

## Annotation & Evaluation

Go Back

<b>Bowers, Melissa</b>				
<b>AP12 - Technology</b>				
<b>Status: Evaluated</b>				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient  <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 12.E.1 Identify technological resources to meet specific teaching and learning outcomes  <input type="checkbox"/> 12.E.2 Identify specific technology applications and resources that enhance the achievement of diverse learners  <input type="checkbox"/> 12.E.3 Observe and critique the application of appropriate technology resources for data analysis and data management	<input type="checkbox"/> 12.B.1 Differentiate between appropriate and inappropriate uses of technology to meet specific teaching and learning outcomes  <input type="checkbox"/> 12.B.2 Critique specific technology applications and resources that maximize the achievement of diverse learners  <input type="checkbox"/> 12.B.3 Identify appropriate technology resources for data analysis and data management	<input checked="" type="checkbox"/> 12.F.1 Implement the use of appropriate technological resources to meet specific teaching and learning outcomes  <input checked="" type="checkbox"/> 12.F.2 Implement developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of students (P-12)  <input checked="" type="checkbox"/> 12.F.3 Appropriately and critically use technology to gather data to manage student (P-12) learning for the purpose of evaluating and improving instruction	<input type="checkbox"/> Preliminary  <input type="checkbox"/> Emergent  <input type="checkbox"/> Bridging  <input checked="" type="checkbox"/> Fulfilled
<b>Comments from Evaluator:</b> Congratulations!				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>This evidence for AP #12-Technology is from the course EDE 4941 Childhood Education Internship Level I. I had to find an educational website that was appropriate to use for my first-grade class. I then let the students try out the website and record their feedback and what I learned. The website was supposed to go along with a current lesson being taught in class. At the time, my students were learning to add a one-digit number to another one-digit number. This website provided an interactive activity that let the students add two one-digit numbers together. This evidence shows my experience and reflection on the activity of having the students use the website. The activity was called 'The Timernator' from a website entitled: <a href="http://www.coolmath-games.com/Timernator/index.html">http://www.coolmath-games.com/Timernator/index.html</a>.</p> <p>My second evidence is my weekly reflective journal for EDE 4942 Level II Internship. In this reflection to my supervising professor, I discuss my experiences learning about the electronic grade book 'EasyGrade Pro' and my comments and knowledge about implementing it in the classroom.</p> <p>UPDATED 12-5-08</p> <p>My third evidence is a lesson plan developed and implemented in my Level II Internship EDE 4942. In this lesson, I integrated technology into the students' current social studies/reading curriculum, which is about the Original 13 Colonies. I found online an Internet Scavenger Hunt about Pennsylvania. I put the students in groups and had them participate in the scavenger hunt on the computer.</p>				
2. How did the evidence(s) address the Accomplished Practice? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)				

This evidence addresses AP #12 in many ways. First off, the assignment requires students to use the internet on the computers in the classroom to access the website. In my reflection, I mentioned the differences between appropriate and inappropriate websites for students to use. I believe it is very important to thoroughly check every website you intend to use in your classroom. An example of an appropriate website would be ones that focus on topics that the students are learning in the classroom at that time, encourage students to use critical thinking skills and inquiry, those that include interactive activities to improve students' performance skills, and ones that can be utilized by an array of different types of students. My website offered different 'levels of difficulty' of math problems. For example, if you wanted 'easy level' you would usually see smaller numbers (like 1-4) being added together, and a lot of repetition would occur to reinforce those addition facts. For a more difficult level, you would see even two-digit numbers being added to one-digit numbers to challenge the students who could handle it. There were also special accommodations for ESOL students that I discussed in my evidence. This website was very beneficial to every student in the classroom because it was one that was made to be used for students of all levels and languages. Inappropriate websites would be ones where even if the main focus was educational and kid-friendly, there were links to pages that are either inappropriate for students their age or inappropriate for school-usage at all. Every website you use in your classroom should be an extension of a lesson you are teaching or complement what you expect the children to learn.

My second evidence meets AP #12 - Technology in different ways. First off, I discuss the reasons of why it is important and beneficial to use this program in the classroom for grading students' work. This program is excellent because it manages many different types of data with ease and keeps everything organized according to your personal settings. I was familiar with the program, but I did not know much about it, so I inquired to my Cooperating Teacher, Mrs. Heres, to teach me how to use it. I have since become very familiar with incorporating the use of this technology into my daily teaching and grading. Not only does it help me enter grades quickly and easily, but at any instant I can print a progress report for each and every student at any point during the school year.

UPDATED 12-5-08

My third evidence meets this AP in several ways. First, it is a lesson plan that integrates technology into a content lesson. The students have been studying about The Thirteen Original Colonies in Social Studies and also partially in reading. This technology is tied directly to the content material because it is a scavenger hunt about Pennsylvania, which is one of the 13 colonies they are learning more about. The scavenger hunt was made to provide fun facts about Pennsylvania that you wouldn't normally find in a textbook or anything. This is a great way to enhance the students' knowledge about one of the original 13 colonies in more depth, but also giving them fun information that makes them want to learn more because it's interesting for them. This lesson plan also fosters development of the skills in the provided Sunshine State Standards (3rd and 4th). By reading the scavenger hunt directions, and having to look through numerous websites for specific information, the students will examine several sources of information (the different websites) and evaluate the information provided in them. This also requires the students to do a lot of at-grade level reading in order to find the correct information within the websites.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

a) The technology implemented into this lesson was a website designed to help students with their basic addition facts. This is something the students had already learned, so this website helped them to practice and master these skills of adding together one-digit numbers. I had one ESOL student in the classroom, a boy who spoke Spanish, so the ESOL modifications the website provided were extremely helpful to this student. I liked it because it didn't just change the entire activity to Spanish words (written and spoken), it kept the English words, it just added Spanish captions under each word or phrase. Luckily it was a math lesson that included mostly numbers, so the ESOL student (who, at the time, was a speech emergent level speaker) didn't have too much of a disadvantage because of language barriers. This website was also a fun and educational way to give students practice at improving their typing and technology skills. I incorporated fun races for the students to participate in, like who could complete ten addition problems correctly first, or how many could you complete in 60 seconds, which allowed them to experience positive student-to-student communication.

a) My second evidence is also being currently used by me in my Level II internship classroom. The students are definitely benefited by my use of this technology program, even though they might not always realize it. This program enables me to keep very exact and up-to-date grades and scores for every student, and it does pretty much all the math for you. It can weigh the students' scores, it can calculate any 'curved' grades, and it keeps class statistics and individual student statistics in every subject you enter into the database. These statistics are very beneficial for upcoming lesson planning because you can see where every student stands in the classroom, and you can see where some students may be struggling and need extra assistance. You can also see the students who are excelling in certain areas and use them to help the struggling students.

UPDATED 12-5-08

My third evidence was implemented in my Level II Internship class of 5th graders. Since this is a unique, fun activity, the students were immediately excited and motivated to try and win the contest. The students benefited from this lesson in many ways. First, they were able to use their background knowledge from what they've already learned in Social Studies about the Original 13 colonies. This information was useful for them when they were trying to find the answers to the internet scavenger hunt. This technology lesson plan helped meet the teaching and learning outcomes because it provided them with new information about one of the particular colonies. This lesson plan gave them another resource and another point of view about Pennsylvania than their text book or other source could give them. It helps them to see history and places they have never been (assuming they have never been to Pennsylvania) in a more concrete, realistic way. The website asks about things that are in mostly every child's life - crayons, Hershey's chocolate, and baseball. When you relate lessons to students' real-life situations, they will learn more, remember more, and gain more from it. Also, the students are getting practice using a computer - they develop typing skills, using multiple websites, and searching websites. As technology advances, these are skills that are going to become, for the most part, crucial for a successful job or career. Being able to incorporate a lesson that involved learning outcomes for Social Studies, Reading, and computer skills is really beneficial to the students.

4. Reflect on what you learned about this Accomplished Practice? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

As important as pencil and paper learning is, I believe it is very crucial for students of all ages to have technology integrated into their learning. With this day and age, we are using technology more and more in our daily lives, and it should definitely be a teacher's duty to help develop skills needed to appropriately use technology to all students. Technology, specifically educational websites in this case, can really reinforce and enhance many lessons. Not every student learns the same way, and I really feel that the use of technology can help more different types and levels of students understand better. I am definitely more aware about adding extensions to my lessons that include technology.

My second evidence and annotation helped me learn that although some aspects of classroom life is best with a pencil and sheet of paper, technology can help you come a long way as a teacher. Like I mentioned before, this program has cut my time in half that I spend working on grading and recording data for my class. Technology is very important for your students to learn to use, but it is just as important for teachers to use and implement technology into their daily routines in the classroom as well.

UPDATED 12-5-08

My third evidence helped me realize that technology should be an integral part of your weekly, if not daily, teaching. We live in a society where many various types of technology are becoming prevalent to everyday-life. It is my responsibility as a teacher to give my students opportunities to develop their skills working with different types of technology. It is also crucial that the technology is integrated into their curriculum, so they get several chances for enrichment.

**Status:** Evaluated **Last Modified:** 12/07/2008