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| Resource Teacher for the Gifted SMART Goal Examples |
| By the end of the 3rd Quarter, I will work with students and teachers in a variety of ways to meet this overarching goal:   * Extending Classroom Instruction within the workshop structure   + Energizers, Mini-Lessons, Guided Groups, Learning Stations, and Reflection/Share. * Modeling Lessons and Techniques   + Critical & Creative Thinking strategies   + Curriculum for Advanced Learners * Collaborative Planning Sessions * Individual Coaching Times * Facilitating Professional Development (around Critical and Creative Thinking Strategies)   I will evaluate my effectiveness by gauging implementation through an observation checklist and through course feedback on CANVAS. In short, I’d hope to see: the elements of workshop consistently present, increased use of critical and creative thinking strategies (as part of core instruction), and increased use of curriculum for advanced learners in cluster classrooms. |
| Along with support and product collection, I expect to see a 15% increase in the referral of non-white students in the 2018-19 schoolyear.  Using the Gifted Services Professional Learning Cycle, My plan is to raise awareness among teachers about the potential of underserved students, promote school advocacy for them and share resources about strategies that could encourage critical and creative thinking among all students including those from underserved populations. |
| By May of 2019, 70% of the gifted cluster teachers will have implemented 5 or more of the APS K-12 Critical Thinking and Creativity Framework strategies. |
| By the end of 2018-19 school year, 100 % of 4th grade students in the target group will demonstrate measurable growth by achieving a score of 3 (proficiency) or 4 (mastery) on two advanced mathematical performance tasks using the Project M3 Math Rubric for conceptual knowledge and reasoning. |
| Working with new teacher to implement Jacob’s Ladder. Focusing on 3 different groups within the class. Baseline data showed students struggle with reaching higher level questioning, Will implement JL to increase skills of implication and consequences, inference, theme/generalization and creative synthesis. Each group will improve their score by a minimum of 3-5 points given a similar task in spring. |