

Annotation & Evaluation

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Barto, Denise				
AP10 - Planning				
Status: Evaluated				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 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 <input type="checkbox"/> 10.E.2 Demonstrate knowledge of the components of short and long term planning <input type="checkbox"/> 10.E. 3 Identify ways in which existing lessons can be modified	<input type="checkbox"/> 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 <input type="checkbox"/> 10.B.2 Demonstrate the ability to develop short and long term plans <input type="checkbox"/> 10.B.3 Reflect on students' (P-12) learning outcomes and modify lessons as a result	<input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 10.F.2 Implement developmentally appropriate instructional activities/tasks that are motivating, engaging and promote critical thinking skills for students (P-12) <input checked="" type="checkbox"/> 10.F.3 Analyze data from lessons taught and uses it, in a just and responsible manner, to improve students' (P-12) learning	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled
<p>Comments from Evaluator: Excellent job. You obviously understand the importance of analyzing the data from your teaching and making specific changes in your lessons to improve your students learning.</p>				
ANNOTATION				
<p>1. Type and description of evidence(s) (e.g. assignments, activity)</p>				
<p>updated 11/30/08 Writing Lesson 1st grade Level II Practicum Science Lesson 1st grade Level II Practicum Literacy Learning Center 1st grade Level II Practicum Reading Lesson 1st grade Level II Practicum</p> <p>updated 4/4/09 Teacher Work Sample - Analysis of Student Learning & graphs</p> <p>The first evidence that I have included for AP 10 Planning is a Math lesson plan developed for my Math I class. I developed the lesson plan with a classmate. The lesson is a third grade math lesson for the students to learn how to make a list as a math strategy. The lesson utilizes a book to engage the students. The teacher will use to do a shared reading telling a story about going camping and the animals make a list of what to take on their trip. The lesson utilizes various teaching strategies to engage the students in learning the math strategy. The lesson contains hands on activities that should promote learning of problem solving strategies by engaging the students. The math lesson provides support and modification of the teaching strategies to meet the needs of all students in the class. The lesson contains strategies that include a variety of methods where the teacher uses models, manipulatives, and visual representations of the math concept taught to further enhance the</p>				

student's learning of the subject matter.

The second evidence that I included for planning is the unit that I developed with three classmates in my methods course. The unit is a third grade science unit on the human body. This is one of four lessons each person in our group developed to teach the unit on the human body. We started out developing our objectives for the lessons in order to guide our research and keep us directed in what we wanted to teach the students. The process of developing the objectives took time, discussion, writing and rewriting until we developed objectives we felt were appropriate for the subject matter we wanted to teach. This lesson is on the five senses. I included the lesson because there is the teaching lesson and the activity lesson which demonstrates the planning that was involved to develop just one lesson for this unit. This lesson utilizes a KWL chart to engage the students in what they know about their senses and what they want to know. This lesson is also very interactive and contains hands on learning activities which will have an impact on the student learning process. I feel the presentation activities of engaging the students in using their senses will promote their learning about their senses and using their senses. This lesson also has an extension activity which demonstrates the knowledge that planning goes beyond the current lesson and the teacher should think of ways to extend the lesson or ways to relate the subject material to other subjects.

The third evidence that I included for this AP is the lesson plan from my Social Studies class. I worked with a classmate in developing this plan. We wanted to write a lesson which could be used in the classroom, which this lesson could be used in the classroom. We reviewed the Sunshine State Standards and the guide from the Pinellas County school system to see what subject material was covered. This assignment involved going into the local community to find a place that could be used in a lesson and teach the students about the history of the community they live in. We visited the Safety Harbor Museum and Philippe Park to research the subject material for our lesson. The lesson is designed to acquaint students with the Native American Indian Tribes of Florida. The lesson involves using the KWL strategy to engage the students in the topic of the Tocobaga tribe. The students will have the opportunity to make a tool that would have been used by the Tocobagans. The lesson involves the students working cooperatively in groups to complete the activity, as well as, to do research on the various Florida Native American tribes.

The fourth evidence I have included for AP 10 Planning is a math modified lesson plan for my ESOL Practicum, FLE 5940/ESOL III. This lesson plan was for Kindergarten and was modified for the ESOL students in the Kindergarten class. The cooperating teacher asked me the day before to teach the math lesson using the Valentine candy hearts for Valentine's Day. During the lesson I read a book about the candy hearts, "I Love Words," by Barbara Barbieri McGrath, to engage the students in the lesson. The math lesson involved students categorizing their candy hearts by color. I had the students count how many hearts they had of one color and color in a graph to represent that number. The lesson had many math concepts that were taught (naming colors, counting, categorizing, graphing, and predicting). I included questioning strategies in the lesson to check for understanding. I also had questioning for advanced students so they were challenged by the activity.

updated 11/30/08

The next evidence that I included for planning is a writing lesson plan I wrote and taught in my Level II Practicum. The writing lesson was one that was taught in a series of writing lessons from the writing unit. This lesson involved engaging the students by telling them yesterday we were working on writing small moments about people in their lives. I then told the writers the teaching point was to catch a small moment from their life and turn those moments into stories. I elicited prior knowledge by using the book, *A Chair for My Mother*, to guide the students on writing about a small moment to illustrate how the author stretched out a small moment. I then provided guided practice on the concept by sharing a story I wrote on a small moment. I modeled the thinking process by doing a think aloud then writing process by writing what I was thinking. I engaged the students in thinking of special places they like to go with their special person and wrote their responses on the flip chart for the writers to refer to when writing their stories. The students went back to their seats to write independently. While the students were writing I conferenced with the students on the teaching point for the day or on follow up from previous conference notes. Once the students went through the unit of study they selected a piece to publish. I used the rubric to assess the student's published piece of writing.

I am including a science lesson I taught in my Level II Practicum for AP 10 Planning. This lesson was taught in the 1st grade class I interned. The lesson begins with my pre-assessment to find out what the students know about what kinds of things in nature are found on the surface of the earth. We then looked at a globe to and I asked several questions, what am I holding, what does it represent, what colors do you see on the globe, what do those colors represent? I took the students on a walk around the school grounds. On the walk the students had a checklist and empty boxes to check off the items they saw and list or draw pictures for items they saw that were not included on the list. Back in the classroom I listed the items the students saw and we discussed what was on earth's surface, close to earth's surface and what was far from earth's surface. I read the book, *Land, Water and Air* and had a questioning strategy to ask the students various questions on the book I read and the pictures they saw. I had the questioning strategy to elicit higher order thinking and to elaborate on the science topic, earth's surface. The students then took pictures of items found on earth's surface and they had to sort and paste them onto a chart with the categories on earth's surface, close to earth's surface, far from earth's surface.

I have included the literacy learning center lesson plan that I wrote and taught for my Level II Internship for AP 10 planning. The lesson plan was one of many I taught for the language arts unit of study during the six week cycle. Based on my observations from teaching the various lessons and the daily word work activities I selected two word skills I felt the students needed remediation because they did not learn the work skills. The classroom had 10 centers where the students had the opportunity to rotate through. Of the 10 centers I arranged 2 of the centers for the 1st grade class. I discussed with my cooperating teacher my ideas for 2 of the learning centers based from my observations and assessment of the student's work during the six week unit of study cycle. I presented the 2 centers and the activities to my cooperating teacher. She thought the 2 centers were great and felt they would help the students practice skills in order to learn the language skills they struggled with during the six week cycle.

The next artifact I am including for AP 10 planning is a reading lesson plan I taught during my level II practicum in the first grade class. The reading lesson involved the students reviewing and sharing a pattern book with their reading partner. I start the lesson with the students coming to the gathering area. I reminded the students what we have been working on. I then told the students that smart reading partners work together. I reminded the students that good reading partners work together to share, review and coach one another when reading a book. I reviewed with the students how good reading partners work together asking them to tell me what partners do, sit hip to hip, shoulder to shoulder and have the book in the middle. We talked about reading partners coaching each other when coming to a tricky work rather than just telling their partner. I then demonstrated how good reading partners read a pattern book taking turns reading. I had a student sit next to me and read the pattern book with me. I then used another book to demonstrate reading partnerships between myself and the students. The students went to their seats where they read independently and did share reading with their partners and practiced the partner reading skills that were taught in the lesson.

updated 4/4/09

I am including the Analysis of Student Learning from my Teacher Work Sample (TWS) from my Final Internship. The analysis was a required component for the TWS. I made a spreadsheet of the class data for the unit I taught. The unit was on the human body. I developed 10 lessons, for 9 of the lessons I had students explore the function of the human body by documenting their exploration in a scientist notebook. The students also had student work product which was graded. At the beginning of the unit I administered a pre test, KWL chart and a human body outline to assess the student's knowledge about the human body. I had the students complete the KWL chart for each lesson on the human body and they took the test at the end of the unit. I took the scores from the spreadsheet and analyzed the data from the unit. I looked at the pre and post test scores for the entire class, I analyzed three students (gifted, average and struggling student) and I compared the seven gifted student's grades to seven average student's grade in the class.

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?)

The math lesson plan meets the expectations of the Planning AP because I had to work cooperatively with another student in developing and writing the lesson plan. The plan involved a lot of planning to ensure that learning goals, skills and strategies were addressed in the lessons. I included this lesson because I think it is important to show that teachers are able to share ideas, plan together and be flexible with plans. I included this plan because I think that any time you have to develop and teach from a textbook the lessons can be improved to meet the needs of all the students in the class. The plan utilized various teaching strategies, whole class discussion, modeling, and small group work to meet the needs of students.

I included this unit as evidence because it was planned cooperatively with three others. I think that it is important to show that teachers are able to share ideas, plan together and be flexible with plans. I included this unit plan because I think that any time you have to develop and teach a unit, a large amount of preparation and planning goes into the unit. I included this lesson from the unit as evidence because it was planned cooperatively with three classmates. I think that it is important to show that teachers are able to share ideas, plan together and be flexible with plans. I included this unit plan because I think that any time you have to develop and teach a unit, a large amount of preparation and planning goes into the unit. Individually, as well as, cooperatively we spent time researching the subject matter, as well as, helping one another sharing our ideas and discussing what we felt would be important to teach the students.

I included this lesson for the planning AP to show that planning is not just in writing a lesson. This plan involved going to a place in the community to gather information to use in the lesson planning. We visited local museums and Indian mound sites as well as researched on the internet to find out information about the Indian tribes we included in the lesson. We had to develop extensive knowledge about the Indian tribes in order to complete this lesson plan and present it to our class. I included this lesson because of the planning for higher order thinking and questions the teacher will use to elicit higher order thinking from the students. This plan was included to show the various learning and teaching strategies to engage the students, provide hands on learning, and work in cooperative groups to learn more about the subject of the Tocobaga Indians. This lesson involves researching a Florida Native American tribe and then the students are to: a) write and illustrate a fact book about the tribe, including facts about where the tribe lived, what they ate, what happened to them, etc. and b) make a tool that the tribe used and describing how the tool was made and used.

I included this lesson because ESOL students are another population of individuals that teachers need to accommodate in the classroom. Again, teachers need to make ESOL students feel welcome and comfortable in the classroom. Teachers need to be accepting of cultural differences of students and use the differences as a learning experience. Teachers need to be role models for students so that the students in the classroom also come to accept and value diversity. Teachers also need to have high standards for ESOL students and assist them in improving academically as well as linguistically. I believe this lesson meets the criteria because of planning for all students including the modification for all levels of language proficiency. The class had ten English speaking students and eight ESOL students at all levels of English Language Proficiency. There was one student who had only been in the country for 3 weeks. This was a wonderful experience for me to see how to manage all the needs of the students, not just certain groups. This classroom is reflective of a classroom I could have and helped prepare me for the various learning backgrounds and culturally diverse backgrounds students have.

updated 11/30/08

I included this artifact because I worked with my cooperating teacher to write a lesson and develop a rubric to assess the students in the class. I included this artifact because it was the first lesson I taught and was able to assess the student's learning using a rubric rather than my observations. I also included this lesson because I utilized conferencing notes with the students as well as the rubric for their finished writing piece. The conference notes shows my ability to use both formal and informal assessment strategies according to the intent of how and why I am assessing the students. The conference notes also allows me to conference with the student, document the teaching point, and address areas that student may be struggling. I included this artifact to display my knowledge of selecting an assessment based on student performance and ability. The conference notes and the writing rubric allowed me to analyze the student's writing ability, areas they were not performing, and areas that needed to be revisited in my lessons. The two forms of assessments helped guide my future instruction which was based off the student's writing performance. The rubric assisted me in scoring to determine the student's writing ability. I believe the rubric helped me evaluate the student's strengths and weaknesses particularly with the writing process. In the writing process there is no right or wrong answer like a math test and would be very subjective if the rubric was not developed to guide the assessment process. When evaluating a student's writing a teacher makes a decision whether or not the product meets the criteria to be assessed. I was able to use the rubric with the 16 students in the class and see the individual performance but then analyze the performance for the class as a whole. When reviewing the rubrics on the students in the class I was able to see the writing areas that needed to be taught again.

I included this lesson to display my knowledge of planning in regards to how the students learn by how they think about the subject matter. I have included the questioning strategy based on Bloom's Taxonomy. When using Bloom's Taxonomy a teacher wants to use higher order questioning to require the students to think more extensively and elaborate on their thinking. For me I wanted to plan these questions and think about them prior so I could engage the students in thinking about their own thinking regarding the science content. When students are able to think about their thinking they are able to learn the content and are able to provide extensive answers rather than mere recall of information. I also included this lesson because I believe it displays my knowledge on trying to present the information in different ways using the exploring around the school, using the concept chart, using the power point presentation and reading the book. This just touches on how students learn differently as Howard Gardner found. Gardner found that people learn differently and for teachers it is important to present a balanced teaching approach that incorporates different intelligences such as cooperative learning, reflecting, visualizing objects, thinking and reasoning.

I feel the literacy learning center lesson plan meets AP 10 planning because I believe I created an effective learning environment to enhance lessons taught in class and as remediation for the struggling students. I created the learning centers to provide remediation on word skills for the students in my class. The centers were to help the students improve the skills that were taught during their language arts lessons. The first center involved the students working with word tiles to make contractions. There was a chart for the students to place the word block with the contraction. In the next two columns they were to place the two word blocks that made up the contraction. I selected this activity for a word center because when I taught the small part on contractions the students did not understand how contractions were made. I assessed this further when the students had to do a contraction cut and paste word sort and they had a hard time figuring out the words that made up the contractions. The next center I made was a blend and digraph sort of words. I selected this activity because the entire language arts unit was on blends and digraphs. I thought this would be a reinforcement of the skills they learned. The students had picture cards where they had to match the beginning sounds of the picture card to the beginning sound on the middle picture card.

I included this lesson in AP 10 to display my knowledge of planning to create a classroom environment where the students positively work with one another to practice smart reading. My cooperating teacher assigned the lesson for me to teach and provided the concept but wanted me to follow the Pinellas County format and write the lesson on my own. I wrote the lesson and provide it to her to review and comment or make suggestions to improve the lesson. I started the lesson using the chart with reminding the students yesterday we learned, today I'm going to teach you, and telling the student because, why it's important to learn the skill. The lesson shows how I set the lesson up reviewing skills the students learned and telling the students what they are going to learn. The reading plan displays how I set the classroom environment to be effective for learning. This lesson also displays how I arrange the classroom environment to allow for positive student to student interaction. The students interacted with me during the guided practice in the lesson where we did shared reading. The students then had the opportunity to interact with their reading partners and show smart reading skills during their shared reading time. During the shared reading time I was able to assess whether or not the students understood the reading lesson and were able to read with their partners showing good partner reading skills. During the independent reading time I conferenced with several students using the conference form in the lesson. This form has helped me assess the student's reading ability and analyze where I need to go next in teaching and conferencing with the individual student. I have learned conferencing is an important step in the reading and writing process.

updated 4/4/09

I am using the analysis from the TWS to display my ability to develop a variety of activities to assess, pre and post test, KWL chart and rubrics to evaluate the student's work and learning about the human body. When planning the unit on the human body I gave thought to the various learning styles and academic levels of the students in the classroom. The pretest, KWL chart and human body outline allowed me to analyze the information I needed regarding what the class knew and what they did not know. This information guided how to develop the lessons for the TWS and the areas I needed to concentrate my teaching so the students would learn. A variety of activities were provided to meet all the students in the class. Throughout the unit I was assessing the student's learning. Each day the students participated in an activity to explore the function of a body part which the student's would document their findings in a Scientist Notebook and would discuss their findings. This was an opportunity to informally assess the student's learning to see what they learned and still needed to learn. I had performance based activities to assess the student's learning not just paper and pencil assessments. Analyzing the student's grades and activities also provided me with insight into how I would modify the unit the next time I teach the lessons.

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?)

I did not teach this lesson. I think that the planning aspect is very important in lessons no matter if the lesson comes from the Harcourt books or if it is teacher written. Students needed to have the appropriate background information and support, as well as, materials to complete the activities and assignments.

I did not teach this unit but if I had the opportunity, I would use some of the lessons and activities with students. There are many hands on activities which promote student achievement and learning. The various teaching strategies and activities will engage all students. There is also a variety of assessments for the different lessons in the unit. During my planning and once used in the classroom, I would review the lessons and make adjustments to the lessons and activities to optimize student learning.

I did not teach this lesson but I definitely would use this lesson if I was in a fourth grade classroom. I think that critical thinking is an area that is extremely important in a child's education and often overlooked because of standardized curriculum and standardized testing. I think that teachers need to look for opportunities to ask questions that will evoke critical thinking skills and make sure that lessons and units include activities that make students think creatively and critically about topics. This especially becomes important as students get into the higher grades.

I taught this lesson in my ESOL III practicum, so I did have an opportunity to see its impact on student learning. Students enjoyed this lesson and they had many opportunities to learn different math skills. Students especially enjoyed graphing the candy hearts so they could eat them at the end of the lesson. I learned though, it is important to know the skill level of the students. I knew I had to write the lesson for the ESOL students, but I really was not aware of what math concepts had been taught to the students. I was ready to jump right in and start teaching without remembering to discuss with the cooperating teacher where the students were academically related to the skills she wanted me to teach. Having more experience in the classroom now, I would know what to ask a cooperating teacher about teaching a lesson rather than going in cold not knowing what a student knows or doesn't know. When you know what your students know and don't know you are able to plan better and write a lesson plan that meets their needs.

updated 11/30/08

The writing lesson was one lesson in a writing unit of study. It was an important lesson where the students could base a lot of their writing from. In the writing process every student is different. As the teacher it is important to provide individual feedback to the student regarding their writing. It has been recommended that a teacher conferences with the student at least one time a week. If I did not have the conference notes to write my observations, teaching points, and what was next I

would not be able to assess and see where my students were in the writing process. Writing is an evolving process and students progress at different rates. This was witnessed in this lesson plan. Some students were able to write about a special place in their life and some were not able to. I think it is important to assess individual students but also assess the class as a whole when making instructional decisions. Looking at my conference notes I was able to determine which students understood the teaching point and which ones did not understand. Most of the students were able to think of a special place to write about. Their thinking process was enhanced during the teaching of the writing lesson when I had them share their ideas with their partners as well as brainstorm with the class of special places in their lives.

I taught this lesson to a 1st grade class I interned. The students loved this lesson because of the hands on nature of the lesson. I saw how the questioning strategy impacted the student learning and was able to see if they understood the subject content. First graders are able to elaborate and think about their own thinking and teachers should ask higher level questioning to have their students elaborate. I believe science is a hands on subject and students need to be given time to explore and think about the concept. Having the students go outside and be "scientist" was engaging and started their thinking process. If they were not provided this opportunity it would have been hard for them to learn the content and would be hard for them to communicate their ideas as evidenced when I asked them during the pre-assessment what is on earth's surface.

I believe the learning centers impacted my students learning and I know this from when contractions were revisited toward the end of the unit the students. In the six week cycle another contraction lesson was taught and when I taught it this time the students were able to identify the contractions in the sentences and were starting understand the two words that made up contractions. The student still struggled with what letter to drop when making the contraction so writing contractions would be a follow up to this center. I feel the blends and digraphs center was good practice for the struggling students. I assessed their learning when doing word work and asking the students to sound out the various letter sounds with the words we created. I could hear the students correctly pronouncing the blends and digraphs.

This lesson did impact the student's learning. This class of students had had a hard time with partner work and working positively with one another. This lesson was perfect to teach the students to work with one another to have positive social interaction. The students need to be showed how to work cooperatively with one another, young children just do not know how to interact and work together. It is important to teach students how they can learn from one another and the only way to do that is if they can work together.

updated 4/4/09

The TWS unit definitely impacted the student's learning. I know this because of the analysis I did from the student's grades on the pretest and post test. The pretest guided my in developing the lessons and what I needed to focus on in order to help them learn the functions of the human body which in turn is the Sunshine State Standard I was following to teach the students in the class. The pretest showed me that students knew very little about the functions of the human body but they did know what parts were in the body. I knew I didn't need to concentrate my time on teaching where to find the body part, I knew this from the preassessment. Had I not administered the preassessment I would have taught information that the students already knew. Not that this is bad, but I was able to have the students explore the functions of the body parts through activities. I wouldn't be able to do this had I not assessed the students at the beginning of the unit. I also know what the student's learned on a daily basis from having student discussion during the exploration activities. I enjoyed the student discussion because it provided me with the observations and daily assessment needed to see what the students were learning or not learning so I knew what to modify or review so the students would learn the information needed. The student performance on the variety of activities show the student's learned and the variety activities was planned to meet the needs of all the students in the class.

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)

In writing this lesson I learned the Harcourt book is just a reference and a start to teaching the students. I think that planning for effective teaching and learning is extremely important. I also feel that teachers have to be prepared for plans to change when necessary. I think that teachers should not be afraid to abandon plans that are not working, and as part of effective planning, have a "back-up" plan. I can not imagine trying to teach a lesson with out having given thought as to how the material will be presented or how students will learn, what activities they will do, etc. Especially as a beginning teacher, I think that planning is critical to keep focused on the objectives you are trying to teach.

I learned a lot from writing the lessons for the unit plan and working with classmates. First when doing an extensive unit plan that contained 32 lessons took a great deal of planning. The group had to work together to develop the objectives we wanted to teach, which we found took planning, writing and rewriting. This process also involved a give and take when working with each other. I also discovered that talking about plans is a small part of lesson plan writing. It takes planning, research, development, experimenting and modification of the plan in order to have a plan that will be effective and teach what you want your students to learn. I found you really need to have strong objectives and this is really the basis of your lesson plan. In writing the lessons for this unit I also learned that the subject material needs to be developmentally and age appropriate. I also found that incorporating other subject material in a lesson assists the students in their learning process.

From writing the lesson for the Social Studies class I learned about eliciting higher order thinking skills from the students and in order to elicit these skills one needs to think about the subject, the objectives and what exactly you want the students to learn from the lesson. I enjoyed writing this lesson due to the challenge of thinking about Bloom's Taxonomy and developing activities that would challenge the students to think beyond memorizing facts. I also learned that a teacher can look to their local community as a resource when teaching. Our local community has some much to offer students. From writing this lesson I learned the Sunshine State Standards are just the starting point when writing a lesson plan. For some subject material there is a lot to cover and as a teacher you need to decide the objectives and what you want the students to learn.

I think that planning for effective teaching and learning is extremely important. I also feel that teachers have to be prepared for plans to change when necessary. I think that teachers should not be afraid to abandon plans that are not working, and as part of effective planning, have a "back-up" plan. I can not imagine trying to teach a lesson with out having given thought as

to how the material will be presented or how students will learn, what activities they will do, etc. Especially as a beginning teacher, I think that planning is critical to keep focused on objectives.

updated 11/30/08

I have learned part of lesson planning is to have your lesson to teach the content but also to have a repertoire of assessment processes and assessments available. I also learned it is important to select the assessment tool that will assess what you want the student to learn. I like conferencing notes and that is a form of assessment, one I think is overlooked. As a teacher it will be important to try several different types of conference notes to see which one works best for you. What works for one teacher may not work for you. For conferencing to work it should be done often with the students otherwise further teaching and learning will not occur. I also like using rubrics because there are not always right and wrong answers. The writing process is difficult to assess and utilizing a rubric helps a teacher evaluate the writing consistently.

I believe in different learning styles and multiple intelligences. I feel as a teacher it is important to teach lessons where all your students are able to learn and you should meet their learning needs. You should present your lessons in different ways not just verbally. I also feel strongly about engaging the students in higher level thinking and feel whenever possible you should write down various questions to start the thinking process and engage them in elaborating on their ideas and to think about their own thinking. I see how this helps students learn and feel they retain the knowledge when they have thought about it for themselves.

I feel learning centers are very important to the classroom environment. I feel elementary classrooms should have learning centers. The teacher should have centers for the different content areas and a teacher should plan to have learning centers in their classrooms. The students love the centers and learning from the hands on engaging activities. I believe you should use whatever you can to enhance your lessons. I also believe learning centers have content that is presented in other ways other than verbal which will help students who have different learning styles. I feel learning centers are an important component to the classroom and one that will definitely be found in my classroom environment.

I have learned it is important to teach students the subject content but also social interaction skills to work together to have an effective learning environment. I saw first hand that if students do not know how to work together learning does not take place. Young students need to be taught how to cooperatively work together. As the teacher you want to set your classroom environment to be one that is an effective learning environment and you need to consider this in planning your lessons.

updated 4/4/09

The analysis of the different groups of student is very important for teachers today especially in light of the accountability era. It will be important to monitor student progress. A teacher should be able to analyze the class data to see how to modify their lessons, guide their instruction and to meet the needs of all the students in the class.

The visual displays of the graphs show the student performance during the TWS. I definitely will incorporate graphing of student grades on subject units to measure their growth or lack of growth to keep me aware of their learning and what I need to modify to meet their needs if they are not learning the content. I also learned how important it is to have a variety of assessments for the students so all can succeed and use their abilities not just to perform on a paper pencil test. Analyzing the student data not only helped me see the impact the unit had on the student's learning but reflecting on my teaching helps make me a better teacher and discover the areas of the unit that need to be changed. The pretest was invaluable and guided the whole unit. I have learned how important preassessment, informal assessment and formal assessment works together to make the best learning environment for the students and the teacher.

Status: Evaluated **Last Modified:** 04/08/2009