


**Mr. Matthew Ngo, Room 212**
(Email): mngo@hrce.ca
(Web Site): www.mrngolearning.com

"Let's envision what learning is supposed to be"

## Mission Statement:

Every year, students entering a new class have much anxiety; maybe students don't know what to expect. I want students to know that they do not have to be anxious. My students' achievements are my achievements. I truly believe that education is collaborative—it takes the teacher, student(s), and family for all facets of learning to succeed. A student should not work harder than the teacher. The teacher should not work harder than the student. Therefore, equal responsibility must be shared to ensure continued success.

Students fully immersed in my classroom should have an enjoyable and enriching learning experience. Success begins with hard work, dedication, commitment, and most importantly, responsibility. Sure, there will be times students may falter, but please never hesitate to ask for help or clarification.

## Philosophy of Education:

The purpose of education is to develop proper 'habits of minds'. As learners are formally educated, learners are purposely developing habits that exist within scientific or liberal arts paradigms which includes reasoning, insight, energy, skill, creativity, intellectual honesty, skepticism, responsibility, independence, and openness to new ideas. Therefore, education (in a broad sense) is to initiate, enlighten, reinforce, and clarify clear learning goals that are directly connected to student's habit of mind based on student's individual contexts. My goal is to develop and prepare learners for the future utilizing these 'habits of minds'.

## Educational Background:

Doctor of Philosophy (PhD) in Educational Studies, St. Francis Xavier University (2023—Present)
Non-Degree Thesis Student for PhD application, St. Francis Xavier University (Defended June of 2023)
Master of Education, Educational Leadership & Administration, St. Francis Xavier University (2017)
Master of Education, Curriculum & Instruction, St. Francis Xavier University (2014)
Bachelor of Education, Secondary Science & Mathematics, St. Francis Xavier University (2009)
Bachelor of Science, Double Major in Physics & Mathematics, Dalhousie University (2007)

## Course and Grade Breakdown for All My Classes:

| | |
|---|---|
| **Physics 11** (Keeping Ms. Leonard's Breakdown)<br><br>Course Grade = 80% \| Exam Grade = 20% | Unit 1 – Kinematics (25%)<br>Unit 2 – Dynamics (35%)<br>Unit 3 – Momentum & Energy (20%)<br>Unit 4 – Wave Mechanics (20%) |
| **Science 10 (Co-Taught with Ms. E. Simmonds)**<br><br>Course Grade = 80% \| Exam Grade = 20% | Unit 1 – Physics (25%; Leonard)<br>Unit 2 – Weather (25%; Ngo)<br>Unit 3 – Ecosystems (25%; Simmonds)<br>Unit 4 – Chemistry (25%; Simmonds) |

For specific grade information such as HW Probes, ICAs, Labs, and Tests, see full course outline

**Students are highly encouraged to use all available school resources (including mine) to increase their opportunity and ability to succeed in all my classes. There are things put into place to do so!**

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## The Structures I Have In Place To Support Students, Parents, and Guardians!

Students should be involved in their own learning as this develops responsibility. I also believe that when other adults who have invested roles into their child's learning, it can create an enriching and fulfilling experience.

## The Typical Day of a Non-IB Physics 11/12 Student:

| Review | Knowledge & Learn | Application |
|---|---|---|
| **5 minutes**; starter questions; going over HW; agenda for the class | **45-60 minutes;** learning of material, example problems, and course materials to be taught; this is done in two or three broken segments so students can maintain their attention span | **10-20 minutes;** HW or practice time; students can seek help / clarification during class time; this is broken down into two segments |

## The Typical Day of a Science 10 Student:

| Review | Knowledge & Learn | Application |
|---|---|---|
| **10 minutes**; starter questions; going over HW; agenda for the class | **25-35 minutes;** learning of material, example problems, and course materials to be taught; this is done in two or three broken segments so students can maintain their attention span | **30-35 minutes;** Assignments or follow-through; students can seek help / clarification during class time |

IB students are required to do additional work outside of class time to experience maximum chances of success

## Help and Support:

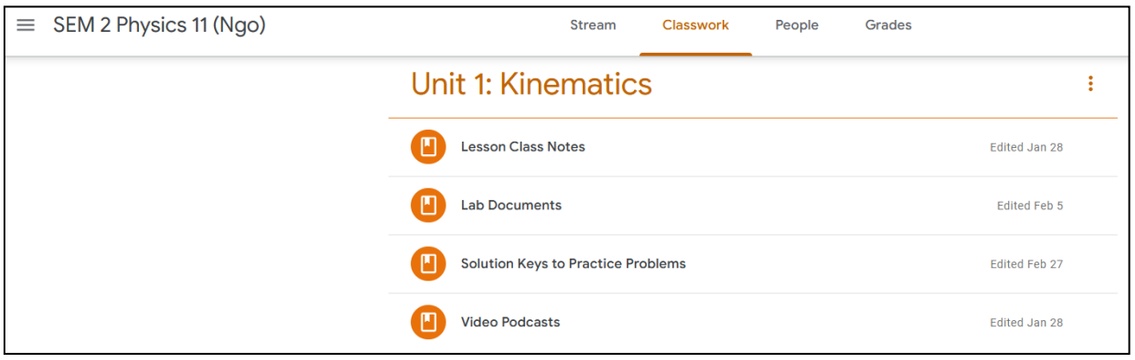
- Most lessons have pre-recorded video podcasts for Physics 11/12 and Science 10; IB Physics 12 have none
- Additional support materials including solution keys to all practice problems available online
- Additional extra help and support is offered during class time during the 'application phase' of class

## PowerSchool Updates and Grade Updates:

| General Updates | High Priority Updates | Lower Priority Updates |
|---|---|---|
| Quick grade fixes, and attendance logs; updated within a 3-day basis | Assignments, HW Probes, Labs, and ICAs; within a week's time span; to inform students (and I) of their areas of strengths / weaknesses for future support; depends on the length | Late Submitted Work and Unit Tests. This will be attempted to be dealt with ASAP |

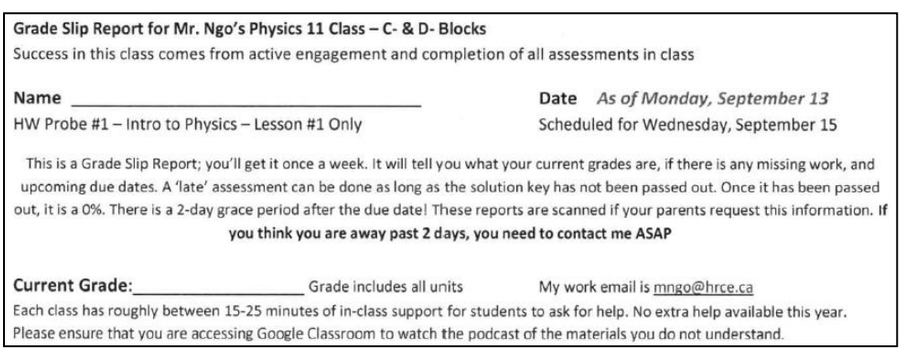
## Course Web Site, Google Classroom, and Online Calendar:

- Practice problems, handouts, solution keys, and video podcasts can be found on **Google Classroom.**
- **PowerSchool is actively updated** to relay communication for students, parents, and guardians.
- Course calendar can be found on my web site at www.mrngolearning.com
- Class notes loaded online for all students; it is important to print them and bring prior to the class lesson
  It is IMPERATIVE that students utilize this resource to help enhance their learning.
  **There is a noticeable grade difference for those who fully utilize my resources and those who do not.**




## On-Going Feedback and Grade Slips (All Non-IB Classes):

On Monday (biweekly), a new grade slip is given to subject specific classes. It includes a record of their current achievement, dates in which assignments or major testing is due, class specific information (including additional feedback). Grade slips are logged into PowerSchool

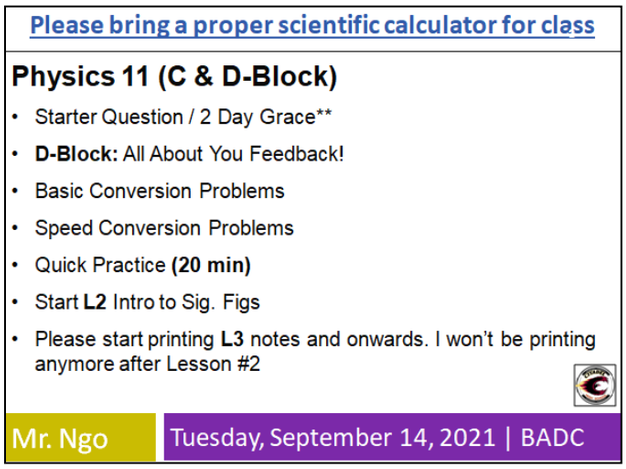


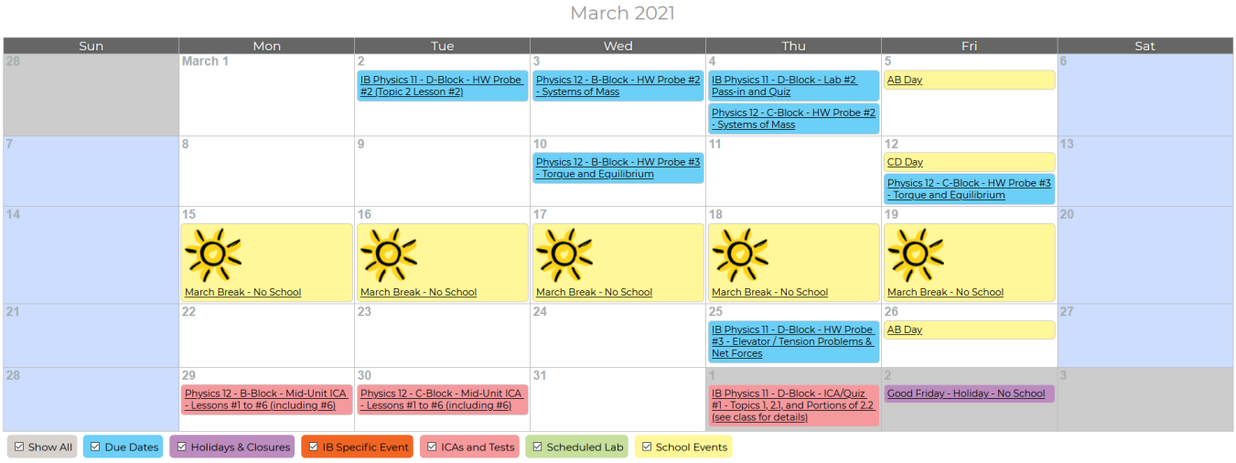
**Grade Slip Report for Mr. Ngo's Physics 11 Class – C- & D- Blocks**
Success in this class comes from active engagement and completion of all assessments in class

**Name** _____ **Date** *As of Monday, September 13*
HW Probe #1 – Intro to Physics – Lesson #1 Only Scheduled for Wednesday, September 15

This is a Grade Slip Report; you'll get it once a week. It will tell you what your current grades are, if there is any missing work, and upcoming due dates. A 'late' assessment can be done as long as the solution key has not been passed out. Once it has been passed out, it is a 0%. There is a 2-day grace period after the due date! These reports are scanned if your parents request this information. **If you think you are away past 2 days, you need to contact me ASAP**

**Current Grade:**_____ Grade includes all units My work email is mngo@hrce.ca
Each class has roughly between 15-25 minutes of in-class support for students to ask for help. No extra help available this year.
Please ensure that you are accessing Google Classroom to watch the podcast of the materials you do not understand.




This is done for best practice – to give students a weekly checklist and info from me

Parent(s), Guardian(s), and Students are able to access the calendar via Google Classroom and on [www.mrngolearning.com](http://www.mrngolearning.com)

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## General Discussion around Assessment Practices (Non-IB; Physics Focused)

In putting in systems that enhance student learning and success, I utilize a "seen-once", "seen-twice", and "final observation" approach. Typically, homework probes, labs, and check-in assignments act as a "first kick to the can." Then, after several assessments, I follow with a mid-unit ICA/Quiz. This way, students have a second chance to demonstrate their understanding after several rounds of feedback, or opportunities to improve.

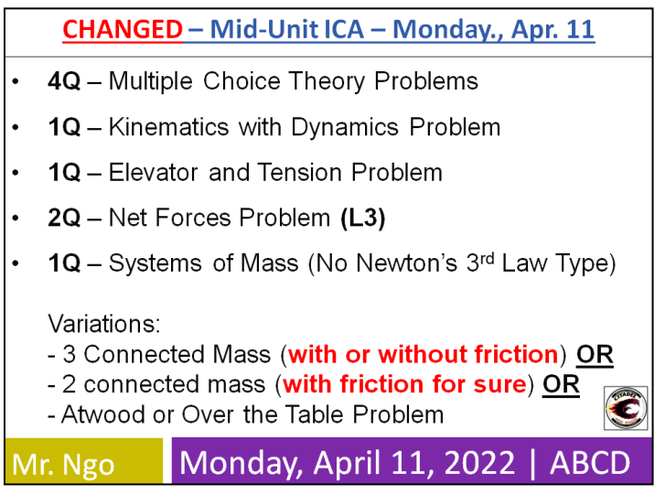
By the end of the unit, students write the "unit test." The final test acts as their final opportunity to demonstrate their outcomes for the unit. In each case, an open-book strategy is taken for most assessments on their "seen-once" phase. An 8.5x11'' organizer is used for their "seen-twice" phase. This organizer is student-made. When doing their test, an approved cue card is allowed to be brought in.

To promote active and ongoing learning, under certain circumstances, I may drop a student's worst, most heavily weighted assessment (not the unit test). For this to apply, the student needs to meet these conditions. They are not limited to:

1. Not missing any assessments during the entirety of the unit.
2. Demonstrating evidence of ongoing learning and continual improvement (i.e., active student engagement, utilizing class time to ask questions and seek clarification on work being done, responsible learning).
3. Provided the unit has at least 5 assessments including the unit test.

## Assessment Style (For All Classes Including IB):

I tend to provide students with a list of 'focus questions.' That way, students can understand my interpretation of their learning objectives / outcomes. Additionally, it shows students the linkages as their instruction are scaffolded into other types of assessments.




## Time Allotted for Assessments:

I tend to avoid lengthy assessments. Therefore, all assessments are time-trialed to ensure that it not only is acceptable for timing, but it equitably does not significantly impact those who may need additional time. All assessments follow this minimal time equation: (Average time through trial x 5) + 50% extra time for all.

## Learner Profile Categories Elaboration

This table is used to provide an interpretation of the "Learner Profile". 4 labels are used to describe each category: "CONSIST", "USUALLY", "SOMETIMES", and "RARELY." Each category is based on my observation and experience with each student in my class.

| | **Class-work & Assignments** | **Interactions with Others** | **Organizational Skills** | **Responsibilities and Independence** |
|---|---|---|---|---|
| Department of Education and Early Childhood Development Wording | Student completes class-work, completes homework, and strives to produce quality work | Student interacts positively, resolves conflicts appropriately, and works collaboratively with others | Student comes prepared for class, manages own materials and belongings, and uses class time efficiency | Student accepts responsibility for own actions, arrives on time for class, follows instructions / directions / rules and routines, respect school property and works independently |
| Mr. Ngo's Interpretation | • Consistent quality work provided<br>• Strives for perfection (not doing it for simply a grade or an above-average grade)<br>• Sought out or utilized feedback for further improvement and growth (growth-mindset) | • Is able to work collaboratively and productively with others (e.g. class work, lab settings, and other class related activities) without support or interventions<br>• Has shown excellent leadership abilities and/or capacities | • Work is rarely late and is passed in early or on-time<br>• Always arriving to class prepared and ready to learn<br>• Comes to class with all materials necessary for success<br>• When missing class time for external activities (e.g. ACT absences), the student always developed a plan to mitigate time missed in class | • Consistently punctual for class time<br>• Can follow directions and instructions without additional feedback (ex. verbal discussion in private)<br>• Is able to work productively and on-task without teacher intervention<br>• Never required any interventions regarding class routines, rules, directions and instructions<br>• Has shown responsibility by displaying independent work<br>• Has never been warned about cell phone usage and/or other distractions<br>• Has sought out or utilized feedback for further growth<br>• Has asked for materials when missing class time and/or contacted me whenever missing materials |