

Annotation & Evaluation

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Agey, Anasstasja AP11 - Role of the Teacher

Status: Evaluated

EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 11.E.1 Demonstrate knowledge of strategies necessary to communicate and work cooperatively with families <input type="checkbox"/> 11.E.2 Demonstrate knowledge of strategies necessary to communicate and work cooperatively with colleagues to improve educational experiences of learners <input type="checkbox"/> 11.E.3 Demonstrate knowledge of school personnel and community resources to support student (P-12) learning	<input type="checkbox"/> 11.B.1 Design strategies to communicate with and work cooperatively with families <input type="checkbox"/> 11.B.2 Design strategies to communicate with and work cooperatively with colleagues to improve educational experiences of learners <input type="checkbox"/> 11.B.3 Develop plans necessary to work effectively with school personnel and use community resources to support student (P-12) learning	<input checked="" type="checkbox"/> 11.F.1 Communicate and work cooperatively with families utilizing strategies and activities in the learning environment <input checked="" type="checkbox"/> 11.F.2 Communicate and work cooperatively with colleagues to improve educational experiences of learners <input checked="" type="checkbox"/> 11.F.3 Work effectively with school personnel and community resources to support student (P-12) learning	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator: It sounds like you learned a lot from your cultural lesson. Keep growing as an educator.

ANNOTATION

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

1st evidence-

CT Summative Evaluation: This evidence is from my Level II Internship completed in Fall 2008. It documents my Cooperating Teacher's comments in regard to the rapport I have with my students and professional colleagues.

2nd evidence-

Final Science Paper: This final was completed as a requirement of my Teaching Elementary School Science course completed in Fall 2008. This paper asked us to evaluate our roles as teachers in a science classroom and how we would make science education a priority.

3rd evidence-

Family Involvement Activity: This assignment was completed for Health & PE for the Child in Summer 2008. The purpose of this activity was to design a family involvement activity to extend student learning about a health related issue. For the purpose of this assignment, I created a KWL chart for students to fill out with their families about the health issue of bullying, teasing, and self-esteem.

4th evidence-

Week 12 Reflection: This reflection was completed during my Level II internship. In this reflection, I discuss how I attended and contributed to a committee meeting with professional colleagues including teachers, the reading resource teacher, the assistant principal, and the principal. The meeting was to deliberate about various techniques for implementing LFS (Learning Focused Strategies) in the school's classrooms.

Updated 4/10/09

5th evidence-

Cultural Heritage Activity: This lesson plan was implemented during my final internship in Spring 2009. Enclosed in the document is the lesson plan and reflection, a bilingual parent letter explaining the activity, and pictures of the students engaging in the activity.

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?)

1st evidence:

The Summative Evaluation from my Cooperating Teacher meets the Accomplished Practice of Role of the Teacher because my cooperating teacher indicated that I was very professional. To directly quote her, she said: Annie did an excellent job. She always takes the initiative in offering and executing creative lessons. She has an excellent rapport with students as well as faculty. She is very responsible and is always willing to go that extra step. She would be an asset to any classroom! This comment from my cooperating teacher indicated that I was responsible and professional. I maintained this by volunteering in the school, attending morning meetings, and collaborating with colleagues on lessons to improve the educational experience of learners.

2nd evidence:

The Final Science Paper meets the Accomplished Practice of Role of the Teacher because it demonstrates how I evaluate my own role as future teacher of elementary school science. In my paper, I discuss creating a classroom environment that promotes student success with critical thinking and inquiry. In order to write this paper, I had to critically evaluate my own perceptions of science teaching and what I learned in the course to help make science a priority in my classroom. In the paper, I had to consider strategies for making my classroom a progressive and safe place. I also address that I would request community and parent resources to help me gather supplies I need for my science classroom to make student learning successful, because often in science we lack the resources to help children experience it.

3rd evidence:

The Family Involvement Activity meets the Accomplished Practice of Role of the Teacher because the assignment is a technique designed to help students communicate with families and community members about the emotional dangers of bullying, teasing, and lowering someone's self-esteem. The assignment comes with a parent letter and the K-W-L chart for students to take home. K-W-L (know, want to know, learned) is a great strategy for organizing information for ESE and ESOL students. First, the students in their own classroom community would discuss what teasing is and how it makes them feel. Then the students take it home to their families to discuss how bullying or teasing affected their parents or siblings. This invites discussion between the child and their parent about a pressing health issue in schools. It allows them to gain perspective about the how teasing can hurt someone and their parents can offer them some insight on how they would prevent it. When the students return with their responses, the classroom community discusses ways to prevent bullying and teasing in the classroom. This activity not only engages the class, but the community outside the class because the students bring the values and perspectives of each of their families into the room when they complete the chart and then discuss it with the class. This activity enhances communication between the classroom and the community because of the parental involvement that takes place. This activity also fosters strategies for tolerance and conflict resolution by asking students to brainstorm ways they can support each other and mediate a conflict without hurting one another.

4th evidence:

This reflection from my Level II Internship meets the Accomplished Practice of Role of the Teacher because I worked effectively with school personnel and colleagues outside of my own classroom to improve the educational experiences of all learners. In my reflection, I discuss a meeting I attended and participated in involving LFS (Learning Focused Strategies). LFS is a program implemented by the District of Pasco County to ensure fidelity to the current reading series and scaffolding of student learning through techniques such as essential questions, graphic organizers, small group differentiated instruction, and level-appropriate literature. I participated by commenting, asking questions, and suggesting ways to compile to the data. Being a part of this meeting allowed me to gain insight about the goals of Pasco County and how the individual schools use these goals to promote student achievement. It also showed the administration and school personnel that I was eager to learn and help.

Updated 4/10/09

5th evidence:

This cultural heritage activity implemented during my final internship meets the Accomplished Practice of Role of the Teacher because I am using the evidence to show that I can implement a strategy or activity to communicate and work cooperatively with families in the learning environment. Enclosed in the cultural heritage lesson is a bilingual parent letter written in both Spanish and English. I wrote this letter with the knowledge that there are students in my class whose parents do not speak English. Very rarely are they able to communicate with the teacher unless it is through the ESOL para-professional or translator. Because I wanted these parents to be a part of the activity as well, I drafted a letter in both English and Spanish. Since my Spanish is rusty, I showed this letter to a bilingual teacher on my team, the bilingual ESOL para-professional, and a bilingual parent volunteer to ensure that the Spanish letter would be comprehensible to non-English speaking parents. When they all assured me it was fine and made a few minor verb changes, I developed the lesson. This cultural heritage lesson would not have been successful were it not for the contributions of the parents. For our heritage show and tell, parents sent their children in with family photographs, birth certificates, flags, and other neat artifacts representative of their various ethnicities and cultures. My Spanish-speaking parents were able to contribute as well by providing research for their children to present, albeit in Spanish. This activity was so much fun because of the parents support. I learned that making that little effort to show parents that you want them to be a part of their child's learning can really pay off. Working cooperatively with families is critical for student success. The lesson was successful because the children were able to connect their own lives to their learning.

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- This semester, I worked very hard to win the respect of my students and colleagues. I participated in team meetings and conferences, arrived early and stayed late to plan, collaborated with the teacher next door to implement a science review and exam with her class and mine, and attended virtually every morning meeting that pertained to the 4th/5th grade curriculum and FCAT. The role of a teacher is one in which you are expected to be a positive role model. You represent that school community with your attitude and character. What you do in your community makes as big an impact as what you do in your classroom. I maintained a consistently positive rapport with students, faculty, and staff by being ethical, polite, and prompt. When I spoke to parents, I made sure that I shook their hands, introduced myself, and told them how much I enjoyed working with their child. I volunteered to help out at the school's Fall Festival just because they needed the extra hands and I wanted the opportunity to show parents, students, and staff that I cared about the school community. I never engaged in gossip with other teachers or tolerated gossip from my students. This impacted my students because they knew I had become a part of their school community. My team teachers asked me to volunteer for the class field trip in a couple of weeks so that I could continue to function as a part of their school community. In order to effectively work with school personnel and colleagues it is imperative to maintain a good attitude, show initiative, and be a willing participant of the team.

b- Writing this paper helped me realize that there is a vast array of ways that I can make science a priority in my classroom. Additionally, after writing this paper I recalled a fantastic way to get parents involved in the learning of their child. I mention in my paper how the instructor for my course had students observe and chart the changes in the shape of the moon each night. Then, the parents had to sign to prove that their children had done the activity. I would definitely utilize an activity such as this to motivate students and get parents involved. This communicates parental involvement to the teacher.

b- Nowadays, there is a big push for parental involvement because it is often linked to student success. Though this activity has not been implemented, it was designed to recognize a critical social and health issue in the community: bullying. The purpose of the activity would be to have students meet with their families to discuss how bullying makes them feel and the ways to prevent it. Hopefully, this activity would not only engage students but parents as well because it would help them build communication with their child and show them support. Students would learn that they have a lot to learn from their parents and their values when it comes to handling conflict situations. This activity would create a dialogue between two communities: the classroom and families. The dialogue would help students understand that bullying or teasing is never acceptable and that in order to have a cohesive classroom, we must support and encourage one another. This real-life application to a health issue would create a climate of openness and acceptance among students to help them recognize that despite any differences we encounter in our classmates, we must always be supportive and respectful.

b- Prior to the meeting, a group of teachers including my cooperating teacher went around the school and took pictures of classrooms that demonstrated the Learning Focused Strategies. As we examined the pictures, we deliberated about which classrooms we thought best exemplified a welcoming area for student learning. In the meeting, I asked the administrators what would be the most appropriate way to display the lesson essential question in the classroom because I had seen it arranged in a variety of ways. They were unsure at the time, but made it a priority to answer the question at a future whole group meeting. The information I learned in the meeting will help me better prepare my own future classroom, should I teach in Pasco County. Communicating with my professional colleagues about District expectations helped me better understand the goals for the school community.

Updated 4/10/09

a- I implemented this cultural heritage activity during my Final Internship in Spring 2009. This impacted student learning because it gave them a chance to talk to their families about something that was important to them: their cultural identities. Students jumped at the chance to share their cultural experiences with one another and would not have been able to do this without their parent's help. Many children did not know their ancestry or whether they even had a culture. This opened up a great family discussion about where they came from, what their family values and traditions are, and who in their family came to this country first. One student brought in a family tree that his mother helped him complete. It tracked his family history for 8 generations and he found out that his great-grandparents were from Quebec. This activity was enlightening for all students and families involved. They were able to take home what they learned about each other's cultures and share that with their families as well.

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 have learned that what teachers do outside of their classroom is just as important what they do within it. Being a teacher means that you are part of a team. In that team, you work cooperatively within your community to make the lives of your students better. It meant so much to me this semester to be a part of the school community. I knew that if I made the effort and worked hard, faculty, staff, and students would see how serious and passionate I am about the profession. I believe that as a professional, you must be more conscious of your actions, attitude, and body language. When communicating with colleagues, families, and students you must always be approachable, warm, and unambiguous in your language. The common goal of the school community is to promote the success of students. I feel that is my number one role as a teacher.

I have learned that in order to be a model teacher, you must evaluate your role in the classroom and how you will make student success in learning a priority. Especially in the science curriculum, it is so important to help students experience science. In a rushed day, it is hard to gather the materials and time to do these experiments. A great way to get parents involved is to allow the students to try it at home with their families and then report their results back to the teacher. It is important to consider your own pedagogy and teaching theories when you consider how to involve parents and the community in the learning. Student learning is a team effort. When teachers, parents, and the school involve themselves in student learning it shows children that their success is important to you.

Family involvement is imperative to student learning. It is so valuable for students to have the support and involvement of their families. Nowadays, it is difficult for parents to assist their children with homework assignments because parents are so bogged down with responsibilities and job commitments. The activity I chose engages parents because it will not require a great deal of their time and it will open an effective dialogue between parent and child about how serious the emotional effects of teasing and bullying can be. I hope that this particular family involvement activity would encourage students to feel like they

can talk to adults about their feelings and problem solve together on how to fix the situation. Family involvement activities for health are different compared to other subject areas because they engage families in relevant social and emotional issues regarding their lives.

I learned that teachers have a duty to contribute to their schools by educating themselves about District policies, expectations, and goals. I was able to work effectively with the school community to show that I was genuinely interested in increasing student success by learning about the nuances of Learning Focused Strategies. Learning about LFS helped me understand how curriculum is structured and planned. It helped me realize that there is a lot of communication and collaboration between teachers, administration, and specialists to ensure student success. Before this meeting, I had assumed a lot of lesson planning was done in isolation. I now understand that teachers meet in committee groups to discuss goals and lessons. In the future, I plan to continue attending any and all meetings to show my initiative and support of student success.

Updated 4/10/09

I learned that making the effort to communicate and work cooperatively with families is not as scary as I had initially feared. I recognize that my role as an effective teacher begins with showing families that I am truly interested in making them a part of their child's learning. If studies are any indication, it is said that children achieve when their parents are involved. I can say categorically that this activity was my favorite experience this entire semester because it gave me a chance to get to know the families of the children in my class. The lesson was truly a success because of them. Parents responded with such enthusiasm that I was truly pleased. I now know that getting parents involved is paramount to a welcoming classroom environment. I sincerely enjoyed the experience!

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