

Professional Growth Plan

Name	Justin Bechthold	Established Date	November 11, 2012
		Review Date	December 7, 2012

Goal		
To integrate several forms of assessment into my lessons to gauge students learning and guide instruction		
Indicator(s) of Success		
<ul style="list-style-type: none"> • Various forms of assessment are implemented effectively in lessons • Ensure that my assessments play to the strengths of VKAT learning styles and multiple intelligences 		
Strategy	Resource(s)	Timeline
To incorporate different forms of formative assessment in my lessons, that I have seen throughout my course work this semester	<ul style="list-style-type: none"> • Assessment Texts • Classroom discussions 	December 2012
Consult at least two other assessment resources, to find additional information/guidance	<ul style="list-style-type: none"> • Brookhart S, Moss C and Long B. Formative assessment that empowers. Educational Leadership. 2008;66(3):52-57. • Crossouard B, Pryor J. How theory matters: Formative assessment theory and practices and their different relations to educations. Studies in Philosophy and Education. 2012 31:251–263. 	December 2012
Reflection		
<p>I was able to integrate several forms of formative assessment into my lessons. In various lessons, I used thumbs up/down, exit slips, dice rolling game, worksheets, experiment handouts, etc. I also integrated formative assessment with my cross-curricular learning activities. I was able to assess student understanding in the various other courses that I was teaching them while working on an LA assignment. The final stage of the group paragraph writing series was a peer assessment. In order for students to assess their peer's work, it was required that they have a firm understanding on the key components of a paragraph. Again, I was able to formatively assess the students understanding of paragraph writing, through the positives and revisions they provided their peers with. Brookhart, Moss and Long (2008) state "[w]hen teachers hand over to students the power to shape their own learning, the learning that occurs is often more powerful than what would have transpired if the teacher had directed learning activities". I think that this sums up what I have done through my peer-editing lesson with my students. I gave my students the power to shape their own learning and take ownership to collaborate with their peers to provide effective feedback to one another. Another extremely important strategy I used to formatively assess students learning was the recap that I would do prior to my lessons. I felt it was important for students to re-iterate their learning from the previous day to me so that I could 1. Confirm their learning and 2. Link their prior knowledge to the new material. I found that this repetition was extremely helpful in promoting learning in my classroom, which is further supported by Crossouard and Pryor (2012).</p> <p>My largest and most unfamiliar form of formative assessment I used this semester was the Hearing and Sound</p>		

WebQuest. I was able to allow my stronger students to be fully engaged in what they were doing, while providing additional one-on-one support to the other students in the class who needed it; also allowing students to work at their own pace. From this I was able to solidly determine that the majority of the class was prepared and ready for their Hearing and Sound unit summative assessment. Finally, I was able to incorporate portions, if not all, of VKAT into my formative assessments. The use of collaboration and technology in several of my assessments was beneficial to student learning.

This practicum has allowed me to see the importance of integrating VKAT into the teaching of my lessons but also the assessment for learning. Assessing students in several ways has allowed me to determine that students have grasped the necessary concepts. For example, one student who is not a very strong writer demonstrated to me orally that he has completely grasped the concept of trading in math. However, when the student is asked to show his knowledge in written form, he shuts down and appears to know nothing. Being conscious of student's strengths and weaknesses has been extremely valuable this semester. I have been able to determine ways that allow each student to be successful in his or her own way. As a teacher, it is crucial to have integrity in assessments and build authentic relationships with students so that their assessment too, is authentic. Through integrating VKAT into assessments, this is a step in this direction by allowing students to demonstrate their knowledge to the best of their ability in whatever form plays to their greatest strengths.

Goal		
To consider cross-curricular learning, as I am teaching several lessons on different topics		
Indicator(s) of Success		
<ul style="list-style-type: none"> • Cross-curricular concepts have been integrated in the classes I am teaching to deepen and strengthen student learning • Students blurring the lines between classes, incorporating concepts through their own questioning. 		
Strategy	Resource(s)	Timeline
To use picture books in math and science to introduce topics I am teaching	<ul style="list-style-type: none"> • <i>What's that noise?</i> 	December 2012
To have students write responses discussing concepts they are learning in science class in LA assignments to deepen meaning and develop writing skills	<ul style="list-style-type: none"> • TBA 	December 2012
Reflection		
<p>I was able to integrate cross-curricular learning several times throughout the semester. During my science lesson on the loudness of sounds (November 22 - SLO #3 & 10) I used the picture book "<i>What's that noise?</i>" to introduce the topic to my students.</p> <p>In a sequence of Language Arts lessons, where I was teaching students to write a paragraph, I was able to integrate several cross-curricular connections. I assigned students to groups and then assigned each group a topic to write a paragraph on. The topics included 1. What are some things you find in soil? 2. What are the rules in Mr. B's basketball class? 3. What do you know about sound? And 4. What are three things we do in our school to show respect? Through the use of these questions I was able to incorporate science, physical education and health into my Language Arts lesson. From here, student groups edited another group's paragraphs and then presented the material to their classmates. This allowed all students in the class to be exposed to and involved in each of the paragraphs and cross-curricular topics.</p> <p>I also integrated many science terms into students spelling. Pitch, communication, sound, vibration and experiment were all spelling words during my time at West Meadows. This allowed me to work on student's ability to spell these words not only during Language Arts, but also during science. Often, I would have the students spell the word with me and then close their eyes and spell the word again. This allowed me to integrate science into LA and LA into science.</p> <p>On Monday December 3 I asked students to write a response in their journals to "What have you learned so far in your hearing and sound unit?" This allowed me to formatively assess students understanding of science concepts</p>		

through their journal writing in Language Arts class as well as their knowledge of the components of a paragraph. Finally, on Monday Dec 10, I used the picture book "*How big is a million?*" in mathematics class to introduce my students to the concept of estimating. The use of a picture book allows me to calm students down immediately following lunch recess and gets the students focused for the lesson and prepares them for learning. This practicum has allowed me to see the value of integrating cross-curricular concepts throughout all courses to help promote student learning. Stereotypically, classes are viewed to be separate entities but in reality when they can be constructively combined, this increases student exposure to the content allowing them to gain a deeper understanding. In future, I plan to integrate cross-curricular learning into my teaching plans. I think that in secondary school, this will become more of a challenge due to the greater rigidity in the set up and delivery of material (in that typically, single teachers teach single subjects).