Chantal Beazer’s Professional Growth Plan

Dates: Aug. 31, 2015 –Dec. 18, 2015

Goals:

1. I want to branch out from the traditional evaluation process of tests and presentations. I want to use more peer review observational methods and formative teacher feedback in order for students to see their progress and success. So they will not be judged just by a number or letter grade. This will include ongoing collaboration with my TA, my grade group, other Language art teachers, my administration and PLC groups.

2. I also want to improve my communication in test questions, so they can be understood and be evaluated correctly. This will include using new methods through collaboration, and having the outcome in mind so that assessment is instructive and appropriate.

Success:

These goals are a starting point to continue my own learning as an Educator. I want to focus on increasing my skill in the subject, collaboration, communication and the evaluation process. These goals are realistic in a year setting, however in my four months it is pushing the limit.

1. Success will be seen through different methods of evaluation, and the level of content in peer feedback.

.

2. I will also see better results in tests, because the comprehension of the question was understood better.

As I find success in these goals, I believe I will create a positive learning environment. I want all my students to feel safe and have the support to engage and invest in their own learning.

**Action Plan/Strategies**

1. -Consult TA and others for tips

- Open participation in collaboration opportunities

-Focus on formative feedback

-Give students an example and rubric for peer review

-Kagan group strategies allows for peer coaching and editing as they engage in their own learning.

-Lots of Formative marking to evaluate their understanding of the material. For sentence structure I would check their books twice a week before the quiz. When writing an essay or story, allow them to get peer feedback from the students, then me as a formative, then a final summative mark

2. -Plan exam questions in advance, run a test run on another teacher, teacher assistant or older student.

**Timelines**

I have from September-December.

1. I will begin this goal with Sentence structure Unit. Each day they will practice simple grammar and vocab. words. I will look at their work twice a week to formatively assess their knowledge. The quiz after 2 Formative assessments will be a Summative assessment. This should be well established by the end of October.

Check-up on progress Oct. 1 \_\_\_\_\_\_\_\_\_

I will use formative peer review during our essay and story writing; they will finish a first draft that will be openly shared with a partner or group. They will have a checklist that will help students give appropriate feedback. Their second final draft will be Summative.

Check-up on progress Nov. 1 \_\_\_\_\_\_\_\_\_\_\_

I will use formative assessment during Novel studies as they do weekly reading and assignments. The book mobile will be the first project and will use Formative in the beginning to help them gear towards a Summative Final. I will see it completed as the term comes to an end.

Check-up on progress Dec. 1 \_\_\_\_\_\_\_\_\_\_

2. I will start this with the Sentence Structure Quizzes by Evaluating their performance and changing my format in order for them to have a better understanding of the outcome. I will progress into the Unit Final of the Sentence Structure Unit and

Check-up on progress Oct. 15 \_\_\_\_\_\_\_\_\_\_\_

**Descriptors of Completion/Indicators of Success**

My evidence to the success of my goals will be found in my Professional Portfolio.

1. It will show by the anonymous student artifacts in my portfolio. It will show by the attitude of the students, and their improvement as individuals.

2. It will show in the progress of each student, and will be demonstrated in my Portfolio.

**Assistance/Support**

My Teacher Mentor will be my first source of support and assistance. Then I will have the Administrator and other Teachers. My Teacher Mentor has been teaching for some years, and she has had some experience in Language Arts. If I need further assistance, I have other teacher friends with lots of experience in Language Arts that are in the same division. I will have a couple of opportunities to attend Professional Development Days & PLC days. This will help me learn more and give me the opportunity to collaborate with other Teachers. Alberta Education also has many resources available to use. Through my university consultant I will be able to use the University as a resource and aid in achieving my goals.

**KSA**

1. Teachers’ application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables. (We understand pedagogy and use the best methods)

2. Teacher creates and maintain environment that are conducive to student learning. (Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure)

3. Teacher creates and maintain environment that are conducive to student learning. (Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure.)

4. Teachers gather and use information about student’s learning needs and progress (Formative Assessment)

5. Teachers apply a variety of technologies to meet students’ learning needs. (Develop Assistive technology Program for Students)

6. Teachers are career-long learners. (Application of information in the classroom.)

7. Teachers understand the subject disciplines they teach. (Year Plan and program of Studies)

8. Teachers know there are many approaches to teaching and learning. Teachers appreciate individual differences and believe all students can learn. (Inclusion)