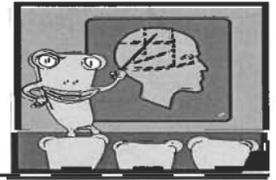


Teacher's Professional Growth Plan



For:

Year :

Question of Inquiry: **How can I better meet the learning needs of my students?**

<p>Personal Goal In line with district and school goals of creating a community of learners who are good citizens.</p>	<p>To incorporate brain based teaching practices into my classroom, providing an environment of relaxed alertness, immersing students in complex experiences and focusing on active processing.</p>
<p>Timeline Sept – June 2006 Re-evaluate in May/June for 2006</p>	<ul style="list-style-type: none"> ▪ Begin to increase # of brain-based strategies and activities at beginning of the year from zero to 1/class. ▪ Continue to increase throughout the semester (2-3 per class). ▪ During creation of resources for 2 new classes from February to June, incorporate strategies directly into lesson plans.
<p>Rationale Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.</p>	<ul style="list-style-type: none"> ▪ Through my research and collaboration with two other teachers, I have been able to explore brain-based teaching and its implications for student learning. I know I need to give my students the best possible environment for learning and I believe brain-based teaching is a way to help me get there. ▪ My responsibility as a teacher is to help students achieve to their highest potential. ▪ I will be teaching with a group of teachers in a pod system next year and I will be able to share my learning with them in a way that we can create inter-disciplinary/thematic links between curriculum.
<p>Resources Improving districts and school recognize the experts within their schools as well as experts in the field.</p>	<ul style="list-style-type: none"> ▪ A variety of articles, texts and web sites related to brain-based learning and teaching, from a number of experts such as Renate and Geoffrey Caine, John Bruer, Pat Wolfe, Michael Slavkin, Brian Dwyer, Eric Jensen, Sylwester and others. ▪ The literature synopsis that will be created by myself and two other teachers. ▪ Other experienced peers, administration, AISI teachers, parents and students. ▪ Curriculum team ▪ Pod team teacher members
<p>Strategies Improving schools and districts have well organized, focused improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.</p>	<ul style="list-style-type: none"> ▪ Use knowledge gained this summer to begin incorporation. ▪ Attend Special Education Conference in Edmonton and make brain-based learning sessions a priority. ▪ Observe and confer with colleagues who use or know something about BBL. ▪ Attend workshops and in-services offered throughout the year. ▪ Continue to research and read about brain based learning and teaching in the classroom. ▪ Ask for feedback from students and peers on teaching practices. ▪ Use resources and plan daily activities and schedule time so that brain-based learning techniques become embedded in the curriculum. ▪ Regular pod meetings (once a week) to discuss and collaborate on teaching.
<p>Anticipated</p>	<ul style="list-style-type: none"> ▪ Class will be enriched with a variety of activities, time will be structured with breaks and more movement

Outcomes

Improving districts and schools monitor progress and get improved results at the classroom, school and district levels

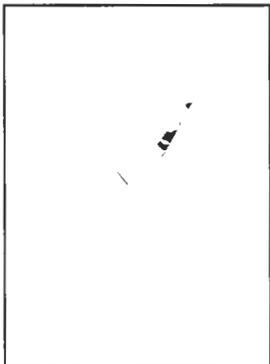
incorporated, music and the arts will be added to the classroom.

- Students will be more engaged and interested in class and activities.
- Students will feel their voice is heard and that it is safe to voice it.
- Student achievement will increase.
- Student assignment completion will increase.

Evidence

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, and district data.

- More on-task behavior exhibited.
- Less failure, more success as evidenced by higher class averages.
- Students express pleasure and satisfaction with their learning experience.
- Monthly evaluations by students to reflect and suggest improvements on teacher practice.
- Students actively involved with the curriculum and experience choice in assignments related to their personal interest area.
- Student attendance and behavior improves.

**End of the Year
Reflection
June 2006**


Discussed with the following people:

Date: _____ Name: _____

Date: _____ Name: _____

What worked? _____

What didn't? _____

What did I learn from this? _____

What will I do next year? _____

<p>Personal Goal as it Relates to the School Community In line with district and school goals of creating a community of learners who are good citizens.</p>	<p>To assist in creating a sense of community at Bowness High School through:</p> <ul style="list-style-type: none"> A) increasing community connections through the HIP program B) expanding the Spruce Up Bowness initiative and C) initiating a new club – Environmental/Beautiful Bowness Club 
<p>Timeline</p>	<ul style="list-style-type: none"> ▪ Begin HIP in September and continue all year ▪ Add one Spruce Up day in September ▪ Start club, begin to clean up in Sept/Oct. Take a break for winter and continue in the spring (April-June)
<p>Rationale Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.</p>	<ul style="list-style-type: none"> ▪ Students who experience positive teacher interaction outside the classroom feel more connected to their school and its environment, and are more likely to remain in school and try harder. ▪ Throughout my previous years at Bowness, I have been involved in the HIP (Health in Perspective) program and would like to expand our current program to include more community schools. ▪ Spruce Up Bowness is an end of the year initiative traditionally, but I believe our school and surrounding community would benefit from more effort on the part of our staff and students to keep our area clean. ▪ Our courtyard is currently not utilized to its full potential due to its poor state and lack of a caring community to look after it. I would like to initiate a new club that would take on the task of tidying and improving our courtyard.
<p>Resources Improving districts and school recognize the experts within their schools as well as experts in the field.</p>	<ul style="list-style-type: none"> ▪ Students ▪ Community sponsors ▪ Chinook Health Region and Public Health Nurse ▪ Knowledgeable teachers ▪ Websites on community initiatives ▪ Parents council/students council/faculty council ▪ Administration ▪ Peers and educational assistants ▪ Facilities operators ▪ Shop/construction teacher ▪ RAK club ▪ Teachers at community schools
<p>Strategies Improving schools and districts have well organized, focused, improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.</p>	<ul style="list-style-type: none"> ▪ Contact Health Nurse and HIP coordinator within first week of school and set up training immediately ▪ Confer with colleagues and administration. ▪ Explore and research garden design and redesign ▪ Contact RAK and discuss timing of Spruce Up Bowness ▪ Confer with students and students council about starting new club ▪ Advertise for interested students and get started!
<p>Anticipated</p>	<ul style="list-style-type: none"> ▪ I will have student names registered for HIP training by third week of September.

Outcomes

Improving districts and schools monitor progress and get improved results at the classroom, school and district levels

- I will have Spruce Up Bowness organized and ready to start by 3rd week of September.
- I will encourage student participation and community involvement.
- I will provide opportunities for students to get involved.

Evidence

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, and district data.

- Students will increase the sense of pride they have in their community
- Students will take ownership over school areas and work to improve them.
- Students will increase leadership skills and peer mentoring ability.
- HIP will get started by October.
- Students will be empowered to recreate their courtyard space.

**End of the Year
Reflection
June 2006**

Discussed with the following people:

Date: _____ Name: _____

Date: _____ Name: _____

What worked? _____

What didn't? _____

What did I learn from this? _____

What will I do next year? _____

