Goal category	Goal	Reflection
All faculty required to have a goal related to assessment this year	**Recording Formatives and Summatives in MYP fashion**	I attempted creating a recording system to show progress of learning for the students (attached to the left). What is good about this system is that I can compare how all students performed on a given task by looking in the "All Students" tab, so I can see how the class as a whole is performing on a given strand/criterion, or on a given task. This can be used both as an assessment of my tasks, and as a diagnostic/formative took to modify instruction. Additionally, it was helpful to see how students are progressing along each of the strands/criteria for each formative and summative. Another positive aspect of the system is that it can be shared with students and parents, and they can be notified when it is updated. However, this can also be a drawback, as it takes some of that ownership of tracking progress away from the students. It takes a lot less time, and doesn't take away from class time when I do it, but students then do not control their own learning, which is something I should be more focused on in the future. Another drawback was less about the recording system itself, but about using the rubrics to accurately demonstrate where the student was at. If the task was easy, and the student was able to perform higher, then the next time as the task became more difficult, they may have performed lower, giving the impression that the student was performing at a lower level, when in fact the task was harder. To avoid this, I need to make sure that I am assessing the students using the command terms properly.
	Create criterion specific rubrics	I failed at this miserably because I had no idea what I was doing. After taking the MYP Category 2 training, I better understood how to create the task specific rubrics, but by that time I was unable to completely change my last few assessments accordingly. I plan to take the MYP Category 3 course on assessment over the summer to get a better understanding of how this will work.
Personal goals	**Reflection**	
Routines	For this year, I decided to try a routine at the beginning of class to get the students settled, give me time to take attendance and check homework. I bought several dozen science related books for my classroom, and had the students read for the first 10 minutes of each class, and take brief notes on what they read, what they thought of the information, the implications of the knowledge, and how they could use/apply that information. After about an hour's worth of reading (6 classes), the students were asked to write a reflection on what they read. The purpose of this was to have the students choose topics they were interested in, learn about them, and then practice writing about the implications of their research. In theory, I liked the idea, however in practice, the students got bored of reading after the first 10 sessions. I think some of the book selections didn't help with that, and I had allowed the students to change their books each class if they wanted, which stifled some of the continuity of their readings. I do not think I will start the year with this next year, but it might be something worth trying again towards the end of the year next year, once they have had some practice reading informational texts, taking notes, and writing about the implications and applications of information. I will also suggest they pick their books wisely the first time, by having a purpose to their reading, so they can practice the skills of purposeful reading, note taking, and have continuity in their reading.	
MYP units	Based on the information gained from the Cat 2 training, I attempted an MYP Unit about how early changes in lifestyle can affect the health of our body systems as we grow older. However, because I am the type of teacher who needs to start from the beginning and work my students through content with complete understanding, the unit turned out to be way too big. For this grade level (year 2/grade 7) it is more important to build up the foundational understandings, and as such, I need to make my units smaller and more specific. For example, one of the units I had last year included subatomic particles, EM Radiation, atoms, molecular elements, molecular compounds, covalent bonding, water cycle, carbon cycle, combustion, molecular respiration, photosynthesis, ocean acidification, ecosystems, human impacts, etc... and that was WAY too big. So I am going to separate those into 3 units and work on something smaller for next year.	
Portfolios	I loved the idea of creating portfolios, and having the students reflect on their improvement and understanding. There were several students who had "ah-ha" moments while completing their capstone projects, specifically with regards to their learner profiles. However, the writing of the capstone took the students a very long time to create and write. It also took me FOREVER to grade them all. I think for next year, I need to make a better effort to collaborate with the english and tech departments when creating these portfolios. As the Grade 7 lead next year, this can be something I can suggest to put on the agenda... all teachers working together to create online portfolios for the kids, prior to student-parent-teacher conferences.	
Other reflections		
SEL - I have continued to create and maintain strong relationships with my students by engaging in dialogue with them about both school related and non-school related topics. This has been a strength of mine this year, and I made a personal goal to improve my relationship with two students I hadn't connected as well with last year, and I achieved this goal. The two students felt comfortable coming to me with questions, problems, and concerns, and both students indicated that I was an adult they felt connected to on the survey conducted during our pastoral care classes towards the end of the year. I wasn't able to have as many class circles as last year, and one student noted that because of this she felt less heard and cared for in class. This is something I plan to reintroduce more into my classes again next year.		

Efficiency- I am still working extremely long days. I arrive at work around 7-7:45 am, and leave between 5 and 6 pm. I decided to conduct an analysis of my time spent while working, so I installed an app called **"Fogbugz"** to track everything I did at work. Each time I switched a task, I would toggle to the name of that task in the app. If I wasn't working, I would click "not working" (for example, if I went to the bathroom, or I was eating lunch, or I was talking to a colleague about something non-work related). At the end of the month, I did an analysis of my time spent. I realized that I was spending a bit too much time cleaning up/organizing my class. So this is something I am going to focus on next year through routines with the students. They should be helping me with this more, so we can all learn and practice to be more time efficient together. However, when I showed the results to my supervisor, he indicated that the time I spent re-arranging desks, putting things on the wall, etc, was very valuable and one of my strengths as it was beneficial for student learning. According to the app, I also spent an inordinate amount of time assessing student work. I need to learn to read faster, and only assess for the very specific criteria I am focussing on. However, this is difficult when I am unfamiliar with what the work should look like. For example, knowing what student work looks like which "outlines" a problem verses "describes" a problem requires more exposure, team standardization, and experience. As I justified each grade to myself, it took a long time to assess the work.

Classroom management- I had been struggling with classroom management and student self discipline all year. Our class sizes got larger this year, and our classroom misbehaviour increased as well. I had quite a few things broken and stolen by students. I need to improve on my strategies to improve student self-discipline and to be more authoritative and less permissive. The first few classes of focussing on developing these rules and mindsets was successful, because I could then refer to the posters on the wall throughout the year, and I plan to do that again next year. However, I also plan to put more routines in place. Such as a beginning of class routine, during class routine, end of class routine, homework routine, incomplete homework routine, and after school meeting routine.

Backward planning- I had attempted to backward plan some of my units this year, though it was overwhelming to ensure each skill and content piece was introduced, assessed formatively at least once, and assessed summatively. My first unit was better than the rest, because I had some time to plan it out, however there was so much to consider. I genuinely believe this will get better as I get experience and discover my own methods of doing this, and as I work more collaboratively with my team.

Command terms- I did not do an adequate job directly and purposefully teaching command terms and certain vocabulary. I need to make sure I write a list of all command terms required for the unit before the unit starts, a list of all vocab words before the unit starts, and make sure that I am specifically teaching what those words mean and giving examples of how to use them. This is another thing that needs to be carefully and purposefully planned into the unit.

Evidence to support- One of our highschool teachers stressed the importance of really showing students the ***evidence*** available to support claims in order to improve evidence-based thinking and critical thinking. I realized this is not something I did effectively enough last year, and I will be trying to make sure I expose students to the evidence, and try to have them figure out what that means for the natural world.

Notes from student surveys:
- Not enough physics was covered in grade 7- need to make sure forces/machines/movement is covered, students interested in more building of simple machines, soldering, robotics, coding, etc
- Students wanted more hands-on building projects. They liked the model building, but wanted something for each unit to build/construct
- Need to introduce collecting and analyzing data earlier so students can have more practice with that (even if not assessed)
- More exemplars for creating experimental procedures
- The students really did not like the rule of not interrupting me when in small groups unless "blood, fire, vomit"
- student reflection: "I learned a lot in this class because you always make us explain why we chose that answer and also because we always have to explain why that explanation makes sense and because we have to do some many reflections and so much more"
- Students want to reduce some of the written reflections to verbal reflections (in the form of a discussion)- they think the written reflections take away the value of the learning (especially if they are long)
- I need to slow down my talking, and be more aware of the vocabulary I use (if I use sophisticated vocabulary, I need to define what that means)
- Students stressed that I need to be less permissive, and more authoritative (their words: "you need to be more strict" "you need more rules" "you need to check more on our notebooks and make sure we are doing what we are supposed to" "be more harsh to make us behave more" "do not let us choose where we sit, we make bad decisions" "more punishments needed" "have a serious talk with the students who are disruptive and tell them it is not acceptable" "you need to hold to your systems better")
- I need to CFU more regularly to make sure everyone understands (more than just the thumbs up, side, down or 1-5 strategies)

Summer plans

Resource	Description	Notes/Reflections	Done?
School Discipline and Self-discipline	Read this book to plan out better routines for next year	I was able to get a lot of information about classroom management, and have created some routines for the class to improve self-discipline.	DONE
	MYP Category 3 workshop	Lots of practice with creating GRASPS, and was able to answer many questions about the MYP Assessment. Feeling much more confident.	DONE
	Backwards plan first MYP unit	Have successfully planned it, now I will see how it works out in the classroom. The unit is a little long (25 classes) but includes the start of a long-term project, building a steam turbine, and several hands on explorations.	DONE
53 ways to Check for Understanding	Read through to improve the strategies I use for CFU		DONE
MYP by concept, Science practical guide, Science for MYP	Read through the books for ideas about MYP units	I was able to get some really great ideas, especially about practical applications of the topics for these books. I look forward to continuing to use them over the year.	Ongoing

	Prepare welcome package and information links for new staff for next year + plan our first meeting		DONE
Differentiation	Incorporate the differentiation ideas into lessons	A document from an AISA conference I attended	Ongoing
Quick Coaching Guides from the Responsive Classroom	Both Classroom Organization and Active Teaching	Read through the documents and took notes	DONE
Inviting Student Engagement with Questioning		Read through and take notes	