Name: Bret Jesse School Year: 2014/2015

402.11.1.3 – Professional Growth Plan

Goal/objective statement:   
One of my goals for PSIII is to figure out how to run a drama program by myself. It is important as a first year teacher to have the capability to take a running program at a school and not let it drop off the map when you first take hold. I wish to gain knowledge on how to run a program including; budgets, show choices, casting, and advertisement.

Strategies for goal/objective achievement:   
-Pick the brains of the following teachers; Mrs. Meeks, Greg Wolcott, John Poulson.   
-Discuss a program with fellow PSIII students.

Indicators/measures of goal/objective achievement:  
-By the end of term, have a program plan in mind for coming years.  
-It is difficult to say that I have achieved the goal until I get my first year teaching job with a drama program attached to that. I should understand prior to that job how the program will run, and that is what I will accomplish in PSIII.

An estimated plan completion time:  
-End of PSIII or First year teaching.

Person(s) that I plan to work with:  
Mrs. Meeks, John Poulson

Reflections  
 From my professional interaction with a Junior High Drama program I have learned a number of things. First of all, the shows depend on the students. You have to be able to look into the coming years and see what students are up and coming so that you are able to pick a show that best suits their skill sets. In my experience as a PSIII, I found that it was most important to find shows that were interesting and engaging for the students. In the future, I look to finding a school with a music program that is tight knit with the drama program. I would like to look into doing the Broadway Jr. shows that are available. If that is not a possibility at the school I’m working at, I’d like to look into doing theatre that works for the community that I am in. The project that really taught me how important it is to give back to the community was the Haunted House that I worked on with the students during this practicum. We were told that there wouldn’t be a large community showing, but we had over 200 people join us for the performance. This showed me that picking theatre that will bring out a community to watch can be most beneficial for student’s growth.

How my professional practice has improved  
-I will be carefully selecting plays that suit my students  
-Picking plays/theatrical pieces that suit the community  
-Working with other teachers to incorporate as many students as possible

Goal/objective statement:   
I want to understand how to properly complete report cards for students. As a teacher this is major, and I feel like I have no experience in this at my current teaching level.

Strategies for goal/objective achievement:   
-Discuss the process with my Teacher Mentor.  
-Ask Principal for exact means of completing report cards for the specific school  
-Talk with other PSIII students regarding assessment practices  
-Find comments section and Class average

Indicators/measures of goal/objective achievement:  
-Completed Report cards in October and December.

An estimated plan completion time:  
-October & End of PSIII

Person(s) that I plan to work with:  
Tyler Rundquist, Teacher Mentor  
Cory Bevans, Principal  
Fellow PSIII students

Reflections

During my time in PSIII I reflected on a number of ways to do report cards. From experience I have seen the “1-5” report cards that list on a scale how you are doing in class. This is primarily for elementary students as they are not graded on percentages. The “regular” report card that I saw here in Raymond was what I was used to in other schools and that was a percentage based report card with comments. This is the report card that I filled in for my students and it worked well. I liked how it was easy to input grades into the online gradebook and it translated directly to the report card. This way of reporting was also easy as it was possible to get hold of parents via the report card and ask for a conference. I was also able to look at the report card and know what parents would ask questions on based on students marks. I could anticipate that a student had a low grade in one assignment and would prepare that assignment outline for the parents. This worked well for me even though there were very few parents who turned up. Luckily I did not have to deal with a parent getting upset at all and I account that to students being very successful in my class. If I had to deal with an angry parent at conferences I feel I am prepared to deal with it effectively.

The other type of report cards I looked into during PSIII was the outcome based reporting. I wasn’t sure how I felt about the reporting style and I plan to look into it more during my first few years of teaching. The basis of it is nice as we can include all of our outcomes in the report card and it can hopefully help parents see what it is that we are doing in class.

How my professional practice has improved  
-Preparation for meetings  
-Planned conferences  
-Professional demeanour during high tension situations  
-Parent communication

Goal/objective statement:

I will find means of adjusting my teaching style to meet the professional needs of a teacher that still coincides with my personal teaching style.

Strategies for goal/objective achievement:   
-I will be reflecting on classroom management through journals (Daily)  
-I will be asking for feedback from viewers of my class  
-Video Recording of my classes to get a view of my teaching style with student impact.

Indicators/measures of goal/objective achievement:  
-Students are engaged and on-task during class  
-Personal Questioning based on reflections: Am I approachable? Am I still an authority figure in the classroom? What kinds of reactions do students give off?

An estimated plan completion time:  
On-going

Person(s) that I plan to work with:  
-Self  
-Cory Bevans (Principal) reporting findings  
-John Poulson (University Consultant) reporting findings

Reflections

During my practicum I found my teaching style is very similar to my teacher mentor in the way that I am fairly laid back and allow the students to hold responsibility for their work. I found this worked especially well in Language Arts. I often would give the students the assignment for the day and allow them to work at a pace that worked for them. My only issue came when I was flexible on hand-in dates. In the future I need to ensure that I am setting concrete due dates and moving along. I cannot afford to spend 3 extra days per assignment that comes up because students are distracted or are not working effectively. If I set concrete due dates in the first weeks of class this will establish the expectation for student s that homework needs to be done on time and that class time is work time. If I am flexible in my teaching career as I was in PSIII, I feel that I will fall far behind very quickly in my classes.   
  
-Music in the classroom has always been a part of my teaching. I find that with the right type of music being played students are able to focus more or enjoy the class and assignment more. In my classroom, music is a reward earned by students good behavior. I will be writing a much longer reflection on the uses of music in the classroom and attaching it to this goal sheet.

Music in my classroom as mostly disappeared since the beginning of my practicum. I don’t like that it has not been happening but it is a rule in the school as other teachers do not want music in their classes. I abide by this rule but sometimes with that I could allow students work with a headphone in or with the radio playing lightly. I find that it helps build a positive learning environment for students. Teenagers these days love music so much, it makes those students feel more comfortable in the classroom. I have also found that it helps alleviate the strict nature of a classroom. From observing the classroom, it removes the stress of a “do what I say room” and turns it into a “let’s learn together” kind of feeling. I especially enjoy giving students the chance to listen to music when working on group projects as it makes it fun. If students are able to have fun and get their work done in class I believe that is more important than making them work silently all the time.

How my professional practice has improved  
-Maintaining the Teacher-Student professional relationship  
-Ensuring students feel comfortable in my classroom yet respect me as the authority figure  
-Music in the classroom: Negative or positive reflections, continuing thoughts into my teaching career.