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Deleted: Dorothy Britton-Mckenzie

Course: Psychology 621 – Advanced Educational Psychology

Professor:

Date: August 7, 2015

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Title: Self-Assessment Action Plan

Introduction

A child's success depends on how he or she learns. As educators we need to be cognizant of at least some if not all the factors that impact how students learn. When one is able to understand and apply the necessary steps that will enable children to learn, then without a doubt children will succeed and achieve their full potential. My knowledge of Advanced Educational Psychology has definitely empowered me, thus enabling me to have a wider perspective of how students learn, the challenges they encounter and how I can utilize this knowledge to empower others and also the students whom I teach. The topics that I will be embarking on to formulate my action plan are:

- ❖ Enabling students to appreciate school more
- ❖ Improving students teacher relationship
- ❖ Clarifying the misconceptions about multi-tasking
- ❖ Promoting character building with special emphasis on grit among Grade Five students
- ❖ Promoting the understanding of failure in relation to success

Good introduction.

- ❖ **Enabling students to appreciate school more.** This topic is very broad and abstract and must be focused more and more clearly explained.

This topic is important to me due to the fact that it is the medium through which students get the opportunity to improve their educational status thus empowering them to achieve their full potential. Not only will they achieve academic success, but they will become rounded

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individuals who are able to function in society. As outlined in Hattie and Yates (2014), being at school has numerous benefits. Schooling is an inherently social process, and the attitudes of peers exert a strong impact upon the individual tend to align our attitudes to the attitudes of people we perceive as similar to ourselves. Nanook Park [Source?](#) has stated it beautifully also when he said that it is important that students enjoy learning and want to come to school, but teaching grit [Define this term.](#) necessarily means that students will experience and perhaps embrace- some frustration and pain. As an educator, I have to motivate my children in letting them come to the understanding that to achieve academic success. One has to be resilient and optimistic in all one's endeavors. (Character strength and Poitive Youth Development). [Incorrect citation.](#)

- ❖ **Improving student-teacher relationships.** Again, this topic is very broad and abstract and must be focused more and more clearly explained.

School is seen as a second home therefore there should be a place of comfort and open relationship. This is a very important factor in the teaching learning process. How can students learn if the teacher is not accommodating? Teachers are supposed to be role models therefore their attitude towards their students should portray this and especially that of a smiling disposition. [Define this term.](#) Hattie and Yates (2014, p. 261) express the thought that smiling is less of a private response, but more of a public display intended to establish and affirm social connections. Seeing that feedback is very important, during the impartation of knowledge, teachers need to use low-level smiling [What is this?](#) as feedback cues implicated in interpersonal interactions (Hattie and Yates 2014, p. 264).

Another reason why teachers should foster a good relationship with their students is that of poor communication or no communication with parent at home. Sometimes school is the

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only medium where children get a chance to express themselves and even be shown love by peers and teachers. As educators, our role encompasses a myriad of other professions. Poet Taylor Mali is correct when he penned the following in the poem Miracle Worker: "Just like a builder builds, a sculptor sculpts, a preacher preaches, we are teachers who are experts in the art of explanation." [Why is he correct? Source of poem?](#) We need to be there for our students, be the best role model we can and let our students experience a life worth living.

[How?](#)

❖ Clarifying the misconceptions of multi-tasking.

I, like many of my colleagues, were quite enlightened to learn that what we do on a regular basis and consider it to be multi-tasking is really a fallacy. [Source?](#) Yes, we know that most of what we do during multitasking can be to our detriment but I think we are just thinking of how skillful we all are. Hattie and Yates [Year?](#) definitely have opened our eyes to the understanding that much learning is not really taking place because, as skillful as we might think we are, we can accomplish only one task with the greatest efficiency. [Why?](#) So what are we really doing when we think we are multi-tasking? What we are doing is code switching. (Hattie and Yates [\(2014, p. 193\)](#) explain as follows; Overall, the message is that multitasking is the wrong option anytime you expect to learn, acquire knowledge, or think deeply. Should you need to react with diligence and sensitivity, attempting to multitask will guarantee inferior performance at some point. Under a multitasking regime, your ability to apply your intelligence, and allow metacognition to drive careful decision-making, become first-line causalities. [Block quotes longer than 40 words.](#)

Knowledge is power; so after gaining this knowledge, I decided that I could not keep it to myself. Others need to be empowered so that they can also come to the realization that

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multitasking can lead to complacency especially where rules are concerned. As an educator, this fact is extremely important in relation to the teaching and learning process. Children have the tendency of talking to their peers while teaching is being done. This is detrimental to them because they usually miss out on what is being taught. Another negative point that falls under the umbrella of multitasking is that of music. Music becomes an issue once the learner starts to listen to it, rather than focus on other material (Hattie & Yates, 2014 p. 191). Children believe that singing while working is “cool” but most times they are distracting others and impeding learning. I am sure that if individuals are empowered with the knowledge about multitasking, a positive mindset Define this term will be the outcome.

Why?

❖ **Promoting character building, with special emphasis on GRIT among Grade Five students.**

At the grade five level, students tend to become quite nervous because this is the year before the Grade Six Achievement Test. Nervousness is usually evident not only among the children but the parents too. During this period more than ever, children need to have all the support that they can get from both family and staff. As Tough (2012, p. 59 & 76) What is the specific page #? “I challenge all schools to teach character education, to teach good values and good citizenship. When students learn this it will automatically transcend in their daily lives. They will exercise grit, which will enable them to be resilient, optimistic, and curious and display self-control.” Why?

I have chosen this topic because as educators, it is our responsibility to mold young minds and one such way is to promote character building. Children need to understand that moral values and attitude play a major role in their academic development. “Character is a set of

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abilities that are very much changeable, entirely malleable, in fact. They are skills you can learn; they are skills you can practice; and they are skills you can teach" (Tough, 2012, p. 98). If this is taught, How? children will have a better understanding of the importance of achieving academic excellence and the relevance of 'grit' in this process.

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❖ Promoting the Understanding of Failure in Relation to Success.

In life, no one wants to fail because if you do, others tend to treat you with disdain. This is quite prevalent in schools because the system is driven by test scores and fixed mindset. Define this term. of teachers. If you do not achieve the required grades, you are deemed as a failure. Children can get very depressed under these circumstances; therefore, our responsibility as educators is to educate students toward having a growth mindset. Define this term. In turn they will understand that when one fails it is not the end of the world. How? Failure is refusing to get up, brushing off one's self and starting afresh. Resilience is the key to overcome all challenges and move forward. Why?

According to Tough, Nadine Burke Harris and Elisabeth Dozier were the driving forces behind poverty stricken low achievers, whom they motivated and challenged in understanding that to overcome failure, one definitely has to possess grit. Why? Not only do they have to be resilient and courageous, but a lot of licking and grooming What is this? has to be incorporated in the nurturing process. Why? How? As educators, this is one way of motivating our students; that is why it is imperative that the knowledge I have acquired is shared with my fellow colleagues thus enabling them to teach the positives of failure and how it can be used to motivate students in becoming successful. How will you share this knowledge?

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Good list of topics, although, as noted, some require more focus.

Above I correct mechanical errors and pose questions and request more information. These are models for the rest of your paper. Below I will make fewer such corrections, requests, etc.

FOCUS TOPIC

Promoting Character Building with Special Emphasis on Grit in Grade Five Students

Good choice of topic! Advanced Educational Psychology gives an in depth understanding of the different genres of students' learning and the many and varied challenges that prevent learning from taking place. I have gained a wealth of knowledge and many misconceptions have been....I am now equipped with the knowledge to educate my students as well as my colleagues thus enabling them to rise above the challenges that sometimes prevent effective learning to take place. My focus will be on the promotion of grit in my grade five classroom.

Why have I chosen grit to be my topic of interest? This is important to me because as an educator who has overcome many challenges due to my adverse childhood experiences, I have displayed resilience and grit to be where I presently am. I did not know that the resilience that I have displayed is based on the psychological term 'grit'. Due to this fact I would like to motivate my students to the point where they will have an increased growth mindset and the understanding that in order to achieve their goals they need to adapt specific character traits that will empower them. Some of these traits are optimism, resilience, curiosity and self-control. Being empowered with these positive traits they will surpass the academic performance attained at the grade four level. Due to the fact that these students have been preparing for the Grade Six Achievement Test from grade four, they will be

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encouraged to continue in the preparation mode and try to achieve targets that were not met earlier. According to Nanook Park:

Our job as educators is to prepare students for success in the real world. A focus on success in life means that beyond teaching the three Rs, we must also teach character, intelligence, responsibility and an appreciation for the complexity of human diversity. We must also teach the virtues of grit-tenacity, perseverance and the ability to never give up”.

He continued by *saying: “**We do our student no favor if we fail to prepare them for the real world because they do not know how to respond to frustration and failure. Learning how to respond positively to setbacks is essential. Regardless of their academic performance, students are bound to encounter frustration and failure in the real world; everyone will hit the wall sooner or later.**

Responding appropriately when things go wrong, turning a failure into a good failure from which *se, is key to success in life. [Incorrect format of quote and of citation. Don't overuse quotes. Instead, paraphrase the main points in your own words.](#)

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In order for my students to develop a growth mindset toward acquiring grit, certain changes will have to be implemented. These changes will take effect in a collaborative way, meaning that all stakeholders will be involved. Some of the changes are as follows:

1. Students' attitude to work [Unclear](#), especially in relation to the completion of homework in preparation for the Grade Six (GSAT) Examination.
2. Students displaying more resilience in achieving academic excellence. [What kinds of behaviors are displays of resilience? Be specific.](#)

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3. More collaboration being displayed by parents in the purchasing of incentives Unclear thus enabling the achievement of designated goals. How?
4. Students becoming more optimistic and curious about learning thereby improving self-esteem and work towards self-efficacy. How?
5. Parent consultation sessions. Describe more completely
6. Research and presentation of projects. Unclear.

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How am I going to implement these changes that I have mentioned? The following are the specific steps that will be taken to facilitate the envisioned changes.

Step #1:

ACTION: Students are presently given homework on a daily basis, however it will take a different format in that the daily assignment will be done with the writing of tickets to explain what was learnt the previous day. Why? Describe these tickets. Parent should sign child's ticket and this should be presented to teacher as their passport to class. Parents' signatures are usually requested but they are not consistent in doing this. To ensure that this is done, students who have completed homework and tickets to class will be rewarded. How and why? Don't overuse extrinsic rewards! As (cited in Hoerr, 2013, p.10), planning to forge ahead despite difficulties, makes it more likely that students will persevere as does expressing support for students' efforts and applauding their tenacity. Unclear.

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WHEN: Reward will be given daily to those who have completed assignments. At the end of the month, a reward will be given to the group that has all its members completing the homework. This will be ongoing. Teachers are the ones who usually fund this venture but the new initiative will be that of a collaborative effort where parents will be asked to contribute cash

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towards purchasing gift or donate the gift. [Is this realistic? Refer to the vast research literature about the dangers of overuse of extrinsic rewards.](#)

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WHO: Class teacher, parents and other stakeholders.

Step # 2:

ACTION: Having motivational talks, posting inspirational “gritty thoughts in classroom and having students writing them as penmanship. This action is not ne*however the talk*will be centered on character building and thought* ill focus more on grit and resilience. [Unclear.](#)

WHEN: At the beginning of school year and on-going.

WHO: Teacher, students, former students from the Prefect body, reputable persons from the community by so doing the overwhelmingly, school-family partnership are promoted as potential sources of the protective factors that fosters educational resilience in children [Why and how?](#) (Bryan, 2005, p. 220). [Why these individuals?](#)

Step # 3:

ACTION: Facilitating mandatory workshops for parents to educate them about how children succeed. Students whose parents attend will be rewarded. [Describe these workshops](#) Parent education is already a role that school counselors embrace, often implementing parent workshops to educate parents about ways in which to help their children succeed in school (Bryan, 2005, p. 224). Ye* orkhop are uually done but eeing that the emphai i on ‘grit’, parent* ill be educated on ho* to empoer themelve and their children. [Unclear.](#)

WHEN: First term of school year and on-going.

WHO: Director, Principal, Teacher, Parent, Guidance Counselor, Motivational speakers [Why](#)
[these individuals?](#)

Step # 4:

ACTION: Class meeting that will take the format of what is called a “[Circle of Courage](#)” [Explain further](#), where students will be invited to discuss issue of concern that possibly prevent them from achieving their goals. [Source?](#) It was Tony Blankley who said that children should be taught from the earliest age possible how to be self-reliant and be able to overcome problems by thinking and acting. This ill be done more regularly than before. [How and why?](#)

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WHO: Teacher and students

WHEN: Ongoing

Step # 5

ACTION: Consultations sessions with parents to get feedback on academic progress. Thi I a continuation of hat i happening but every paren ill be target. None ill be left a* *a* previously done. [Unclear](#)

WHO: Teacher, Students and Parents

WHEN: Ongoing. Parents have a very important role to play in their child’s education because they should be free to push their children to be more self-controlled, gritty and effective if they so wish (Morton, 2014, p. 78). [What role? Explain further and be specific.](#)

Step # 6

ACTION: Students will learn about people who have grit by doing research and report on people who have demonstrated perseverance in the face of hardship example Paul Bogle and Rosa Parkes (Laur*en, *015) [Describe the research projects and your reasons for assigning it.](#)

WHO: Students, Parents and Teacher

WHEN: Black History Month

Conclusion: I envision that the teaching of grit to my Grade Five students will not be a walk in the park because embracing change is usually a challenge but I will be moving forward with the words of Martin Meadows who said that the dip is the moment when you experience little reward and lack motivation to keep going. [Source?](#) The longer you persevere during this phase, the closer you are to success. Everybody experiences the dip when working on something worthwhile. [Why?](#)

[You've selected an important and interesting topic. Note my questions and requests, especially my why and how questions, and my corrections. Also, you clearly identify steps for your plan, but in numbers 1-6 above you must provide evidence that your steps will be effective and cite sources as needed.](#)

[Good selection of sources. However, as noted, there are many errors in APA formatting.](#)

Reference Page

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[Incomplete citation. Is this a book, article or website?](#)

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