



Anita Groh

Most Important Strengths to capitalize on

- 1. Passion for teaching**
- 2. Commitment to Catholic education**
- 3. Reflective, wants to improve**
- 4. Engaging...connects easily to students**
- 5. Adaptable**
- 6. Supportive department members**
- 7. Youth is on her side...energetic**
- 8. New to the profession; brings a certain energy**
- 9. Service-oriented**

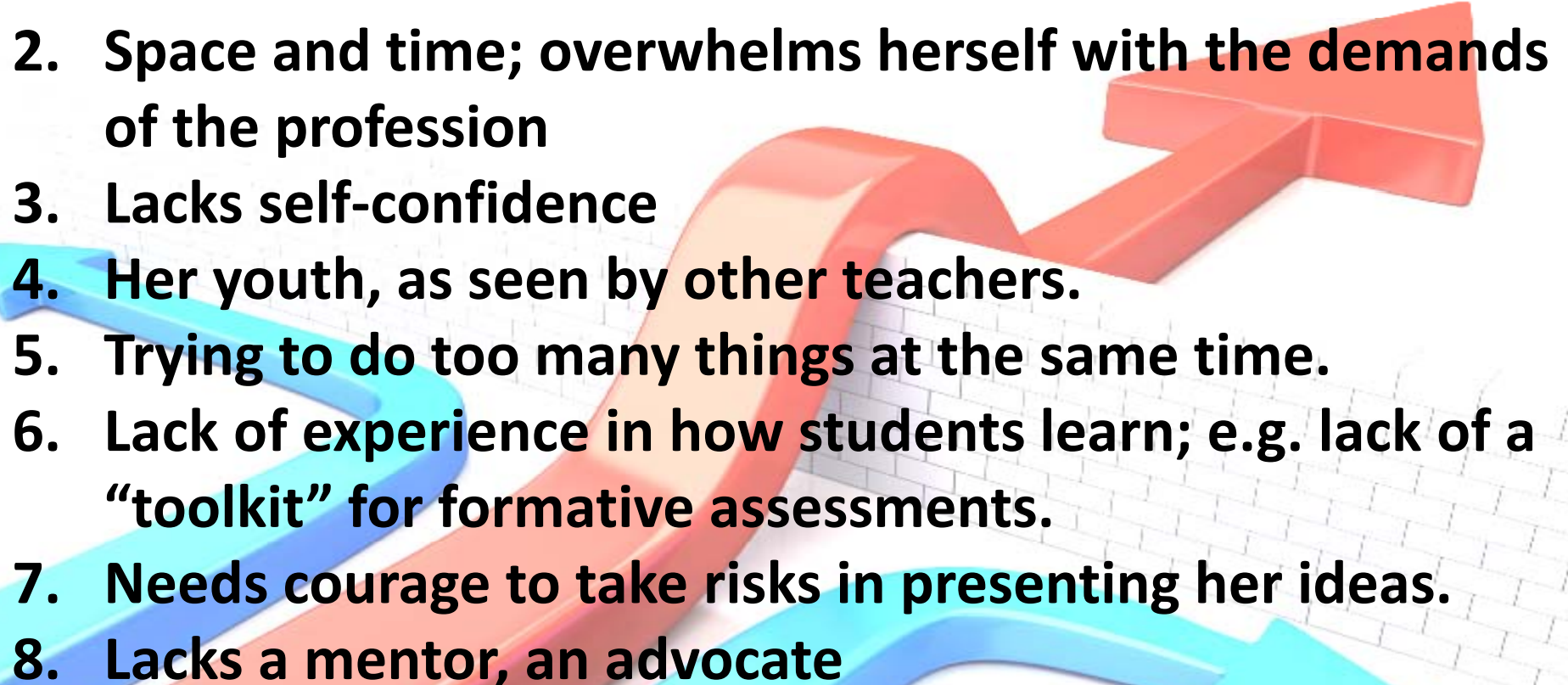


Key motivators/Incentives

1. **Motivation is Catholic education, not salary.**
2. **Wants the students to understand what she teaches.**
3. **Clear ownership of the school mission**
4. **Inner faith-life, personalizes her mission to students.**
5. **Honest, reflective, desires to be a true professional.**
6. **Wants collaboration.**



Biggest Obstacles

1. **“Toxic” teachers around her**
 2. **Space and time; overwhelms herself with the demands of the profession**
 3. **Lacks self-confidence**
 4. **Her youth, as seen by other teachers.**
 5. **Trying to do too many things at the same time.**
 6. **Lack of experience in how students learn; e.g. lack of a “toolkit” for formative assessments.**
 7. **Needs courage to take risks in presenting her ideas.**
 8. **Lacks a mentor, an advocate**
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- A decorative graphic consisting of several thick, 3D-style arrows. One prominent red arrow curves upwards from the bottom left towards the top right. Below it, a blue arrow curves downwards from the top left towards the bottom right. The arrows are set against a background of a light gray grid pattern.

Feasible, powerful strategies likely to help this teacher build confidence and effectiveness

1. **Provide mentors . . . Perhaps 2 . . . One for instructional strategies and one for ministry/mission/service; monitor the mentors.**
2. **Simplify her schedule**
3. **Connect her even more to her supportive department...to a PLC group**
4. **Send her to a Loyola professional conference!**
5. **Visit another class, another school and be able to have a conversation with the mentor about the experiences**
6. **Positive feedback from her mentor who observes her classes**
7. **If possible, set up a team teaching situation for a unit or class**
8. **Recognize her efforts in some way with the whole faculty**
9. **If there is one teacher that is especially difficult for her (“toxic”), administrators or mentor address the teacher about encouraging her.**
10. **Have her journal or write reflections on her own work; develop her communication skills**

Two Year Action Plan to work with Teacher

Year 1

Mentors—prioritize for the academic one first and ministry one as definite but not primary priority

Simplify the schedule

Visit other classes

Collaboration....PLC, team teaching, etc.

Recognition of her work

Year 2

Professional Development conferences

Observations and feedback from others who visit her classroom

Campus ministry/service involvement increases

Recognition of her work

