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
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| **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)
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| **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>
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| **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) |