

WELS Ministry Development Plan (MDP)

The WELS Ministry Development Plan (MDP) serves as a formative growth tool WELS teachers. Based on the WELS Teaching Standards, the MDP's function is to assist teachers and those supporting them in purposely focusing on professional growth to enhance student learning and spiritual growth to better equip teachers to speak and share God's saving message. In addition the MDP serves as a tool to promote and strengthen discussion and data gathering regarding pedagogical practices which will allow for positive teacher and school development and assist in providing data for meaningful summative assessment.

Biographical Information

Name: _____ E-mail: _____

Address: _____ Phone: _____

Ministry Context

Please include the following elements

- Brief summary of your ministry position
- Your school's goals (academic and spiritual)

Position: I am currently teaching in a fifth and sixth-grade self-contained classroom. I teach all subjects with the exception of Art and Phy Ed. I have taught levels preschool through 8th grade in my 13 years of teaching. I have been at this school in this position for 7 years and for 2 additional years as a part time teacher. My additional duties include directing the Junior Choir and play organ for church twice a month.

School Goals (academic): Our mission is to assist parents in providing a Christ-centered education to our students. One of our current school goals is to embrace and use to the benefit of our students the Common Core Standards.

School Goals (spiritual): Our school has identified equipping families for spiritual growth as a goal with encouraging home devotions as an area of emphasis.

Ministry Development Plan Professional Component

(Sample)

I. Goal

A. Emphasis for Professional Goal

Consider areas of education about which you are passionate as well as those that challenge you. Use previous classroom observations reports, TMP assessments, and Teacher Performance Assessments as tools to determine an area of emphasis. Identify ways in which this topic relates to your school's short and long-term goals.

B. Goal Statement

Write a goal statement using the “**I will ... so that**” format which includes:

- Area of professional growth
- Anticipated effect on student learning

I will research and implement research-based strategies for struggling readers **so that** students show an increase in comprehension levels and gain confidence in their ability to understand and interpret text.

C. Rationale

Please include the following elements:

- Background for your goal
- Connection to school goals
- Connection to WELS Teaching Standards

I've noticed that my fifth and sixth-graders have difficulty comprehending grade-level material in literature and in content-area classes like social studies and science. Some seem to struggle with decoding, others seem to read smoothly, but have trouble with higher-order questions. Formal discussions and informal conversations among faculty members have also focused on this idea. Additionally, addressing this topic fits with our school's MVO, "Through our programs of Christian education, we are providing children of God with the discipline and training for a more effective service to their Lord and at the same time, *furnishing them with the knowledge and skills necessary for life in the world around them.*" My goal also aligns with our school's goal of having a greater percentage of students reading at a proficient level.

WELS Teaching Standards

2. Christian teachers know how individuals grow and develop.

Focus area: Stimulates reflection on prior knowledge and links new ideas to familiar ones, making connections to learners' experiences.

4. Christian teachers know how to teach.

Focus area: Evaluates how to achieve learning goals and purposefully chooses teaches teaching strategies and materials to meet learner's needs and to achieve instructional purpose.

II. Assessment (Anticipated Evidence)

Professional Growth

Prompt: What will you create/implement as a result of your new learning?

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Annotated List of Strategies Implemented
Journal Reflections
Notes from Classroom Observer

Student Learning

Prompt: What data demonstrate the effect of your professional growth of student learning?
(Providing before-and-after data will add validity to your results.)

Student Learning Prompt: What data demonstrate the effect of your professional growth on student learning? (Providing before-and-after data will add validity to your results.)

Classroom Assessments
Samples of Student Work
Student Surveys

III. Timeline

Research

| Planned Activity | Anticipated Timeline | Completed |
|--|----------------------|-----------|
| Attend teachers' conference sectionals on reading strategies. | 2017-18 school year | |
| Read <i>The Struggling Reader: Interventions that Work</i> by J. David Cooper | Summer 2017 | |
| Identify internet resources on content-area reading. | Summer 2017 | |
| Visit the classroom of a teacher implementing reading intervention strategies. | 2017-2018 (fall) | |

Implement

| Planned Activity | Anticipated Timeline | Completed |
|---|-------------------------|-----------|
| Teach students how to conduct a textbook walkthrough. | 2017-2018 (and ongoing) | |
| Implement “before, during, and after” reading activities. | 2017-2018 (and ongoing) | |
| Implement additional strategies based on research activities. | 2018-2019 | |
| Review and revise strategies. | 2019-2020 | |

Assess

| Planned Activity | Anticipated Timeline | Completed |
|--|-------------------------|-----------|
| Gather individual and group classroom assessments. | 2018-2019 (and ongoing) | |
| Gather samples of student work | 2018-2019 (and ongoing) | |
| Assemble summary data to determine effect on student learning | 2019-2020 | |
| Conduct beginning, mid-year, and end-of-the-year student surveys to assess their level of confidence in reading. | 2018-2019 2019-2020 | |

IV. Year-End Summaries

Please include the following elements:

- Summary of Activities.
- Connections to the Continuum of WELS Teacher Development
- Adjustments and/or Additions
- Next Steps

Year 1

Summary of Activities

I finished *The Struggling Reader: Interventions that Work* and implemented “before during and after” reading strategies in the last two units in Social Studies. This strategy was particularly helpful for two of my struggling readers who used it to organize longer reading sections and break them into manageable parts.

Over summer I searched for internet resources on content-area reading. One that connects well with my goal is <http://www.readingrockets.org/strategies>. Another result was the ASCD book *Literary Strategies for Struggling Readers*. <http://www.ascd.org/publications/books/104428.aspx>

The teachers' conference sectional, *Helping Young Readers*, did not speak as directly to my goal as I had hoped, but I was able to talk with the presenter who suggested two websites that she thought I'd find helpful. I was also able to connect with a colleague at a similar grade-level. Although our schools are quite a distance apart, we plan to communicate periodically to share information and insights.

My principal suggested the name of a public school teacher in our town who is known for successfully using graphic organizers and study methods for content-area reading. I came away with several organizers. Some are designed to organize information and others are intended to promote reflection on what was read. Toward the end of the year, I used her version of the SQRRR note-taking method for reading assignments in Social Studies.

Connections to the Continuum of WELS Teacher Development

Standard 2

SQRRR note-taking method: *Creates lesson that ask students to access prior knowledge and link new ideas to already familiar ideas.*

3-2-1 and Head, Heart, Foot organizers: *Develops lessons that encourage critical thinking.*

Standard 4

SQRRR & organizers: *Engages students through activities and questioning strategies that develop skills for understanding key concepts and issues.*

Adjustments and/or Additions

I feel my goal narrowing a bit from students' general ability to read and interpret text to a focus on doing so in Social Studies and Science.

Next Steps

- Continue with strategies implemented last school year.
- Implement strategies from <http://www.readingrockets.org/strategies>.
Implement reading comprehension strategies in Science.

Year 2

Summary of Activities

I began the school year by teaching students the steps of a textbook walkthrough in both Social Studies and Science. Students used the SQRR note-taking method and reflective organizers in both subjects. Using an idea from *Literacy Strategies for Struggling Readers*, students wrote diary entries using information based on famous scientists and historical figures they studied. Remembering the caution I heard from the teacher I visited last year about implementing too many strategies too quickly, I staggered implementation of three additional strategies <http://www.readingrockets.org/strategies>: Learn-Read-Discuss (LRD), Question-Answer-Relationship (QAR), and concept maps.

I've begun to gather student work samples, and developed a student survey on which they assess their confidence in understanding Social Studies and Science content and identify strategies and procedures that they feel helped them better understand content. I did not have the survey constructed in time to administer it at the beginning and middle of the year, but I was able to use it in April.

Connections to the Continuum of WELS Teacher Development

Standard 2

SQRRR note-taking method: *Creates lesson that ask students to access prior knowledge and link new ideas to already familiar ideas.*

LAD, QAR, concept maps: *Develops lessons that encourage critical thinking.*

Standard 4

Student survey: *Monitors and adjusts strategies in response to learner feedback.*

Adjustments and/or Additions

I'd like to arrange for a colleague to observe my classroom in the fall and again in spring focusing the observations specifically on the strategies I've implemented.

Next Steps

- Continue implementation of strategies I've adopted in the last two years.
- Survey students at the beginning, middle, and end of the school year. Use observations and student feedback to refine the strategies and to determine which are best suited to particular learning tasks. Assemble summary data and choose representative items for supporting evidence in the Final Summary at the end of Year 3.

Year 3: Final Summary

Please include the following elements:

- Summary of how you grew in the Continuum of WELS Teacher Development
- Explanation of how artifacts provide evidence of student learning
- Note: Evidence = Artifact + Explanation

From the WELS Standards, I chose to focus on #2 and #4. These ended up being a good fit for my goal. In particular, the strategies provide ways to organize content (SQ3R, QAR, concept maps) and methods to think about content more deeply (Head-Heart-Foot, 3-2-1, LAD).

Artifact PG1 compiles these strategies along with my observations of how well they worked. One thing I discovered was that these strategies are not just a grab-bag of items to be used interchangeably. I found that I needed to match the tool with the learning objectives (St. 4). If the instructional purpose was to understand key concepts (St. 2), concept maps seemed to be more effective than Head-Heart-Foot. If the goal was for students to use critical thinking (St. 2) to extend an idea and make a personal application, HHF proved to be the better tool. Other times I observed that students benefitted from being able to choose a strategy that fit with individual learning preferences.

Artifact PG2 is the note-taking strategy my students used. As an adjustment I revised the procedure to provide choices in note-taking "style" (outline, picture notes, concept map). In all choices students needed to

include focus terms and a summary paragraph. All choices also retained SQ3R’s focus on connecting to prior knowledge (St. 2) and questioning strategies (St. 4).

Artifact SL1 shows student survey feedback (St. 4). The “beginning” survey simply used the prompt, “ I learn best in _____ when ... “. The “middle” and “end” surveys had a similar prompt but also listed the strategies students had learned. The fact that there wasn’t a clear preference for one strategy supports the idea that students may benefit from a strategy based on their learning preferences.

Artifact SL2 shows feedback from a colleague who teaches 4th grade. She observed my classroom in October and in March. Among her observations, she noted that students seemed to have “adopted” the strategies to apply key concepts and facts (St. 4) by the time of her later visit, when in the earlier observation they were learning them. It was her suggestion from the October visit that I look for opportunities to allow students to choose from a menu of strategies. Since she had these same students last year she knew their strengths, struggles, and personalities.

Although classroom assessments in Year 3 showed a slight improvement in Social Studies and Science, I don’t think I can draw a direct cause-effect relationship between the strategies I implemented and the higher scores, since this is a different group of students than those Year 2. Still, informal observations and survey results indicate that students had a higher level of confidence in their ability to understand Social Studies and Science concepts when using the strategies. Additionally, I saw greater student participation and depth of understanding during classroom discussions.

Two ideas I didn’t consider during this implementation, but that I’d like to incorporate, are using these strategies for Bible study and using the “Heart” part of Head-Heart-Foot and the “1” part of 3-2-1 to make a Christian viewpoint observation about topics in Social Studies and Science.

Artifacts

Include at least two artifacts to show your professional growth and its effect on student learning:

| Professional Growth (Implementation) | |
|--------------------------------------|---|
| PG1 | Annotated List of Strategies Implemented. |
| PG2 | Student Handout on SQ3R note-taking strategy. |

| Effects on Student Learning (Assessment) | |
|--|------------------------|
| PG1 | Student Surveys |
| PG2 | Observational Feedback |

