

ACTION PLAN

To contribute to the goal of preparing reflective practitioners, student teachers will write an Action Plan at the end of first, second, and third field experience with input from their cooperating teacher and/or the University supervisor. The Action Plan synthesizes each field experience's evaluation, links each field experience to the next, establishes goals for improvement, and forms an agenda for discussion between the student teacher, the cooperating teacher and University supervisor at the beginning of the subsequent field experience. **For First Field Experience only (excluding Physical Education students), the Action Plan will be completed during the co-requisite Professional Seminar course.**

Name Harley Nadler Student Number 260496600
B.Ed. Program: K/Elementary Field Experience: 1st 2nd 3rd

I have shown *thorough to advanced* development in the following Professional Competencies developed during this field experience:

PC1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

PC2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

PC4: To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

PC 12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

I would like to improve my skills in the following Professional Competencies developed during this field experience:

PC 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.

PC 9: To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

PC10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

PC 11: To engage in professional development individually and with others.

I will make use of the following strategies for improvement:

PC6: Take a proactive approach in developing strategies for preventing inappropriate behaviour and dealing effectively with it when it occurs. Specifically, observing how the CT prevents and deals with inappropriate behaviour. Then, when I feel confident, attempting to deal with such behaviours myself and requesting feedback from the CT following my implementation.

PC 9: Engaging with parents so as to involve them as active members of the learning community. In particular, having a meaningful discourse with parents during PT interviews concerning their child's learning. Moreover, I intend to work with members of the school's teaching staff to contribute to a school-wide project. In the case where there is not such a project, I would relish the opportunity to implement one.

PC 10: The school project initiative outlined above contributes largely to PC10. A school project would allow me to engage with members of the teaching team and provide opportunities to design or adapt teaching/learning situations.

PC 11: I would like to undertake a research project related to specific aspects of my teaching. For instance, one avenue of research could be to vary student evaluation by where students fall in Gardner's Theory of Multiple Intelligences. For example, auditory learners would have questions read to them rather than having the questions on paper or kinesthetic learners would be evaluated through the physical manipulation of an object. A statistical analysis could be carried out from multiple trials to see if there is a correlation between the achievement and differentiated evaluation versus a control group.



Student teacher's signature

December 7th, 2015

Date

This completed Action Plan is to be discussed with your cooperating teacher and McGill supervisor at the start of your subsequent field experience.