

ASSESSMENT COVER PAGE

Course Name:	Practicum 4a	Course Code:	EPC4406
Instructor Name:	Liz Taylor		
Task Title:	Professional Development Plan		
Due Date:	25.4.2021 Sunday	Submission Date	25.4.2021

Student Name:	Amani Rashid Al Nuaimi		
Student ID:	H00354513	Section:	

Final Grade/Mark		
General Comments		

Late Penalty:

Unless special circumstances are agreed with the course teacher regarding late submission, work submitted 1 working day late will be deducted 10%, 2 days late 20%, 3 days late 30% and any work submitted more than 3 days late will get a zero mark.

Academic Honesty:

Breaches of Academic Honesty will be treated with the utmost seriousness. You are reminded the penalties for cheating or plagiarism include dismissal from the HCT.

(for more information please refer to [Academic and Student Regulations](#), [HCT Academic Honesty Policy](#), [Student Handbook](#))

Student Declaration:

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. I have not previously submitted this work to the HCT. I understand that I may be orally examined on my submission

Possible Coursework - Plan or Proposal: Template:

Student Name: Amani Rashid

ID #: H00354513

Introduce the PDP setting:

What is a professional development plan?

A career development plan is a documented record of an individual's career aspirations and advancement. It may be referred to as PDP, with the latter being an acronym for Continuing Professional Development. Within your plan, you must define what you would like to achieve and what you will do to develop your skills in the workplace and thus reach your goals.

All teachers should work actively in their professional development. Taking the time to develop yourself can be a challenge, but the employer should encourage and support you to develop yourself professionally.

This type of learning will allow you to develop in a specific area that you consider challenging. It also provides you with an “opportunity to meet and discuss teaching methods and your development with other teaching professionals”. (Guzder, 2019)

Justify your professional development goals for this semester.

The first goal is to make the student evaluate his educational skills by himself by writing on the paper that level that he thinks he deserves in a specific activity that has been solved in advance so that he can improve his level next time, and this type of evaluation always urges students to think at higher levels and this makes them reach mastery of the activity.

The second goal is group work or group activities regardless of the group activity that always takes place in the educational circle on the carpet. I wanted to get students to practice this type of activity during the activities time as this group activity helps students gain more information from each other. For some reason, the school cannot deliver the information it wants to one or two students, so perhaps by practicing this activity the students, in cooperation with other students, willfully acquire and understand the lesson. "Students always help each other".

The third goal includes the evaluation sheet through which the student's level is evaluated and to determine which level this student falls into this sheet or checklist helps the teacher a lot in assessing students work.

Previously stated development needs	
MCT recommendation	MST recommendation
<p>1- work on a creative activity to suit the students' academic levels.</p> <p>2- Use the 3 levels checklist to evaluate student's progress.</p>	<p>1- Use the self-assessment after the lessons.</p> <p>Use a checklist while the students are doing the activities.</p>
Professional Development Target (aligned with TP competency)	<p>Goal 1: To assess students' levels by themselves to see at what level they reached.</p> <p>Goal 2: To see how the students work together, and what have they learned from each other.</p> <p>Goal 3: To assess students' levels and what stages have they achieved, what they need to develop and work on it more, to see if the students have understood the lesson.</p>

	Concise	
Goal 1:	<p>I will use a formative assessment instrument, which is self-assessment (cards) at the end of each lesson: to see how they assess themselves, and what level they reached to help me make a suitable activity for the next lesson.</p>	<p>My goal is about Self-evaluation or Self-assessment. Self-assessment can play an important role in the personal and professional development of teachers and is encouraged through educational programs around the world. According to NAEYC, it is not suitable for teaching to test, stress, and emphasize student achievement</p> <p>On standardized tests. Alternatively, notes and other forms of real evaluation like As portfolios and models, they should be used to measure each child's achievement on their work (NAEYC, 1997).</p> <p>Self-assessment is one form of authentic assessment that can be used by any age group and by teachers. Self-assessment asks the question; "How can students use assessment to take responsibility for and improve their own learning?" (Chappuis, & Stiggins, 2002, p. 41). Students who practice self-assessment set goals based on their academic performance and individual level of development. The students communicate their assessment to parents and teachers in order to meet the goals they have established for themselves. The students continue to integrate the assessment into their daily work in order to revisit, revise, and edit the work they have accomplished in order to meet new goals (Chappuis & Stiggins, 2002).</p>

Actions:	<p>At the end of each lesson, I will show a slide on the whiteboard. This slide contains pictures and 4 short words that students can copy onto their activity sheets.</p> <p>Students should write these words according to how long they spent doing the activity and whether the activity was easy to solve, found it difficult to solve, or if they asked someone for help.</p>	<p>Through the implementation of the idea of using the cards to allow students to evaluate them themselves during the training period, I found that this method or idea is very effective in knowing each student if his abilities and skills in solving the activity.</p> <p>I worked on this action and tried to implement it completely, but I found it difficult to implement it online due to the current situation with the covid-19. I did not change anything on my action except that I used a PowerPoint slide that has the evaluation cards at the end on the lesson so that each child tell me what he think he deserve in the activity that he did solved without writing on the papers because all the activities were online.</p> <p>I also, change the idea of the cards the previous idea was the students will evaluate them self-according to what type of help the needed form their friends in the class, but while the session was giving online to the students they will not be able to have any help from their friends, but they may get it from them parents, sisters, brothers, or anyone around them. So, they will choose what card they think their progress was depending on who? They did the activity by them self, mom helped them, or anyone around them, did they saw the screen while they are answering the activity to see their friends result.</p>
Desired time frame:	<p>This will require only 2 to 3 minutes, so all the students can assess themselves after finishing their activities.</p>	<p>Before starting the training, I set the time that I will apply this goal to children in the class.</p> <p>I expected that 2 or 3 minutes would be sufficient due to the ease of making students classify themselves and the extent of their abilities to solve the activity and determine their levels on their own without the intervention of the teacher, but what I found is that I might need more time on this. When I applied my goal as I wanted to get students to evaluate their levels in solving the activity at the end of the lesson, I showed them a PowerPoint slide and called out the names of the students one by one and found that two minutes were not enough to finish the lesson and prepare the students to leave the session and start preparing for their next session with another teacher.</p> <p>So, what I did was before I finished the lesson during the students' solution to the activity. After each student finished solving the activity, I ask him to show me his solution so that I can make sure whether the solution is correct or there are errors, and then I ask the student about what he feels or in which class he sees himself After the solution, whether he needed</p>

		the help of his mother, or anyone around him, or he solved the activity himself without anyone's help. It took 5 minutes to verify each student, and these five minutes were sufficient to complete the activities, know the students 'self-evaluation, and then move to the completion stage.
Any support needed	If I faced any difficulties in doing this, I will ask the MST to help me a little.	<p>Collaboration and support:</p> <p>For this purpose, I needed a little help from MST to know how to apply this method of self-assessment to students because it is always difficult to introduce new things to students 'education in the beginning until students get used to this thing. I asked MST many questions such as: Can I apply self-assessment to students? Will students be able to understand what I want them to do? Are students informed in advance of self-assessment? Did the teacher use the student's self-evaluation during the lesson?</p>
Data collection tools to be used to provide evidence of the success of the action	<ul style="list-style-type: none"> - Checklist - Students work record - Notes - Video recording 	<p>For the tools that I used for capturing the students work while they are doing the activity and learn, I only used checklist to see what progress that the student have reached compared with the previous class activities, Notes, a record of the Students work or pictures, I did not use the students work record because it was difficult to me to see their work records online.</p> <p>For the notes I took, student work log or photos, the checklist I used a lot because it helped me see students' progress in each lesson from the activity they solved every time I do a lesson plan I create more difficult activities that are more challenging for the notes, so it helps me These notes also help in knowing whether the student belongs to the group of students who have a lower understanding of the lesson or students who learn quickly and do not need help. Taking notes in class allows me to write my thoughts so I do not get lost when I need them when writing a new lesson plan for my next lessons.</p>

Evidence (after implementation)

To collect data, I will use the camera to take pictures of the students' activities that they write their levels on as evidence of the successful procedure. Also, I may use the class recorder to show how the students are assessing themselves.

To sum with this goal that I implemented in my teaching practice, I would say that I think that it was success for me for the first time, but not to forget that I did not implement this goal in all my lessons, and it was not good enough to be great implementing, I faced few problems and issues while teaching and using this goal which they are the time, students who did not understand what I want from them to do, as explaining what I want from the students this will take time from my lesson. As for what went well, after all I did one lesson that I implement this goal in and it was great as for the first time implementing this goal on the students who did not assessed them self before and it was a great experience.

What I will suggest for next semester is that working on the same goal but using deferent type of tool and make space between the activities so that the students when they will finish form their first activity, they will have few minutes to assess them self then they will go to next activity to solve. Make time for assessing the students before the end of the session.

Goal 2:	I will use a formative assessment instrument, which is teamwork activities at the middle of each lesson: to see how the students work together, and what have they learned from each other to help me make a fun group activity that teaches the	This goal is about teamwork, teamwork could lead to good performance results towards the end of the year for students. According to Ramsey (1999), it is possible for student teachers to acquire tools for collaboration and teamwork through instruction and coaching by teacher educators. The instruction needs to include communication skills between all the students so that all the students in the class will benefit from each other, and sometimes we find that one or two students don't get the information or the explanation easy from the teacher but when we put these two students set with a group of students we will see that both students have learned from their friends, that's why teamwork is important for both teacher and students at the same time.
Actions:	In the middle of each lesson, I will distribute group activities were each student has one paper but upon solving the activity students will solve it together in small groups. This method helps students gain more information in some cases. If the student cannot understand the activity through the teacher, then he will understand it from another student. Also, solving group activities results in the student's self-confidence and always improving his educational level.	This goal I could not apply to students during the teaching practice, since I found it That this method or idea requires the presence of students in the school or in the classroom where they will be able to solve activities with each other and benefit from others. I have tried to accomplish this goal, but I have found it difficult to implement it online due to the current situation with Covid-19. As students take their lessons on school platforms. I also tried to change the goal to make it a group activity, but each student performs the activity on his own without the help of his friends. Regardless of applying this idea, I applied the three stages that standardize the level of the student. The student was either in the high-level, middle, or low-level stage, as I did one or two activities for each group of students. All activities were solved by students online
Desired time frame:	This will require only 10 to 15 minutes, so all the students can do the activities.	Before starting training, I set a time to apply this goal to the children in the classroom. I set 10 to 15 minutes as this is the right time for activity through the experience that I went through. This time was sufficient for me to give the activity and solve it by the students because it is easy for students to solve the activity on their own without the intervention of the teacher, but what I found is that I may need more time in this matter to give students their feedback on the activity before I end the lesson

Any support needed	<p>If I faced any difficulties in doing this, I will ask the MST to help me a little.</p>	<p>Collaboration and support:</p> <p>For this purpose, I have asked MST if they have the names of the students distributed in 3 groups so that I can do suitable activities for them and give the activity to the students to solve it. But MST did not have groups for students in 3 stages of activities, so I made 3 groups and distributed students to them so that it was easy for me to distribute activities among them. I also took from the Arab teacher the pictures of children and the three colors that students recognize automatically only by seeing their pictures in the red, yellow, or green square.</p>
Data collection tools to be used to provide evidence of the success of the action	<ul style="list-style-type: none"> - Checklist - Students work record - Notes - Video recording - Photos taking of students 	<p>For the tools that I used for capturing the students work while they are doing the activity and learn, I only used checklist to see what progress that the student have reached compared with the previous class activities, Notes, a record of the Students work or pictures, I did not use the students work record because it was difficult to me to see their work records online.</p> <p>For the notes I took, student work log or photos, the checklist I used a lot because it helped me see students' progress in each lesson from the activity they solved every time I do a lesson plan I create more difficult activities that are more challenging for the notes, so it helps me These notes also help in knowing whether the student belongs to the group of students who have a lower understanding of the lesson or students who learn quickly and do not need help. Taking notes in class allows me to write my thoughts so I do not get lost when I need them when writing a new lesson plan for my next lessons.</p>

Evidence (after implementation)	<p>To collect data, I will use the camera to take pictures of the students' activities that they solve it together as evidence of the successful procedure.</p> <p>Also, I may use the class recorder to show how the students were collaborating in the activities and how they were discussing.</p>	<p>To summarize this goal that I applied in my teaching work, I would like to say that I think it was a success for me as I introduced something new to the students since their primary teacher was not giving them activities separately and they were all doing one sheet of one activity, but also no I forget that I did not achieve this my main goal in this semester, I faced some problems and issues while teaching and using this goal during online education, as it was necessary to give students one sheet for each group of a different activity, but each group solves the activity together and the student should benefit Of his friends in the same group. As for what went well, I did one lesson in which I fulfilled this goal, and it was great for the first time to implement this goal on students who had not tried solving 3 different activities in each group and it was a great experience.</p> <p>What I will suggest for the next semester is that working on the same basic goal is to give students one sheet for each group of a different activity, but each group solves the activity together and the student should benefit from his friends in the same group.</p>
Goal 3:	<p>I will use formative assessment instrument, students' levels (checklist)</p> <p>in each lesson: to assess students' levels and what stages have they achieved</p> <p>to help me make a suitable activity for the next lesson.</p>	

Action 3:	<p>After each lesson, I will evaluate the students using the feedback sheet that contains 3 levels of education that the child goes through and these levels are emerging, developing, mastering. According to these levels, I will evaluate the students and list their names below the level.</p> <p>This method helps me to do activities more appropriate to the student's level.</p>	<p>By implementing this goal use, I found that this method or idea is very effective in knowing every student if he or she has it abilities and skills in solving the activity.</p> <p>I worked on this procedure and tried to fully implement it, but I found it difficult to implement it online due to the current situation with Covid-19: I do group activities, each group contains five or four students, as each student performs the activity alone without the help of his friends. Regardless of the application of this idea, I have implemented the three stages that determine a student's level. The student was either high, intermediate, or low level, I did one or two activities for each group of students. All activities were solved by students through the internet.</p>
Desired time frame:	<p>This will require only 10 to 15 minutes, to check that all the students did their activities and they have been assessed by the teacher.</p>	<p>Before starting training, I set a time to apply this goal to the children in the classroom. I set 10 to 15 minutes as this is the right time for activity through the experience that I went through. This time was sufficient for me to give the activity and solve it by the students because it is easy for students to solve the activity on their own without the intervention of the teacher, but what I found is that I may need more time in this matter to give students their feedback on the activity before I end the lesson, as I wanted time to explain the three activities for the students so that they start solving it, also, I wanted extra amenities to see the students result after they finish from the activities.</p>
Any support needed	<p>If I faced any difficulties in doing this, I will ask the MST to help me a little.</p>	<p>Collaboration and support:</p> <p>For this purpose, I have asked MST if they have the names of the students distributed in 3 groups so that I can do suitable activities for them and give the activity to the students to solve it. But MST did not have groups for students in 3 stages of activities, so I made 3 groups and distributed students to them so that it was easy for me to distribute activities among them. I also took from the Arab teacher the pictures of children and the three colors that students recognize automatically only by seeing their pictures in the red, yellow, or green square.</p>

Data collection tools to be used to provide evidence of the success of the action	<ul style="list-style-type: none"> - Checklist - Students work record - Notes - Video recording - Photos taking of students 	<p>For the tools that I used for capturing the students work while they are doing the activity and learn, I only used checklist to see what progress that the student have reached compared with the previous class activities, Notes, a record of the Students work or pictures, I did not use the students work record because it was difficult to me to see their work records online.</p> <p>For the notes I took, student work log or photos, the checklist I used a lot because it helped me see students' progress in each lesson from the activity they solved every time I do a lesson plan I create more difficult activities that are more challenging for the notes, so it helps me These notes also help in knowing whether the student belongs to the group of students who have a lower understanding of the lesson or students who learn quickly and do not need help. Taking notes in class allows me to write my thoughts so I do not get lost when I need them when writing a new lesson plan for my next lessons.</p>
Evidence (after implementation)	<p>To collect data, I will take a picture of the assessment sheet that I used to assess the student's level and then I will also take a picture of the activity that I gave the student before the assessment.</p>	<p>To summarize this goal that I applied in my teaching work, I would like to say that I think it was successful for me because I introduced something new to the students because their elementary teacher was not giving them separate activities and they were all doing one sheet of one activity, but also do not forget that I encountered some problems and issues During the teaching and use of this goal during the online education, as it was necessary to give the students in each group a different activity. As for what went well, I did one lesson in which I achieved this goal, and it was great for the first time to implement this goal on students who did not try to solve 3 different activities in each group, and it was a great experience.</p> <p>What I will suggest for the next semester is that working on the same primary goal is to give students one sheet for each group of a different activity, but each group solves the activity together and the student should benefit from his friends in the same group.</p>

References

References

- Burke, K. (2009). How to Assess Authentic Learning. In K. Burke, *How to Assess Authentic Learning* (p. 2010). Retrieved from https://books.google.ae/books?hl=en&lr=&id=NDB2AwAAQBAJ&oi=fnd&pg=PP1&dq=article+of+Authentic+learning:+the+effectiveness+of+linking+realistic+things+to+improve+students+learning.+&ots=NKLeKW-_v9&sig=W42_XdaIFKmTJotnhhPf5LJvuk8&redir_esc=y#v=onepage&q&f=f
- Marilyn May Lombardi. (2007, May). Authentic Learning for the 21st Century: An Overview. *Authentic Learning for the 21st Century: An Overview*, p. 12.
- Guzder, K. (2019, October 25). *Professional Development Plan for Teachers*. Retrieved from High speed training : <https://www.highspeedtraining.co.uk/hub/professional-development-plan-for-teachers/>

Log 1 and 2

Student Name:

Amani Rashid Al Nuaimi

Student ID:

H00354513

Date:

Mon 1/11/2021

11:20 PM

Topic:

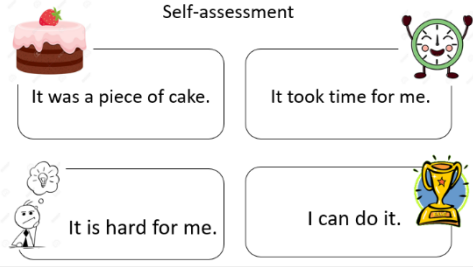
Writing the three SMART goals.

MY SMART GOALS

Goal one:

I will use a formative assessment instrument, which is self-assessment (cards) at the end of each lesson: to see how they assess themselves, and what level they reached to help me make a suitable activity for the next lesson.

Self-assessment



My smart goals.

LT Liz Taylor
 Mon 1/11/2021 11:20 PM
 To: Amani Rashid Dughhaish Mubarak Obaid Al Nuaimi(H00354513).

For my first goal I will use formative assessment instrument, which is self-assessment (cards) on the students: (assessment cards) at the end of each lesson: to see how they assess themselves, and what level they reached. Using this strategy will help the student in increasing their levels. As well as it (no need for description) will help me to make a suitable activity for the next lesson.

Liz Taylor
 Lecturer - Education
 Faculty of Education

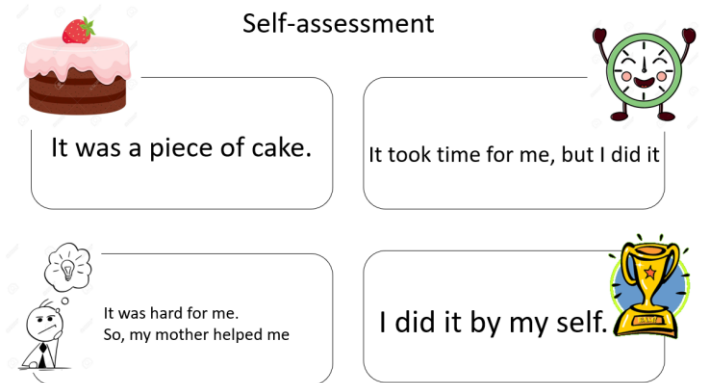
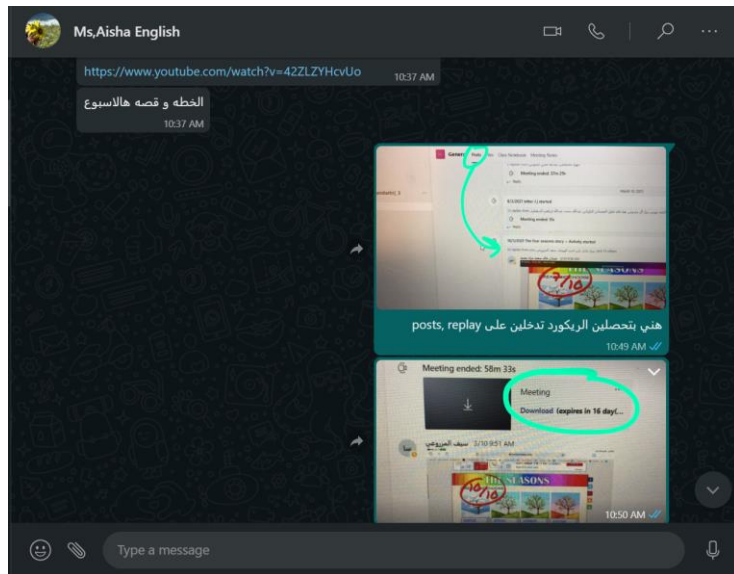
إليزابيث تايلور
 محاضرة - التربية
 كلية الشارقة للعلوم

Goal two:

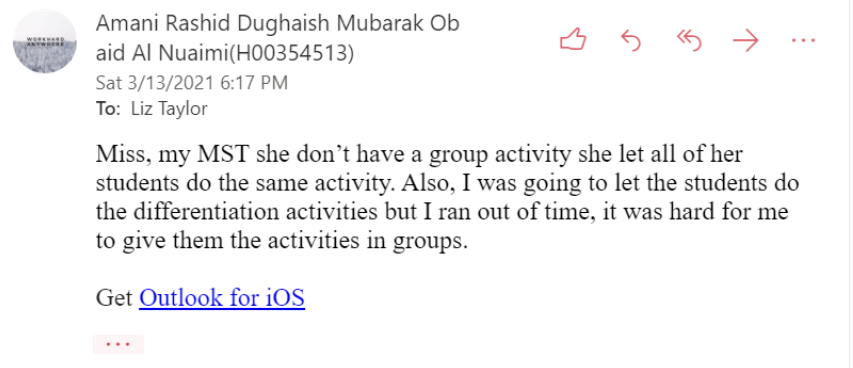
I will use a formative assessment instrument, which is teamwork activities at the middle of each lesson: to see how the students work together, and what have they learned from each other to help me make a fun group activity that teaches the students from each other for the next lesson.

	<p>Goal three:</p> <p>I will use a formative assessment instrument, students' levels (checklist) in each lesson: to assess students' levels and what stages have they achieved to help me make a suitable activity for the next lesson.</p> <div data-bbox="916 312 1435 651"> <p>MY SMART GOALS</p> <p>Asmaa Mohamed Lalmohamed Albl ooshi(H00369339)</p> <p>Sat 1/16/2021 11:45 PM</p> <p>To: Amani Rashid Dughaish Mubarak Obaid Al Nuaimi(H0035451)</p> <p>Great goals ,there are few things to rewrite for example evaluate students in the second goal.</p> <p>Regards, Asmaa</p> <p>Sent from Mail for Windows 10</p> <p>...</p> <p>Reply Forward</p> </div>
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Collaboration and support evidence:



This is an evidence of the PowerPoint slide that I showed it to the students after they finish from their activity, and then they evaluate and assess them self.

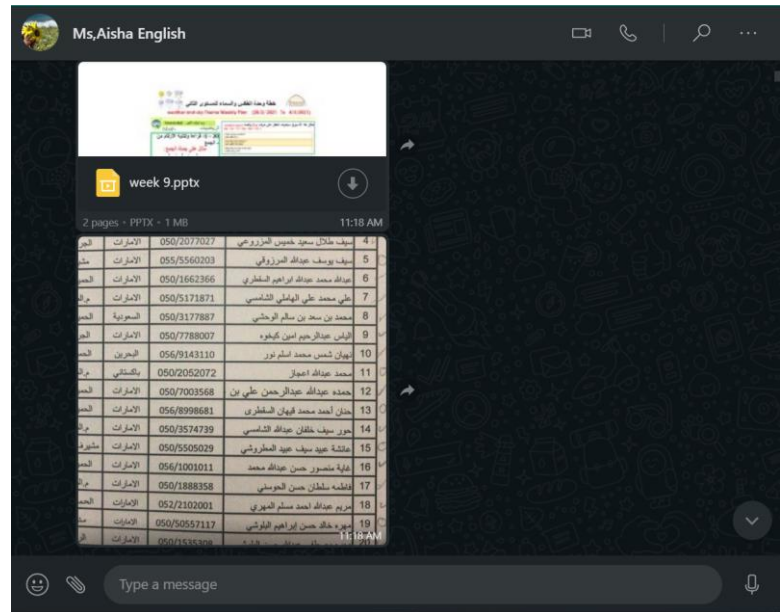


Here I was asking my MST about the teamwork, but she said that she did not have teamwork for the student's.

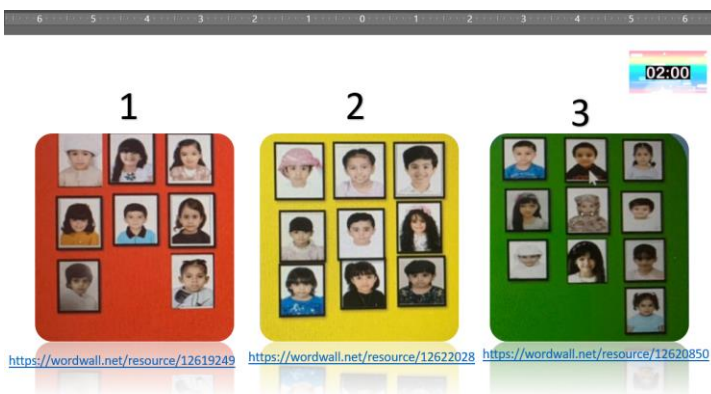
Observation 1

Date:
School:
Class:
Topic:

	1	2	3	4
Teacher showed knowledge of the subject matter				
Comments: T. explained the objective and subject matter of this class to sts. before leaving their classroom to go into the computers lab.				
Ensured that students were engaged in the learning activities planned for the class session				
Comments: when sts got to the computer room she ensured that students didn't miss time and focused immediately in what each of them was supposed to do.				
Have "real-world" examples to illustrate concepts				
Comments: the topic of the lesson was: My favourite monster" and T. kept on reminding sts. about monsters they might have heard of from books, folk, films etc.				
Noticed when a student(s) were not engaged and took action.				
Comments: T. continuously called out sts whom she saw were not engaged in the task. Sometimes she would call out their names, and sometimes she would come closer to their workplace and ask why they are not working.				
Clearly explained the learning objectives for the class session				
Comments: T explained sts that the objective of the class was to type their description in Publisher. T handed in a worksheet with specific guidelines to be followed as regards format, language, design etc. When some sts admitted not knowing how to use this tool, she suggested using Word.				
Responded adequately to student questions				
Comments: sts asked how to attach a doc to their mails and T explained them how to do it. Sts wanted to know whether they could get into internet for information about their monster, but teacher rejected permission. Some students who said not knowing how to work in Publisher were told to work in Word.				
Encouraged questions and student participation				
Comments: sts were working individually and T was strict in not allowing them to defocus or socialize				



This is the checklist that I used to assess students progress and levels.



These are the groups that I created to help me give the students their activities according to their levels.