

Professional Development Plan (short term)	
Date: Wednesday, March 2, 2022	Class / context: Grade 5/6 Math
Intern: Brianna Kutas	Observer: Carrie Sutherland
Professional Focus / Intention / Goal: Effectively use an instructional strategy I have never used before (manipulatives).	Steps to achieve goal / I will practice: I am going to use a virtual math manipulative that allows the students to experiment with perimeter and area of squares and rectangles. I plan on initially giving students the freedom to explore the manipulative on their own, but I will also make sure to guide them by stating the purpose of using the manipulative. I will then pose problems for the students to work through using the manipulative. I will walk around the classroom to answer any questions about the manipulative or to prompt the students to experiment with something if I see they might be struggling to work with the manipulative.
Specific instructions for observer: Notice if the choice of manipulative was good for the context of the lesson. Observe how and if the students seem to be actively engaging with the manipulative and if it seems appropriate for their grade level. Keep note of how I introduce the manipulative and if any questions arise about the manipulative. Notice if allowing the students to have freedom to explore the manipulative was beneficial for their learning.	
Data Collection / Observations: The tool used would be excellent for students to use to explore through a perimeter and area unit. Activities and examples given for students to explore were relevant and well organized in order for students to explore through inquiry to become comfortable and skilled using the manipulative.	
Comments / Feedback related to professional focus: This would be a great lesson as a pre-assessment or introduction to two separate units. Manipulative would be a great choice for both. I suggested that it would be beneficial to	

present area and perimeter as two separate units. Be sure to assess students' understanding of concepts such as linear measurement, units, length, width, rectangle, "by" as in for example 2×4 , etc. prior to going into concept of the unit. This way they will also be able to better understand the potential of the manipulative to solve problems/questions.

Self-reflection related to the professional experience, feedback provided, and/or post-conference conversation:

As I was teaching the concepts of area and perimeter, I realized that some of the terms I was using might have not been clear to students, such as the word "by" when referring to dimensions. Introducing the manipulative went really well and giving the students the free time to explore was beneficial for them. I noticed that students were never off task at any time and remained on the manipulative site, meaning they were engaged.

Next steps / for future practice:

I plan to incorporate this manipulative into future lessons as well as explore the other ones offered on the website as well. I also plan to explore area and perimeter as two separate topics rather than together, and use the manipulative both times. I would also explore using this manipulative as a type of assessment.