

PROFESSIONAL LEARNING PLAN

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Part 1: Strengths & Areas for Growth

| Areas of Strength | Description of identified strengths | Evidence | Rubric/Standard |
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| Planning | Instructional Delivery | <p>Intentional lesson organization and purposeful planning to support student understanding.</p> <p>This feedback was collected during the 4 of 5 TKES walkthroughs conducted on March 30, 2026.</p> <p>The teacher intentionally activated prior knowledge by reviewing what students learned last week and modeling what happened during the plane crash example throughout the lesson. The teacher used purposeful questioning to promote analysis and critical thinking (e.g., "Raise your hand when you can identify 3 things in this picture" and "Can you tell me about the weather just from looking at the picture?")</p> | <p>TAP: Standard 2- Instructional Planning</p> <p>InTASC: Standard #7 (Planning for Instruction).</p> |
| Instruction | Academically Challenging Environment | <p>This feedback was collected during the 4 of 5 TKES walkthroughs conducted on March 30, 2026.</p> <p>Students were prompted to move beyond surface-level observations and analyze weather data using reports rather than assumptions.</p> <p>The teacher reinforced academic vocabulary and concepts by reviewing TAF and connecting it to the lesson objectives. Long-term expectations were communicated</p> | <p>TAP: Standard 8- Academically Challenging Environment.</p> <p>InTASC: Standard #3 (Content Knowledge) and Standard #8 (Instructional Strategies).</p> |

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| | | clearly (e.g., project completion timeline through April). | |
| Assessment | Assessment of and for Learning | This feedback was collected during the 4 of 5 TKES walkthroughs conducted on March 30, 2026. Questioning was used throughout the lesson to check for understanding from previous week to gauge retention and readiness for new learning. Students were directed to review materials that align with final exam preparation. | TAP: Standard 6- Assessment Uses InTASC: Standard #6 (Assessment). |
| Professionalism | Learning Environment | This feedback was collected during the 1 of 5 TKES walkthroughs conducted on September 05, 2025. The teacher fostered a respectful and inclusive classroom climate: Encouraged student voice and participation (“I want to hear from someone I haven’t heard from today.”) Maintained classroom management with respectful redirection (“Let me finish and then I’ll give you a chance to speak.”) Students were actively engaged and participated in meaningful ways throughout the lesson. | TAP: Standard 7- Positive Learning Environment InTASC: Standard #9 (Professional Learning and Ethical Practice) and Standard #10 (Leadership and Collaboration). |
| Areas for Growth | Description of areas for growth | Evidence | Rubric/Standard |
| Planning | Continued development in aligning lesson planning and written assignments with required academic and professional standards | Feedback from the university course instructor indicated that while the reflective component of the assignment was submitted, the analysis of the instructional standards was missing from the completed draft. The instructor | TAP: Standard 2- Instructional Planning InTASC: Standard #7 (Planning for Instruction). |

Adapted from SCALE 2016 Professional Learning Plan to align to Georgia TAP Standards

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| | | noted that a complete submission requires both reflection and explicit standards analysis, highlighting the need for greater attention to planning elements that demonstrate alignment to expectations. | |
| Instruction | Continued development in facilitating structured closure strategies to strengthen student consensus-building and synthesis of ideas following discussion-based learning activities. | Feedback provided on February 8, 2026, during a lesson plan review noted that authentic aviation tools served as a meaningful phenomenon. Students actively analyzed how altitude and weather data inform flight safety and generated and shared ideas through structured discussion. | TAP: Standard 8- Academically Challenging Environment InTASC: Standard #8 (Instructional Strategies). |
| Assessment | Consistently capture each student's understanding during instruction | This feedback was collected during the 4 of 5 TKES walkthroughs conducted on March 30, 2026. Formative assessment strategies were embedded naturally within the instruction. To strengthen this area further, consider incorporating brief written checks or exit tickets to capture individual student understanding. | TAP: Standard 5- Assessment Strategies InTASC: Standard #6 (Assessment). |
| Professionalism | Continued development in professional and academic presentation practices | Feedback from university course instructor indicated that while the instructional content and analysis were strong, points were deducted due to the absence of a title page. This feedback highlights a need for continued attention to professional and academic presentation expectations, including consistent use of required formatting elements when submitting professional documents. | TAP: Standard 9- Professionalism InTASC: Standard #9 (Professional Learning and Ethical Practice). |

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Part 2: Planning for Support

| Areas for Growth | Description of areas for growth | Strategies to Improve | Supports/Resources |
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| Planning | Strengthening alignment between instructional planning, standards analysis, and instructional outcomes. | Use planning templates that require explicit identification and analysis of standards when designing lessons and assignments. | Course planning templates, instructor feedback on written assignments, and standards-aligned resources provided through coursework will be used to strengthen instructional planning and standards analysis. |
| Instruction | Continued development in intentionally leveraging instructional phenomena, such as greenhouses, in purposeful and varied ways to deepen student understanding. | Intentionally plan lessons that embed phenomena at multiple points during instruction, including lesson launch, guided investigation, and application, with explicit connections to learning objectives and standards. Reflect on student sensemaking to refine the use of phenomena over time. | Instructor feedback from coursework, professional readings on phenomenon-based instruction, and NGSS-aligned planning templates will support continued instructional development. Mentor teacher feedback will be incorporated upon placement beginning August 2026 to further refine lesson design and the intentional use of phenomena during instruction. |
| Assessment | Strengthening the use of written formative assessment tools to capture individual student understanding. | Incorporate exit tickets and brief written checks at the conclusion of lessons to inform instructional adjustments and monitor student learning. | TKES feedback, assessment design tools from coursework, and instructor feedback on formative assessment practices will be used to support continued growth in assessment implementation. |

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| Professionalism | Continued development in maintaining professional formatting and submission standards. | Review assignment requirements prior to submission and use a professional checklist to ensure all required components are included. | Course guidelines, instructor feedback, and university formatting and writing resources will support continued attention to professional presentation expectations in academic submissions. |
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