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Self- Assessment & Action Plan

Student Name

Psychology 621

Western Carolina University

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SafeAssign

Section A

Introduction

Within any given teaching and learning situation, the teacher like the learner, must leave the environment fully equipped with the knowledge that the relevant content has been stored in the long term memory bank. What is this? For this type of learning to be effective and rewarding, the teaching and learning environment should be so conducive, Wrong word that every child will comfortably learn, if not all, something from the content being imparted. After reflecting on my years as an educators and a supervisor, I now realize that it is our responsibility as educators, to ensure that the learners within our sphere of influence enjoy a comfortable relationship with us.

This can be easily Really? facilitated through various medium, whether by redirecting their mindset, providing positive feedback to them, increasing their trust in the teachers, fostering the development of grit within them, or by imparting to them the importance of collaborative work ethics. Define these terms.

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These five identified areas are of uttermost importance to me personally, as I honestly believe that the students' growth and development are fully hinged on successful implementation of all five aspects of school life. [Good introduction](#),

Section B

Five Chosen Topics of Importance

1) Increasing the students' trust in the teachers of Grade Six.

This particular topic is significantly important to me, since if the students are not able to fully trust their respective teachers both in and out of the teaching and learning environment, then the learning process will be grossly stymied. As a supervisor of grade six, it is my responsibility to tactfully encourage and maintain an atmosphere of trust and good will among the entire grade six. [How?](#) As Hattie and Yates have postulated in the book, *Visible Learning and the Science of How We Learn*, (p. 30), "When students perceive their teachers are highly supportive, students will associate question asking with positive aspects such as mastery goals, building their abilities, and with less focus on competition between students". I totally agree with that statement, as the more students are made to trust their teachers, is the more open they will be to gaining and retaining the knowledge being passed on in and out of the immediate classroom setting. Numerous studies, undertaken by Dr. Ruth Butler, in the [text Visible Learning and the Science of How We Learn, pg.30](#), [Incorrect citation](#), have shown that, "Students strongly value teachers they can trust to assist them when they are struggling with complex ideas". [Yes!](#)

2) Using Praise to redirect the students' [growth mindsets](#) [Define this term](#).

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As individuals, we are all attuned to the positive effects that praise can have on individuals both young and old alike. Even as adults, we are driven by praise given to us in a meaningful and genuine fashion. It has no less an impact of the learners within our immediate classrooms, as they too need to be praised for their efforts. Genuine, well-deserved praise, given in a timely manner will cause the learner to be more comfortable and determined to achieve better scores. Praise is a powerful tool that if used properly by the respective teachers will direct the learners' mindset. So very often we have those learners who have been demotivated by the adults in the homes or communities or even those within their immediate schools as it is only the praise uttered in a timely manner can cause them to see themselves as important individuals of society.

[Cite sources for the claims you make in this paragraph.](#)

3) Developing grit within the students' in my Grade six class

As is postulated by Paul Tough in the text, How Children Succeed, [incorrect citation](#). Duckworth felt that Levin [Who are these people?](#) possessed some traits that could only be called grit. She described grit as, "a passionate commitment to a single mission and an unswerving dedication to achieve that mission". [Source?](#) Like Duckworth, I concur that with grit, the learner is able to fully capitalize on the learning process in an active manner. Grit is that driving force that enables the individual to forge ahead with zeal and determination. [Source?](#) After closely examining the students in the grade six classes, I realize that they lack the tenacity and character strength needed to successfully complete a task. As a result of this discovery, I would want to skillfully aid them in their acquisition of the appropriate character traits earnestly needed to become "smart gritty people". [How?](#) It is imperative that the learners realize the fact that setbacks should not be a deterrent, but should rather be seen as a platform from which to soar to higher heights. With grit, they would undoubtedly understand the importance of not quitting, but endeavouring to

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always finish whatever they have started. [Why?](#) My aspiration is to see a set of grade six students so smart and gritty that no obstacle would prevent them from achieving their set goals in life.

4) Promoting collaborative work ethics among the students of my Grade Six class

As the popular Jamaican song says, “No man is an island, no man stands alone, for we need one another”. This need for each other is not only necessary in our social environment but more so in our educational settings. The learner who decides to work alone will be a failing student, as there are going to be times when the thoughts and interjections of his or her peers will be that word or phrase needed to successfully complete a given task. Sometimes in our classroom settings we find students who are uncooperative and selfish. These students will begin the term achieving high scores, but as the school year progresses, they begin to log behind because the magnitude of assignment given has become unbearable for them to manage alone. Promoting collaborative work ethics among the students is an important practice that I think every teacher should adopt. After all, it is as we work together and share our thoughts that we begin to gain additional knowledge and concepts that were once incomprehensible begin to take form in our brains. Also peer tutoring is an excellent tool to ably assist some learners, since his or her peers will impart the information in a much simpler language than that being used by the teacher. Collaborative work according to Hattie & Yates,(2014), “When group members are all pulling together, and pooling their knowledge, they can overcome some of the natural problems associated with limited working memory accessibility that prevents individuals, from learning as we solve problems”.

5) Encouraging Positive Feedback among a Group of Grade Six Students

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Feedback, what is feedback, and why is it so important? According to the Oxford Essential English Dictionary, feedback is that information that is given to the supplier by the user about a particular product. Within the classroom setting, feedback is the information given to the students by the teacher with regards to the different aspects of their school life. Feedback can either be devastating or extremely uplifting to the moral of an individual. I concur like Hattie and Yates (2014) that when individuals receive appropriate feedback, it empowers them to modify their behaviour and invariably raise their self-esteem. Further to that they have said that, “Receiving feedback enables the learner to close a critical gap, specifically the gap between current status and a more desirable level of achievement”. On numerous occasions I have observed that instead of giving the students positive feedback to bring them closer to a well-defined goal according to Hattie et al, the teachers criticize them with embarrassing words. I have noticed on a number of occasions how devastating negative feedback can be for a learner. The teachers, who get upset with a student for misrepresenting a content that was taught, drive fear into the learner and instead of erecting a bridge of motivation it builds a barrier of despondence and disregard for learning.

Section C

Topic Area of Change/ Improvement

There are a number of areas as identified earlier that I would want to introduce change or improvement in, but the one of most significance to me is that of encouraging positive feedback to the students in grade six by the teachers. As is postulated by Hattie and Yates in the book, *Visible Learning and the Science of How We Learn*, (p. 67), “Feedback is powerful when it is

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focused on providing them information about where to next". I concur, that positive feedback works, especially in the cases where the goals are accurately communicated to the learners and the feedback is undertaken in a realistic manner. I further concur that as London, M. (2003) has said in his book, *Job feedback: Giving, seeking, and using feedback for performance improvement*, "Meaningful feedback is central to performance". This I believe is of paramount importance as feedback given in a meaningful manner guides, motivates, and reinforces effective behavioural patterns and further reduces the practice of infective behaviours.

As an educators and supervisor of grade six, it has been observed by me that feedback has not been used in a positive way by us as teachers. We have been saying too many demeaning things to them and have been calling them unpleasant names instead of encouraging their efforts. As a result of my study of advance education psychology, I have now come to realize the harm that our actions must have caused these students who are entrusted in our care. My objective here is to, as a collaborative group of educators endeavour to provide those positive feedbacks that portray the level of respect we have for our students. We should be patient and adhere to the Golden Rule: "Do unto others as you would have them do unto you". Too many times as educators, we belittle, ridicule, disparage and use demeaning words to our students whenever they make mistakes, instead of encouraging a can-do attitude in them. As a result of this uncomfortable way that we have been treating the students, I personally want us as educators to realize that as London further postulates and I agree that, "As the students' self-efficacy increased, their goals for future test performance increase".

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How will I effect the desired changes, who will be the persons involved and when will these changes take place?

Step 1

London (2003) has caused me to realize that, “Support mechanisms are needed to ensure that feedback is understood and used to set goals for improvement”. With this knowledge, I want to speedily effect the changes necessary to foster an atmosphere of care and trust within the classroom and the home environment, with a view to establish an environment that conforms to the students’ cognitive processing capabilities. First I would want to redirect the parents and assistant teacher’s attitude to low achievers by encouraging them to carefully and timely use praise for any attempt that they would give in response to a task. For this task to be beneficial, it has to be done within the second week of September. The persons involved would include: the administrators, the Guidance Counselor, the parents and the two teachers within the classroom. I would encourage everyone to practice giving positive feedback, bearing in mind what White, K. J., & Jones, K. (2000) have said in an article, *Effects of teacher feedback on the reputations and peer perceptions of children with behavior problems*, “In the positive feedback condition, the teacher respond only to the appropriate behaviours while ignoring inappropriate behaviours”. This is what I would ask the administrators and Guidance Counselor to help to me with as together we sensitise and guide my assistant and the parents in order to effect the desired change.

Step 2

Results from numerous studies have shown that when a desired behaviour is modeled, then the results are more far reaching. Therefore at the beginning of October, as the teachers begin to

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fully grasp the significance of positive feedback, they would be encouraged to model the behaviour for the parents. This activity would be done in a forum where the teachers, parents, and the students are present. Specific teachers would be asked to speak with the students individually, using encouraging words as careful note is taken of the student's response in each session. Having accomplished this projected activity, a mentorship programme would be introduced just before the mid- term break to further encourage this behaviour pattern. Parents and teachers would be fully involved in this activity as they practice the art of sharing positive feedback with the students within whatever environment they might be.

Step 3

At the end of the term, there would be a total of four shared sessions where different individuals who were involved in the feedback activities would openly share their personal views on what was done. They would be encouraged to describe or mime exactly what took place in the different encounters. Of special note would be the responses given the students as they say what they have gained from the activities, and how they felt as they shared with their parents, teachers, each other. According to Vietorisz & Harrison (1973), in the article entitled, *Labor market segmentation: Positive feedback and divergent development*, "Positive feedback arises when the induced effect-after completion of the cycle- has the same and thus reinforces it". As a result of this, I would be interested to find out, how the feedbacks given to the low achieving students, by the different teachers have been working. I would also want to know if the desired changes were evident or if other measures had to be introduced with a view to further assist the teachers and parents with the appropriate feedback strategies necessary to improve the students' academic performance.

Step 4

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Evaluation

At this stage I would want to do a thorough analysis and evaluation of the activities that were undertaken throughout the term. Since Hattie & Timperley believes that, “When students have the metacognitive skills of self-assessment, they can evaluate their levels of understanding, their effort and strategies used on tasks, the attributions and opinion of others about their performance, and their improvement in relation to their goals and expectations”, it would be very interesting to learn from the students involved how they have benefitted from the term’s activities. Not only that, but the parents would be encouraged to give a synopsis of the benefits that have gleamed from their personal involvement in the programme.

It is at this stage that as the organizer of the term’s activities, that I would request from all the parties involved in the activities, a thorough report of the entire programme. The students would be asked to present their report verbally with the in cooperation of the element of drama wherever necessary. The parents and teachers would present their separate reports in written form. The administrators, teachers and parents from others grades would be invited to the evaluation forum, so that they can be sensitized as to the importance of positive feedback to learning. At the end of this evaluation session, as the organizer, I would present the administrators with a thorough report on the programme. This report would include all the aspects of the programme from its inception to the evaluation forum.

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Reference

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