

Goal 1: To restructure and expand the existing curriculum to compensate for the newly modified / expanded AP Computer Science (APCS) A/AB Case Study pedagogy; adopting a supplemental set of curricular activities; and, attend additional AP training sessions.

Domain: 1: Planning and Preparation

Component: 1a: Demonstrating Knowledge of Content and Pedagogy
1e: Designing Coherent Instruction

Rationale: I was unprepared for the volume of the new APCS Case Study material that was required in 2008-2009, but by reviewing my curriculum maps (assessment journals) from last year, adopting extended activities, and improving my knowledge of the modified and newly adopted Case Study during the 2009-2010 school year, hopefully I will be able to budget the enlarged lesson load more effectively to the same limited allotted time.

Goal 2: To continue to maintain up-to-date student grades and to do weekly reminders to students related to these grades, incorporating the new web-based PowerTeacher grading program into my regular classroom routine.

Domain: 4: Professional Responsibilities

Component: 4b: Maintaining Accurate Records

Rationale: By keeping myself and students informed of their progress and late work situations, students will hopefully step up to the challenge of increasing their grade and decreasing the amount of their late work.

Goal 3: To reevaluate the adopting of the seemingly ineffectual daily, as opposed to weekly, interactive group activities and individual meetings in Advisory; and, to create a more meaningful and effective system that maintains interest while presenting the students with various curricular and co-curricular programs, resources, rules and regulations.

Domain: 3: Instruction

4: Professional Responsibilities

Component: 3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

Rationale: Ideally, my direct daily involvement in how I serve students through the Student Advisory program should help decrease unnecessary student

reliance on administrators and counselors for service information, and increase a meaningful Teacher / Advisee relationship, however, the success of this type of forced relationship depends greatly on the approach taken and the energies applied by both parties. By reevaluating the amount of time, energy, approaches and resources dedicated to Upper School Advisory, I might develop a more effective understanding of the general majorities' lack of interest in this daily venture.