn't want to get too crazy with it would still have a few quick activities they might engage the students with if they chose to make the trip over to the nearby park. I'll let you know how the teacher's reaction is to the plan.

10/15/19

Today Todd and I chatted about plans for finishing my capstones this semester at Treeside. I asked how the feedback has been thus far regarding the wetlands curriculum. He said that the 4th grade teachers are making plans to jump on this and ready to go forward. Their PLC was really excited about it, and they are really happy to see it go forward. Todd also mentioned that the online factor was a real blessing, so they were grateful for that.

Final Reflection:

I really enjoyed the chance to help and participate in multiple types of professional development here at Treeside Elementary. It has been a true blessing to be allowed a sneak peak into the responsibility that this entails from an administrative level. I loved how we got creative in our implementation and material shared with teachers, especially regarding the wetlands trip and the flexibility it offered the teachers here.

- Have your mentor initial after Emerging Effective or Effective below and sign and date,
- Scan this completed, initialed Mentor Evaluation,
- Upload your scanned Mentor Evaluation to the aligned Canvas Assignment.

Hours engaged in the completion of this artifact: 27

[Utah Educational Leadership Standards - 2018](#) - Standard 3.1

<p>* Minimum Required for Recommendation for Licensure *</p>	
<p>Emerging Effective _____</p>	<p>Effective <u>XX</u></p>
<p>Sought to develop licensed faculty and staff members’ professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.</p>	<p>Developed licensed faculty and staff members’ professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.</p>
<p>Comments:</p> <p>Joe created and presented professional development which helped teachers to learn how to use data in order to improve instruction. His approach included an examination of case studies and application of specific strategies for intervention. That approach was meaningful to teachers and helped them to develop valuable skills to improve instruction.</p> <p>Joe created a web-based professional development activity for teachers which included an associated educational field trip for students. The activity was aligned to standards and included links to lesson plans for each elementary grade. The web-based application is highly valuable for teachers because it allows individual teachers to implement the activities at any time during the year. It did not require a scheduled group professional development class.</p>	

Mentor Name, Signature, and Date Below:	
Mentor Name: <i>Assistant Director Todd Hepworth</i>	Mentor's School: <i>Treeside Elementary</i>
Mentor's Signature: <i>Todd Hepworth</i>	Date: <i>10/15/19</i>