

Learning Task 9 Seeking Advice from MY CT Enrich My Teaching Practice

PPST Domain 4

Domain 4. Curriculum and Planning

Strands

4.4.1 Seek advice concerning strategies that can enrich teaching practice



Desired Learning Outcomes

- Seek advice from my CT concerning strategies that can enrich teaching practice
- Apply the tips given by the CT regarding the Learning Plan and its effective implementation



Essential Questions

- Why is there a need to seek advice from your CT and experienced teachers?
- What were your areas of strength? Areas for improvement?
- What other innovations may be explored to enrich teaching practice?



Understandings

Seeking advice from seasoned and experienced teachers will hone the personal and professional competencies of new teachers. This can provide support to simplify complicated problems and clarify doubts as regards the implementation of the teaching-learning process. The benefits of seeking advice...

- to attain new information and gain new perspectives;
- to assess the options, you have chosen;
- to increase the likelihood of attaining your outcomes;
- to help see positive outcomes of your actions;
- to encourage you to do more;
- to confirm what is good; and
- to appreciate the values, ideas and thoughts of others.



My Performance Tasks

Performance Task 1

Reflect on your areas of strength and areas of improvement. Complete the matrix below.

| Areas of Strength | Plans for further areas of growth |
|---|---|
| Computer Skills | Discover, learn and integrate new softwares |
| Communication and Social Skills (with students) | Identify the academic difficulties that students face and modify my teaching methods to help them |
| Ability to solve conflicts, emotional intelligence | Attend seminars related to psychological factor of students and learn new techniques to motivate children |
| Optimism | Create a warm and inviting space for students to post their goals, hopes and stories about things they have accomplished during the year |
| Humor | Have funny real life examples to increase the chance that students will retain it |

| Areas for Improvement | My Plans of Action |
|--|---|
| Classroom Management | Schedule activities that keep students busy, monitor noise levels and discipline unruly behavior |
| Communication and Social Skills (with teachers) | Coordinate activities with other teachers |
| Classroom Routines | Enforce classroom routines everyday even when there are distractions |

| | |
|--------------------|---|
| Consistency | Have accountability with fellow teachers to check on you and encourage you |
| Creativity | Do not be afraid to try out new research-based teaching strategies |

This study resource was shared via CourseHero.com



**Performance
Task 2**

After several weeks/months of internship, seek advice from seasoned/experienced teachers or from your CT, in the areas of improvement in the delivery of instruction.

| Areas | WHAT TO DO |
|-----------------------------|---|
| Classroom Management | Remove dead air by keeping everyone engaged in an activity. Redirect learners to the activity by giving them a specific task. |
| Creativity | Search and try out different strategies to cater all of your learners. |
| Questioning Skills | When doing your lesson plan, pinpoint the moments where you can ask students questions that would help them derive the answers themselves. Search on different questioning techniques. |
| Classroom Routines | Consistency is key. Do this for days straight until you get the hang of it. Remind them of the classroom rules before starting the lesson. |
| Integration of ICT | Group those with gadgets with those without gadgets. Therefore, you can integrate ICT in the lesson without worrying about other students not participating. Find ways to integrate ICT in your lecture. |

Performance Task 3

Get three (3) topics from your subject area. List them down. Seek advice from your CT on what strategies may still be employed.

| Learning Content | My Strategies | My CT's Advice/ Suggestions |
|---|--|--|
| <p>1. Use graphs to represent organized data</p> | <p>Visual Representations and Manipulatives</p> | <p>Use previous data to save time. Be colorful with your visual presentations. Also use 3D manipulatives when you can. Have the groups of students also make graphs with craft materials.</p> |
| <p>2. Mean, Median, Mode (ungrouped data)</p> | <p>Experiential Learning</p> | <p>Localize your examples to make student learning become more meaningful and relevant. Allow students to find the measurement of the data in a specific category then let them solve.</p> |
| <p>3. Mean, Median, Mode (grouped data)</p> | <p>Cubing</p> | <p>Instead of substituting the formulas directly with it's respective values, use a table to solve for each term then substitute. Color coding is also helpful for visuals so students will not get lost in the process.</p> |



My Assessment Tasks

Choose the letter of the correct answer.

1. Which is the best time to seek advice from one's CT?
 - A. When in doubt
 - B. When in trouble
 - C. When confronted by someone
 - D. When all options don't work

2. In which areas may advice be sought?
 - I. Delivery of the lesson
 - II. Stating Outcomes
 - III. Modes of Assessment

A. I B. II C. III D. I, II, and III

3. When seeking for advice, it is also best to _____.
 - I. ask for feedback
 - II. ask for decisions
 - III. ask for better options

A. I B. II C. III D. I, II, and III

4. As a younger or less experienced person, help or advice especially on work-or school-related issues over a period of time, you are given advice by a _____.

A. coach C. mentor

B. friend D. supporter

5. After seeking advice from others, it is best to _____.

A. ask questions

B. make the best decision

C. remain silent at all times

D. arrange for another schedule



My Learning Artifact(s)

Write an essay about your MENTOR in life. What pieces of advice were given by your mentor to help you develop your personal and professional competencies?

My father is my mentor, my hero and my best friend. He has been there for me at every step in life and supported me in all my decisions. He has taught me a lot and continues to shower his words on wisdom.

My father believes in leading a simple life. Though he earns well and can afford a luxury car and a big bungalow. However, he still continues to live in a small flat. His needs are minimal and he has taught us the same values. He believes in spending a good amount of his salary to social work. He is a part of a non-profit organization that is dedicated towards providing food and education to the underprivileged children. Every Saturday he visits these children and distributes fruits and other eatables among them. He also gives free mathematics classes to these students in the charity school run by the organization. Many a times, he also takes us along. He has taught us how to share and care. I and my sister have inculcated this value from him. We also do our bit to light up a smile on the faces of these children. This is true joy for us. No amount of toys, holiday trips and visits to restaurants can render such a joyful feeling.

Just like my father, I also love keeping it simple. I have understood that “needs can be met but greed cannot”. I am not keen on buying new bags, clothes and accessories every now and then. I only buy things when I truly need them. I love accompanying my father to the places he visits for his charity work and wish to join one such non-profit organization as I grow old.



My Scoring Rubric

| INDICATORS | Meets Standard of Excellence | Approaching Standard of Excellence | Meets Acceptable Standard | Does Not Meet Acceptable Standard |
|---------------------------------------|--|--|--|---|
| CRITERIA | 4 | 3 | 2 | 1 |
| Performance Tasks | <ul style="list-style-type: none"> Has all the aspects of work that exceed level of expectation. Shows exemplary performance | <ul style="list-style-type: none"> Has some aspects of work that exceed level of expectation. Demonstrates solid performance and understanding | <ul style="list-style-type: none"> Has minimal aspects of work that meet level expectation. With some errors and MASTERY is not thorough | <ul style="list-style-type: none"> No aspect of work meets level of expectations. Has errors omissions and misconceptions |
| Assessment Tasks | With 5 correct answers | With 4 correct answers | With 3 correct answers | With less than 3 correct answers |
| Learning Artifacts | The piece/s of evidence of learning is/ are aligned with learning outcomes. | The piece/s of evidence of learning is/are aligned with <u>SOME</u> of the learning outcomes. | The piece/s of evidence of learning is/are aligned with <u>ONE</u> of the learning outcomes. | The piece/s of the piece/s of evidence of learning is/are <u>NOT</u> aligned with the learning outcomes. |
| Creativity and Resourcefulness | The learning tasks are done very creatively and resourcefully. | The learning tasks are done creatively and resourcefully. | The learning tasks are done quite creatively and resourcefully. | The learning tasks are poorly done and need improvement. |
| Submission of Requirements | The assigned learning tasks are submitted on or before the deadline. | The assigned learning tasks are submitted a day after the deadline. | The assigned learning tasks are submitted 2 days after the deadline. | The assigned learning tasks are submitted 3 days or more after the deadline. |
| MY TOTAL SCORE | | | | |

Signature of Practicum Supervisor