

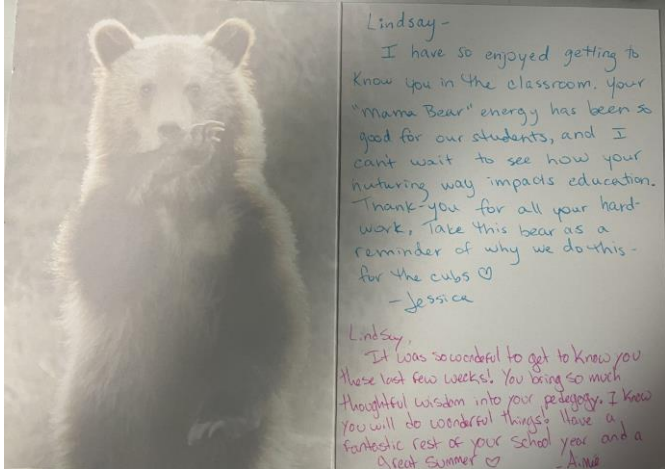
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Teaching Quality Standard – Evidence from e-Portfolio - Reflection – Potential Areas for Growth

The Teaching Quality Standard:

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in **optimum learning for all students**.

E-portfolio link:

TQS – Competencies	Indicators	Evidence from e-Portfolio
Competency 1. Fostering Effective Relationships A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	(a) Acting consistently with fairness, respect, and integrity; (b) Demonstrating empathy and a genuine caring for others; (c) Providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;	<p>Overall, Lindsay has successfully demonstrated a variety of skill sets and teaching strategies while supporting the students at GPS. In particular, she has built rapport and relationships amongst the students so that they feel comfortable asking for one-on-one support if needed. Lindsay has effectively covered the</p> <p><i>Figure 1: Field Experience III Partner Teacher Assessment</i></p>  <p><i>Figure 2: Field Experience II Partner Teacher Correspondence</i></p>

TQS – Competencies	Indicators	Evidence from e-Portfolio
	<p>(d) Inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;</p> <p>(e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and</p> <p>(f) Honouring cultural diversity and promoting intercultural understanding.</p>	<p>My full Partner Teacher Assessments can be found here:</p> <ul style="list-style-type: none"> Figure 1 is an excerpt from my Field III Partner Teacher Narrative Assessment. My partner teacher highlights my ability to demonstrate empathy and genuine caring for others by building rapport and relationships among the students. During Field III a student in my class was having difficulties with his mental health. He often would tell me that he hoped I could stay and teach the class indefinitely, he also preferred to work beside me if I was observing a class. My partner teacher commented on how easily he trusted me and connected with me. Figure 2 is a thank you card from my Field II partner teachers. Dubé writes “your mama bear energy has been so good for our students, and I can’t wait to see how your nurturing way impacts education”. I was elated that my partner teachers commented on my empathy and genuine caring for others; it is an integral part of my pedagogy.
<p>Reflection (~150 words):</p> <p>During my Field III experience, I focused on building relationships with the students by making sure I spoke to each student during each class. I began by asking an “attendance question” which was a simple question to get to know the students. The questions sparked some great conversations about the students and their lives. I also made sure to introduce myself using a PowerPoint with photos, and answering the following questions about myself: who am I? Where am I from? Where am I going? What is my responsibility? By letting the students know that they are my responsibility, I am fostering a connection and building trust. I demonstrate empathy by actively listening to students, and genuinely caring about what is happening in their</p>		

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		<p>lives. I have discovered that if I build strong relationships with students early on, student engagement and proximal zones of development (Gutiérrez 2008) for learning are created.</p>
	<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Empathetic, active listening • Emphasis on culturally responsive pedagogy • Focus on creating a positive and inclusive classroom culture • Focus on fairness, respect and integrity (my relationships with students as well as student's relationships with each other) • Optimism, positivity and creating a safe space for students 	
	<p>Potential Area for Growth:</p> <ul style="list-style-type: none"> • collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; <p>I would like to work closely with the school Project PEACE worker to incorporate mindfulness and mental health strategies into my classroom routines. I believe that it will benefit students and the classroom culture to focus on self-care and wellness strategies.</p>	
<p>Competency 2. Engaging in Career-Long Learning</p> <p>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</p>	<p>(a) collaborating with other teachers to build personal and collective professional capacities and expertise;</p> <p>(b) actively seeking out feedback to enhance teaching practice;</p> <p>(c) building capacity to support student success in</p>	<div data-bbox="898 873 1432 1175" data-label="Image"> </div> <p><i>Figure 3: Métis Digital Storytelling Google Slideshow</i> You can view the full assignment here and the full slideshow here</p> <p>During my Field III experience, I created a Métis Digital Storytelling assignment for grade 9 English Language Arts. I was inspired by an education</p>

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	<p>inclusive, welcoming, caring, respectful and safe learning environments;</p> <p>(d) seeking, critically reviewing and applying educational research to improve practice;</p> <p>(e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and</p> <p>(f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.</p>	<p>course taught by Yvonne Poitras Pratt in Spring 2022 called <i>Starting with Story: Teaching and Learning with Indigenous Literatures</i>.</p> <p>I am a Métis Nation of Alberta member and often use MNA educational resources to create lesson plans and assignments that enhance understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values. Collaborating with the MNA has proved invaluable for planning. As an Indigenous educator, my pedagogy focuses on the value of Indigenous ways of teaching, learning and knowing. I incorporate my culture into the content and delivery of almost every lesson plan and often collaborate with non-Indigenous colleagues to promote understanding and appreciation of the competency.</p>
Reflection (~150 words):		

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		<p>As an Indigenous educator, my pedagogy is focused on the decolonization and indigenization of the colonial education system (Poitras Pratt, et al. 2018). I have completed an undergraduate research project that focused on how culturally responsive programming can build Indigenous identity for Indigenous students. I have extensively researched how to incorporate culturally responsive programming and weave it into my lesson plans. My passion lies in building identity for Indigenous students which would increase success and restore equity for the Indigenous community. Lifelong learning is a pillar of my culture, and I consistently challenge the western worldview and attempt to change the narrative surrounding Indigenous culture in Canada. I enjoy collaborating with non-Indigenous educators to help build allyship and connection between both worlds. By collaborating with non-Indigenous educators, I am constantly learning how to break down barriers for Indigenous students and how to create rich, authentic learning tasks that make an impact on both students and educators.</p>
		<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Lived experience as an Indigenous student and educator • In-depth understanding of the decolonization and indigenization of the Canadian education system • Extensive research experience in the area of Indigenous education • Eight years of experience as an educational assistant and Indigenous support worker, a firm understanding of the importance of how inclusive education intersects with Indigenous education • Genuine interest in lifelong learning and professional development
		<p>Potential Area for Growth:</p> <ul style="list-style-type: none"> • maintaining an awareness of emerging technologies to enhance knowledge and inform practice. <p>An area of growth would be to further my understanding of emerging technologies, and how they can inform my practice and promote efficiency in my classroom. My school district utilizes Google Suite and I would like to complete a PD course with Google so I can engage learning in my classroom by utilizing technology.</p>

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<p>Competency 3. Demonstrating a Professional Body of Knowledge</p> <p>A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</p>	<p>(a) Planning and designing learning activities that:</p> <ul style="list-style-type: none"> • address the learning outcomes outlined in programs of study; • reflect short, medium and long-range planning; • incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students; • ensure that all students continuously develop skills in literacy and numeracy; • communicate high expectations for all students; • foster student understanding of the link between the 	<div data-bbox="869 266 1633 695" data-label="Image"> </div> <p><i>Figure 4: Romeo and Juliet Literature Circle Google Slides</i></p> <p>Link to full lesson plan here and full slideshow here</p> <p>During my Field III experience, I taught ELA 10-1. It was tough to get the group to hand in assignments on time, and I struggled to engage the students during our Romeo and Juliet unit. Through trial and error, I discovered that this group enjoyed group work and artifact presentation. I completed a Literature Circle lesson plan to explore Act IV of Romeo and Juliet and the students were engaged, actively listening, collaborating positively and completing their assigned work.</p> <p>By using instructional strategies to engage students in meaningful learning activities, and knowing how students develop as learners I was able to fully engage the students and achieve curricular outcomes at the same time.</p>

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	<p>activity and the intended learning outcomes;</p> <ul style="list-style-type: none"> • consider relevant local, provincial, national and international contexts and issues; • are varied, engaging and relevant to students; • build student capacity for collaboration; • incorporate digital technology and resources, as appropriate, to build student capacity for: <ul style="list-style-type: none"> ○ acquiring, applying and creating new knowledge; ○ communicating and collaborating with others, ○ critical-thinking; and ○ accessing, interpreting, 	

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	<p>and evaluating information from diverse sources;</p> <ul style="list-style-type: none"> • consider student variables, including: <ul style="list-style-type: none"> ○ demographics, e.g. age, gender, ethnicity, religion; ○ social and economic factors; ○ maturity; ○ relationships amongst students; ○ prior knowledge and learning; ○ cultural and linguistic background; ○ second language learning; ○ health and well-being; ○ emotional and mental health; and ○ physical, social and cognitive ability; <p>(b) using instructional strategies to engage students in meaningful</p>	

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	<p>learning activities, based on:</p> <ul style="list-style-type: none"> • specialized knowledge of the subject areas they teach; • an understanding of students’ backgrounds, prior knowledge and experiences; • a knowledge of how students develop as learners; <p>(c) applying student assessment and evaluation practices that:</p> <ul style="list-style-type: none"> • accurately reflect the learner outcomes within the programs of study; 	

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	<ul style="list-style-type: none"> • generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; • provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; • provide accurate, constructive and timely feedback on student learning; and • support the use of reasoned judgment about the evidence 	

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	used to determine and report the level of student learning.	
<p>Reflection (~150 words): During Field III experience, I taught a full unit on Shakespeare’s Romeo and Juliet to ELA 10-1. Student motivation is a particular struggle due to the pandemic and the shifting back and forth between in-person and online learning. The ELA 10-1 students in my practicum struggled specifically with completing assignments that required portions to be done at home. I discovered through trial and error that this group particularly enjoyed working together in groups, and presenting their work at the end of class. I decided to try using a Literature Circle assignment for Act IV of Romeo and Juliet. It was a tremendous success! By changing the format of how we read and analyzed the play, students were engaged the entire time during the class and each student successfully completed their written assignment. I focused on assessing the students on their collaboration skills and speaking skills because it was attainable and would build confidence. I discovered during this process that it is important to try new instructional strategies to increase student engagement and motivation. I had never utilized a Literature Circle but it was manageable and ideal for this class.</p>		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Planning and organizational skills • Use constant formative feedback for students during class time • Collaborate with other educators to learn new instructional strategies • Can align curricular outcomes with instructional strategies efficiently and effectively • Utilize student collaboration to increase engagement and motivation 		
<p>Potential Area for Growth:</p> <ul style="list-style-type: none"> • consider student variables, including: second-language learning <p>An area of growth is to gain knowledge and understanding of ESL and ELL learning; I find it difficult to adapt English Language Arts programming for students with English as a second language. Fair assessment is an important factor for ESL and EAL students, they often fully understand the content and only struggle with writing mechanics. It would be beneficial to pursue professional development regarding this student variable.</p>		

<p>Competency 4. Establishing Inclusive Learning Environments</p> <p>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> (a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>; (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth; © communicating a philosophy of education affirming that every student can learn and be successful; (d) being aware of and facilitating responses to the emotional and mental health needs of students; (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, 	<p>ELA 9 How to Write a Business Email</p> <ol style="list-style-type: none"> Chances are that from time to time you write or receive a friendly letter, perhaps from a friend or family member. These are informal communications that can be _____. By contrast, a formal letter should follow a specific structure; it should be a _____. When you _____ or a letter to a friend, you probably use _____. Maybe your message looks something like this: Hey, Chris, how RU? I've been <u>thinkin</u> of you. RU gonna come out to our place sometime soon? My mom says you can stay for a week this summer. What do <u>u</u> say? Joey <p><i>Figure 5: ELA 9 Fillable Notes</i></p> <p>Establishing an inclusive learning environment and maintaining that environment is crucial for students to always feel welcomed, cared for, respected and safe. During my Field II experience, I discovered how drastic the difference can be for students and their literacy skills. In grade nine, I have taught students that are at a grade one reading level up to a university level reading level in the same class and trying to build a lesson plan for everyone can be tricky. One technique I learned from my partner teacher during Field II was how valuable fillable notes can be during a lesson. It can help engage students and takes the pressure off of writing lines and lines of notes but everyone is included and doing the same thing.</p>
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TQS – Competencies	Indicators	Evidence from e-Portfolio
	<p>collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;</p> <p>(f) employing classroom management strategies that promote positive, engaging learning environments;</p> <p>(g) incorporating students' personal and cultural strengths into teaching and learning; and</p> <p>(h) providing opportunities for student leadership.</p>	
<p>Reflection (~150 words):</p> <p>During my experience as an inclusive education educational assistant, I have utilized many instructional strategies for students with complex needs. I have a lot of training surrounding utilizing strategies for students with Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, Down Syndrome, etc. All of my work has been with students in kindergarten to grade four, and I have struggled with adapting and accommodating programming for grade nine students. Being aware of and facilitating responses to the emotional and mental health needs of students is a larger factor when students reach a secondary level. I am vigilant about how the students are feeling about doing an adapted assignment, often they want to do the same assignment as their peers. This competency is what I want to focus on for my Field IV experience so that I can confidently create lesson plans that are inclusive and accommodating but still effective.</p>		

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<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Compassion and empathy for all students • Eight years experience of working as an EA one-on-one with students with complex needs • Communication skills • Ability to manage different instructional strategies happening at once in the classroom • Establishing effective relationships with EAs, parents, learning support team • Use of multimodal literacy 		
<p>Potential Area for Growth:</p> <p>To promote growth in this area I need to ask for help and work closely with the learning support team at the school. It is important to be aware of any Inclusive or Behaviour Support Plan goals so that I can incorporate them into my lesson plans. I am skilled in my use of multimodal literacy in the classroom and often will include slides with visuals, videos, audio recordings, and fillable notes so that students stay engaged and the content remains accessible. I would like to incorporate more instructional strategies into my toolbox and find ways to include students with complex needs in group discussions and tasks. I often pair and group students to provide an opportunity for student leadership and to promote student relationships within the classroom, and it has proven effective. I do think that this practice becomes more effective over time and with experience but I will actively pursue the growth of knowledge and practice in this area.</p>		
<p>Competency 5. Applying Foundational Knowledge about First Nations, Métis and Inuit</p> <p>A teacher develops and applies foundational knowledge about</p>	<p>(a) understanding the historical, social, economic, and political implications of:</p> <ul style="list-style-type: none"> • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and 	<p>using effective and engaging formative assessments. She also incorporated her passion for including Canadian First Nation/Metis/Inuit content in a meaningful and engaging way in our ELA class. I know she will be a leader in this area, and we are so fortunate to have had her in our classroom for this time.</p> <p><i>Figure 6: Field Experience II Partner Teacher Assessment</i></p> <p>During Field Experience II, my partner teacher encouraged me to use my extensive knowledge and experience to use the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit. I built a mini-unit focused on the stereotyping of Indigenous folks using the short story <i>Borders</i> by Thomas King. My partner teacher was so</p>

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First Nations, Métis and Inuit for the benefit of all students.	<ul style="list-style-type: none"> • residential schools and their legacy; <p>(b) supporting student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Métis and Inuit education;</p> <p>(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and</p>	<p>supportive and encouraging of the difficult conversations I had with the grade 9 class surrounding stereotyping. She struggles as a non-Indigenous educator to incorporate this competency into her lesson plans and was very excited to hear my ideas. It was a pivotal moment for me to appreciate her respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.</p>

TQS – Competencies	Indicators	Evidence from e-Portfolio
	(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.	
<p>Reflection (~150 words): As a Cree/Métis woman, I have lived experience of a K-12 education with virtually no mention of Indigenous culture, or Indigenous representation. My Indigenous identity was stripped because of intergenerational trauma in my family. I have firsthand experience of how the Indian Residential School System and the 60s Scoop affected the Indigenous community. Senator Murray Sinclair says education is the key to reconciliation (2016). I believe it is my responsibility to use my knowledge and experience to innovate the education system so that Indigenous students do not have the same experience I had. Throughout my practicums, I have consistently delivered lesson and unit plans that always have an underlying connection to First Nation, Métis and Inuit culture and practices. I live my life according to the cultural practices and protocols of the Nehiyaw which can be used as pillars of my teaching practice. My strength lies within this competency, but I remain humble and constantly seek knowledge and understanding to further my learning journey.</p>		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Lived experience as an Indigenous student and educator • Extensive knowledge and understanding of Indigenous culture and protocols • Empathy, kindness and compassion for all students • Passion and drive to improve the educational experience for Indigenous students • Extensive understanding of cultural differences that can create barriers for students 		

TQS – Competencies	Indicators	Evidence from e-Portfolio
<p>Potential Area for Growth: (e) understanding the historical, social, economic, and political implications of:</p> <ul style="list-style-type: none"> • treaties and agreements with First Nations; <p>One area of growth would be to gain knowledge and understanding of the history of treaties and agreements with First Nations. The history is extensive and complex and is crucial for students to understand how Canada was created and how treaties affect life today for the Indigenous community.</p>		

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<p>Competency 6. Adhering to Legal Frameworks and Policies</p> <p>A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.</p> <ul style="list-style-type: none"> • Adheres to the Alberta Programs of Studies • Ethical in actions and professional responsibilities 	<p>(a) maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> and other relevant legislation;</p> <p>(b) engaging in practices consistent with policies and procedures established by the school authority; and</p> <p>© recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.</p>	<p><small>Adhering to Legal Frameworks and Policies – Lindsay conducts herself in a professional manner. She demonstrates the understanding of the standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of children.</small></p> <p><i>Figure 7: Field III Community Partner Assessment</i></p> <p>During my Field III experience, I was entrusted with the care and custody of students that required door-to-door supervision to ensure their safety and well-being. I discussed the competency of adhering to legal frameworks and policies with my community partner, Ann. Ann is a wonderful retired grade one teacher who shared her wealth of experience with me and understands how the safety and well-being of students always come first. She was proud of how I effectively demonstrated my understanding of this competency.</p>
Reflection (~150 words):		

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		<p>During my Field III experience, I was entrusted with a student that was on suicide watch, as well as other students that required constant supervision. With eight years of experience as an educational assistant, I fully understand the gravity of adhering to legal frameworks and policies, but it was not until this field experience that I feel the full weight of responsibility. Caring for a student that is having severe mental health issues requires educators to follow strict protocols, and to adapt programming for the well-being of students. The principle of in loco parentis (Alberta Teachers Association, 2022) dictates that educators take on the legal responsibility of a parent, and having a student in your care that is at risk can be overwhelming. These types of situations show the value of standards of conduct entrusted with the custody, care or education of students. Remaining professional, but maintaining empathy and compassion is the best way to nurture the well-being of the students.</p>
		<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Professionalism • Effective communication skills • Fostering effective relationships with students, parents, colleagues and administration • Respect for policy and frameworks • Compassion and empathy for students and parents
		<p>Potential Area for Growth:</p> <ul style="list-style-type: none"> • maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> and other relevant legislation; <p>The Alberta Government has recently made changes to the Education Act and I would like to further my knowledge and understanding of all policies and procedures that affect my role as an educator. The Alberta Government expects to make more changes to the curriculum and it is important to stay up to date on all information regarding education in Alberta. I would also like to familiarize myself with the Alberta Teacher’s Association so I can utilize their resources and information.</p>

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Connections to academic readings and life experiences to demonstrate an integrated understanding of your emerging practice. (~500 words):

As I reflect on my emerging pedagogy and practice, I realize how important collaboration and constructive feedback is for educators. My experience as an educational assistant, an Indigenous support worker and now as a preservice teacher is extremely valuable to build an effective educational practice for me as well as my colleagues. Many colleagues continually come to me for feedback on the Teaching Quality Standard (Alberta Education, 2020) five. I enjoy the inspiring conversations with educators about how to incorporate understanding and appreciation of First Nation, Métis and Inuit history and culture. I have always requested feedback from administration, experienced colleagues, inclusive education coaches and professors and now understand how valuable those conversations are. Bambino (2002) writes about the importance of creating a community for yourself as an educator, and how collaboration is key to reflection and finding solutions. During my experience as an EA and my practicums, scheduled collaboration time for educational teams created a renewed sense of hope during the school year. Fresh ideas, and motivation for teachers comes from colleagues and is invaluable.

During my field experiences, my partner teachers gave consistent feedback in a positive, professional manner that built my confidence as an educator. At the start of my education degree (six years ago), I could not imagine standing up in front of a group of students or adults and delivering a lesson! My confidence has soared, and it is because of my willingness to learn from my mistakes, and remain in a constant state of renewal (Louie, 2020). To remain in a constant state of renewal is to keep circling back to what you have learned to re-evaluate how you might view it differently. It also emphasizes humility, and how lifelong learning is never finished. My professors have always provided critical feedback and encouragement, they build up my confidence and I can only emulate their practices, and I try to model positive student-teacher relationships for my students.

My culture is based on relations and connections. Everything is connected physically, spiritually, emotionally and mentally and it is amazing to experience the connections as an educator. Relations are the most important; building relationships with students, colleagues and parents is the key to a fulfilling experience as an educator.

With each field experience, I could see the puzzle pieces of my degree coming together. Each class was a building block, and with each week of field experience, I can see my exponential growth as an educator. When I was a young Cree/Métis student, I never saw myself in post-secondary, and it is my passion and purpose to make sure Indigenous students do not experience the same thing.

Creating an inclusive, rich learning experience for all students remains my goal, and by collaborating and requesting feedback I can appreciate the wealth of knowledge of our educational community.

The one area of growth I want to address and inquire into during this course and a rationale for your choice. (~500 words):

The one area of growth that I would like to focus on during Field IV experience is Teaching Quality Standard 4 – **Establishing Inclusive Learning Environments – specifically using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.** Despite having eight years of experience as an inclusive education educational assistant, I struggled to adapt lesson plans and accommodate secondary-level students with complex learning needs. An inclusive classroom is extremely important, and I need to find ways for students with complex needs to remain in the classroom, feel included by their peers and work on their Individual Program goals effectively.

During my Field III experience, I was unable to connect with the inclusive education coach and relied on my partner teacher for advice on adapting and modifying lesson plans which was great but collaborating with the inclusive learning team would be extremely beneficial. Dorst (2015) discusses how reframing the problem can help educators find the solution. Rather than adapting the student to the program, I can adapt the program to the student. Or if I can reframe what the problem may be, it might not be how I am lesson planning but maybe what accommodations I am providing. I know that collaborating with the learning support team will provide resources and fresh ideas.

The reason why I chose this goal was that I will always have a diverse classroom with varying abilities and all students must receive a fair education. Within my experience as an educational assistant, I often see a gap for students with complex needs due to this struggle of adapting and modifying lesson plans. It is the teacher’s responsibility to make sure all students have individualized programming, not the educational assistants. I have observed some fabulous teachers that can plan for all of their students and create rich, authentic learning opportunities for students with complex needs. I would like to learn how to do that and will focus on this goal likely, for many years to come.

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