

Professional Growth Plan 2010-2011

Objective Goal: Integrate and consider the types Multiple Intelligences in my presentation/curriculum delivery.

Rationale: Learning to incorporate the MI into my instruction will be beneficial to my students and provide them with more variety.

Resources	Strategies	Timeline	Assessment/Measures	Indicators/Results
- ATA library - Mentor Teacher during practicum -Instructors -Notes for previous classes - “The Principles of Classroom Management” Levin et. al. - Peers in my cohort - Informational Movies - Observation week in practicum classroom	1) Research the types of multiple intelligences	October 2010	- Will have read at least 2 new articles on MI - Will have watched at least 2 videos clips or movies on MI -Will have had at least 2 conversations about MI with Peers	By the end of October I will be able to list and define each of the Multiple intelligences
	2) Develop practical examples of how to integrate each MI in the Classroom	November 2010	- Amount of examples developed that are approved by my peers and or instructors	State the 9 types of MI with multiple examples for each and techniques to use them in the classroom
	3) Integrate the MI into instruction for every lesson	November-end of December 2010	- The use of MI in the lesson plan AND in actual practice	- By the end of my IPT I will have a lesson with a variety of tools and strategies that will engage many of the types of MI - Mentor teacher can easily identify instances of correct use of MI

Evidence for Portfolio: anecdotal notes of applications, letters of acceptance, letters of reference/recognition. Self reflection notes.

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Objective Goal: Gain more experience in the classroom setting by taking advantage of volunteer opportunities.

Rationale: More experience with adolescents will help me to be more comfortable in the role of a middle school teacher and will help me to understand the attitudes and perceptions that middle school students have about learning.

Resources	Strategies	Timeline	Assessment/Measures	Indicators/Results
- Volunteer coordinator for the RDC EUS -City of Red Deer website RDC website, volunteer section -RDC instructors -E-mail local schools - Ads on the internet and TV	1) Research local volunteer opportunities in the Red Deer area that pertain to middle school students	Sept – Oct 2010	- Inquire further at least 4 volunteer opportunities - Collect contact information for 4 opportunities	By the end of October have a collection of 4 prospective volunteer opportunities with in or near Red deer
	2) Initiate conversation with prospective volunteer opportunities. Write a letter of introduction/intent	November – December 2010	- Records of meetings and conversations with volunteer opportunity provider - copy of letter(s) of intent/introduction	- In December have Conversations and meetings with prospective volunteer coordinators. Result in notes and next plan of action
	3) Meet with potential volunteer opportunities and initiate volunteering, mentoring, observing and learning in a learning environment for middle school students	January – June 2010/2011	- a more narrow selection of opportunities - meetings with prospective trainers - letter of acceptance - notes of the work I have done or am currently doing - Self reflection journal every week of volunteering	- a concrete volunteer placement - Self reflection

Evidence for Portfolio: anecdotal notes of applications, letters of acceptance, letters of reference/recognition. Self reflection notes.

Professional Growth Plan 2010-2011

Objective Goal: Discover more about the Alberta Teachers Association and take advantage of the services they provide.

Rationale: by making myself more aware of the services that the ATA provides and the standards they sat, I can refine my concept of what a teacher is and what a teacher does.

Resources	Strategies	Timeline	Assessment/Measures	Indicators/Results
- ATA Website - ATA representative for RDC EUS - Education Undergrad Society of RDC Executive members	1) Keep in Close Contact with the ATA Advisor for our EUS.	Fall 2010 – Spring 2011 (on-going)	- Have a at least two conversations with Cory from the ATA - Notes and documentation of meetings and the results	- better understanding of the ATA and the services they provide
	2) Be an active member of the ATA by fulfilling my Secretary Duties for the EUS	Fall 2010 to Spring 2011 (on-going)	- Collection of minutes from the meetings - Files sent to the ATA for archival	- a comprehensive file system of minutes recorded -recognition from the ATA
	3) Work towards bringing more PD sessions to RDC	Fall 2010 to Spring 2011 (on-going)	Number of PD sessions I am successful in attending	A broader knowledge base on the topics discussed in the sessions

Evidence for Portfolio: anecdotal notes of applications, Letter of appreciation from EUS, evidence of attending PD sessions. Self reflections of what is learned at PD sessions.

Professional Development

2010-2011 Calendar

September <ul style="list-style-type: none"> • Create professional growth plan 	October <ul style="list-style-type: none"> • Research the types of multiple intelligences • Research local volunteer opportunities in the Red Deer area that pertain to middle school students • Contact Cory from ATA with any questions • Fulfill secretary duties • Research possible PD sessions • Add evidence to portfolio
November <ul style="list-style-type: none"> • Develop practical examples of how to integrate each MI in the Classroom • Initiate conversation with prospective volunteer opportunities. Write a letter of introduction/intent • Contact Cory from ATA with any questions • Fulfill secretary duties • Research possible PD sessions • Add evidence to portfolio 	December <ul style="list-style-type: none"> • Integrate the MI into instruction for every lesson • Initiate conversation with prospective volunteer opportunities. Write a letter of introduction/intent • Contact Cory from ATA with any questions • Fulfill secretary duties • Research possible PD sessions • Add evidence to portfolio
January <ul style="list-style-type: none"> • Meet with potential volunteer opportunities and initiate volunteering, mentoring, observing and learning in a learning environment for middle school students • Contact Cory from ATA with any questions • Fulfill secretary duties • Research possible PD sessions • Add evidence to portfolio 	February <ul style="list-style-type: none"> • Meet with potential volunteer opportunities and initiate volunteering, mentoring, observing and learning in a learning environment for middle school students • Contact Cory from ATA with any questions • Fulfill secretary duties • Research possible PD sessions • Add evidence to portfolio
March <ul style="list-style-type: none"> • Meet with potential volunteer opportunities and initiate volunteering, mentoring, observing and learning in a learning environment for middle school students • Contact Cory from ATA with any questions • Fulfill secretary duties • Add evidence to portfolio • Research possible PD sessions 	April <ul style="list-style-type: none"> • Meet with potential volunteer opportunities and initiate volunteering, mentoring, observing and learning in a learning environment for middle school students • Contact Cory from ATA with any questions • Fulfill secretary duties • Add evidence to portfolio • Research possible PD sessions

Professional Growth Plan 2010~2011

Elizabeth Lavery

A word cloud of professional growth verbs. The words are arranged in a cluster, with 'Grow' being the largest and most central. Other prominent words include 'Imagine', 'Create', 'Teach', 'Refine', 'Skills', 'Discover', 'Teacher', 'Think', 'Reflect', 'Learn', 'Develop', 'Gain', 'Shape', 'Consider', 'Lifelong learning', 'Share', 'Give', 'Believe', 'Expand', and 'Passion'. The words are in various shades of brown and tan, with different font sizes and orientations.

Think
Reflect
Learn
Develop
Discover
Teacher
Imagine
Consider
Grow
Refine
Gain
Shape
Create
Skills
Teach
Lifelong learning
Share
Give
Believe
Expand
Passion