*Edited 2022 Template 3.2*

**A Professional Growth Plan Incorporating the STP Process**

**Annual Professional Growth Plan** for:

**School Year**: 2022 -2023

**Teaching Quality Standard reference** (CHOOSE ONE main standard and one or two relevant indicators that are achievable in field IV):

I would like to further enhance my knowledge and familiarity in **establishing Inclusive Learning Environments,** particularly in **using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth** and

**providing opportunities for student leadership.**

|  |  |
| --- | --- |
| **Goal: Ensure your goal/s are achievable in field IV or in your first year of teaching. Review the SMART goal strategies in the screen shot below.**  **Goal #1: Further my knowledge of universal and targeted strategies and implement in the classroom.**  **Goal #2: Provide students will tasks and opportunities to experience and learn leadership.** | **Strategies and Timelines**:  **Goal #1 – During field IV**  -Create a list of universal and targeted strategies that work with my grade 4 students.  -Read *Mathematical Mindsets* by Jo Boaler to further my understanding of universal and targeted strategies in mathematics.  -Watch three videos about universal and target supports a month.  -Try one new universal or targeted strategy every month.  -Get feedback from students about which strategies work best for them through surveys.  **Goal #2 – During first teaching year**  -Create student classroom jobs where students can practice leadership (ex. line leader, recycle expert, phone secretary, hand-out helpers)  -Create opportunities where older students can mentor a younger grade in reading, math, or well-being practices.  -Create a classroom which promotes developing leadership skills for all students.  -Establish a leadership program where older grades help younger students in the hallways and playground. This will include intervening bullying and inviting students who are lonely to play with them.  -Share class leadership strategies with other teachers that they can implement in their classrooms.  -Create a suggestion box where students can give suggestions. |
| **Resources**:  BOALER, J. O. (2022). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring... messages and innovative teaching*. JOSSEY-BASS INC ,U S.  Freiberg, H. J., & Driscoll, A. (2005). *Universal teaching strategies*. Pearson Education Inc.  Anderson, J. Tingle, E. (Host) (2020). Alternative Programs and Leadership Opportunities to Improve Student Well-being with Jamie Anderson and Elizabeth Tingle (13) [Audio podcast episode]. In The Podclass: Conversations on School Health. University of Calgary, Werklund and Ever Active Schools. <https://everactive.org/services/the-podclass/the-podclass-episodes/>  Brown Brené. (2019). *Dare to lead brave work. tough conversations. whole hearts*. Ebury Digital. | **Indicators of Success/Expected Outcomes:**  **Goal #1:**  -I can identify and use a variety of universal and targeted strategies in a variety of subjects.  -I can identify which targeted strategies may be helpful for certain IPPs.  -I can identify which strategies are particularly effective with my students.  -I can use Universal Design for Learning in my lesson plans.  **Goal #2**  -I can provide a variety of ways students can show leadership in the school/classroom.  -I can see students leadership skills and classroom initiative growth.  -I can see a growth of community and kindness in the school due to the leadership programs.  -I will hear about less playground problems due to leadership program.  -I may see students starting their own initiatives outside of school tasks. |

**Reflections:**

**Goal #1**

**Relate the following reflections to the same TQS standard and indicators.**

Based on my professional practice and my observations of student learning . . .

|  |  |
| --- | --- |
| **What should I do more of?**  Utilizing the universal and targeted supports that I am already familiar with. For example: giving students one-on-one support and reminders, writing clear instructions on the board using words and pictures, giving students checklists/rubrics while completing projects, repeating instructions, body breaks, mindful strategies (breathing, stretching, mindful smell, taste, hearing, feeling and seeing), positive reinforcements.  **Because**  I am aware that these are effective strategies for my students. | **What should I do less of?**  Using the same strategies all the time.  **Because**  Creating a variety of strategies will allow me to learn more ways to help my students. Variety will also benefit students by trying new strategies and allow them to adapt more easily to different teaching styles. |
| **What new things could I do?**  -Familiarize myself with strategies that I am currently not using.  -Observe my partner teacher and see if she uses strategies that I can also implement.  -Write down which strategies I will use in all my lesson plans.  **Because**  This will make me more aware of the strategies I use and strategies that might be beneficial. This will also allow me to keep track of my choices. | **What should I stop doing?**  Not including universal and targeted strategies in my lesson plans.  **Because**  This will prevent me from documenting when and if learning strategies were effective for my classroom. |

**Goal #2**

No reflection because I have no prior experience implementing and starting leadership opportunities in the classroom.