

**West Ottawa Public Schools - Assessment of Teaching Performance**  
**Track II – Professional Growth Plan (PGP)**

Name: Elizabeth Lynn *Elizabeth Lynn* School: Harbor Lights Date of initial planning meeting: 9/25/2013  
 Evaluator: Liz Levandoski *Liz Levandoski* 5/23/14 Grade/Department: 8/Math

**Goal – specific goals must correlate to Elements from the West Ottawa Teaching Standards:**

*I will use technology to increase engagement in my classroom (3C) via my webpage and experimentation with "flipping" the classroom. I believe effective use of my ipad will also improve other domains such as demonstrating knowledge of students, and communicating with families.*

**Rationale for This Goal:**

*With advances in apps available for use on iPads, as well as access to information shared by many teachers who effectively utilize modern technology in their classroom, there are many ways to enhance instruction and provide a more interactive and inspiring classroom for students to learn. Also, there are many more students who will connect more readily to learning through a device, even if it is not in their possession.*

**Strategies/Activities:**

*Very comprehensive webpage – [lynnmath.weebly.com](http://lynnmath.weebly.com) (updated regularly)*

**Timelines:**

*Flipped Class*

*In Place*

*Projection of iPad onto overhead screen*

*At least one chapter each semester*

**Resources/Professional Development Needed to Accomplish Goals:**

*Collaboration with Terri Rowland and Tara Maynard (Zeeland, Creekside MS); Apple TV; ZETA Conference*

**Assessment Indicators for This Goal:**

*Lesson Plans, Observation, Self-Assessment, Student Assessment, Survey of students and parents*

**Administrator Feedback:**

*Elizabeth showed that she was not afraid to try something new in order to see the impact that it had on student learning. I think trying a Flipped classroom in the middle of the year was difficult and think that her reflection on starting it at the beginning of the year would have seen some different results. I think from the process Elizabeth has grown and has also learned some new ways that some of the components of a flipped classroom might fit into the instruction she is already doing.*

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<u>Activity Log</u>	
<u>Activity</u>	<u>Date(s)</u>
Attended Zeta Conference – Zeeland, Technology Integration	August 13, 2013
Visitation of Flipped Classroom, Terri Rowland	November 2013
Implementation of Flipped Classroom	January 17 – February 7, 2014
<u>Summative Report</u>	
<p>My goal was to “flip” the lessons with practice problems for a unit in my Algebra class. I made videos of each lesson that students took notes from as their homework assignment. Then, class the following day started with a discussion of a “big question” covering the lesson, and a few practice problems we worked together. In class, students completed the practice problems in small groups, allowing me to provide support. A quiz for mastery was taken by students once s/he felt ready to demonstrate new skills.</p> <p>In order to make this trial a success, I attended a workshop at the Zeta conference where a teacher, who regularly flips her high school math courses, gave a workshop. Additionally, I visited the classroom of Terry Rowland, who had implemented a flipped classroom from the beginning of the school year. I also assembled packets to allow students to keep track of their note taking, created videos of the lessons and uploaded them to my classroom webpage daily. Prior to implementation, I verified that every student had access to the internet during non-school hours.</p> <p>While I was not able to install a method for showing my iPad screen on the board (such as Apple TV), I felt that managing this model of teaching was still possible. Most students brought wifi ready devices to class and were able to access online quizzes or the lesson videos, when needed. I felt that students grew from discussion of new ideas within their small groups and that it encouraged larger group discussions of new math concepts, as well as connections to previous material. I also felt that I could give attention to individual students more often and at an earlier point of learning compared to a more traditional math class format.</p> <p>I was disappointed that students didn’t seem to enjoy the flipped model as much as I had anticipated. Since they normally have a traditional lesson and time to complete much of the homework, I feel the sudden daily homework felt like a burden to them. Also, they were not as excited about being responsible for their own learning as I had expected. To overcome this in the future, the model would need to be implemented earlier in the year and with a group of students that didn’t have the same level of familiarity with me and my teaching style.</p>	