

Professional Growth Plan
Lorie Penner
St. Gabriel Learning Centre
August 28, 2019 - February 21, 2020

Identified PGP Performance Targets - General Outcomes:

- 1. Demonstrating a Professional Body of Knowledge**
(3) A teacher applies a current and comprehensive repertoire of effective planning, instruction, and **assessment practices** to meet the learning needs of every student
[TQS - 3(c)] Assessment Practices [Divisional]

- 2. Applying Foundational Knowledge about First Nations, Metis, and Inuit**
(5) A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

- 3. Faith Formation [Divisional]**

PGP Focus and Targeted Goals:

1. **Identify** three key indicators under each performance area.
 2. **Implement** how I will measure my key indicators under each performance area.
 3. **Integrate** additional support within each performance area to achieve my targeted goals.
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Focus Question:

How will I demonstrate a Professional Body of Knowledge that:

- a. accurately reflect the learner's outcomes within the program of study;
- b. generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- c. Provide a variety of methods through which students can demonstrate their achievement of the learning outcomes

PGP - Professional Body of Knowledge Plan:

1. **Reflect the learner outcomes** into each lesson of every subject by using student-friendly language so that students have a clear and concise understanding of what is expected.
2. **Generate the evidence of student learning** through a balance of formative and summative assessment that complements the lesson materials and reflects the goals of the learner outcomes.
3. **Provide a variety of opportunities** where students can demonstrate the achievement of their learning outcomes by using a variety of web 2.0 tools that meet and/or exceed the learning outcome.

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Focus Question:

How will I apply Foundational Knowledge about First Nations, Metis, and Inuit that:

- (a) understanding the historical, social, economic, and political implications of:
 - i. treaties and agreements with First Nations
 - ii. legislation and agreements negotiated with Metis; and
 - iii. residential schools and their legacy;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and respect for, the histories, cultures, languages, contributions, perspectives, experience and contemporary contexts of First Nations, Metis and Inuit
- (d) supporting the learning experience of all students by using resources that accurately reflect and demonstrate the strength and diversity for First Nations, Metis, and Inuit.

PGP - Foundational Knowledge about First Nations, Metis and Inuit Plan:

1. **Provide information for students to understand and reflect** on the historical, social, economic, and political implications of:
 - i. Treaties and agreements with First Nations
 - ii. Legislation and agreements negotiated with Metis; and
 - iii. Residential schools and their legacy;
2. **Build opportunities for all students to develop a knowledge and understanding** of, and respect for, the histories, cultures, languages, contributions, perspectives, experience and contemporary contexts of First Nations, Metis and Inuit through authentic learning activities and community activities.
3. **Support the learning experience of all students** by using resources that accurately reflect and demonstrate the strength and diversity for First Nations, Metis, and Inuit.

Resource examples:

[First Nations, Métis and Inuit Education \(Guide to Education, pg. 34\)](#)

<https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>

http://www.orangeshirtday.org/uploads/7/9/8/7/79871818/teacher_resource_guide_grade_10.pdf

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Focus Question:

How will I exhibit my faith formation through the school community, in my lesson plans, and within my personal life?

Examples: Embed Faith in every unit of study: i.e. ELA - Bible quotes and Shakespeare, forums in RS 8, 9, encouraging student research/reflection through course work, share personal connections with student face-to-face.

Faith Formation Plan:

1. **Develop permeation** of Faith into each lesson of every subject through quotes, activities, discussions, forums, reflections, research.
2. **Study and actively participate** in Faith building at school, attend Faith Formation Training dates within the division, support our St. Gabriel's Faith Team, complete two Newman Theological College courses this year to complete a certificate in Religious Studies.
3. **Attend and reflect** in weekly Mass
4. Be an active RCIA Faith Coach at St. Mary's Parish.

Resource examples:

Go and Make Disciples - Living the Great Commission

<https://docs.google.com/document/d/1lqvvsPJH4xwS7RpBw55t4bQgwI2P-c1m4F5dXTrqC7E/edit>

Faith Formation Training - 2nd year

Newman Theological College - 2 courses left (CCS 005 Prayer, CCS 006 Catechesis)

St. Mary's Church - RCIA Team (every Wednesday for the year.)

Conferences and District PD for 2019/2020:

- BlendEd Conference - October 23-25, 2019 - Focusing on technology, assessment, and collaboration.
- AAC Effective Classroom Assessment Cohort Series - \$300 (Teacher Level 1) - Purposeful Planning, Formative Assessment, Meeting the Needs of Diverse Learners
- District PD Sessions - Wellness Champion, FNMI Events, OHS Training.

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Book List:

- Assessment Strategies for Online Learning - Dianne Conrad and Jason Openo
 - Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies - Stephanie Smith Budhai & Ke'Anna Brown Skipwith
 - Assessment for Reading Instruction 2nd Edition - Michael C. McKenna & Katherine A. Dougherty Stahl
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Year-End Follow-up - To be completed before June 26, 2020

Did I meet my PGP targeted outcomes in each of the following areas?

1. Demonstrating a Professional Body of Knowledge - Focusing on assessment
2. Applying Foundational Knowledge about First Nations, Metis, and Inuit
3. Faith Formation

How has my professional practice improved?

How has my personal growth and development enhanced how I am as a person?

How has student learning improved?