# Professional Semester III

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| Goal | Rationale & Connection to Context | Related KSA(s) | Indicator(s) of Success | Actions, Resources, & Timeline | Status Report |
| Gain experience in coaching | Coaching sports allows me to know kids in a non-academic environment and develop different relationships with them. It was expressed that a female coaching presence is desired, and that basketball (an area in which I have some skill) could use support. Support in athletics is a common need at Churchill as well as other high schools, so I will be providing required assistance at Churchill as well as enhancing my own portfolio for future career aspirations. | a) Teachers’ application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables. | I will have worked collaboratively with another coach to plan and execute tryouts, drills, and practices. I will have helped coordinate logistics regarding games and tournaments. Students will have benefitted from having an additional coach in practices and games in terms of improving skills and teamwork. | Keep in contact with phys. ed. department and coaches regarding opportunities to assist  Chris Wright, Sarah Williams (PE)  Nov 10 - Dec 19 | Chris mentioned via email that there would probably nothing until October. UPDATE: I spoke with Sarah Williams, the Athletics Director, on Oct 14 and she said there would likely be a meeting the first week of November with tryouts happening mid-November. UPDATE: I will be a temporary assistant coach for Junior Girls basketball, supervising and assisting with tryouts (Nov 17-20 daily), practices (daily for the rest of the semester), games (2 in December) and a tournament (Nov 28-29). |
| Help supervise 4 cross-country meets  Ulf Petersen  Sept 17 - Oct 8 | I supervised 3/4 meets. During this time, I spoke with other volunteers to learn how meets are coordinated (mainly through 2 teachers who oversee the program) and experienced marshalling the course. I made an effort to build relationships with a few students, including the sports med trainer and a student who became injured on the course, whom I walked to the end of the course. |
| Gain experience in building school-community connections | Churchill has never participated in Wordfest--an annual, local, week-long literary initiative that features live readings of a variety of literature, as well as events and programs aimed specifically at kids and teens. I hope to enhance the connection of the English Dept at Churchill with the broader literary community in Calgary. | j) Teachers establish and maintain partnerships among school, home and community, and within their own schools. | I will have worked with interested colleagues to arrange an author visitation that enriches students' engagement with literature as listeners, readers, and creators. | Ascertain colleagues' interest in WordFest author visitations; Arrange WordFest author visitations (timing, venue, visitor form, payment, etc.)  Sandra (WF), Gail (dept LL), support staff (Tina, Connie), potentially drama dept if using theatre  9/12/2014 | Sent out email to department and received positive response from 2 teachers. I attempted to coordinate with Wordfest and arrange for a venue, etc., but ultimately decided that the interest level was perhaps not high enough to justify trying to get classes and/or individual students to an event (especially one they'd be expected to pay for). I have retained contact, though, and would want to attempt this in the future when there is more time and interest to coordinate and fundraise. |
| I would like to pursue and build connections between my classroom and the wider community but, as a representative of Churchill, these connections might also be used in the future by my colleagues. In this respect, I hope to support the department by building connections personally. | j) Teachers establish and maintain partnerships among school, home and community, and within their own schools. | I will have established at least 2 connections between Churchill students and community leaders. | Have been in contact with local professional photographer regarding class visit  Neil Zeller  10/1/2014 | He is interested in doing a Q&A session; will stay in touch in the next couple of weeks. No further progress has been made on this. |
| Partner with Cenovus to provide a real audience for my students' proposals (ELA 20-2 Media unit).  Patricia Doherty  10/14/2014 | Patricia, from Cenovus' Reputation Management Dept, has agreed to participate in reviewing and providing feedback on student proposals in the future. This time around, I had 3 individuals in the business community respond to 5 projects; this was well-received by students. |
| Partner with Kent Hehr to provide a real audience for my students' essays (ELA 10-1 Short Story unit)  Kent Hehr  10/2/2014 | Kent agreed to participate as the recipient of student letters discussing how the short story or film of their choice explores ethics and justice. |
| Per the request of the principal, I supervise students running the School Store Tuesday mornings to provide relief for 2 teachers who coordinate YVC.  Arlene Lee  Oct 1 - Dec 19 | I have been supervising weekly and getting to know the student volunteers. |
| Gain experience in using D2L and Google Apps for Education to assist with instruction, assessment, and ongoing communication with students | Churchill and most (if not all) CBE schools use D2L as their LMS. CBE also supports Google Apps for Education. By gaining experience with both tools, I believe I will be a better asset to my students and the school. | h) Teachers apply a variety of technologies to meet students’ learning needs. | I will have used D2L to be a communication hub for both of my classes, and to expand my knowledge of its use to take advantage of its capacities. Student learning will have been enhanced from 24/hr access to information from home. | Use existing course D2L shells (update nightly, apply knowledge gained)  James (shells under his name)  Sep 6 - Dec 19 | Have used D2L to post news; I use Calendar for upcoming tests, assignments, etc.; I have used Dropbox to receive assignments. For the To Kill a Mockingbird unit for ELA 10-1, I used a discussion forum where student participation was monitored and evaluated. This proved quite fruitful and I imagine I will use this feature again in the future. I enjoy the Turnitin feature for dropbox as it has allowed me to catch and address plagiarism more easily. |
| Receive formal or informal training in using D2L (webinars, 1-1 conferencing, OTJ training from colleagues)  Alex, D2L PLC http://www.cbeilc.info/d2l/ | I spoke with colleagues about how best to use discussion forums so they do not become unwieldy. Many use them throughout the course and it is a self-created study tool. Some use a 5-point scale for posts. Some use it to practice paragraph writing. |
| I will have used a Google site for one unit of collaborative, project-based learning. | For my ELA 10-1 To Kill a Mockingbird unit, I am taking a project/problem-based learning approach and have set up a Google site for students to upload and share work.  Oct 14- Nov 14 | The hurdle initially was giving "edit" permissions to all students because I cannot copy+paste addressed from the D2L system. Also, some students don't regularly use their CBE email account. In the future, I would give myself a week to ensure that students are set up, rather than scrambling in class. |

# Professional Semester II

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| Goal | Strategy | Timeframe | Status Report |
| 2. Instruction  6. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response. | For each lesson, I will assess prior knowledge using key questions to determine an appropriate step at which to start, and assess student understanding using perception checks throughout the lesson to ensure that the pace and instruction are appropriate. | Throughout PSII | 03/08/14 I spent the first lesson assessing prior knowledge, and have assessed prior knowledge through questioning in some but not all lessons. I need to plan this into my lessons through my template. |
| 2. Instruction  14. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels. | For each lesson plan, I will brainstorm and record key questions in my lesson plans, and ensure that they span Bloom’s taxonomy. | Throughout PSII | 03/08/14 I have not done this as consistently or as fully as I should have. I’d like to focus on effective questioning as an assessment strategy. |
| 2. Instruction  20. Reinforces student learning, building on previous learning, reviewing, and re-teaching. | For each lesson plan, I will ensure that closures and introductions link/reinforce previous learning by reviewing/discussing key concepts and demonstrating/practicing key skills. | Throughout PSII | 03/08/14 I haven’t been good about making this explicit, but I also find this difficult with the vagueness of the ELA SLOs. I’ve also structured things to practice the same SLOs but with different content. This upcoming week, I’ll be doing more building with them and the skills practiced will more obviously tie into their summative assessments. |
| 3. Classroom Management  5. Clearly defines and reinforces classroom management procedures and routines. | During the first week of classes, I will clearly explain (verbally and in writing), rehearse, and review classroom procedures until they become routines. Where it makes sense, I will work with students to identify our goal and develop strategies/procedures that would help us reach that goal. | Throughout PSII | 03/08/14 I have essentially stuck with my TA’s procedures and the students have developed habits of tidying the room, signing out laptops from the cart, using a hall pass, etc. I have used cards to make seating arrangements and collected cards at the end of class. I have tried to reinforce the procedures already in place based on suggestions from my TA. |
| 3. Classroom Management  6. Clearly communicates and reinforces expectations for appropriate student behaviour. | During the first week of classes (and where required thereafter) I will communicate and reinforce “expectations for appropriate student behaviour” by outlining a goal (e.g., discussing ideas as a class) and asking students to identify strategies/behaviours that would help us reach that goal. | Throughout PSII | 03/08/14 Due to time-constraints, I laid out my expectations verbally on the first day after/during a time of meet-and-greet. I had students respond with actions and words, and have reminded students of my expectations as situations have arisen. |
| 3. Classroom Management  8. Responds to inappropriate behaviour promptly, firmly, and consistently, using appropriate low-key and higher level responses. | For each student who demonstrates inappropriate behaviour, I will practice using the Collaborative Problem Solving approach and Dr. Greene’s strategies for addressing “inappropriate behaviour” by identifying and developing students’ lagging skills. | Throughout PSII | 03/08/14 I have conferenced privately and separately with a few students who seem to have difficulty focusing and listening, and have discussed possible solutions to assist them. I will continue to do this. I often use proximity control, and have used a ‘talking tape’ to help students participate respectfully in class discussions. |
| 4. Assessment  1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, performance-based and written assessments). | I will offer students a variety of means by which they can demonstrate their knowledge/skills/attitudes, while reviewing the assessment options (every lesson plan) to ensure that specific performance/product targets are met where required. | Throughout PSII | 03/08/14 I have built into my unit performance-based and written assessments, as well as conversations and observations. I give options of writing or drawing wherever possible. I’m not good at tracking observations or getting a good read on group work. I think I need to be more assertive when conversing with groups during their work time, and making better notes. I have modified the assessments for a student with Down Syndrome according to her IPP. |
| 4. Assessment  3. Modifies and adapts teaching based on assessment data (e.g., employs alternative teaching strategies to re-teach where required). | I will gather data via formative assessments of the group (every class) and each individual student (at least once a week) to determine whether re-teaching using different strategies is required, and will incorporate this into subsequent lesson plans. | Throughout PSII | 03/08/14 My data gathering from the group tends to be based on verbal feedback or body language. I think I’d like to work in better quick assessments at the end of class, such as exit slips. This upcoming week is project work, so I’ll be conferencing with groups which will help me assess better. Students seem to expect to hand in all individual work they do in class. My TA mentioned that one of the biggest challenges in jr. high is to get kids to hand stuff in. For my units in April, I would like to aim to have students hand in something weekly, even if it is formative. I think I made the mistake of equating ‘formative’ with ‘optional’ when trying to clarify my expectations for the students. I want them to value formative assessment, but they appear to be very extrinsically motivated by grades. |
| 4. Assessment  4. Explains to students how learning will be assessed. | For each summative assessment, I will develop a rubric based off of key learning objectives, and then brainstorm with students the products/performances they can create to demonstrate their knowledge/skills/attitudes. | Throughout PSII | 03/08/14 My summative assessments for my first 2 units have considerable flexibility built in and the rubrics are aligned to the SLOs for the ELA POS; I did not, however, brainstorm with students but offered a few suggestions and allowed them to brainstorm on their own or in groups. |

# Professional Semester I

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| Goal | Strategy | Timeframe | Status Report |
| 2. Instruction  10. Directs efficient transitions between lessons and from one activity to the next during lessons. | Develop and use a lesson plan template that clearly indicates:   * key questions, * transition directions/expectations, * location and movement of students, furniture, and materials | Template to be drafted prior to first lesson of PSI (Nov 8) | 11/24/13 – Modified the ED3501 template slightly to suit my needs before beginning PSI; mostly happy with it |
| Wherever possible for all PSI lessons I teach:   * Organize and store materials in a convenient location and in a manner that expedites distribution/collection * Print lesson plan in size 14 font and ensure other instructional materials are easily referenced (post at eye level or keep handy) * Test AV equipment and ready any clips/websites on desktop * Set visual timer (SMARTboard or smartphone) for self/students | Completed night before, morning before, or during lunch/recess | 11/24/13 – Good about organizing materials, testing AV, and setting timers and random groupers, etc. but do not print lesson plan with larger font. Keep it size 10 and glance at it and make formative assessment notes on it. |
| 2. Instruction  5. Incorporates strategies for motivating students using relevant and interesting subject matter and activities. | Become familiar with and comfortable using all interactive features of SMARTboard. Then, evaluate lesson plans to determine how to use SMARTboard to make lesson more interactive and appeal to varied learning styles. Use SMARTboard interactive features in at least 3 lessons. | Work on goal during SMARTboard time; to be completed by end of PSI practicum | 11/24/13 – Found I have not had consistent access to SMARTboard, but use it regularly for AV, writing, timing, and random group generating. Need to work at this some more. |
| 3. Classroom Management  8. Responds to inappropriate behaviour promptly, firmly, and consistently, using appropriate low-key and higher level responses | During every class, position myself in the classroom while instructing (and while students are working, circulate) to monitor students closely. While assisting, practice overlapping: use low-key approaches to manage individuals while minimizing class disruption. | By the end of the practicum, be able to overlap while instructing. | 11/24/13 – Getting better at monitoring and responding to kids who are distracted/ing and reflecting on my lesson to see where I could improve it so that *all* students are engaged. Thinking of strategies I can use in line with [these principles](http://www.joebower.org/2012/05/lagging-skills-and-unsolved-problems.html). |