

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 _____ Student Number _____

B.Ed. Program: _____ Field Experience: 1st **2nd** 3rd

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

Competency 1:

- I have realized how important it is to have an extensive knowledge base of the program that students are following and of the content that students are expected to know. However, it's not enough to know what the textbook says; teachers should have a more general understanding of the topic as well as the sub topics, in order to make links between subjects and activities. I studied the QEP and the Progressions of Learning in order to familiarize myself with the student competencies and to know what students are expected to know at the end of their grade.
- I took great interest in the culture of the school and of my students by learning as much as I could about the school program, after school activities and policies. I started an art club in order to add to the school environment and as a way of connecting with my students on a deeper level.
- During my first field experience, I didn't engage as much in the content the students were learning. This time, because I was teaching lessons on specific content areas such as the evolution of education in Quebec and a Jean de la Fontaine fable, I immersed myself into the program and broke down the material to be able to teach it better.
- I also feel like I immersed myself into the school culture more this time around because I really wanted to connect with the students and gain as much as I could from the experience in the short period of time I had at the school.

Competency 2:

- This field experience has pushed me to become hyper aware of my language use, more so than when I was in an English classroom during my first stage. I think this is a good consequence of being in a French immersion classroom because it requires me to constantly be improving my French speaking and writing. In addition, I must be aware of my speaking and writing skills when communicating with other individuals in the school, such as teachers, principals, etc.
- I have a better understanding of what it means to be a model for language use because students copy down what I write on the board and learn from the words I speak. I feel responsible for their learning because I must show them the proper way to speak and to write in French.

- I am consciously aware of the vocabulary I employ when speaking to students and make real efforts to phrase my sentences using precise words and precise language to communicate my ideas. In turn, students are expected to learn and use precise vocabulary.
- I have made it a habit to correct students when they make mistakes in their speaking or in their writing. I have put into practice many of the correction and feedback strategies that I learned about at McGill. Correcting students can be a tricky skill to develop because it should be done gently, but in a way that will make students remember the correct grammar or syntax rule.
- I became much more aware and critical of my language use during this field experience because the students I was teaching were still in the process of learning the French language, while the Anglophone students I taught in my first stage already spoke English perfectly well.

Competency 4:

- I have gained a lot of experience not only in writing lesson plans that my CT then reviewed and approved, but I have gained experience in carrying out these learning situations. I have learned how to adapt my teaching style and activities to the learning levels of my students, which can be quite varied in the same class, making it that much more difficult.
- With the support of my CT, I wrote several full lesson plans and gained a lot of experience doing so. I specifically learned how to target the student competencies from the QEP with activities that helped students develop the required skills. I appreciated the fact that my teacher put so much emphasis on targeting the appropriate competencies because it was an area that I wanted clarifications on.
- With the teaching opportunities that my CT provided me with, I have gotten even more comfortable piloting learning situations and doing so in the smoothest way possible for students. I have learned how to make activities flow into the next one, while planning lessons and while carrying them out. My supervisor has told me that my instructional activities in my lessons always show a clear and gradual progression, which my CT showed me how to do effectively.
- Compared to my last field experience, I have gotten so much more practice with regards to this competency because I didn't develop any lesson plans or teach in front of the class during my first experience. I was definitely ready to write lessons and to teach them, and I was really looking forward to refining my planning and teaching skills. I truly feel like I grew tremendously in this specific area because my CT showed me her planning process and showed me how to execute certain types of lessons, such as vocabulary lessons, grammar lessons, reading comprehension, etc.

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

Competency 6:

- Although I feel as though I really improved my classroom management skills during this field experience, I would still like to improve my skills in disciplining disruptive behaviors and in reducing the distractions in class. During my third field experience, I think it would be wise for me to work on establishing a trusting relationship with students as soon as possible because this will help me create a pleasant environment and will help me command respect from my students. It would have been nice to have more time with my students during this stage because I think I had already gained a lot of their trust in just 3 weeks, so it would have been interesting to see where I could get if I had more time.

- I also think I have much more to learn about implementing classroom rules at the beginning of a school year with a group of students, which I will get to observe and take part in during my next field experience. In addition, I want to learn more about putting in place certain organizational methods that facilitate the transitions between activities, the use of classroom materials, and independent student work in the classroom.

- Classroom management is such a big part of teaching, and I feel like if the teacher can't manage his/her classroom and student behavior, then it will get in the way of his/her teaching. Therefore, I would like to continue experimenting with different techniques for preventing problems before they emerge and for intervening when the classroom ambiance is being disturbed.

Competency 9:

- Seeing as how I didn't have many opportunities to interact with parents during this field experience, I hope to gain more experience in doing so during my next stage. I'm hoping that I can build a partnership with parents in order to maximize their children's success and to make their child's education as pleasant as possible. I know that it isn't always easy to cooperate with parents, which is why I need to gain more experience in communicating with parents, like at parent-teacher night, in letters to parents, in notes in the agenda, with phone calls, etc.

- Although I started a school club and encouraged students to participate, it would be beneficial for me to supervise students at other school events such as school council or governing board. By doing this, I can better learn how to support my students outside of the immediate classroom and I can learn how to instill ideas of tolerance, respect, and listening during such projects. In other words, if I got more involved in school projects, it would help me adjust my actions to the objectives and practices of the school.

- The student teachers at my host school weren't permitted to sit in on the school council meeting, but that could be an area to explore during my next field experience, if permitted. It would be interesting to work with members of the teaching staff and to work on my professional teamwork skills with them. If I do get the chance to do it, then I think it would be a great way of improving my team work and collaboration skills with other educators.

Competency 10:

- To me, this competency is all about working with other teachers to develop the program, to create lessons, to brainstorm ideas, to initiate projects, and to solve problems. I didn't develop all of the features that are part of this competency because I didn't develop a project with any of the teachers in the short amount of time that I was at my host school. However, my CT and I did speak to other Grade 6 teachers about how they were conducting the ministerial exam in their classrooms. My observations and discussions with other teachers did show me a little bit how teachers cooperate to benefit their students.

- I did start a club with the other student teachers, which gave me more opportunities to build consensus, solve problems, and plan activities with other teachers. However, it would have been interesting to hear what other teachers in the school could have contributed to our little art club.

- I would like to gain more experience doing the kinds of project that would require the cooperation of several members of the teaching team because I don't quite know what that would resemble. In my first field experience, I saw teachers work together during IB meetings, and I saw the resource teacher work closely with other teachers. This was not the case in my second field experience, which is why I feel I still have room to improve in this competency. The art club, however, did show me how teachers can come together to start a project.

I will make use of the following strategies for improvement:

Competency 6 Strategies:

- I will establish classroom rules with students at the beginning of the year and will remind students of my expectations before beginning a lesson.
- I will include students in the process of establishing classroom rules in order to make them feel as though they have structured the classroom environment and played an active part in their learning.
- I will try to identify the underlying reasons, if any, why some students disrupt the classroom on a regular basis and use these reasons to work with students individually in order to resolve issues. I will do this by engaging in one-on-one discussions with students in order to build deeper relationships, and by regularly communicating with parents.

Competency 9 Strategies:

- I will become more involved in school projects in order to support my students who are part of these projects on a deeper level.
- I will reach out to parents, possibly through written letters or messages in the agenda, in order to introduce myself as student teacher and to build a trusting relationship with them.
- I will communicate with parents in the goal of informing them about various activities their children are engaging in and in the goal of encouraging them to get involved, if possible.
- I will reach out to the rest of the school staff in order to gain more knowledge about the school culture and deepen my roots at the school. I will do this by asking questions, showing interest, and offering my services to help out with any projects.

Competency 10 Strategies:

- I will approach teaching/learning situations with a more critical attitude in order to evaluate whether or not the cooperation of other teachers would facilitate the task or would maximize learning for students.
- I will actively approach the other teacher who works with the same group of students or cycle as I do in order to develop lessons better suited for my students and to learn more about the students.
- I will seek guidance from other members of the teaching team by asking them for their advice on my pedagogical choices, hoping to learn from their expertise.

Giulia Lato

Student teacher's signature

Date: 05-2013

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