

**Student Teacher:** Kevin Paquette

**Student ID:** [REDACTED]

**Program:** Secondary

**Field Experience:** 1

**Date:** 16 May 2018

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**Instructions:** To contribute to the goal of preparing reflective practitioners, Student Teachers will write an Action Plan at the end of their First, Second and Third Field Experience with input from their Co-operating Teacher and/or Field 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, Co-operating Teacher and Field Supervisor at the beginning of the subsequent Field Experience. **For Field Experience 1 only (excluding Physical Education students), the Action Plan will be completed during the co-requisite Professional Seminar course.**

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**I have shown 'Thorough' to 'Advanced' development in the following Professional Competencies developed during this Field Experience:**

Competency 1:

- I came to class having reviewed the course material so that I would know the content we were discussing in class.
- I reviewed the QEP prior to starting the Field Experience.
- I kept a journal of my observations throughout the Field Experience which allowed me to look back on what I experienced and reflect upon it.

Competency 2:

- I had the opportunity to communicate well with both students and staff through interactions in the classroom, staff room, and hallways.

Competency 12:

- I acted professionally at all times in the school, no matter if I was in class, on lunch, or supervising.
- I embraced an ethical approach to teaching in many aspects of the profession.

**I would like to improve my skills in the following Professional Competencies developed during this Field Experience:**

Competency 1:

- I can understand the QEP better rather than just simply knowing where the students should be at a given time in their education.
- It would be beneficial to find ways to reflect more deeply on what I observe.

Competency 2:

- I must learn how to write effective emails to parents from a supporting and caring approach rather than from an 'offensive' standpoint.

Competency 9:

- I did not have the opportunity to really get involved in activities during the ten days of the Field Experience despite wanting to participate.

Competency 11:

- I did not make the best use of my time to develop professionally as a teacher in the classroom (I was not always able to take part in the planning process, etc.)

**I will make use of the following strategies for improvement:**

Competency 1:

- I will ask my CT (or any other teacher that I spend time with) questions based on my observations to allow myself to reflect more deeply and better myself as a teacher.
- I will take notes on the QEP so that I can have it with me to remind myself of what the students should (or should not) be able to do at a given time.

Competency 2:

- I will ask my CT if I can write emails to parents with guidance, and actively observe and participate in the process to learn what to write and when.

Competency 9:

- I will ask teachers and school staff what organizations and committees I can join to get involved in teacher events/activities.
- I will get involved with student organizations (student-run activities/events, Student Council, etc.) by attending meetings and pitching ideas where I can while ensuring that I do not take over the meetings.

Competency 11:

- I will ask teachers if I can help them/observe their planning to learn how to be a better classroom teacher and make effective lessons that will maintain the attention of the students.

**The Action Plan is to be discussed with your Field Supervisor and Co-operating Teacher at the start of the subsequent Field Experience.**