

# SARALAND CITY SCHOOL SYSTEM

\* sample  
job  
description

**POSITION TITLE:** TEACHER (*refer to posted vacancies for subject areas/locations*)

**QUALIFICATIONS:** ALSDE certification requirements

**REPORTS TO:** Principal

## PERFORMANCE RESPONSIBILITIES:

- Understand and assist in upholding and enforcing school rules, administrative regulations, and Board policy
- Participate in the efficient and effective operation of the school and school system, including meetings, assigned duties, and committee responsibilities
- Abide by the standards established for conduct referenced in the *Alabama Educator Code of Ethics* which defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct
- Follow the courses of study approved by the State Board of Education
- Accept no other employment which interferes with the efficient and effective discharge of teacher duties and responsibilities
- Meet and instruct assigned classes in the locations at the times designated
- Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided and appropriate to the interests and maturity of the students
- Establish and maintain appropriate discipline in the classroom and assist staff in establishment and maintenance of discipline in the school environment
- Maintain accurate, complete, and correct records as required by law, board policy, and administrative regulation
- Evaluate student progress on a regular basis and in accordance with the system's established procedures
- Seek assistance of specialists as needed and make referrals when appropriate
- Take necessary and reasonable precautions to protect students and to safeguard all equipment, materials, and facilities
- Work with other staff members in planning school activities, instructional goals, objectives, and methods
- Maintain a professional, cooperative working relationship with parents and community
- Promote good public relations for school and school system with the general public
- Engage in professional learning activities to maintain and improve professional competence
- Perform extra work-related duties associated with the school's curriculum and necessary to provide a safe, orderly educational environment as requested by the principal

**TERMS OF EMPLOYMENT:** Nine (9) month contract

**EVALUATION:** Performance evaluated in accordance with Board policy

**SALARY:** Board approved salary schedule

## Saraland City School System

### Professional Development Plan FY17

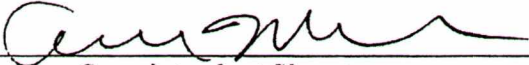
The LEA Advisory Council for the Saraland City School System analyzed state mandated test data and data collected from system-wide (grades K-12) formative assessments to determine the following professional development needs: **Grades K-12** - reading, language arts/English, mathematics, science, social studies, technology, and using data and standards-based assessments to improve learning; **Grades K-12** - English as a Second Language.

Month	Professional Development Activities	Grade Level(s)
<b>August</b>	<ul style="list-style-type: none"> <li>• MS/CO: August 1<sup>st</sup> – Universal Precautions Training</li> <li>• MS/CO: August 1<sup>st</sup> – CPR Training</li> <li>• ES/MS/HS/CO: August 1<sup>st</sup> – District Teacher Institute Day</li> <li>• ES: August 2<sup>nd</sup> – Chromebook Training</li> <li>• ES/MS/HS/CO: August 2<sup>nd</sup> – Dyslexia Training</li> <li>• HS/CO: August 2<sup>nd</sup> – Universal Precautions Training</li> <li>• ES/CO: August 3<sup>rd</sup> – CPR Training</li> <li>• MS: August 3<sup>rd</sup> – Project CARE Training</li> <li>• HS/CO: August 3<sup>rd</sup> – Compass Learning</li> <li>• ES: August 3<sup>rd</sup> – Universal Precautions Training</li> <li>• ES/MS/HS/CO: August 10<sup>th</sup> – Instructional Partners Training</li> <li>• HS: August 16<sup>th</sup> – CPR Training</li> <li>• MS/CO: August 22<sup>nd</sup> – Dyslexia Screening Training</li> <li>• MS: August 29<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• 5-8, Administrators</li> <li>• 5-8, Administrators</li> <li>• All Employees</li> <li>• K-4, Administrators</li> <li>• K-12, Administrators</li> <li>• 9-12, Administrators</li> <li>• K-4, Administrators</li> <li>• 5-8, Administrators</li> <li>• 9-12, Administrators</li> <li>• K-4, Administrators</li> <li>• Administrators, IPs</li> <li>• 9-12, Administrators</li> <li>• 5-8, Administrators</li> <li>• 5-8, Administrators</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• ES/MS/HS/CO: September 1<sup>st</sup> – Key Leaders Network (KLN)</li> <li>• ES/CO: September 2<sup>nd</sup> – Dyslexia Screening Training</li> <li>• HS: September 6<sup>th</sup> – Leadership Team Meeting</li> <li>• ES: September 7<sup>th</sup> – Instructional Rounds</li> <li>• HS: September 7<sup>th</sup> – Instructional Rounds Training</li> <li>• ES: September 8<sup>th</sup> – CPI Recertification</li> <li>• MS: September 8<sup>th</sup> – CPI Recertification</li> <li>• ES: September 8<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• MS/CO: September 12<sup>th</sup> – Compass Learning</li> <li>• ES/CO: September 13<sup>th</sup> – Dyslexia Screening</li> <li>• ES: September 13<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• ES: September 14<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• ES: September 14<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>• MS: September 14<sup>th</sup> – Instructional Rounds</li> <li>• ES/MS/HS: September 15<sup>th</sup> – Powerful Conversations Network (PCN)</li> <li>• ES: September 16<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• ES/MS/CO: September 19<sup>th</sup>–20<sup>th</sup> – Instructional Partners Network Retreat</li> <li>• MS: September 19<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• HS/CO: September 19<sup>th</sup> – Compass Learning Webinar</li> <li>• ES: September 20<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• HS/CO: September 21<sup>th</sup>–22<sup>nd</sup> – Instructional Partners Network Retreat</li> <li>• ES: September 27<sup>th</sup> – Liberty Legacy</li> <li>• ES: September 29<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• ES/MS/HS/CO: September 29<sup>th</sup> – ALSDE Attendance Workshop</li> <li>• ES/MS/HS/CO: September 30<sup>th</sup> – New Hire Compass Learning</li> <li>• MS/CO: September 30<sup>th</sup> – Using Compass Learning Science</li> <li>• ES: September 30<sup>th</sup> – Utilizing Components of Accelerated Reading and STAR</li> <li>• ES: September 30<sup>th</sup> – Utilizing Components of Accelerated Reading, STAR, ACT Periodic, and ACT Aspire</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• 1, 2, 4, Admin</li> <li>• Leadership Team</li> <li>• Admin, IPs, Teachers</li> <li>• 9-12, Admin, IP</li> <li>• K-4 SPED, Admin</li> <li>• 5-8, Administrators</li> <li>• 4 PLT</li> <li>• 5-8, Administrators</li> <li>• K-4, Administrators</li> <li>• 2 PLT</li> <li>• K PLT</li> <li>• K-4, Administrators</li> <li>• Admin, IPs, Teachers</li> <li>• Administrators, IPs</li> <li>• 1 PLT</li> <li>• Administrators, IPs</li> <li>• 5-8, Administrators</li> <li>• 9-12, Administrators</li> <li>• 3 PLT</li> <li>• Administrators, IP</li> <li>• 3, Administrators</li> <li>• K-4, Administrators</li> <li>• Admin, Counselors</li> <li>• 1, 2, 4, 5-12, Admin</li> <li>• 5-8, Administrators</li> <li>• K-2, Administrators</li> <li>• 3-4, Administrators</li> </ul>



	<ul style="list-style-type: none"> <li>ES/CO: September 30<sup>th</sup> – Dyslexia: Multisensory Teaching in all Settings</li> </ul>	<ul style="list-style-type: none"> <li>K-4, Administrators</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>HS: October 3<sup>rd</sup> – Homeless Awareness Training</li> <li>HS/CO: October 3<sup>rd</sup> – Chalkable Aspire Training</li> <li>ES: October 4<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>ES: October 5<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>MS: October 10<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>ES: October 11<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>ES: October 12<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>HS: October 12<sup>th</sup> – Project CARE Training</li> <li>Strategic Plan Review: October 12<sup>th</sup></li>   <li>ES: October 13<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>ES: October 17<sup>th</sup> – Homeless Awareness Training</li> <li>ES: October 17<sup>th</sup> – Project CARE Training</li> <li>MS/CO: October 18<sup>th</sup> – Chalkable Aspire Training</li> <li>HS/CO: October 18<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/CO: October 19<sup>th</sup> – Chalkable Aspire Training</li> <li>ES/CO: October 20<sup>th</sup> –21<sup>st</sup> – S.P.I.R.E Multisensory Curriculum</li> <li>MS/CO: October 20<sup>th</sup> –21<sup>st</sup> – S.P.I.R.E Multisensory Curriculum</li> <li>ES/CO: October 25<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>MS/CO: October 26<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/MS/HS/CO: October 27<sup>th</sup> – Key Leaders Network (KLN)</li> <li>ES: October 28<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> </ul>	<ul style="list-style-type: none"> <li>9-12, Administrators</li> <li>9-12, Administrators</li> <li>4 PLT</li> <li>1 PLT</li> <li>5-8, Administrators</li> <li>3 PLT</li> <li>K PLT</li> <li>9-12, Administrators</li> <li>Admin, Teachers, Parents, Stakeholders</li> <li>2 PLT</li> <li>K-4, Administrators</li> <li>K-4, Administrators</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>3-4, Administrators</li> <li>K-4, Administrators</li> <li>5-8 SPED, Admin</li> <li>Leadership Team</li> <li>Leadership Team</li> <li>Administrators</li> <li>K-4, Administrators</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>MS: November 1<sup>st</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>MS: November 6<sup>th</sup> – 8<sup>th</sup> – ASAPERD Conference</li> <li>MS: November 7<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>MS: November 7<sup>th</sup> – Homeless Awareness Training</li> <li>HS: November 8<sup>th</sup> – Leadership Team Meeting</li> <li>MS: November 9<sup>th</sup> – Instructional Rounds</li> <li>HS/CO: November 10<sup>th</sup> – Project Lead The Way (PLTW)</li> <li>ES/MS/HS/CO: November 14<sup>th</sup> – STAR Renaissance</li>   <li>ES/MS/HS/CO: November 15<sup>th</sup> – STAR Renaissance</li>   <li>ES/MS/HS: November 15<sup>th</sup> – Powerful Conversations Network (PCN)</li> <li>ES: November 16<sup>th</sup> – Instructional Rounds</li> <li>ES/MS/HS/CO: November 16<sup>th</sup> –18<sup>th</sup> – Alabama Counselor Conference</li> <li>ES: November 17<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>HS: November 28<sup>th</sup> – Instructional Rounds</li> <li>ES: November 29<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>ES/MS/HS/CO: November 29<sup>th</sup> – Teacher Mentor Training</li> <li>ES: November 30<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> </ul>	<ul style="list-style-type: none"> <li>5-8, Administrators</li> <li>PE Teacher</li> <li>5-8, Administrators</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>Admin, IPs, Teachers</li> <li>Admin, Teacher</li> <li>Admin, IPs, Counselors, Librarians</li> <li>K-10 Teachers, Administrators</li> <li>Admin, IPs</li> <li>Admin, IPs, Teachers</li> <li>Counselors, Director</li> <li>K-4, Administrators</li> <li>Admin, IP, Teachers</li> <li>4<sup>th</sup> PLT</li> <li>Liaison, IPs</li> <li>K PLT</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>ES: December 2<sup>nd</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>MS: December 5<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>ES: December 6<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>MS: December 6<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>ES/MS/HS/CO: December 7<sup>th</sup> –9<sup>th</sup> – Chalkable Annual Conference</li>   <li>ES: December 7<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>ES: December 8<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>HS: December 12<sup>th</sup> – Leadership Team Meeting</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> PLT</li> <li>5-8, Administrators</li> <li>K-4, Administrators</li> <li>5-8, Administrators</li> <li>IPs, Registrars, Administrators</li> <li>1<sup>st</sup> PLT</li> <li>2<sup>nd</sup> PLT</li> <li>Leadership Team</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>ES: January 2<sup>nd</sup> – Learning Targets</li> <li>ES: January 3<sup>rd</sup> – Elizabeth Sessions/Chromebooks</li> <li>ES/CO: January 3<sup>rd</sup> – Dyslexia: Multisensory Teaching in all Settings</li> </ul>	<ul style="list-style-type: none"> <li>K-4, Administrators</li> <li>K-4, Administrators</li> <li>K-4, Administrators</li> </ul>



	<ul style="list-style-type: none"> <li>MS/CO: January 3<sup>rd</sup> – Compass Learning Training</li> <li>HS/CO: January 3<sup>rd</sup> – Compass Learning Training</li> <li>MS: January 10<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>ES: January 18<sup>th</sup> – Instructional Rounds</li> <li>MS/HS: January 18<sup>th</sup> –20<sup>th</sup> – Chalkable/Power School Annual Conference</li> <li>MS/CO: January 18<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/MS/HS/CO: January 19<sup>th</sup>– Key Leaders Network (KLN)</li> <li>HS: January 20<sup>th</sup> – Instructional Rounds</li> <li>MS: January 23<sup>rd</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS/CO: January 23<sup>rd</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/CO: January 24<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES: January 26<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> </ul>	<ul style="list-style-type: none"> <li>5-8, Administrators</li> <li>9-12, Administrators</li> <li>5-8, Administrators</li> <li>Admin, IPs, Teachers</li> <li>Registrars, IP</li> <li>Leadership Team</li> <li>Administrators</li> <li>Admin, IP, Teachers</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>Leadership Team</li> <li>K-4, Administrators</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>ES: February 1<sup>st</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>ES: February 2<sup>nd</sup>– AMSTI Unit 7 &amp; 8 Study</li> <li>ES: February 3<sup>rd</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>CO: February 6<sup>th</sup>–7<sup>th</sup> – Instructional Partners Retreat for Central Office</li> <li>ES: February 7<sup>th</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>ES: February 7<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>MS: February 7<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>ES: February 8<sup>th</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>MS: February 13<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS: February 13<sup>th</sup> – Leadership Team Meeting</li> <li>MS: February 15<sup>th</sup> – Instructional Rounds</li> <li>ES: February 22<sup>nd</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>ES/MS/HS: February 23<sup>rd</sup> – Powerful Conversations Network (PCN)</li> </ul>	<ul style="list-style-type: none"> <li>K PLT</li> <li>4<sup>th</sup> PLT</li> <li>3<sup>rd</sup> PLT</li> <li>Administrators</li> <li>1<sup>st</sup> PLT</li> <li>K-4, Administrators</li> <li>5-8, Administrators</li> <li>2<sup>nd</sup> PLT</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>Admin, IP, Teachers</li> <li>K-4, Administrators</li> <li>Admin, IPs</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>ES: March 7<sup>th</sup> – Instructional Rounds</li> <li>MS: March 7<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>MS: March 20<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS: March 20<sup>th</sup> – Leadership Team Meeting</li> <li>ES: March 21<sup>st</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>MS/CO: March 21<sup>st</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/MS/HS/CO: March 23<sup>rd</sup> – Key Leaders Network (KLN)</li> </ul>	<ul style="list-style-type: none"> <li>Admin, IPs, Teachers</li> <li>5-8, Administrators</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>K-4, Administrators</li> <li>Leadership Team</li> <li>Administrators</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>HS/CO: April 17<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>MS: April 24<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>ES/CO: April 26<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>5-8, Administrators</li> <li>Leadership Team</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>ES/MS/HS/CO: May 2<sup>th</sup>–5<sup>th</sup> – Alabama Association of School Business Officials</li> <li>ES: May 3<sup>rd</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>MS: May 8<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS: May 8<sup>th</sup> – Leadership Team Meeting</li> <li>ES: May 10<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Bookkeepers, Central Office Staff</li> <li>K-4, Administrators</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>K-4, Administrators</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>AMSTI Year 2 Science Training/New Teacher Training</li> <li>District Improvement Plan (DIP) Review</li> <li>Administrative Retreat</li> </ul>	<ul style="list-style-type: none"> <li>K-8, Administrators</li> <li>Admin, Teachers, Parents, Stakeholders</li> <li>Administrative Staff</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>New Teacher Institute</li> </ul>	<ul style="list-style-type: none"> <li>K-12, Administrators</li> </ul>
 _____ Superintendent Signature		12-2-16 _____ Date

# Sample PLP of Math Teacher

\*a component of Supervision and evaluation.

[Home](#)

[Logout](#)

[Help](#)

[Reports](#)

[Print Options](#)

[Self Assessment](#)

[Blank PLP](#)

[PLP](#)

[Evidence](#)

[Full Report](#)

[State Department of Education Links](#)

[Educator Effectiveness](#)

[Online Education](#)

[Directory \(EDDir\)](#)

[Alabama State](#)

[Department of Education](#)

[\(SDE\)](#)

[State Fiscal](#)

[Stabilization Fund \(ARRA\)](#)

Alabama does not link student achievement data to teacher or leader evaluation

[Evaluatee Profile](#) > Professional Learning Plan

## Current Professional Learning Plan (PLP)

Last Name: ██████  
Middle Name: ██████  
First Name: ██████  
Primary Evaluator: Spondike, Beverly  
Secondary Evaluator: Finnigan, Brian

Prep Program:  
Local Education Agency: Saraland City Schools:  
Saraland High School

Step 6: Professional Learning Plan - Complete by 10/19/2016

[Step 6 Video](#) - [Detailed Directions \(PDF\)](#) - [FAQ](#) - [Example PLP](#)

Upon assigning indicators to your PLP, complete the PLP following the prompts, in collaboration with your Evaluator. After careful review and mutual agreement, both parties will sign the PLP. Both signatures will close and lock the PLP for the year.

Do you need professional study options to support indicators assigned to your PLP? Click EDUCATOR LEARNING (Bottom right of each indicator text box in PLP) to find available professional development resources.

The actions and strategies should reflect the **Alabama Quality Teaching Standards** and the **Alabama Continuum for Teacher Development**, and their specific impact on student learning and achievement.

**PLP Indicator(s):** The indicator(s) selected will determine goal(s)/standard(s), and will be the PLP focus for the year.

### Proposed Actions and Strategies:

- Educator Learning: Specify what you need/want to learn based on your selected indicator(s) of focus
  - Estimated Timeframe for Educator Learning: approximate when professional learning will/may occur.
- Implementation of Educator Learning: Specify what strategies/activities you will implement to demonstrate learning based on your selected indicator(s) of focus.
  - Estimated Timeframe for Implementation of Educator Learning: approximate when you will implement what you have learned in your specific educational setting (classroom, school, system, other).

**PLP Anticipated/Expected Evidence:** What ongoing evidence will/may be documented throughout the year?

**PLP Anticipated/Expected Impact:** What is the expected impact of educator actions on student achievement and/or student behavior at the end of the year?

### 3.7

*Identifies and integrates available emerging technologies into the teaching of all content areas*

### Proposed Actions and Strategies

Professional Learning:

Attend professional development on emerging technologies and programs that can be applied to the instructional process and assist in improved student achievement, including Compass Learning Training and ClassFlow, a free cloud-based (on-line) software. Use technology in the classroom, including calculators, instructional videos, projector with integrated whiteboard, and The Futures Channel videos connecting mathematics to the real world. The use of technology will also allow communication with parents outside the school.

Implementation of Professional Learning:

1. Integrate technology in the instructional process, including videos, games, and Compass Learning to improve student achievement.
2. Identify technology resources that can be implemented into classroom instruction.
3. Integrate professional development knowledge on technology resources to improve student achievement.
4. Monthly syllabi will be placed on my school web page, Remind will be utilized for test and class reminders, and email will be used as a form of communication with parents.
5. Links for additional math practice is located on my school webpage.

Timeframe: 8/01/2016 To: 7/31/2017



**Anticipated/Expected Evidence**

Attendance in professional development for technology will increase my knowledge and awareness of what is available to aid in student achievement. Compass Learning training and integration will allow me the opportunity to target areas of need for individual students to increase student achievement. Knowledge learned from ClassFlow will allow me to be a part of a network of professionals with ideas on topics important to my content standards, which could include games, lessons, and other activities. This will be documented through lesson plans and increased student STAR Math and ACT Periodics scores. Technology will also be used to inform parents and students of what is going on in the classroom. The monthly syllabus and links for additional math practice are located on my school webpage.

**Anticipated/Expected IMPACT**

Increased technology will lead to improved student achievement. The use of Compass Learning and STAR Math allows individualized instruction that will lead to increased scores on STAR Math and ACT Periodics. Utilization of the online resource, ClassFlow, provides a variety of instruction that will lead to improved academic performance with students due to the variety of technology provided. Use of technology resources will be documented on my daily lesson plans. Using the school webpage also allows parents to stay informed of what is going on in the classroom. It also provides students with links for additional math practice.

Educator Learning

**4.7**

*Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention*

**Proposed Actions and Strategies**

Professional Learning:

Participate in professional development geared towards student diversities and challenges presented in the classroom due to such diversities. Awareness of student diversities will aid in individualized instruction and increased achievement. Working cooperatively with the co-teacher provides knowledge on individual student needs.

Implementation of Professional Learning:

1. Attending professional development entitled "Supporting students with Autism Spectrum Disorder (ASD)" and professional development on Dyslexia.
2. Working cooperatively with instructional partners and co-teachers on STAR and Compass Learning to provide individualized instruction for students in need.

Timeframe: 7/01/2016 To: 7/31/2017

**Anticipated/Expected Evidence**

It is necessary to have an understanding of student's needs and diversities. Strategies must be put in place to address student's individualized learning styles. Gaining knowledge on students with special needs allows me to provide well-rounded activities in the classroom to promote academic growth. Providing students with activities targeting their needs can promote a more positive learning environment and positive attitude. Knowledge from professional development will be applied in the classroom and documented in lesson plans.

**Anticipated/Expected IMPACT**

The overall goal is to provide diverse instruction to all students. Recognizing the student's diversities allows me to provide individualized instruction which will lead to increased achievement in the classroom, on STAR tests, and with ACT Periodics. With the use of technology and Compass Learning, I will have the ability to access activities that target a specific needs for students.

Educator Learning

Evaluatee Signature	<del>Smith, Shannon Cleveland 9/21/2016</del>
Evaluator Signature	Spondike, Beverly Jane 10/07/2016

Educator/Instructional Leader signatures signify that this completed PLP was developed and agreed during the initial Dialogue held between the Educator (Evaluatee) and Instructional Leader (Evaluator). Signatures indicate that the Dialogue was based upon the Educator's completed Self-Assessment and other data sources.

NOTE: WHEN BOTH SIGNATURES ARE APPLIED, THE PLP MAY

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**State Department of Education Links**

- [Educator Effectiveness](#)
- [Online Education](#)
- [Directory \(EDDir\)](#)
- [Alabama State Department of Education \(SDE\)](#)

**State Fiscal Stabilization Fund (ARRA)**

Alabama does not link student achievement data to teacher or leader evaluation

[Educator Profile](#) > Self-Assessment Status

**Educator Self Assessment Summary : Assign indicators to PLP**

Step 4: Evaluatee Self Assessment - Complete by 9/19/2016

**Step 4 Video - Detailed Directions (PDF) - FAQ**

**Directions:** Carefully consider all 39 indicators and select the level that best describes your current teaching practice for each one. When you have assessed all indicators, click **Finished** to complete the current year's self-assessment. Click on Indicator 1.1 to begin.

**Self Assessment Status**

**Standard 1: Content Knowledge**

<input checked="" type="radio"/>	<b>1.1</b> Integrating	Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills
<input checked="" type="radio"/>	<b>1.2</b> Applying	Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals
<input checked="" type="radio"/>	<b>1.3</b> Emerging	Connects the curriculum to other content areas and real-life settings to promote retention and relevance.
<input checked="" type="radio"/>	<b>1.4</b> Integrating	Designs instructional activities based on state content standards
<input checked="" type="radio"/>	<b>1.5</b> Applying	Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

**Standard 2: Teaching and Learning**

<input checked="" type="radio"/>	<b>2.1</b> Applying	Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.
<input checked="" type="radio"/>	<b>2.2</b> Integrating	Creates a positive climate that promotes respect and responsibility
<input checked="" type="radio"/>	<b>2.3</b> Integrating	Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners
<input checked="" type="radio"/>	<b>2.4</b> Applying	Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development
<input checked="" type="radio"/>	<b>2.5</b> Applying	Engages learners in developing and monitoring goals for their own learning and behavior.
<input checked="" type="radio"/>	<b>2.6</b> Applying	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies
<input checked="" type="radio"/>	<b>2.7</b> Applying	Creates learning activities that optimize each individual's growth and achievement within a supportive environment
<input checked="" type="radio"/>	<b>2.8</b> Applying	Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction



**Standard 3: Literacy**

<p>3.1 Integrating</p> <p>Demonstrates standard oral and written communications and integrates appropriate communication strategies</p>
<p>3.2 Applying</p> <p>Fosters and responds to effective verbal and nonverbal communications during instruction</p>
<p>3.3 Applying</p> <p>Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components</p>
<p>3.4 Emerging</p> <p>Integrates narrative and expository reading strategies across the curriculum</p>
<p>3.5 Integrating</p> <p>Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions</p>
<p>3.6 Integrating</p> <p>Communicates mathematical concepts, processes, and symbols within the content taught</p>
<p>3.7 Applying</p> <p>Identifies and integrates available emerging technologies into the teaching of all content areas</p>
<p>3.8 Applying</p> <p>Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency</p>

**Standard 4: Diversity**

<p>4.1 Emerging</p> <p>Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status</p>
<p>4.2 Applying</p> <p>Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation</p>
<p>4.3 Applying</p> <p>Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning</p>
<p>4.4 Emerging</p> <p>Supports learners to accelerate language acquisition by utilizing their native language and linguistic background</p>
<p>4.5 Emerging</p> <p>Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning</p>
<p>4.6 Emerging</p> <p>Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning</p>
<p>4.7 Applying</p> <p>Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention</p>
<p>4.8 Applying</p> <p>Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities</p>
<p>4.9 Applying</p> <p>Helps students assess their own learning styles and build upon identified strengths</p>
<p>4.10 Applying</p> <p>Designs learning experiences that engage all learning styles and multiple intelligences</p>



**Standard 5: Professionalism**

5.1 Applying
Collaborates with stakeholders to facilitate student learning and well-being
5.2 Integrating
Engages in ongoing professional learning to move practice forward
5.3 Emerging
Participates as a teacher leader and professional learning community member to advance school improvement initiatives
5.4 Integrating
Promotes professional ethics and integrity
5.5 Integrating
Complies with local, state, and federal regulations and policies

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50 N. Ripley St. Gordon Persons Bldg. | Rm. 5221  
P.O. Box 302101 | Montgomery, AL 36130-2101  
Telephone: 334-242-9962 | Fax: 334-353-0075  
ASA Helpdesk: 1-800-338-8320

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# Example of Educate Alabama PLP of SS Teacher

\*Component of supervision  
and evaluation.

- [Home](#)

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- [Logout](#)

---

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---

- [Reports](#)

---

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**State Fiscal  
Stabilization Fund  
(ARRA)**  
Alabama does not link  
student achievement  
data to teacher or  
leader evaluation

[Evaluatee Profile](#) > Professional Learning Plan

### Current Professional Learning Plan (PLP)

Last Name: [Redacted]  
 Middle Name: [Redacted]  
 First Name: [Redacted]  
 Primary Evaluator: Spondike, Beverly  
 Secondary Evaluator: Finnigan, Brian

Prep Program:  
 Local Education Agency: Saraland City  
 Schools:  
 Saraland High School

Step 6: Professional Learning Plan - Complete by 10/19/2016

#### Step 6 Video - Detailed Directions (PDF) - FAQ - Example PLP

Upon assigning indicators to your PLP, complete the PLP following the prompts, in collaboration with your Evaluator. After careful review and mutual agreement, both parties will sign the PLP. Both signatures will close and lock the PLP for the year.

Do you need professional study options to support indicators assigned to your PLP? Click EDUCATOR LEARNING (Bottom right of each indicator text box in PLP) to find available professional development resources.

The actions and strategies should reflect the *Alabama Quality Teaching Standards* and the *Alabama Continuum for Teacher Development*, and their specific impact on student learning and achievement.

**PLP Indicator(s):** The indicator(s) selected will determine goal(s)/standard(s), and will be the PLP focus for the year.

#### Proposed Actions and Strategies:

- Educator Learning: Specify what you need/want to learn based on your selected indicator(s) of focus
  - Estimated Timeframe for Educator Learning: approximate when professional learning will/may occur.
- Implementation of Educator Learning: Specify what strategies/activities you will implement to demonstrate learning based on your selected indicator(s) of focus.
  - Estimated Timeframe for Implementation of Educator Learning: approximate when you will implement what you have learned in your specific educational setting (classroom, school, system, other).

**PLP Anticipated/Expected Evidence:** What ongoing evidence will/may be documented throughout the year?

**PLP Anticipated/Expected Impact:** What is the expected impact of educator actions on student achievement and/or student behavior at the end of the year?

### 3.4

*Integrates narrative and expository reading strategies across the curriculum*

#### Proposed Actions and Strategies

Professional Learning:

To improve student's reading skills, our school purchased a Jackson Spielvogel textbook, "Western Civilization". [Redacted] will take professional development time to develop reading passages from the book and then combine them with multiple choice questions which require both comprehension of the text and prior knowledge of history in order to answer the question. This is a higher order of question and requires more from the students.

Timeframe: 10/13/2016 To: 11/30/2017

Implementation of Professional Learning:

[Redacted] will do this development during October or November.

#### Anticipated/Expected Evidence

[Redacted] will produce questions for each of the major thematic units of his course. The evidence will be the questions themselves and the required readings.

#### Anticipated/Expected IMPACT

The anticipated impact will be higher scores on the AP European History Exam, and also on student's ACT exams.



Educator Learning

3.7

*Identifies and integrates available emerging technologies into the teaching of all content areas*

**Proposed Actions and Strategies**

Professional Learning:

Implementation of Professional Learning:

~~Coach~~ will add more online content to the Saraland High School quia.com interface for the AP European History and Pre-AP World History courses.

~~Coach~~ will add more content to the Quia.com interface, which allows students to do reading comprehension and multiple choice questions as well as historical art analysis.

Timeframe: 10/13/2016 To: 5/25/2017

**Anticipated/Expected Evidence**

The evidence will be more games, review programs, reading comprehension, close reading programs and tests available for students online.

**Anticipated/Expected IMPACT**

The impact will be that students will have the opportunity to do more work at home or outside of the classroom. This will "flip the classroom" so that more of the testing and review can be done on electronic devices by students.

Educator Learning

Evaluatee Signature	<del>Coach, Gregory Howard 10/19/2016</del>
Evaluator Signature	Finnigan, Brian Paul 10/19/2016

Educator/Instructional Leader signatures signify that this completed PLP was developed and agreed during the initial Dialogue held between the Educator (Evaluatee) and Instructional Leader (Evaluator). Signatures indicate that the Dialogue was based upon the Educator's completed Self-Assessment and other data sources.

NOTE: WHEN BOTH SIGNATURES ARE APPLIED, THE PLP MAY NOT BE RE-OPENED.

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P.O. Box 302101 | Montgomery, AL 36130-2101  
Telephone: 334-242-9962 | Fax: 334-353-0075  
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[Educator Profile](#) > Self-Assessment Status

**Educator Self Assessment Summary : Assign indicators to PLP**

Step 4: Evaluatee Self Assessment - Complete by 9/19/2016

[Step 4 Video](#) - [Detailed Directions \(PDF\)](#) - [FAQ](#)

**Directions:** Carefully consider all 39 indicators and select the level that best describes your current teaching practice for each one. When you have assessed all indicators, click **Finished** to complete the current year's self-assessment. Click on Indicator 1.1 to begin.

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**Standard 2: Teaching and Learning**

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<input checked="" type="radio"/> <b>2.3</b> Integrating	Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners
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<p>4.3 Applying</p> <p>Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning</p>
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<p>4.10 Integrating</p> <p>Designs learning experiences that engage all learning styles and multiple intelligences</p>

**Standard 5: Professionalism**

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Collaborates with stakeholders to facilitate student learning and well-being
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Engages in ongoing professional learning to move practice forward
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Participates as a teacher leader and professional learning community member to advance school improvement initiatives
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Saraland High School Sign In Sheet

Date 9/28/16

Topic AP Data Review

Purpose \_\_\_\_\_  
\_\_\_\_\_

Presenter/Administrator \_\_\_\_\_

Teacher signature required/Position

Austin, P. \_\_\_\_\_

Baldwin, C. \_\_\_\_\_

Beasley, C. Collyer W. Beasley

Boutwell, B. \_\_\_\_\_

Breland, C. \_\_\_\_\_

Bryant, M. \_\_\_\_\_

Carmichael, R. \_\_\_\_\_

Chitwood, S. \_\_\_\_\_

Cozad, G. Cozad

Crane, A. \_\_\_\_\_

Crane, V. \_\_\_\_\_

Croley, S. \_\_\_\_\_

Cunningham, J. \_\_\_\_\_

Cunningham, L. \_\_\_\_\_

Davidson, C. \_\_\_\_\_

Driver, M. \_\_\_\_\_

Easley, M. \_\_\_\_\_

Edge, T. \_\_\_\_\_

Edwards, C. Ch Edwards

Fancher, C. \_\_\_\_\_

Finnigan, B. B. Brian Finnigan

Graham, R. \_\_\_\_\_

Granade, K. \_\_\_\_\_

Grogan, C. C. Grogan

Hall, S. \_\_\_\_\_

Hill, H. \_\_\_\_\_

Huff, S. Summer Huff

Inman, D. \_\_\_\_\_

Johnson, L. \_\_\_\_\_

Jemison, D. \_\_\_\_\_

Jones, S. \_\_\_\_\_

Keasler, H. \_\_\_\_\_

Kelly, C. \_\_\_\_\_

Kelly, J. \_\_\_\_\_

Kelly, L. \_\_\_\_\_

Lange, A. \_\_\_\_\_

Larson, R. \_\_\_\_\_

Little, L. \_\_\_\_\_

Malone, E. \_\_\_\_\_

Mason, D. \_\_\_\_\_

McCollum, D. \_\_\_\_\_

McKinley, J. \_\_\_\_\_

McNellage, J. 

McWain, A. \_\_\_\_\_

Moody, S. \_\_\_\_\_

Murphy, R. \_\_\_\_\_

Parkin, M. \_\_\_\_\_

Ray, L. \_\_\_\_\_

Riley, D. \_\_\_\_\_

Roberts, D. \_\_\_\_\_

Roberts, R. \_\_\_\_\_

Ross, K. \_\_\_\_\_

Ryan, A. \_\_\_\_\_

Simmons, L. \_\_\_\_\_

Skidmore, K. \_\_\_\_\_

Skoglund, A. \_\_\_\_\_

\_\_\_\_\_  
Smith, S. \_\_\_\_\_

Spondike, B. 

Spradlin, L. \_\_\_\_\_

Steele, J. \_\_\_\_\_

Stefurak, R. 

Stinson, J. 

Stringer, J. 

Sunnycalb, S. \_\_\_\_\_

Thames, T. \_\_\_\_\_

Walker, T. \_\_\_\_\_

Ward, J. \_\_\_\_\_

Watts, T. \_\_\_\_\_

West, C. \_\_\_\_\_

Whitlock, S. \_\_\_\_\_

Whitten, J. \_\_\_\_\_

Wiggins, C. \_\_\_\_\_

Wilkerson, D. \_\_\_\_\_

Willard, M. \_\_\_\_\_

Williamson, M. 

Wood, C. \_\_\_\_\_





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Continuing Education*

\* Professional  
Development

## Auburn University

**2016 AP<sup>®</sup> Summer Institute: June 20-23**

**AP English Language & Composition • AP English Literature & Composition**

**School of Forestry and Wildlife Sciences Building • 602 Duncan Drive • Auburn, Alabama**

*Parking is available at the South Quad Parking Deck at the corner of Lem Morrison Drive and Duncan Drive. The Auburn University Parking Permit will be emailed to you prior to the Check-in date for your session. For special parking accommodations email [apsi@auburn.edu](mailto:apsi@auburn.edu)*

### Monday, June 20

7:30-8:30 a.m.	Check-In at the School of Forestry and Wildlife Sciences Building/ 602 Duncan Drive
8:30-9:30a.m.	Classroom Instruction begins
9:30-9:40	BREAK
9:40-11:45 a.m.	Classroom instruction
11:45-12:45 p.m.	LUNCH (provided on site)
12:45 -2:30 p.m.	Classroom instruction
2:30- 2:40 p.m.	BREAK
2:40-4:45 p.m.	Classroom instruction

### Tuesday-Thursday, June 21-23

7:30-9:30 a.m.	Classroom instruction
9:30 – 9:40 a.m.	BREAK
9:40-11:45 a.m.	Classroom instruction
11:45-12:45 p.m.	LUNCH (provided on site)
12:45 -2:30 p.m.	Classroom instruction
2:00- 2:10 p.m.	BREAK
2:10-4:30 p.m.	Classroom instruction

For further updates visit: [www.auburn.edu/apsi](http://www.auburn.edu/apsi)

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C. Edwards  
\*Professional  
Development

Millsaps College  
AP Summer Institute  
English Language  
and  
Composition  
July 11-15, 2016

Christine Sanderson  
Brother Martin High School  
New Orleans, La.  
csanderson@brothermartin.com



Millsaps AP Institute  
Christine Sanderson

### Course Syllabus:

Our sessions will begin with an overview of the exam, and consider strategies that help students prepare for both the essay responses and the multiple-choice section. They will continue with a review of sample essays from the readings, conducting practice readings and discussions, and the practice of analyzing and constructing part-one questions. We will discuss and develop classroom lessons designed to promote close reading, rhetorical analysis, and argumentation.

The **Objective** for the week is that you develop or refine an AP English Language and Composition course syllabus.

### Day 1: Monday

- The AP program
- Equity and Access
- English Language and Composition:
  - the course
  - the class
  - the test
- Texts and materials
- Discussion and application of Rhetoric and Argumentation
- Assignment: Read for tomorrow: AP Analysis Questions: '02 (Lincoln), '05 (The Onion), '06 (Hazlitt), '07 (Sanders), '09 (Wilson), '10 (Banneker), '11 (Kelly), '14 (Adams)

### Day 2: Tuesday

- Discussion of the Prose essay for analysis and argumentation
- Strategies for Part I of the exam, including multiple-choice question analysis and design
- Texts with documentation and citation
- Classroom activities for close reading
- Rhetorical analysis of texts
- The AP Reading: Scoring the Analysis Question
- Assignment: Read for tomorrow: Brief readings on Arrangement AP Argument Questions: '99 (Sophocles), '01 (Sontag), '03 (Singer), '07 (Cohen), '09 (Horace), '10 (de Botton), '11 (Paine), '12 (Phelps and Russell)

*Eudora Welty  
home*

### Day 3: Wednesday

- Approaches to Argument ▪ Scoring the Argument and Synthesis Questions ▪ Arrangement
- Essay writing
- Classroom activities for analysis, argument, and synthesis
- ~~Field trip to the Eudora Welty House (if possible)~~
- Assignment: Read for tomorrow: AP Synthesis Questions: 2010 (Technology in Schools), '12 (USPS), '15 (Honor Codes)

### Day 4: Thursday

- Classroom strategies for analysis, synthesis, and argument
- Scoring the Synthesis essay
- Using literature for argument and analysis
- Developing a syllabus

### Day 5: Friday

- Last thoughts on the syllabus
- Review
- Questions and concerns
- Evaluations and conclusion



## SHS Survey Evidence Standard 2.6

### STANDARD 2: GOVERNANCE AND LEADERSHIP

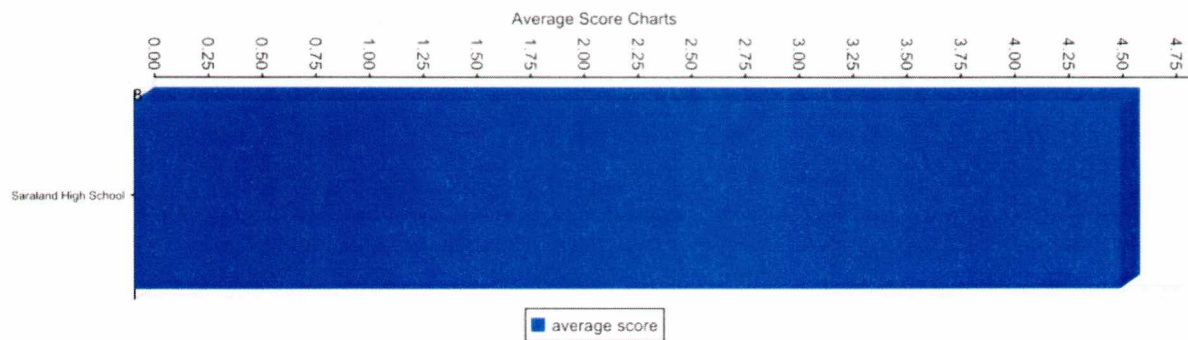
#### Students

There is no data from students for this indicator.

#### Parents

There is no data from students for this indicator.

#### Staff



#### 2.6 Indicator

Standard 2 states the school operates under governance and leadership that promote and support student performance and school effectiveness. For indicator 2.6, SHS's leadership and staff supervision and evaluation processes result in improved professional practice and student success. According to the high school parent survey results, the average score for this indicator was 4.45 in May 2016 and increased to an average score of 4.57 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.