



## PROFESSIONAL GROWTH MODEL - 3 Year Summary - Written Review

Teacher: **Krista Belanger**

School: Ashern Central School

Date: June 29, 2015

### **Goals Achieved:**

1. To provide more timely feedback for students.
2. Helping other teachers (revision to “networking with and learning from other professionals).
3. Developed a new organizing system for student work, as well as for contacting parents and meeting with students.
4. Learned about new ways of providing immediate, effective feedback to students (a work in progress).

*\*\*\* For the following two sections, I am attaching Krista's own notes from her PGM documents submitted in the fall, and from her reflections submitted in the spring.*

### **Indicators of Success:**

### **Impact on Student Learning:**

### **Impact on Future Professional Practice:**

1. In the area of providing more effective and timely feedback, Krista has struggled to meet the high standards she sets for herself. This can be seen in that it is a stated goal in both the first and third year of this summary.  
It is noteworthy that this would not be my assessment; to my mind, she has been quite successful, while acknowledging that she is correct in that there is still room to learn more and to grow in this area.
2. Krista has developed an extensive network of teachers and others in the field of education with whom she can dialogue and learn together. It is clear that this is an ongoing goal; a key instrument for her own growth in all matters related to PD.
3. Krista has experimented with a wide variety of different ways to organize students' work, both that which is submitted to her, and for use by students on a daily basis. It is gratifying to note that she is very much in tune with students' own bent for using technology, wherein she and they can not only communicate, but exchange and share their work online at all hours and in any place they happen to be.

**Suggestions for Future Reflection / Growth:**

Acknowledging Krista's significant network of fellow professionals with whom she dialogues, we have discussed that she could play a more visible role to play within the school staff. In my estimation, there is a very great deal that she can share with other staff that would benefit them in their own classrooms and in pursuing their own PD. By the same token, I have suggested that she consider how she might find ways to spend more time with other staff, getting to know them better on a personal level and vice versa.

**Supporting Evidence available for review:**

- See Krista's notes – attached.

Teacher's signature: \_\_\_\_\_

Date: June 29, 2015

Administrator's signature: \_\_\_\_\_

Date: June 29, 2015

# Krista Belanger

## PGM Evidence for 2012-13

### Marking and Feedback

<http://www.teachhub.com/classroom-document-camera-uses>

Once I read this article, I was convinced I needed a document camera in my classroom. Unfortunately I did not take any videos or pictures of me showing student work on the document camera.

### SAGE presentation – provided handouts

[https://drive.google.com/file/d/0B9rKw\\_-6NOHNbDE0UmE5TERISTg/view?usp=sharing](https://drive.google.com/file/d/0B9rKw_-6NOHNbDE0UmE5TERISTg/view?usp=sharing)

I also developed a mailing list of approximately 40 names and email addresses of teachers who were interested in learning more about my presentation. I sent approximately 2 updates throughout the year after SAGE.

### MLDP – participation, experimentation within the school (see below)

Reading Comprehension Group – made and developed posters for use in all core subject area classrooms after developing our priorities.

#### Reading Comprehension Strategies

Strategy	Plain Language	November			May	
		We Do	Use Language	Priority	We Do	Use Language
Making Connections	text to self, text to text, text to world	5/5	3/5		5.5/6	5/6
Visualizing	creating mental pictures	5/5	5/5		6/6	6/6
Determining important ideas	self explanatory	4/5	5/5		5/6	5/6
Inferring	"based on what I know – previous knowledge – I think that" ← making an educated guess	3.5/5	3/5		6/6	4/6
Activating prior knowledge	determining what I already know	4/5	4/5	Need more strategies	6/6	6/6
Synthesizing and expressing opinions	taking what I already know, integrating what I've learned and being able to put it altogether	2.5/5	1/5	Y – but later	5.5/6	3.5/6
Asking questions	asking good open-ended questions ← questions can be critical or non-critical	1.5/5	0	Y	4/6	4/6
Monitoring comprehension	determining when and where to use a "fix up strategy" – often (but not always) during reading	1.5/5	3/5	Y	1.5/6	1/6



## PROFESSIONAL GROWTH MODEL – Annual Reflection

Teacher: Krista Byers

School: Ashern Central School

Date: June 21, 2013

### Goals Achieved:

1. Timely feedback for students (3D)
2. Helping other teachers (revision to networking and learning from other professionals) – 4D, 4F

### Indicators of Success:

- Students understanding outcomes and “how to get a 4” versus telling them “look at the rubric”
- Creation of a support/reference/resource/network within my school/division/profession – with ongoing professional discussions

### Impact on Student Learning:

- Students knowing how to demonstrate outcomes and the language I use with them
- Students develop a better understanding of the “how” and “why” of our outcomes
- Students will see me taking more risks as an educator, as well as seeing me talk with other teachers

### Impact on Future Professional Practice:

- I will continue to use the document camera so students can see what their peers have created/answered – immediate feedback – ex: “this is what one of your peers wrote just now, I would like to point out a few things that I really like about this...”
- If I have questions/concerns about anything education-related, I know I can take it to any of my “teacher friends” and they always have advice or are willing to help (network would be some members of MLDP, my own high school/university teacher friends, people I have met at EdCampWPG and follow on twitter, teachers within my school, and educators I have met through SAGE)

### Suggestions for Future Reflection/Growth:

- Timely feedback – while I’m now more conscious of it, I can always improve
- 2E, organization of physical space – while the classroom is organized most days, and students can navigate around freely, and feel like it’s a shared space, I think the space needs to continue to change and flex

### Supporting Evidence Available for Review:

a. Teacher/student copies (blue binder)

b. EdCampWPG google doc (with links to each session’s info/notes) -

<https://docs.google.com/document/d/1VQe4Ph8gTDz89iV0NFmzqecDzvtUhOogiC82NnimCXY/edit>

Staff Signature:

Date:

Administrator’s Signature:

Date:

# Krista Belanger

## PGM Evidence for 2013-14

### Collecting and organizing student work

- Three Ring App

I used the Three Ring App this year to organize student work by tagging students and recording the audio of their meetings with me.

- Organization Tower

I sorted student work into an organization tower like the one pictured below (which lasted the year). I had an “in” box and an “out” box for each period. It helped me keep on top of assignments.



*This tower has worked great for craft supplies!*

- Contacting parents

When I contacted parents via email, I put the sent items in a folder in Outlook, as pictured below. When I called home, I wrote it down on a piece of paper (which was yellow, so I could find it easily). I also started sending out at-risk notification letters and helped develop late assignment notification letters we currently use in the school. Those are attached to this email.

INBOX 1	FROM	SUBJECT	RECEIVED
Unread Mail 309	Rawluk, Alanna	RE: Spynvoice messages	Fri 21/03/2014 3:13 PM
Sent Items	meads@timsnet.com	Re: Brian - Comprehensive or Transactional ELA?	Sat 08/02/2014 10:16 AM
Deleted Items 219	Hi Krista, Thanks for the info, I appreciate it. We have discussed it and he said he's already changed his mind and is going to take the Comprehensive. I hadn't realized the differences		
	rljansson@optinet.com	Reading Course	Wed 05/02/2014 5:54 PM
	Hello Mrs Byers. Braden is considering taking the reading course you are teaching in the afternoon. He wasn't exactly sure what the course is going to be like. Is it like a book club or		
	Kim Pelletier	Re: December	Tue 10/12/2013 1:55 PM
	Thanks for the update and for Denise and December I'm not really sure what's happened out according to December they don't talk. Sent from my iPhone		
	Kim Pelletier	December	Tue 10/12/2013 12:06 PM
	Good afternoon. How's December doing since our last email. Thanks. Sent from my iPhone via i		
	Halderson, Mervyn	RE: Jody's ELA - remaining outcomes	Tue 26/11/2013 1:54 PM
	Jody is home sick the last 2 days and my hope is he gets these done in the next week or so. Thanks for the reminder and my hope is he finishes these and even before Christmas he can		
	Anderson, Crystal	RE: Kristin's progress in ELA	Mon 25/11/2013 11:29 AM
	Thanks for updating me on her progress...I know she has been working on an Essay and I believe this is the one you have mentioned here.		
	Byers, Krista	Kristin's progress in ELA	Mon 25/11/2013 9:48 AM
	Good morning, I just wanted to update you quickly about Kristin's progress in ELA. Currently, she is missing only one assessment, a persuasive argument/article/essay. I believe she has		
	Byers, Krista	Darcy's progress in ELA	Mon 25/11/2013 9:44 AM
	Good morning, I just wanted to let you know about Darcy's progress so far in ELA. Currently, Darcy has completed five of our essential outcomes. However, there are fourteen essential		
	Byers, Krista	Makayla's progress in ELA	Fri 22/11/2013 12:54 PM
	Good afternoon, I just wanted to touch base with you about Makayla's ELA. I sent Makayla home with a lot of outcomes earlier this week, which I believe she has been working on. I also		
	Byers, Krista	Jaydon's progress in ELA	Fri 22/11/2013 12:51 PM
	Good afternoon, I just wanted to send you a quick update about Jaydon's progress so far in ELA. Jaydon has not turned in any assessments since his report card went home last week.		
	Byers, Krista	Jared's progress in ELA	Fri 22/11/2013 12:42 PM
	Good afternoon, I just wanted to send you a quick update about Jared's progress so far in ELA. Jared has completed most of the outcomes for the course so far, but not all. He has rec		
	Byers, Krista	Kirsten's progress in ELA	Fri 22/11/2013 12:40 PM

## Immediate Effective Feedback

- Class website – [www.manitobaela.com](http://www.manitobaela.com) – appearance is different now, I had originally posted all assignments and links on the website (see presentation below)
- SAGE – presentation handouts:  
[https://drive.google.com/file/d/0B9rKw\\_-6N0HNOG0talBPQ2VRWEU/view?usp=sharing](https://drive.google.com/file/d/0B9rKw_-6N0HNOG0talBPQ2VRWEU/view?usp=sharing)  
[https://drive.google.com/file/d/0B9rKw\\_-6N0HNQTdGc3RhQ0xZTkU/view?usp=sharing](https://drive.google.com/file/d/0B9rKw_-6N0HNQTdGc3RhQ0xZTkU/view?usp=sharing)
- Document camera – I continued using my class document camera in class (almost) daily to display student work.
- Asking for student feedback on the course (see pictures below)

## Self-Evaluation

Outcome: I can evaluate my own work. (5.1.4)

Please answer the following questions about your work so far this semester.

1. This year, ELA looks (circle one) the same different than last year because...

*we are given the opportunity of being independent instead of dependent on the teacher. It gives us the chance to learn the basic outcomes and then prove to the teacher we can do those outcomes on our own in our own way of presenting them*

2. My lowest mark was on outcome (#): so far everything has been 4.

I think that this may be because... *I like english, I am able to discuss things through writing and I understand the outcomes with ease*

3. When/if I work on my own, I want to concentrate on...

*I concentrate on meeting the outcomes of the course. I want to focus on each individual outcome separately to meet the outcome so when it comes to looking at all the outcomes of the course they will all be equal in their own way and by this I mean they will all meet the outcome alongside*

4. If I'm honest with myself, my work that I've handed in makes me feel (check all which may apply):
- Frustrated                       Neutral                       Accomplished *de of the course*  
 Unhappy                               Happy                               Excited for what's next

Grade 11 ELA Comprehensive Focus Basic Skills

5. I think that I will make a (circle one) lesser equal greater effort for the remainder of the semester.

6. After watching the video of the kids in the states doing something similar to what I might be doing, I think/feel...

*N/A*

Outcome	0	1	2	3	4
I can evaluate my own work. (5.1.4)	Not demonstrated OR not demonstrated to bare minimum standards	Limited ability to reflect and evaluate student's own work	Basic ability to reflect and evaluate student's own work	Very good ability to reflect and evaluate student's own work	Sophisticated OR thorough ability to reflect and evaluate student's own work

## Self-Evaluation

Outcome: I can evaluate my own work. (5.1.4)

Please answer the following questions about your work so far this semester.

1. This year, ELA looks (circle one) the same different than last year because...

we are still using the same types of evaluations, however there is a bit more essay writing and formatting.

2. My lowest mark was on outcome (#): UNKNOWN

I think that this may be because... All of my marks actually seem to stay in the 3-4 mark. I think I am doing quite well in this course as I've had nothing lower than a 3.

3. When/if I work on my own, I want to concentrate on...

I want to focus on my writing types and research, as it will be a lot of work, as well as organizing and information into a project.

4. If I'm honest with myself, my work that I've handed in makes me feel (check all which may apply):

- Frustrated                       Neutral                       Accomplished  
 Unhappy                           Happy                           Excited for what's next

Grade 11 Transactional Basic Skills

5. I think that I will make a (circle one) lesser equal greater effort for the remainder of the semester.

6. After watching the video of the kids in the states doing something similar to what I might be doing, I think/feel...

The idea seems to look so positive. They save ideas outside just getting out of class. It's a chance to learn what YOU want to learn, and get a credit for it. Though it's a gamble, it really seems resourceful in a way that will allow the kids to be completely put into their own projects, providing their full and wanted attention.

Outcome	0	1	2	3	4
I can evaluate my own work. (5.1.4)	Not demonstrated OR not demonstrated to bare minimum standards	Limited ability to reflect and evaluate student's own work	Basic ability to reflect and evaluate student's own work	Very good ability to reflect and evaluate student's own work	Sophisticated OR thorough ability to reflect and evaluate student's own work



# PROFESSIONAL GROWTH MODEL – Annual Reflection

**Teacher:** Krista Byers  
**School:** Ashern Central School  
**Date:** May 13, 2014

## Goals Achieved:

1. 2E, 4C – I am going to grow by finding or developing a new/existing organizing system for student work as well as contacting parents and meeting with students.
2. 3D – I am going to learn more about different ways of providing immediate, effective feedback to students.

## Indicators of Success:

1. Organizing system: sent/received email folder in Outlook, entries in ThreeRing (iPad app).
2. Feedback: researched apps, downloaded apps to try, marked work in front of students, talked through the rubric with students, edited work with students, used the document camera.

## Impact on Student Learning:

1. Organization: better communication with parents, more of a “push” at home, better recordkeeping (plagiarism/copying) of student work and behaviour, more hollistic understanding of a student and their progress (academic and behaviour).
2. Feedback: better quality work and understanding of the project/outcomes from students.

## Impact on Future Professional Practice:

1. Organization: continue to stay organized/records of student work/behaviour – the benefits of using ThreeRing and Outlook.
2. Feedback: area needing continuing progress – more time required.

## Suggestions for Future Reflection / Growth:

1. Feedback: immediate and descriptive.
2. Teaching reading (not just strategies, but understanding how reading is taught).

## Supporting Evidence Available for Review:

- a) ThreeRing
- b) Misc apps downloaded

Teacher’s signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator’s signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Krista Belanger

## PGM Evidence 2014-15

### Immediate, effective feedback

- Email – Gr 9s

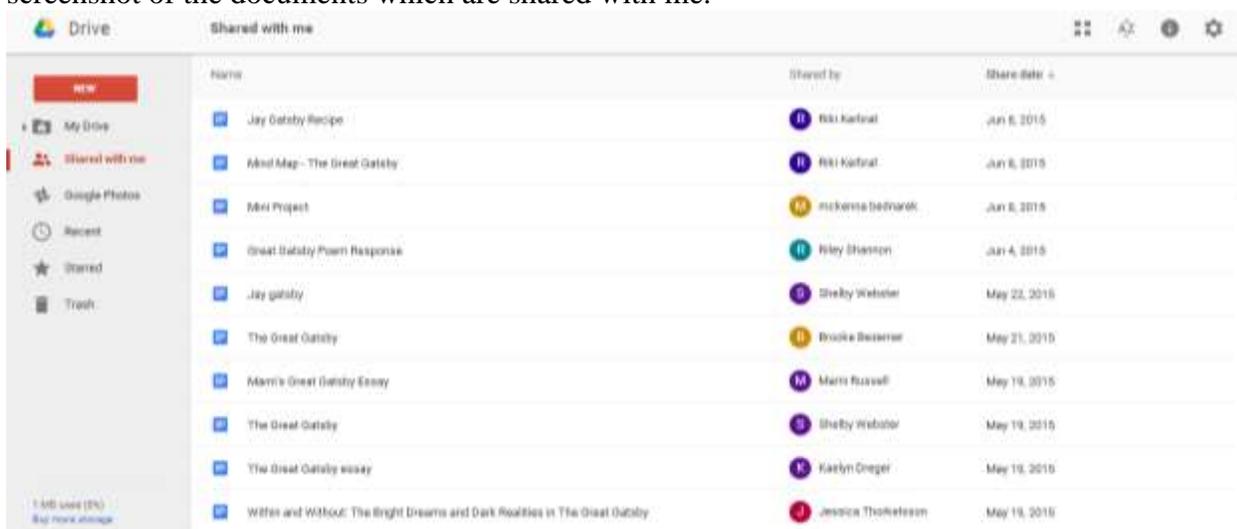
When I taught Grade 9 ICT, I would email my students the notes or lesson or documents they would need that day. If I were away, I would send it to them the night before, and they would have access to communicating with me. Sometimes, however, they would email me during the day while I was away and I wouldn't see the email until after the class was over. After they would finish assignments, I would often have them email me their assignments. Some of them were marked and returned, others weren't. By allowing them to use email, they were also able to get updated marks emailed to them at somewhat regular intervals.

- Document Camera

By continuing to use the document camera, I am able to have students share their work. Some continue to be excited when their work goes under the camera.

- iPads

By having the iPads in semester 2, we have been able to create google accounts (Google Docs) where students can set up documents, edit them, and I can see them in real time. At first, they were scared when my name popped up on their screen, but it was a bit of a learning curve. After a while, they would ask me to log onto their essays and stories and have me look them over. I could highlight something for them and tell them to change it, or write a suggestion for them and they could incorporate it. I saw that students were more receptive to having their work edited online versus me writing all over their papers. [As an aside: in semester 1, before the iPads, I utilized Penny Kittle's technique of going around the class to read student work and highlight in green what I liked and what I wanted students to keep and using a yellow for what I'd like for them to change or make better. I found that I liked using Google Docs better.] It also worked well with behavior issues, because they could see when I was checking up on them. I'm also able to see the log of when they last edited it. Unfortunately, there isn't much that I can show about using the google docs besides sharing a screenshot of the documents which are shared with me.



Name	Shared by	Share Date
Jay Oatsby Recipe	Riki Karfzal	Jun 8, 2015
Abdul Mag - The Great Gatsby	Riki Karfzal	Jun 8, 2015
Mini Project	mckenna bednarek	Jun 8, 2015
Great Gatsby Poem Response	Riley Shannon	Jun 4, 2015
Jay gatsby	Shelby Webster	May 22, 2015
The Great Gatsby	Brooke Bessner	May 21, 2015
Marrin's Great Gatsby Essay	Marrin Russell	May 19, 2015
The Great Gatsby	Shelby Webster	May 19, 2015
The Great Gatsby essay	Kaitlyn Greger	May 19, 2015
Wither and Without: The Bright Dreams and Dark Realities in The Great Gatsby	Jessica Thorntesen	May 19, 2015

Below is my email address and password I give students so they can share their work with me. Feel free to access it to see more evidence.

Username: [mrsbelangeracs@gmail.com](mailto:mrsbelangeracs@gmail.com)

Password: asherncentral123

I'm having students complete a survey about the iPads for the Brandon University research, asking them about motivation and engagement as well.

The approach I use with the iPads is based on the infographic below.

# THE TEACHER'S IPAD SPECTRUM

CONSUME	COLLABORATE	PRODUCE
Monitor multiple twitter streams, hashtags, and @ responses via <b>tweetdeck</b>	Evaluate credibility of a website, blog post, or social media comment with <b>Skitch</b>	Create "layered" documents that use hypertext to embed supporting sources or media with <b>Google Docs</b>
Trace a character's journey in a work of fiction with <b>Google Earth</b>	Haphazardly curate relevant tidbits or sources--and then collaboratively reorder content with <b>Pearltrees</b>	Create a concept map to explain the relationship between a YouTube video and the suggested YouTube videos
Visualize how certain themes or motifs emerge from certain geographical regions, and infer the cause-effects relationships that may contribute to that with <b>Google Earth</b>	Plan necessary project details with <b>Wunderlist</b>	Collect visual evidence of a problem, issue, or event using <b>Instagram</b>
View presentations that model elaborate multimedia idea development with <b>Prezi</b>	Peer-supported writing process with <b>Google Docs</b>	Demonstrate the spread of a philosophical idea using <b>Google Maps</b>
Skim channels to identify non-obvious but "real" examples of "academic" ideas--bias, straw man arguments, the scientific method at work, allegory, modern civil rights issues, etc. using <b>YouTube</b>	Connect with mentors or experts via <b>Twitter</b>	Create infographics that further expository writing where one form provides info the other struggles to using <b>visual.ly</b>
Listen to podcasts to gain context on an issue via <b>Downcast</b>	Collaboratively pin images of a competitor's design when mock-planning a startup via <b>Pinterest</b>	Liveblog a personal or academic event via <b>Storify</b>
Practice math or economic problems as pure test-prep with <b>Khan Academy</b>	Backwards plan projects and related due-dates using <b>iCalendar</b>	Create photo collage to demonstrate impact of pollution, litter, or even genocide using <b>Diptic</b>
Take notes--and record lecture and group discussion sound--using <b>CaptureNotes 2</b>	Record group work daily for reflection, self-assessment, and digital portfolio curation with <b>Evernote</b>	Create podcasts to communicate with parents (dates, projects, exams, learning targets) using <b>Audioboo</b>
	Aggregate constant info streams to skim via <b>Pulse</b>	Reflect on metacognitive progress through a unit or project using representative images via <b>flickr</b>
	"Crowdsource" implicit themes or character development in the study of a novel with <b>Edmodo</b>	

Edudemic.com

## PROFESSIONAL GROWTH MODEL – Annual Reflection

**Teacher:** Krista Belanger

**School:** Ashern Central School

**Date:** June 22, 2015

### Goals Achieved:

3. *I am going to learn more about different ways of providing immediate, effective feedback to students*  
– I would say that this goal is more about learning and working towards being a better teacher, not having met or achieved the goal.

### Indicators of Success:

3. Collection of ideas (online)
4. Results from student survey (**new**) ← See Brandon University iPad Journal/evidence

### Impact on Student Learning:

3. Student leaders
4. Accountability
5. Teacher education: feedback research (*Embedded Formative Assessment* by Dylan William)

### Impact on Future Professional Practice:

3. I know that I struggle with consistent, immediate feedback. However, through reading, learning, and having conversations with other teachers, I am convinced that they do not have a firm grasp on it either, and can always improve. However, now, *I am more aware of when/what kind of feedback I am giving students.*
4. I will likely continue trying to improve in this area. I intend on using it again in my fourth year PGM.

### Suggestions for Future Reflection / Growth:

3. I would like to continue looking into new and better ways of giving consistent, immediate feedback. I think that incorporating the iPads more into the classroom and doing more consistent follow-ups with students may help with that.

4. I would like to also read more about the subject.

**Supporting Evidence Available for Review:**

- c) Evidence document emailed
- d) Google account with shared documents: [mrsbelangeracs@gmail.com](mailto:mrsbelangeracs@gmail.com) password: asherncentral123 (to be changed in September)
- e) Brandon University iPad journal/evidence

Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_

Date: \_\_\_\_\_