Cathryn Story

**Growth Plan 2018**

**Goals, Sub-goals, Strategies & Measures**

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| **GOAL 1: Evaluation and assessment in literacy for early childhood education**   * **Recording & tracking student progress in literacy (accumulate evidence of growth)**   **TQS Focus: #11 Purposeful assessments that cover a range of learning objectives.** |

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| **Sub-goal 1: Implement ongoing assessments (formative) and try a variety of evaluation tools (summative)**  **Time Frame Resources** | | | |
| **Strategy 1.1** | **Organize running records, anecdotal notes and checklists for students** | Ongoing | *-Literacy in the Early Grades: A Successful Start for Pre K-4 Readers and Writers.* Fourth Edition by Gail E. Tompkins |
| **Strategy 1.2** | **Attend Fountas and Pinnell workshop** -learn diagnostic testing (reading levels) | Will set up with principal | -BookAlike search (book title search to determine reading level) |
| **Strategy 1.3** | **Observe other teachers teaching literacy workshops**  -observe a variety of assessment tools used  -observe how they integrate assessment into workshop time | Ongoing | -Teacher mentors & colleagues |
| **Strategy 1.4**. | **Learn to use literacy rubrics and miscue analysis** | Oct-Dec | [www.rubrics4teachers.com](http://www.rubrics4teachers.com)  [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)  [www.educationnorthwest.org](http://www.educationnorthwest.org)  [www.tech-nology.com](http://www.tech-nology.com) |
| **Strategy 1.5** | **Keep literacy portfolios**  -collect work to celebrate & share | Ongoing | -*Literacy in the Early Grades: A Successful Start for Pre K-4 Readers and Writers* Fourth Edition by Gail E. Tompkins  -Writing folders |
| **Measures:** I will implement a variety of assessment tools throughout the semester. I will learn how to analyze student results (school, district and provincial scale) to identify strengths, struggles and needs. | | | |

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| **Sub-goal 2: Provide clear and measurable feedback**  **Time Frame Resources** | | | |
| **Strategy 2.1** | **Provide Immediate feedback to students**  **-**give encouragement , suggestions and ask questions while circulating the classroom and in written comments | Ongoing | *If…Then…Curriculum* for K & 2 books by Lucy Calkins |
| **Strategy 2.2** | **Involve students in assessment processes**  -Help students self (take responsibility for their own learning)  -goal setting  -using checklists with their own work  -reflecting on personal strengths and areas in need of growth (ex. exit slips) | Weekly | -Lucky Calkins editing checklists  -Exit slips |
| **Strategy 2.3** | **Conferences**   * Part of workshops * Verbal check-ins * Documenting what was discussed and learned | Weekly | -Lucy Calkins Units of Study Resources  - Developmental Milestones for Reading & Writing (grade chart) |
| **Measures:** I will review student self-assessments and compare them with assessments I do, to improve the specific language I use during discussions and when writing comments. I will learn to use language that is understandable and useable for parents and students, that also reflects the language used in the program of studies. | | | |

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| **GOAL 2: Provide and promote an inclusive learning environment to all students**  **TQS Focus: #5 Identify students’ different learning styles and create multiple paths of learning for students.** |

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| **Sub-goal 1: Research and gather interactive resources that students can use**  **Time Frame Resources** | | | |
| **Strategy 1.1** | **Become more familiar with diverse learner behaviors and needs** | Ongoing | <https://www.additudemag.com/category/parenting-adhd-kids/school-learning/for-teachers/>  -*Inclusion of Exceptional Learners In Canadian School: A Practical Handbook for Teachers. Fifth Edition.* By Nancy L. Hutchinson |
| **Strategy 1. 2** | **Implement visual reminders to improve communication between teacher and students** | Oct-Dec | * Cue cards * Behavior/ mood charts * Non-verbal gestures |
| **Strategy 1.3** | **Use Universal Design for Learning (UDL) and differentiated instruction** for reading & writing teaching | Ongoing | -*Inclusion of Exceptional Learners In Canadian School: A Practical Handbook for Teachers*. Fifth Edition. By Nancy L. Hutchinson |
| **Measures:** I will ask for and gather student feedback to check whether or not my lessons are allowing students to feel comfortable and confident while engaging in learning activities. | | | |

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| **Sub-goal 2: Demonstrate and provide opportunities for students to practice positive communications and relationships with others**  **Time Frame Resources** | | | |
| **Strategy 2.1** | **Share read-aloud stories and videos about friendship** | Ongoing | -U of L currlab  <http://www.2learn.ca/r2l/health.aspx?Type=209>  -Learn360 |
| **Strategy 2.2** | **Implement activities where students give & receive feedback & compliments** | Oct-Dec | -Have You Filled a Bucket Today? - by Carol McCloud  <https://drive.google.com/file/d/0B4l8S0lRaqChX3pfV2NoRGRHWnM/view>   * Compliment circles (giving & receiving) |
| **Strategy 2.3** | **Use role-play activities**  -demonstrate good and bad problem solving skills | Oct-Dec | * Learnalberta * Tumblebooks * <http://libguides.uleth.ca/teachingdrama/K-6> |
| **Strategy 2.4** | **Play brain break games that ask students to work together**  -cooperation  -work towards a common goal | Ongoing | -*Energizing brain breaks* by Sladkey, David  -*Speaking rules: classroom games, exercises and activities for creating masterful speakers, presenters, storytellers* by Miyata, Cathy |
| **Measures:** I will frequently provide my students with opportunities to practice positive behaviors (respect, kindness) towards themselves and others.  **Examples:**  **-**turn taking activities (workshop leaders & sharing ideas with others)  - switching roles (audience & presenter) | | | |