PSIII Professional Growth Plan

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| **Name** | **Darci Collier** | **Established Date** | **September 25 2015** |
| **Review Date** | **Oct 25 2015, Dec 32015** |

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| **Goal #1** |
| ***Lesson Planning and Instruction –***  Incorporate at least *five* different instructional strategies into my units and lessons throughout the duration of the semester. I want to integrate multiple teaching strategies to engage different learner styles. |
| **Related KSA(s)** |
| KSA 5 – Teachers identify and respond to learner differences.  KSA 9 – Teachers use a broad range of instructional strategies. |
| **Rationale** |
| In other practicums, I found myself primarily using direct instruction when teaching activities. I want to integrate other teaching strategies (ie. Demonstrations, guided discovery, peer teaching) because I recognize that there is a benefit to students working with one another and learning through a variety of methods |
| **Strategies** |
| * Use five different teaching strategies * Feedback from Mentor Teacher, Principal and University Consultant * Refer back to notes from Curriculum & Instruction class about various instructional strategies |
| **Indicators of Achievement** |
| - Various lesson plans and unit plans demonstrating a variety of instructional strategies. |
| **Reflection** |
| *Direct Instruction* is frequently used within the first class of an activity, which we call the information and knowledge seminar. In these seminars, an attendance list is created, students are informed of classroom rules and expectations, rules of the activity are addressed and in activities like pickleball or badminton, net set up and take down is demonstrated. Any additional information can be given during these seminars (changes to class times, equipment, etc) These classes are more of a lecture based class to make sure that students are given the required information that they need before beginning the activity.  *Teaching Games for Understanding (TGFU)* is another great instructional strategy to use in physical education. Breaking down a game to its simplest form, and making it more complex throughout an activity allows students to practice certain basic skills before utilizing all their skills within an actual game. It’s a great way to build up skills and rules for an activity. A good example of this was in our basketball activity, we started the unit off with the fundamentals of passing so rather than jumping right into a game of 3 on 3 basketball incorporating all the fundamentals of basketball, we began with 3 on 3 games that involved only passing. I did this as well for touch football, where rather than getting right into the game of football, we played ultimate football, which involved only passing. From there we added additional skills and rules to the games until we were able to play full touch football games at the end of the activity.  *Guided Discovery / Experiential learning* is a tool I often find myself using in activities. I will teach and demonstrate a skill so that the students have the knowledge, and then allow the students to go off and practice the skill on their own. I often use this with a variety of skills to build up a students ability within an activity. I find this is a great way to teach skills as it allows the students to practice on their own accounts. This also allows me an opportunity to observe students and figure out who needs additional one on one instruction.  *Peer Teaching* is an instructional strategy I used with my Basketball activities. The students had more knowledge and experience than I had with basketball so I provided them with a basketball sign up sheet that had class times and dates, and the focus of that class (Passing, Shooting, Offense/Defensive drills and strategies). This allowed student’s high student-to-student interaction, it allows students to take ownership for their learning and provides different perspectives on the subject matter. Students told me that they had never had an activity run like this before, but they really enjoyed it.  Within our department we use a *Multi Activity Model* for learning. Running a program like this allows students to participate in a diverse number of physical activities. It increases student engagement and participation in activities, as students sign up and participate in activities that they are actually interested in. It also provides another opportunity for student choice in their education.  I have also used instructional strategies like *Think Pair Share* and *Jeopardy* for prior knowledge assessment when beginning an activity. |

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| **Goal #2** |
| Classroom Management – Build a positive rapport and relationships with my students. |
| **Related KSA(s)** |
| KSA 7 – Teachers create and maintain environments that are conducive to student learning and understand student needs for physical, social, cultural and psychological security.  KSA 8 – Establishes relationships with students that respect human dignity. |
| **Rationale** |
| I am aware of the high classroom attendance turnover between activities at Bishop Carroll. |
| **Strategies** |
| * Learn student’s names for every activity. * Have regular conversations with students and take interest in their activities inside and outside of school. |
| **Indicators of Achievement** |
| * Students confide in you above and beyond academics, establishing a very comfortable working relationship with them. |
| **Reflection** |
| Forming relationships with students and other teachers can be difficult within the walls of Bishop Carroll. Because the classroom - student turnover is so high, and a teacher sees new/different students on a regular basis, it can be difficult to form relationships.  In the first class of an activity, when I go through the sign up sheet to take attendance, I make sure that I pronounce names properly. I always check with the students who have names I might mispronounce, or if a student has a nickname they would rather be called by, I made sure to make a note of it. I made sure to learn student’s names within the first three classes of an activity. I explained to them that during the first few classes, if I ask their names a lot, it’s because I’m trying to *learn* their names. I recall one student actually being surprised by this comment and saying “You’re actually going to learn our names?”. This came as a surprise to me, as I’m not sure why a teacher wouldn’t try to learn the names of their students. I believe in a school like this where there is a constant turnover of student’s, beginning a relationship with the bare minimum of just learning their names makes a difference. I also found just being myself and joking around with the students creating a professional, yet relaxed atmosphere increased my relationships with students.  Within the larger school, I try to say hi to students, ask how they are, how their weekend was… etc. I think that having basic conversation with students that I have taught and their friends keep relationships strong. I also got involved with coaching a school team. I think that expanded my relationship with students outside of my classroom, as it allowed me to work daily with a group of ladies that I have let to teach.  I think the best indicator of success in building relationships with students is when students take time out of their day just to come down to the HFR department and say hello and just talk. |

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| **Goal #3** |
| Personal Wellness – Stay energized and positive throughout each teaching day. |
| **Related KSA(s)** |
| KSA 15 – Teachers engage in assessing the quality of their teaching. |
| **Rationale** |
| Unfortunately, in my PSI, I became ill and completely lost my voice. I was unable to teach, or even speak to my students. Since then, I’ve always made sure to stay as healthy as possible throughout my practicums. When ill, I find the quality of teaching and instruction diminishes, so staying healthy creates a better teaching and learning experience for both myself and my students. |
| **Strategies** |
| * Sleep 6-8 hours a night * Drink at least one bottle of water a day * Wash / Sanitize hands frequently. |
| **Indicators of Achievement** |
| * No sick days |
| **Reflection** |
| Taking care of my own personal health, both mentally and physically was another goal I made as I had become sick in previous practicums. I wanted to ensure I was at the top of my game to teach students and I wasn’t running low on fuel. I used the help of my family and friends to keep me mentally well throughout the semester. I made sure to get 6-8 hours of sleep a night, attend regular fitness classes, eat properly, and drink a liter of water a day. I managed to keep myself both mentally and physically well throughout practicum. |