Annotation & Evaluation

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Agey, Anasstasja
AP10 - Planning

Status: Evaluated

EVALUATION

	Emergent	Bridging	Fulfilled	Profeciency Level
☐ Insufficient ☐ Inappropriate	☐ 10.E.1 Demonstrate knowledge of a variety of instructional strategies that promote students' (P-12) learning and curriculum goals, utilizing a variety of activities, materials and technological resources ☐ 10.E.2 Demonstrate knowledge of the components of short and long term planning ☐ 10.E. 3 Identify ways in which existing lessons can be modified	☐ 10.B.1 Seek advice from and plan with a professional to use a variety of instr. strategies that promote students' (P-12) learning and curriculum goals, utilizing a variety of activities, materials and technological resources and students' previous knowledge ☐ 10.B.2 Demonstrate the ability to develop short and long term plans ☐ 10.B.3 Reflect on students' (P-12) learning outcomes and modify lessons as a result	☑ 10.F. 1 Implement lesson plans with other professionals using a variety of instructional strategies that promote students' (P-12) learning and curriculum goals, utilizing a variety of activities, materials and technological resources and students' previous knowledge ☑ 10.F.2 Implement developmentally appropriate instructional activities/tasks that are motivating, engaging and promote critical thinking skills for students (P-12) ☑ 10.F.3 Analyze data from lessons taught and uses it, in a just and responsible manner, to improve students' (P-12) learning	☐ Preliminary ☐ Emergent ☐ Bridging ☑ Fulfilled

Comments from Evaluator: Excellent job. Always best practice to analyze your students learning after you present a lesson. From that data you are able to adjust your lesson or modify it so you can make sure all your students have learned what was taught.

ANNOTATION

1. Type and description of evidence(s) (e.g. assignments, activity)

This lesson plan was designed for FLE4317- Teaching LEP Students K-12. The assignment was to create a lesson plan that integrated a specific ESOL method (I chose Total Physical Response). The lesson was on the subject of the life cycle of a butterfly for a second grade class. In this lesson, students would learn about the life cycle of a butterfly through visualization, physical/kinesthetic action, and repetition of terminology. They would be assessed on whether or not they could correctly arrange and identify the stages of the life cycle.

Updated 11/29/08

2nd evidence-
Science Unit Exam Review: I developed this Jeopardy-style review on a PowerPoint presentation to help the students in my Level II Internship prepare for their science unit exam. It incorporates deliberation, cooperative groups, critical thinking, and student-centered learning.

3rd evidence-
Function Machine Lesson: This lesson was completed for my Teaching Math II course during Summer 2008. The purpose of this lesson was to design a function machine and a corresponding lesson to help students internalize the concept of algebraic

patterns in mathematics. The lesson is organized in the USFSP format with standards, objectives, materials, practice, closure, assessment, enrichment, technology, and ESOL modifications.

4th evidence-
ESOL Specific Lesson: This lesson was completed during my ESOL Practicum in Fall 2008. It was designed to help three ESOL first graders develop the skills to identify cause and effect relationships in the stories they were reading in class. The lesson is organized in USFSP Mini Lesson Format with topic, information, examples, practice, and assessment. Modifications and visuals are included in the lesson.

Updated 3/22/09
5th evidence-
Probability Lesson: This lesson was completed during Spring 2009 in my final internship. This lesson was designed to teach third grade students the language of probability and apply their knowledge of the terminology. In addition to the lesson, the centers extended from the lesson and the results of the pre-test, lesson quiz, and post-test are enclosed.

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?)

I originally created a similar lesson for my Creative Experiences class about the butterfly life cycle. I liked the original idea so much that I wanted to modify and incorporate it into my ESOL method lesson plan. Therefore, I had to research the appropriate Sunshine State Standards and create a lesson that would adapt to students of varying language ability and comprehension because the original idea did not include these factors. The lesson itself requires a great deal of materials and if it were actually taught would take some planning ahead of time on the part of the teacher to assure all materials are at hand. In planning this lesson, I learned that you have to first consider what kind of students you will have in your classroom and to be prepared for all levels of language difficulty and confusion. It's important to recognize that these are not barriers; rather language differences are opportunities for learning. I chose the Total Physical Response method for this lesson because it is an effective method for teaching a brand-new or complex subject. Total Physical Response requires active participation and is highly physical. The student learns concepts by engaging in teacher directed commands such as "do this" or "try this". The key to effectively implementing TPR is repetition and patience. Therefore, this particular ESOL method fit into my lesson because, although it requires extensive preparation, I found that it would be the most effective out of all of the other suggested ESOL methods (such as semantic mapping or dialogue journal writing) because it would allow ESOL students to experience and engage in the new concepts they are learning rather than rush into writing about it. Planning a lesson with this particular method would help me reach English Language Learners on a level that is comprehensible and enjoyable to them.

Updated 11/29/08

2nd evidence-
The Accomplished Practice of Planning is met in this activity because I designed the Science Exam Unit Review as an instructional strategy to help the students in my Level II internship review for their Unit test. Over the last six weeks, students had been learning about ecosystems and energy transfer. This PowerPoint presentation was a Jeopardy-like game that promoted the students' learning and curriculum goals over the last six weeks leading up to the Unit test. It tapped into students' previous knowledge of what they learned over the last six weeks and made the motivation for success relevant because the information would be on their test the following day. Presenting the activity as a Jeopardy game made the task developmentally appropriate, considering they were learning about concepts such as symbiotic relationships and ecosystems. The review was presented to them in an engaging format. The review was organized five into categories: How Plants Produce Food, How Energy is Passed in an Ecosystem, How Organisms Compete and Survive in an Ecosystem, How Ecosystems Change Over Time, and How People Affect Ecosystems. Each category had 3 questions worth 100-300 points. The students were given the task to work in teams and deliberate with their group members about selecting the correct answer. The questions were formatted as multiple choice with one short answer response. Many of the questions were cloze passages in which the teams of students had to use text clues to come up with the most likely answer. These questioning options promote the highest possible achievement for all learners.

3rd evidence-
The Function Machine Lesson meets the Accomplished Practice of Planning because it is organized in a manner that shows the amount of detail and time that went into designing the lesson. First, I had to choose a grade level, locate the most up to date Sunshine State math standards for that grade level, make my objectives measurable and construct them from the standards, gather and make my materials, organize a guided and independent practice that would engage student learning, provide closure to the lesson with a summarizing activity, extend the learning with technology, and provide differentiation of instruction for an ESOL student. This very detailed lesson was planned with a 3rd grade class in mind. I knew that they had some background knowledge in patterns and fundamental multiplication tables so I made this knowledge a required prerequisite for the lesson. This lesson was designed to teach students about the purpose of functions. A function is a rule or pattern in a set of numbers, a concept that can be quite abstract to third graders. The task that was given to students was to observe the given numbers in the chart, track how the numbers changed as they went from the input portion to the output portion of the chart, and infer the pattern that was occurring based on what they noticed as they numbers changed. Then, students evaluated the rule or function they came up with and tested it to see if the pattern worked. The concept of functions was presented to them in a developmentally appropriate way through the kid-designed and tested Rainbow Robot Hamster Function Machine.

4th evidence-
The cause and effect lesson plan addresses the Accomplished Practice of Planning because the lesson is designed to promote the reading strategy of cause and effect and engages students in active learning. This lesson was planned to scaffold the learning of three ESOL students by using their background knowledge as 1st graders to help them infer conclusions about given situations. The objectives of the lesson specifically address the analysis level of Bloom's Taxonomy in which students are expected to distinguish between cause and effect and use that knowledge to identify text structure when they are reading a story. This can be a difficult concept for six and seven year olds to grasp. However, the lesson guides the students through the concept of a cause and effect relationship by presenting them with scenarios they can understand such as: What would happen if I did not follow directions when the teacher asked me to do something? This question engages students because they are currently in a classroom and know that a variety of scenarios could happen because of them not following directions. Brainstorming the effects of not following directions allows the student to pull from their background knowledge and problem solve. In the assessment portion of the lesson, students are given a graphic organizer to fill out. The causes are given to

them and it is their duty to use what they know and infer a possible effect. This promotes inquiry because the students must question and explore how they might approach the situation. The beauty of inquiry is that it is open-ended. This gives the students an opportunity to explore and predict what might happen because of an action, a critical skill for reading comprehension and engaging learning. For example, one situation given is: save your money. Each student would have to use what they know to come up with a likely effect. The realistic approach to problem-solving is evident in this lesson because it asks students to draw from their own experiences. This realistic approach to cause and effect will allow them to become independent thinkers.

Updated 3/22/09
5th evidence: I am using the probability lesson to meet the Accomplished Practice of Planning. The evidence shows that I can analyze and use data from lessons taught to improve student learning in a just and responsible manner. This introductory lesson was designed for a brief unit on probability. Students took a Pasco County District generated pre-test that incorporated state benchmarks and grade level expectations for learning the concept of probability. Knowing the required testable benchmarks and grade level expectations helped me better plan for this lesson. The results of the pre-test gave me baseline data to chart and analyze student growth in regards to increasing their learning. I have a variety of students at a range of ability levels and students who are classified as ESE and ESOL. My goal in this lesson was to provide every single student with the background knowledge to succeed in the probability unit. Success was measured by how much they grew at the end of the unit. The pre-test results indicated that most of the students had limited background knowledge in probability. After teaching the lesson and analyzing the results of the mini-assessment, I felt that students needed more practice applying the vocabulary. Therefore, I developed probability centers to help them relate to the vocabulary they were learning in a meaningful and enjoyable way. After the completion of the unit, students did a much better job on the Pasco County District generated post-test. Nearly all students experienced growth. The goal of this lesson and the centers was to ensure that students would make significant learning gains. This lesson, the centers extended from it, and the data compiled from each assessment indicate that I can use data to increase student learning in a responsible and just manner.

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?)

b. This particular lesson would be very beneficial in helping students appreciate the cyclic nature of the butterfly, become aware of change over time, and understand the structure and function of living things. I carefully researched the appropriate Sunshine State Standards to assure that my lesson would appropriately meet the standards for a K-2 science lesson. The carefully considered ESOL method used (TPR) is valuable in that it assures all students in the classroom will be able to learn about the life cycle of the butterfly, not just those who are English proficient. Total Physical Response demands the use of your whole body when learning and understanding a new concept. That is why I gave opportunities for students to point or identify and classify the stages in pictures and objects, to dramatize the stages, and create their own life cycle. This gives, not only the teacher, but the students the chance to distinguish whether they understand the lesson or not.

Updated 11/29/08
a- This review involved direct work with my 4th/5th grade Level II internship class. I designed and planned this review with them in mind because they love to work together in groups. Prior to planning this review, I spoke with my cooperating teacher about what we had taught together over the last six weeks and how we could prepare the students for the Unit test. My cooperating teacher was going to have them play a Jeopardy game. I asked her if I could organize it on a PowerPoint presentation to bring a technological resource in the class. I feel that utilizing technology such as PowerPoint can reach all students of linguistic and ability levels because there are visuals, text, and sound to motivate and engage them. My CT gave me the class study guide and the curriculum map from the last six weeks to plan the review. It was my task to design questions that were relevant and meaningful to prepare them for the test. Many of the questions in the science review provoked critical thinking such as: A new subdivision and mall was built in New Port Richey on top of a habitat that turtles lived in. Everything the turtles needed was in this habitat, including shelter and food. What might happen to the turtles? Then, the teams of students had to use their prior knowledge and deliberate about the way humans affect ecosystems to come up with a likely scenario.
The beauty of this review is that students were actively engaged at least 95% of the time because they only had 30 seconds to deliberate each question with their team. Working cooperatively with others gave them an opportunity to use all their resources. They paid close attention when I read the question and tried to come to an agreeable solution as soon as possible. Keeping students engaged and interested is the number one way to reduce misbehavior. If students are focused on a task, it is more difficult for them to stray from the learning. To downplay the competitive aspect of the game, after deliberation I did what was called 1-2-3 showdown in which each team had a chance to show their answer at the same time. Each team who found the right answer received the points, rather than the team who got it first. I feel that activity fostered an environment that emphasized the importance of learning rather than the importance of how quickly you got the answer. My cooperating teacher decided that she would reword her test items to more closely reflect what the students had reviewed that day. When the students took the Unit test, 85% of them received at least an A or a B. I was pleased that the review had been so helpful for them.

a- The Function Machine Lesson did not take place during any of my internships or practicums. Rather, I had the opportunity to volunteer in my sister's third grade class to teach the lesson during her last few weeks of school since, coincidentally, her teacher was working with the class on input/output charts and recognizing patterns. This was a great opportunity for me to try the lesson out with intermediate grade students since up until that point I had not worked with students older than six. I developed the function machine with my sister since she had the experience of currently being in the third grade. She knew what would appeal to her classmates so I took her insight very seriously as I developed my machine. The purpose of developing the function machine was to engage students in the process of learning and motivate them to participate in the lesson. I also have an inkling that my cuddly, happy-looking function machine made the algebraic concepts a little less threatening to struggling students. This lesson helped students develop higher-order thinking skills because they were challenged with a problem. They had to figure out why the function machine was giving them a set of numbers and determine the relationship between those numbers. Building from concrete skills such as multiplying and adding to more abstract concepts such as variables or determining a pattern in a set of numbers helps students learn to problem-solve and think

critically. To evaluate that they understood the function, I would ask the student to explain the rule or pattern they found in the set of numbers using math talk. For example, to directly quote the reflection in my lesson, a child found the rule to a two-step equation. When probed to explain how she found the rule she said: Well it was easy! I just followed the pattern. See? 15 times 2 is 30, plus 2 is 32. 19 times 2 is 38, plus 2 is 40. Then I asked: How do you know? She said: Because I could put any other number in there and if I added two and times [sic] it by two I'll get the answer. So together, we wrote the rule on the board as N times 2 plus 2. This helped me directly assess their learning.

a- This lesson was designed for 3 ESOL students and implemented in a mainstream 1st grade class. This lesson was planned as a mini-lesson or supplement to what they were currently learning about analyzing text structure. This lesson is an inclusive lesson because it provides learning gains for all students. However, the ESOL students needed some remediation in the concept of cause and effect because they could not relate the concept in the stories they were reading. I decided to take an approach in which they would use real-life, first grader knowledge to build on this abstract concept. I thought if I engaged the students in their own experiences, they would be able to use what they know to infer possible effects for causes. I planned this lesson based on an If…Then lesson the teacher had already taught. She went over my lesson and approved it for remediation in small group instruction. In the lesson, I sat with them and explained cause and effect through scenarios such as not listening to your teacher and running in hot weather. As I spoke to students, I utilized pictures to help them understand the concepts we were discussing. After showing students that a cause makes something happen and an effect is what happens, I asked the students to show me their understanding by using picture cards. I would give them a picture card such as a yawning face and ask them to choose the situation that would most likely happen because of someone yawning. After the student selected the sleeping card, I did a simple thumbs-up, thumbs-down assessment with the group to make sure we all agreed that if you were yawning it meant you were tired and you would probably go to sleep. The concrete relevance applied to the abstract concept of cause and effect allowed my students to develop their knowledge about something they did not fully grasp before. The real-life problems that they were asked to solve helped them manage the information in a comprehensible way, something that is crucial for English Language Learners. In my final assessment, I asked students to organize the information they learned on a T-chart. They were given three causes: plant seeds, get sick, and save your money. This was my way of releasing control and helping them independently solve the problem. They were asked to draw the likely scenario and then label it so that they could justify why the chose that effect. For example, my speech emergent student indicated that if he got sick he would see a doctor and drew a picture of a doctor. However, one of my intermediate fluency students took the same situation and drew herself at home watching TV. She labeled the picture stay home because that is what she would have traditionally done on a day she was sick. These activities ensured that each student was engaged and learning. I incorporated a variety of activities such as discussion, matching, visuals, and graphic organizers to meet the needs of a variety of learning styles. Following the completion of this lesson, it was clear learning gains had been made. When we practiced cause and effect with The Little Red Hen the following week, it was evident that the students understood that the cause is what makes something happen and the effect is what happens because they could explain that the other animal friends were not allowed to share Hen's bread (effect) because they did not help her (cause).

Updated 3/22/09
a- This lesson involved direct work with third grade students in my final internship course. This lesson impacted student learning because they were able to use the language of probability in a meaningful way and nearly all students increased their scores on the unit post-test. Prior to the lesson, students had limited background knowledge about the language of probability. After teaching the lesson and letting students apply the terminology in centers, nearly all students increased their learning. Two students test scores increased by 50%! My ESE and ESOL students also improved their scores significantly. My non-English speaking student received a 25% in the pretest and a 50% in the post-test, indicating that his learning increased by 25%. My SLD/ESOL student at the intermediate fluency stage of language acquisition went from a 50% to an 88%! Students were also able to apply their new vocabulary to real-life scenarios thanks to practicing the terminology in centers. While I used the numerical data from the lesson to show that students overall learning had increased, their own feedback spoke volumes. For example, one student remarked to a classmate: It's unlikely that I'll wear a yellow shirt tomorrow since I don't have a lot of them in my closet; or in the coin toss center: There's an equally likely chance that I'm going to get a heads or tails because there's only two sides to the coin. Not only did their test scores improve, but their learning gains had been authentic because they could ascribe meaning to the terminology.

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)

I learned that planning itself is a self-assessing process that requires you to revise, rewrite, and triple check your work. You must constantly check to make sure that you have not left anything significant out your lesson. Planning is an all important aspect of creating a lesson. It is the topmost responsibility of the teacher to be prepared to teach his or her class. The document submitted is the most up to date version of the lesson. My instructor commented that she thought it was a very good first attempt at a lesson and it was rewarding to receive that kind of feedback about the planning of my lesson. She did reveal to me however that it was not necessary (even though it was helpful) to break down the specific modifications (only list the ESOL method), at least not for this particular lesson. After receiving the feedback, I was uncertain as to whether or not to remove these modifications because they were useful and provided a good plan for me to use when I encounter these varying exceptionalities in my own classroom. After much consideration, I decided to keep the extraneous modifications because they required a great deal of thought and planning and would be beneficial to helping me accommodate my English Language Learners.

Updated 11/29/08

I have learned that working with a professional peer to implement an instructional strategy can be humbling and meaningful. It was gratifying to be taken seriously, to have my plans utilized in a way that benefited student learning. I chose to do this activity on my own accord because I wanted to see my students succeed. In order to effectively design, plan, and implement this review, I had to meet with my cooperating teacher to discuss what was being tested and what the students needed to have learned over the last six weeks. This shows that I can plan activities based on curriculum standards and previously taught lessons. Using technology turned out to be a great way to make the game aesthetically pleasing and easy to organize. If the teacher and I had done a Jeopardy game in which we had to write everything out on cards, it would have been too time-consuming. Technology gave us the chance to save time and meet the students' instructional needs. I learned that when planning a unit review, the purpose is to meet the objectives of the entire unit and plan for student outcomes. My goal was for all students to succeed because of the review. That is why I organized the information in categories so they knew what to anticipate for the questions. I will use the information I learned about planning a unit review to better help me plan all activities as I become a teacher. What I learned about planning and organization of an activity will help me grow as a pre-service

teacher. I now know that planning a lesson or activity must address student outcomes. If what is taught is tested, students will succeed.

I learned that planning a detailed math lesson required me to seriously consider the educational standards and plan the lesson in a manner that would help meet the student's educational goals. Since these students had some experience with patterns and multiplication tables, I was able to better prepare a lesson for that particular class. The purpose of every lesson is to assess what is taught. Therefore, when considering the lesson as a whole we must ensure that our practice and assessment match our objectives. I admit that this lesson was difficult to plan. I sought guidance from my professor and my peers on how to structure it and met with the classroom teacher before the lesson to ensure that I was teaching something that would be comprehensible to the students because of its advanced concepts. To ensure comprehensibility, I drew from the students' prior knowledge of patterns and multiplication to ease them into the lesson. However, after teaching this lesson, the learning gains were noticeable to the teacher. She said that she was pleasantly surprised that her students could appreciate an abstract concept like functions. I have learned a lot about teaching since this experience, and recognize that it is most important to make learning effective and accessible to all students by teaching and assessing to the objectives of the lesson. Though I am still practicing my lesson writing techniques, I am beginning to understand the cohesiveness of lesson planning as a whole. Each facet of the plan must fit together in a manner that transitions the students from one area to the next as smoothly as possible. I have taught algebraic concepts in my 4th/5th grade class during my Level II Internship. When I taught those lessons, I remembered the skills I learned from preparing the function machine lesson and found ways to make the learning comprehensible to all students by using the input/output chart and preparing centers to practice their pattern recognition skills.

Planning for individual student needs was the most evident learning outcome for me when designing the cause and effect lesson. The ESOL students I worked with were able to use their linguistic skills to explain what cause and effect meant. I feel this lesson was successful because the students were able to use their own background knowledge to form conclusions. With ESOL students, we must give them the opportunity to expand their knowledge by providing real-life scenarios. Armed with this new technique, students will be able to locate the cause and predict the effect as they read a story. When planning this lesson, I knew that the students needed help because the abstract concept was not connecting. To make this connection, I embedded cause and effect in very aspect of the lesson: through the activating strategy, when I provided information, when I gave examples, when I guided the practice, even when I assessed their learning. This reinforced the goal of the lesson and helped keep students on task and engaged. I learned that planning for individual needs must always be the goal of a small or whole group lesson. The purpose of my lesson was to provide remediation, but this is not necessarily the goal for all students. When planning to teach an abstract concept such as cause and effect, I learned that it is absolutely necessary to connect it to something real-life and concrete so that students can feel confident and assured that they get it. In the future, I would like to incorporate additional ESOL methods for plans such as these to better contextualize the learning. If I were to extend this to a whole group lesson, I would use the ESOL method of drama to reinforce cause and effect. For example, I would have students act out what would happen if they ran in the sun or if they yawned.

Updated 3/22/09
I learned that using data from lessons taught is a critical element to successful planning. In order to improve student learning, it is important to make sure to keep track of their success. Using data resulting from a lesson in a just and responsible manner is essential because it ensures that learning gains are recorded and utilized to help improve overall student learning. If we do not have a baseline to start from it is very difficult to prove that learning gains have been made. If I had not used data from the pre-test to plan my lesson and resulting centers, I could not have known the extent of the background knowledge each student had. Armed with data from the mini-assessment after teaching the lesson helped me plan the resulting centers that helped students apply and extend the language of probability to real-life scenarios. In order to have achievement gains, the teacher must prove that student learning is increasing after each lesson. I feel that this accountability ensures student success.

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