

EDBE 8Y01 Digital Portfolio: AER Strategy Form		Name: Haley Besworth	
GROWING SUCCESS POLICIES	My Professional Learning Goals 1 goal for each	Strategies For Meeting My Goals 1 strategy for each	Curated Resources minimum of 2 sources for each
POLICY Fundamental Principles	My goal is to remain transparent in my expectations, assessment, and evaluation to ensure a fair and equitable learning environment. This will ultimately ensure students are privy to their entire learning process, their performance, and their areas for improvement.	→ Focus on the curriculum and align to the students' needs and interests to support all students (including exceptionalities) → To do so, must not only identify learning goals, but utilize descriptive feedback, and provide multiple opportunities to show comprehension	“Transparency in Learning and Teaching Project” https://www.unlv.edu/provost/transparency “A New Area of Classroom Transparency” https://www.edweek.org/tm/articles/2013/04/03/fp_passanisi_peters_transparency.html
POLICY Learning Skills & Work Habits	Ensure I relate curriculum expectations and lesson content to life outside of school, to ensure students are successful in ALL aspects of their life.	Teach the “habits of the mind” which translates to: responsibility, organization, independent work, collaboration, initiative, and self-regulation. Always keep in mind the importance of 21st century skills when teaching, and make sure I am knowledgeable on and capable of these skills, myself.	EduGains Learning Skills + Work Habits http://www.edugains.ca/newsite/aer/collaborativeinquiryproject/cipquestions/LearningSkillsandWorkHabits_HPEDSB.html Specific Example of Implementation in a School Board: http://www.yrdsb.ca/AboutUs/ReportingStudentAchievement/Documents/LearningSkillsandWorkHabitsBrochure.pdf
POLICY Performance Standards: The Achievement Chart	I plan to implement the achievement chart performance skills requirements in a way that is specific to each assignment and inclusive of my students learning needs and goals.	Design “knowledge and understanding” requirements to relate what content students need to learn and in a way that is best suited to them. Alter “thinking” in regards to developing their critical and creative thinking skills/processes that are specific to their learning goals. For “communication”, I will adjust it to abide by their specific learning styles and needs, and set them up to perform the best they can. For “application”, assessment will involve using connections that are relatable	Vlog on understanding the achievement chart: http://thelearningexchange.ca/videos/moving-beyond-d-o-you-know-it-the-achievement-chart/ Prezi on the achievement chart: https://prezi.com/kpl75vyl0jgo/achievement-chart/

		to their interests and real world experiences.	
POLICY Assessment FOR Learning & AS Learning	Implement “Assessment as Learning” as often as possible - Student determines what to do next in “my” learning (self-assessment) - Done by students - Formative My goal is to ensure the learning process and assessment become simultaneous. I want assessment to ultimately direct students to deepen learning, increase development, and always work towards improvement	→ Model and teach learning goals, success criteria, and descriptive feedback, so students know what it looks like → Encourage students to produce their own self assessment, design their own success criteria, and ultimately create their own individual learning goals → Teach students to assess their peers, e.g. become experts in a subject of knowledge and teach it as a lesson to their fellow students and assess how their students learn, and then provide opportunities for development and additional learning	Module to each assessment as learning: http://www.edugains.ca/newsite/aer/eModules/courseEngine/assessmentForAndAsLearning.html “Assessment is learning” http://allthingsassessment.info/2016/10/20/assessment-is-learning/
POLICY Evaluation	My goal is to not only collect a vast amount of evaluation evidence through observation, but to consistently collect said evidence.	I will curate a variety of observation methods such as projects, papers, tests, presentations, performances, etc. More importantly I will try to constantly observe the students learning goals, progress report information, such as collaboration, self-regulation, independent work, motivation, engagement, etc, via an organized marking binder, fit with marking schemes, grade lists, journal entries, etc.	Do You Check for Understanding Often Enough With Students https://www.edutopia.org/formative-assessments-checking-for-understanding-strategies 20 Simple Assessment Strategies You Can Use Everyday https://www.teachthought.com/technology/20-simple-assessment-strategies-can-use-every-day/
POLICY Reporting Student Achievement	My goal, on top of providing effective report card comments that are transparent, focused on current strengths and next steps for improvement, is utilizing ongoing and effective communication regarding the reporting process.	I will utilize success criteria, and consistent descriptive feedback, but also a positive communication line between parents as well as students. This will ensure student progress is identified early in the school year and developed consistently from that point forward. This will potentially provide at home opportunities for students to improve and develop, only bettering their overall progress and	Communicating and Reporting Student Achievement http://www.hwdsb.on.ca/wp-content/uploads/2012/05/Communicating-and-Reporting-Student-Achievement-Procedure.pdf 10 Helpful Tips for Writing Student Reports

		achievement. I will learn how to utilize a class website to provide transparency with my students' assignments, grades, homework, etc. and encourage email communication with parents.	https://www.teachstarter.com/blog/10-helpful-tips-writing-student-reports/
POLICY Students With Special Education Needs	Create a classroom climate that is inclusive to all students regardless of any diverse needs or levels of learning, to ensure a safe and positive learning environment. This allows students with special needs to grow to their fullest potential both academically and socially.	I will promote sensitivity and acceptance of individual needs and differences, discuss expectations, encourage classroom interaction, implement cooperative group learning, assign peer mentors, instigate positive social interactions, and provide opportunities for students with special needs to provide their own feedback regarding their development and experiences. Additionally I will stay current with teaching strategies and methods regarding students with special needs, and continue my personal learning on the subject.	Five Benefits of Inclusive Classrooms https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/5-benefits-of-inclusion-classrooms Understanding Inclusive Education: http://www.inclusiveeducationresearch.ca/about/inclusion.html
POLICY English Language Learners	Follow student's IEP to ensure accommodations and/or modifications are met, but also implement strategies to help student improve to a point of no longer needing the IEP.	Increase opportunities for practice regarding communication, writing, and reading. Encourage consistent interaction with peers, reflective and creative writing, and reading for pleasure. Initiate constant conversation, reading alouds, class discussions, etc. Create a safe and judgement-free classroom climate, so all students feel safe and comfortable communicating opinions/ ideas and engaging in discussion.	Five Things Teachers Can Do to Improve Learning for ELLs in the New Year http://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year Goal-Setting with English Language Learners http://teacherrebootcamp.com/2009/11/18/goal-setting-with-english-language-learners/
POLICY The Kindergarten Program	My primary goal would be to not only implement noticing and naming the learning, but teach students how to notice and name their own learning.	I will teach students to self-assess their learning, reflect on their play, and determine personal goals and how well they achieve said goals. I will model this in a simplified, apparent, and understandable way. I will teach them to use their "playing" as the primary focus for accomplishing/learning the	Noticing and Naming the Learning: The Reflective Process https://thecuriouskindergarten.wordpress.com/2016/04/09/noticing-and-naming-our-learning-the-reflective-process-in-fdk/

		above. They will be most comfortable with and fluent in ‘play’, thus it is a great vehicle to teach self-assessment off of.	Noticing and Naming Learning (Video) http://thelearningexchange.ca/videos/noticing-and-naming-learning/
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