Goal category	Goal	Reflection
Goal 1 – This goal should be related to students developing and utilizing social emotional skills or students acquiring responsible leadership competencies. If you need ideas, see the counselors or Eric.	**Goal 1a- Incorporate the use of mindfulness in the classroom when class needs to be refocused**	Mindfulness was a hard sell at the beginning of the year, with students not taking it seriously. I was also unsure of when to do it, and tried to use it to calm the class down when they got too rilled up, which was unsuccessful. After the mindfulness training, the students were more open to the idea of using it, and the presenter gave the idea of starting each class with the mindfulness, instead of doing it half way through. So it was the start of a routine that the students knew would happen every time. The students giggled at first, and some students complained loudly for the first few weeks (one or two still do), but now the majority participates, calms down the class and helps us get to work. If anything, the mindfulness has really helped ME centre myself before a lesson. I am grateful for the mindfulness and plan to continue it next year.
	Goal 1b- Use talking circles once every two weeks to check in on how students are feeling, address any concerns, and connect with students	Having the talking circles in my class was a HUGE success. I was able to develop strong relationships with my students, and I was able to know what was going on in their lives outside of school as well as inside of school. I know this was successful because I came up >26 times in the first connections survey with the grade 6 students, which meant that they trust me, and felt connected to me (or at least thought I was nice and cared). I was pretty consistent with the circles at first, but then as the year went on, I stopped using them. They took up a lot more time than I had anticipated they would take up, and the students started seeing them as a way to "waste class time". I am going to to a bit more research over the holiday to find out how to best use the circles more efficiently, as I do want to continue their use next year.
Goal 2 – This goal should be related to a recent school best practices initiative, differentiation, assessment for learning, instructional strategies for English Language Learners	**Goal 2- Effectively provide multi-modal differentiation for instruction**	I had quite a bit of difficulty with consistent differentiation in my classes. I found this extremely challenging, and that my ideas of it worked a lot better in my head than they did in reality. I personally need more and better concrete examples of how to differentiate better. I was able to differentiate based on interest... but all the other ways of differentiation seemed overwhelming to me. I innately used multimodal sources for learning (videos, text, audio, books, etc). But it wasn't as purposeful as I would like it to be in order to best help my learners. The PDs that I have attended often discuss what the different ways of differentiation are, but without concrete examples so I can see and compare what has been done by more experienced and advanced teachers. Working with Sitara this year showed me how extensive differentiation could be based on skill level, though I think realistically it would need to be my second time through teaching the same material before I could plan to that level of differentiation.
	Goal 2 (added after)- explore different forms of assessment	In math, we used an assessment form that was similar to what they use in MYP. I liked the concept of it, in terms of each standard being assessed, and that it reduced the probability of failure (like how we discussed in the PD), however, I still do not feel like the method gave an accurate reflection of my students understanding, it was too lenient. The lowest grade a student could receive was 63%, which was too high for some of the students and offered skewed results. I began doing something similar in science and social studies, however the lowest grade was a 50%. This seemed to offer a more accurate representation of what the students knew and were able to do. I am going to play around with this concept a little more over the summer, particularly for the grade 7 science class that I will be teaching.
Goal 3 – Complete the curriculum documentation for your area of instruction as designated by your principal.	**Goal 3- Complete the curriculum documentation for grade 6 social studies**	I am about 85% finished this, but am unsure of how to look at the comparison between standards assigned and standards assessed. I am hoping this can be something we look over during the meeting.

Personal goals	Reflection
Effectively demonstrate student learning through multi-modal portfolios	I did not do this successfully. I realize now that they require much more reverse engineering than I had anticipated. They need to be well thought out, and I need to know before the start of the year exactly what I want the students to have in it. Over the summer, I plan to make a sample portfolio, and just for one class not all three. I think I had too tall of an order this year trying to do it in all of my classes. Also, I'm not sure if I like the organization of the portfolios on the blogs, so I might try to do it analog first, then digital another year. So, next year I am going to plan ahead of time exactly what I want the students to have in their portfolios, how exactly I want it to look, and plan backwards (reverse engineer it)
Integrate discovery and creation in as many lessons as I can	I didn't have as much control as I would have wanted in the math class, I tried at the beginning (with the student company project), but then quickly became overwhelmed with everything I was doing, and just did exactly what my co-teacher was doing. I did try my best to do it in science and social studies. In science, the students designed and created games that covered the atomic principles we discussed in class, they designed and built solar panel lamps based on what we learned about electricity in class, they designed and constructed their own labs investigating plant physiology, and now they are designing and creating an ebook to put online. In social studies the students designed and created (and justified) what they believed to be the optimal geographical landscape for the development of civilization, they researched and created ancient inventions (which were then put on display as a mini museum), they designed and created irrigation systems which were then installed in the garden. I absolutely LOVE project based learning, but have realized that the workload for marking them is HUGE. I need to find a way to better manage my time, and to learn to provide feedback in a more efficient way. Grading each project took me over an hour.
Help students become the producers of content and assessment (students identify learning objectives and create good assessment questions)	I tried this once, but due to the lack of good student exemplars and not enough time to create them myself, it was hard to have students create assessment criteria without being able to visualize it. I now have some student exemplars that I will use for next year in grade 8 science, and will try and create some exemplars for grade 7 science over the summer.
Properly group students collaboratively with roles and ingrained accountability, though assess individually	I did not do this successfully. I found this an overwhelming addition to my planning. I think that once I have been teaching a class for more than a year, then getting to this level of planning will be more realistic.
Provide choice/voice in day-to-day lessons	I tried to do this as much as possible, while also trying to set boundaries. It was a hard balance that I am not sure I accomplished well all the time. Allowing students to decide where they wanted to sit was one that I struggled with a lot as to whether or not I was doing the right thing. I definitely allowed for a lot of choice in projects, especially as I tried to incorporate design and creation into as many lessons as I could. But this is still something I need to work on.
Incorporate time, self, materials, and information management practices into lessons	I did not do this successfully. I found this an overwhelming addition to my planning. I think that once I have been teaching a class for more than a year, then getting to this level of planning will be more realistic.

Other reflections

- This year I shared a room with an incredible teacher. I was able to learn so much from her just by being in the room while she taught several classes. Some of the things she did extremely well that I want to be able to do in my classes next year include relevant and interesting hooks for lessons and a "do now" routine. She went well out of her way to try and engage the students in the skills through content that they found relatable and fascinating, and I would like to be able to do that with my students. Her "do now" routine really set the stage for the entire class. She always had a task on the board (usually something related to what the topic for the day would be) while she went around and checked homework. This made sure the students were engaged in a specific task while she could do her daily routines (such as homework check, attendance, etc.) I think my do nows will have something to do with reading about recent scientific discoveries. I have several subscriptions to science magazines, and can bring in several magazines for the students to explore to pique their interest in the continual advancements of science while I check homework and do attendance.

- I need to review all of my notes and resources on self-regulated learning. I found that I slowly slid into a lot of hand-holding this year, and may have promoted some dependency with some of my students. I tended to answer emails late at night, help students whenever they needed it and for as long as they needed it, and was very forgiving with second and third chances, when perhaps the chances were not deserved. My rationale for this was because I felt as though I was not sufficiently differentiating in class, which meant that I was providing extra assistance and guidance to those that needed it. However, what many of those students needed was not more time, reteaching, and second chances, but instead they needed help with time, self, materials and information management, interpreting tasks, planning work, identifying and enacting strategies to work independently, monitoring their abilities, using resources independently, taking the initiative, using good study strategies, and adjusting their learning themselves without me walking them through every single step. I need to make sure that those are my focus next year so that I can help them become more independent, active learners, and not dependent passive learners. I will need to really think through this for next year.

- I had some troubles organizing myself and my data collection this year, which also meant I had some trouble helping the students get organized during the year. As I prepare for next year, I will be keeping in mind systems of organization that I can use to keep track of homework, standards, notes, attendance, behaviour, etc. Ideally, it would be all in the same place so that I can easily incorporate it as routines into my practice. I think that knowing ahead of time what I am teaching, having just one room next year, and having the experience this year, will help me keep everything organized. I have spoken with Kevin about a system for organizing the standards into assessments, and plan to also look into other systems that teachers have been using. I also plan to create a year long student exemplar of a notebook so that I know how I can work backwards with the students in helping them keep organized. I think that if I do a lot more reverse engineering, it will help me and my students organized, and make sure that I am fully addressing and assessing each standard.

- I had several meetings with other teachers towards the end of the year as I was looking forward to next year. The current science curriculum is very prescribed and rigid, it felt as though I was teaching to a test, instead of exploring skills-based standards and promoting inquiry within science, which is what I am passionate about. The prescribed learning targets were very content based, and as I spoke with the other science teachers it was almost laughable how little of the specific content information the students retain in middle school. The grade 7 teacher showed me what he taught the previous year and how he taught it. My grade 8s who had been in his class last year remembered virtually nothing of the content. It was a huge smack in the face at how ineffective it is to focus so much on content in middle school. So in these meetings we discussed how we could modify, improve, and change the curriculum moving forward. We have decided to work more towards the MYP standards, and I will spend this summer familiarizing myself with them and creating units that emphasize the MYP standards. These standards are based more on science in context, and not specific facts and understandings. I think this will allow me to differentiate the material much better, encourage critical thinking around science issues today, and allow students to explore their interests and improve their motivation in science.

- I have a lot of work to do in terms of providing meaningful feedback to students. I tried to instill a culture of feedback being for the purpose of improvement, which is why I always allowed students to resubmit their work as long as they used my feedback to improve their assignments. I also used feedback as an opportunity to differentiate with some students. I would provide higher level feedback (such as questions to extend knowledge and understanding) to higher level students, while supporting the lower level students improve at a pace that was beneficial to them. However, a consistent problem that I faced was being able to provide feedback in a timely manner. As I explored working with larger interdisciplinary, creative, and project based learning, the task of providing feedback seemed insurmountable. Especially when students were doing topics of their own interest, and not necessarily topics I was familiar with. I had to do so much extra research to make sure that I could provide accurate feedback, which slowed me down astronomically. Even if I was providing feedback to something that I didn't need to research myself, I still found that I spent over an hour per student, which was an astronomical amount of time. I slowly became a week late in providing feedback, then another week, then another, to the point where feedback was no longer useful and I should just grade it. It also made tests look a lot more appealing than projects, except that I believe projects are significantly more meaningful.

- I absolutely loved using Google Classroom. I love that our school is a Google school. The possibilities for differentiating based on modalities, and opening the walls of the classroom are incredible. I am also a massive fan of the 1:1 chromebooks that our school has for Middle school. It has been a challenge (and will continually be a challenge) to help students regulate their time on the chromebooks, but I think that with more thoughtful and purposeful planning to help students manage their time and resources on the chromebooks, we will be providing invaluable skills for life to these students. Being able to regulate use and control temptation now will be an asset to their continued development into adulthood.

- I had a couple reflections that the students completed, and I thought they were valuable learning experiences. I want to make the reflections more consistent, and ensure that students complete them after every assessment. This will be part of the routines that I implement at the start of the year, a reflection will be an expected part of the learning.

- I attended the AISA PD this year in SA. One of the classes I attended was called "making thinking visible." I wasn't thoroughly impressed by the course, but my colleagues who attended the same course run by a different person in Belgium said it was mind-bending. I would like to look more into these thinking routines, and make sure that each of the activities I have the students do are purposeful in making the thinking visible. I plan to read the book over the summer to get some ideas on the different routines and how to make them work. I hope the school puts it on the list for the summer reading!

Notes from student surveys:
- Do monthly check ins (see how they are doing, check notebooks and check organization)
- make sure to break down vocabulary words more often (every lesson is a vocab lesson!)
- Have better classroom routines to help students get and stay organized (give enough time to write in agenda, check agenda, hold students accountable)
- create (or have students create) study guides for the tests (to better help them prepare for assessments)
- Have more student exemplars (and have students identify what about the exemplar is good)
-Classroom jobs (so students can take on some ownership of the routines and responsibilities)
-Really help students learn how to break down large assignments into manageable tasks, discuss strategies to help
-More in class formative assessments to CFU
-Have exemplars for organization, actively teach strategies to organize
- teach students how to control notifications on classroom and gmail (how to get notifications of upcoming assignments, posts, etc)
- actively teach more study strategies in class
- more student voice in due dates and planning to help with time management

Summer plans			
Resource	Description	Notes	
MYP: from principles to practice			Done
MYP: Subject brief- Science	1. The very first thing I want to do this summer is familiarize myself with the Science MYP criteria and rationale. I was unable to find a Cat 1 MYP training over the summer, so I will make sure that I can attend one during the year next year.		Done

MYP: Sciences guide	Cat 1 MYP training over the summer, so I will make sure that I can attend one during the year next year.		Done
Research scope and sequence all	4. Review the standards required for science and science research, and begin placing them in order of when and where they will be addressed		Done
	5. I will review all of my SRL notes and the surveys the students have submitted for next year		Done
	6. Look through all the information I have on portfolio creation (particularly the portfolio book) and begin doing some backward design based on the science standards and what the students are interested in learning.		Done
	16. Backwards plan the year		SOME
Bookstores?	14. Find good science reading materials for the "do now" portion of class.		Done
Modeling	2. The next thing I would like to do is explore the modeling techniques and practices that Kerry sent out earlier this year.	**Notes: Modeling has been predominantly studied for high school physics. I need more examples for middle school content (as most is foundational learning). I need to also review what Socratic questioning is, as that is a proponent of Modeling.**	Done
	3. Go through my old Science instructional material and resources (particularly the undemos)	Six types of Socratic Questions	
	7. Physically create student exemplars of final assignments, notebooks, etc. As I create them, get the step by step process that is required so I can help create the SRL requirements for that assignment.		
Kevin's indicators			done
Keeping track of grades	8. I want to look through Kevin's system of organization for standards, indicators and assessments. I would like to set up the year to be reverse engineered to best keep me on task for what my goals are for this year.	**I will be trying to do this next year, this year I don't have enough prepared to get this set up before school starts. Once I've taught the course for a year, I will be better equipped to do this.**	done
Improving grading			done
The book (paper ordered, kindle here)	9. Read through the Making Thinking Visible book, take notes, and plan routines to put in place for class to ensure engagement.		
Differentiation	10. Review differentiation practices		SOME
Lesson plan checklist	11. Begin planning lessons using lesson planning checklist		
	12. read personal discipline and restorative justice books		
	13. Find out how to make better use of the talking circles to implement next year.		
	15. plan routines, and look through LB examples of how to collect data		done