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| **Teacher Professional Growth Plan for PS3 2014 Name: Cheryl Miller** | | |
| **Assignment and/or Career Goal #1 (Curriculum) KSAs 4/9:**  To enhance student success in math through various forms of practice. | | |
| **Goal:**  To create different learning strategies/ games to foster student engagement and participation in actively mastering basic math facts. (Engaging in differentiated instruction.) | | |
| **Rationale:** Our PLN group has recognized that our division is very low at math. We especially need our students to master basic math facts (to the tens times tables) in order to have a building block for better math scores overall. | | |
| **Strategies** | **Timeline** | **Resources** |
| * Use after school, between classes, and prep classes Mon/Wed to find and develop resources. * Collaborate with other Div2 teachers to decide what needs to be prioritized. * Research benefits of application games and research previous strategies that have worked. * Create engaging games that can be shared by grade 4-6 that meet curriculum in unique ways and foster application of math in meaningful ways. * Organize information on an online website that can be shared by the staff and used for future references. * Create a “math bin” filled with ready-to-go lesson plans, supplies, worksheets, and organized games that the teachers can share in the school. | January 31, 2014 - Initial project Proposal outlined (Finalized by February 7)  February - March 2014 - Research and implementation of applied activities within our math classrooms, observing results and documenting our discoveries on our website.  March 7, 2014 - Attend a PD session entitled “Games and Activities to Support Basic Math Facts” to potentially learn of more strategies and to collaborate with others interested in the same area.  March - April 2014 - Develop our website with our results, strategies, and resources.  April 2014 - Share resource with other Div. 2 teachers at our school, present to Faculty Mentor, and present final product to intern teachers. | -Math Focus text  (grade 5)   * Math focus 5 additional resource books. * Bringing Math Alive 5 games * Other PS3 intern William * Other Div 2 teachers in our school * Pinterest, IXL.com, twitter, and online resources I can find. * Research Articles (listed on our weebly site) |

***Indicators of meeting this goal***

* Numerous resources have been gathered and evaluated for effective ideas, and sorted into areas of benefit.
* Games have been created, tried, and altered to become more effective.
* Students are engaged in playing games to practice their math.
* Student self-evaluation of what games they found to be the most fun/ motivating, and which games made them feel like they really understood their math.
* Website resource has substantial amount of information on it, has links to resources, games, and videos.

***Evidence of Success (Final)***

* Have developed many resources during prep periods/ after school.
* Conferenced with other div 2 teachers – we decided that **multiplication facts** was the area of most immediate need for improvement – The following is a list of things that I either implemented or observed to try and increase math fact proficiency: bought flash cards for each of my students and sent home a handout to get parents to encourage kids to practice at home (sent home suggested websites, strategies/ rhymes, apps, and online games for the kids to practice on). I have also had kids do a multiplication chart which was laminated and put into their agendas to be used to help create confidence for some kids in certain activities. I taught the kids the math game “buzz” to practice math facts/ factors and we play this during our “transition time” between classes. Purchased 10-sided dice and “double dice” for math games where you roll, do the math, and then move on a gameboard (just to practice basic math facts if kids finish work early). I also taught them the “finger math” trick to help with the 6x6 – 10x10 facts. We had learned 7 different strategies to do multiplication. I also observed games being played such as “I have… who has?”, I went to 2 different PD sessions to gather more ideas for this project, I witnessed kids use ‘cootie catchers’ to learn math facts, I watched as kids engaged in “races” on the boards, and I observed math BINGO as well.
* Have read and highlighted many research articles on the subject… and have included the relevant quotes on our website under “Research”.
* Have developed/taught a few games such as buzz, junk-it, game-boards, “whiteboard challenges”, snakes and ladders, etc. I have also utilized online games such as “zombie paintball”, and I have also created some YouTube videos explaining confusing curriculum so that the parents can understand the strategies as well.
* The website has been created (<http://applicationmathgames.weebly.com/>) and it has a fairly sufficient amount of examples on there. There are numerous math-related sections and activities listed under each section.
* I have a “math bin” of resources. It now includes many dice, counters, cards, whiteboard pens and home-made whiteboards. There are also handouts/ templates to slide into the ‘whiteboards’. Games also include instructions, and I have even created some of my own game boards.
* I have attended 2 workshops regarding math games: one on using dice and cards to teach math facts (during SWATCA), and another one entitled “Reinforcing basic math facts through games”.

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| **Teacher Professional Growth Plan for PS3 2014 Name: Cheryl Miller** | | |
| **Assignment and/or Career Goal #2 (PD/ Technology) KSAs 10 & 16:**  To enhance my digital footprint as an educator/ further develop my own digital competencies (as well as increase student competencies). | | |
| **Goal:**  To broaden my realm of technological practices in relation to the classroom. | | |
| **Rationale:** Being a 21st century learner requires teachers to constantly be developing their awareness of online resources and to increase their own PLN through online medias. It is also a teacher’s responsibility to make sure that they are making their students digitally aware of proper technology use, so they must engage with technology regularly. | | |
| **Strategies** | **Timeline** | **Resources** |
| * Use the Smartboard and Notebook software regularly. * Explore online resources that could be used for in-class exercises such as videos, games, websites, etc. * Book the computer cart and get students blogging and doing online research. * Personally Blog on at least a weekly basis to document/ reflect on my week and to post interesting discoveries I have made. * Engage in media sites such as Pinterest, youtube, weebly, and Twitter to create a digital presence for my class, to share with the parents, and to keep our class current. * Create a collaborative website for my PD project with the other PS3 intern. * Teach my students about digital literacy and safety in health class. | Weekly, daily.  Throughout the 4 months. | * Twitter * Pinterest * Various websites * IXL.com * Weebly.com * Kidblog.com * Smartboard/ Notebook * Computer cart * youtube |

***Indicators of meeting this goal***

* Increase in the amount of tweets, pins, youtube videos and blog posts about my class.
* Weekly blog post on Fridays of every week
* Providing links to the parents so they can view what we have been doing
* Complete the “cyber adventure” online with my kids to teach about digital literacy.
* Get the students to complete at least one blog post for me.
* Have digital slides available to support most of my subjects taught

***Evidence of Success (Midway point)***

* I typically use the smart board at least once a day with supportive slides to demonstrate curricular topics. I use many pictures and videos to emphasize my points.
* I have used online games in subjects such as social (matching buffalo parts to artifacts on an interactive website), math (grid arrays), and health (house safety game). I have used videos in my other classes like gym (to show the history of the torch run), and in science (to review simple machines, then to introduce devices that move). I have made the kids go onto websites to practice math games and to get the kids to engage in social teepee research. I have also had my students use online programs such as Fakebook to create an ‘online profile’ for a Canadian explorer.
* My grade 5 students WILL be blogging about science this week.
* I have blogged every week, including SWATCA during reading week. Although my blog is fairly minimal in terms of “deep reflection”, I’m finding that it helps to make me recognize which activities had the most impact, as well as to document all of the activities that we have done so far.
* I have actively been engaging in Pinterest activity, I have posted (or added relevant videos to a ‘playlist’) a total of 28 videos to YouTube. I have given my students my YouTube channel name so that they can follow me to watch recaps of our science experiments, or to show their parents our math strategies that we have been learning (as a way of including parents on the new confusing math curriculum) – my YouTube channel has been used as review or as catch-up for kids who have missed lots of school. I have also used Weebly on at least a weekly basis (by blogging and adding to my portfolio). I have increased my use of twitter a LOT (over 110 tweets since practicum started) and I have noticed that I have many more people following me and retweeting my tweets!
* I have also created another website for my PD project <http://applicationmathgames.weebly.com/> that has many videos, pictures, posts, etc.

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| **Teacher Professional Growth Plan for PS3 2014 Name: Cheryl Miller** | | |
| **Assignment and/or Career Goal #3 (Teaching Strategy) KSA 9**  To balance teaching talking time/ student work time to allow for a more hands-on approach to learning. | | |
| **Goal:** Attempt to let students have more time to work as opposed to me lecturing in a given subject (Science) | | |
| **Rationale:** I have felt that in my past science units taught, I have spent a lot of time TALKING about the inquiry units of science rather than letting kids experiment, make mistakes, and learn through trial and error (which is the purpose of the inquiry units of science). I would like to create more opportunities for students to learn by DOING rather than by HEARING. | | |
| **Strategies** | **Timeline** | **Resources** |
| * Create a workshop approach to learn the needed material in a hands-on approach with minimal teaching interaction. * Allow for at LEAST one student-involved experiment per week. * Ask inquiry questions for students to arrive at a solution rather than telling them. * Allow students to build vehicles and devices, then allow them to share their own expertise and failures with the class. * Allow students time to modify their original designs. * Deliver content-based classes with the aid of the mini-textbook and videos to enhance student understanding of dense content. | * Science workshop - Jan 14-21 * Jan-Feb 2014 | * “mini-textbook” * Edmonton public schools resources * Photocopied science resource * VARIOUS crafting materials. * Videos such as Bill Nye * Pictures of directions instead of verbal telling. |

***Indicators of meeting this goal***

* Students have experimented with various materials and have physically created many projects.
* My slides are more “picture based” and “video based” than content based.
* Students read the textbook pages aloud more than I do.
* Students can explain how to build devices and to improve them to be better.
* Students have evidence of devices that they have built (final products)

***Evidence of Success (Midway point)***

* Completed one science “workshop” with 5 centers for building devices (took 1.5 weeks) where kids had to read through instructions and build a device rather than me telling them what to do. Did another rotating workshop during the light and shadows unit with 5 centers to explore light refraction (took 2 days).
* Students DID do at least one hands-on component each week during the building inquiry unit. They didn’t BUILD something every week, but if it wasn’t a week where we could build I made sure that there was at least something that they were physically evaluating that week (such as handling toy cars to observe axle movement).
* I have been fairly successful at asking inquiry questions and trying to dig for the right answers before giving away an answer. I have also had very few classes where it seemed like I was talking without much student input or interaction, I have tried to make sure that even heavy-content days have opportunities for the kids to be actively participating.
* Students had many opportunities to tell their “tricks” that were working well for their devices, which was then followed by a significant amount of time to modify their own devices afterwards.
* Have used mini-textbook, smart board slides, or videos to aid in content delivery. For days that the internet is not working I have been resorting to the mini-textbook for backup support.
* Students built 8 devices, and 4 vehicles during the inquiry unit mentioned in this PD goal. In the light and shadows unit they have also done many hands-on activities such as refraction experiments, laser golf with lasers and mirrors, moon phases with oreos, and light experiments with flashlights.

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| **Teacher Professional Growth Plan for PS3 2014 Name: Cheryl Miller** | | |
| **Assignment and/or Career Goal #3 (Faith): KSA 14 – school community**  To continue to learn about our Catholic faith and to teach the faith to the children. | | |
| **Goal:**  To continue to learn and grow to better understand our Catholic faith and to help students understand their faith as well. | | |
| **Rationale:** Being a catholic school teacher, it is important to be a positive Catholic role model for these young kids and to inform them about our beliefs as Catholics. It is important to relate other subjects back to our beliefs and to use problems as an opportunity for “teachable moments”. | | |
| **Strategies** | **Timeline** | **Resources** |
| * to continue learning by attending mass * to continue with daily prayer * Learn the school’s daily prayers. * Enforce “respectful” attitudes during prayer times and treat prayer as a sacred time. * Use cross curricular examples to show our religion – e.g. the aboriginals praised their gods just like we worship ours. | * Learn prayers by the first month * Enforce positive attitudes and cross curricular teaching throughout whole practicum | * My teacher mentor * Principal * Priests * Auntie (head of religion at Bishop Carol in Calgary) |

***Indicators of meeting this goal***

* Have attended mass regularly
* used uprising opportunities to bring religion into perspective
* Students are quiet, respectful, and not fidgeting during prayer times.

***Evidence of Success (Midway point)***

* Haven’t missed weekly mass since practicum.
* Have learned the daily prayers, help to lead the ‘prayer leader’ in a respectful prayer.
* I shut down any disrespectful behaviour during praying time and make sure to conference with kids about respect for the lord if they are breaking that respect.
* Have been able to talk about religion in health, social, and science so far.
* Have been helping to serve juice and snacks and clean up plates during share lent breakfast after church.