

Annotation & Evaluation

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| Barto, Denise | | | | |
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| 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 |
| <p>Comments from Evaluator: Thank you for the additional annotation. This makes it clear how you are using outside resources.</p> | | | | |
| ANNOTATION | | | | |
| 1. Type and description of evidence(s) (e.g. assignments, activity) | | | | |
| <p>Contents:</p> <ol style="list-style-type: none"> 1. Classroom Management Plan 2. PLC Meeting Minutes 3. 3 Reflections from Level II Practicum updated 11/28/08 4. Thanksgiving Lesson - 1st grade Level II Practicum 5. Letter - 1st grade Level II Practicum updated 12/17/08 6. Fire Safety Technology Lesson - 1st grade Level II Practicum updated 12/18/08 7. Math Lesson - 1st grade Level II Practicum <p>The first evidence that I have included for this AP is the Classroom Management Plan that I wrote as a class assignment for EDE 4301. This plan was written for a first or second grade classroom, because at the time, that is what I wanted to teach. The classroom management plan includes my philosophy of teaching. When writing my philosophy I researched various teaching philosophies and used research based theories on classroom management in order to develop what I believe. The plan describes what my classroom environment will look like including a map, description of classroom environment, sample parent communication letter, and first day of class activities. In my classroom management plan I include how I will manage student behavior discussing how I will develop classroom rules, my classroom procedures, academic expectations, consequences and behavior, positive recognition, assignments and grades, and how I will communicate with parents.</p> | | | | |

The next item that I have included for AP 11 is my attendance at PLC (Professional Learning Community) meetings during my Practicum. The artifact is the notes that I took at the meetings. My cooperating teacher asked me to take notes and email to her so she could post the notes on the website for the 1st grade PLC meetings.

I have included three reflections from my Level II Practicum. Both reflections describe what I did during my intern days at the school. Two reflections describe my responsibility as the teacher in a school wide fire drill and a duck and cover tornado drill. The reflections also describe my experience with the Child Protection Services staff and attending a staffing for a student into a contained classroom.

This artifact is a Thanksgiving Lesson that I wrote and taught for my Level II practicum. I taught this lesson in the first grade class I interned in. I met with the team of first grade teachers during our PLC meeting and lunch break to discuss the shadow box assignment and what we wanted the students to do this year for the class enrichment project. I worked with the entire first grade team of teachers to discuss the shadow box project especially since this was new to me. The team discussed what the theme should be this year from year to year they will vary what the shadow box should be. We discussed when to assign the project and when the due date would be. We also made arrangements for the students to walk through all the first grade classrooms to view each others shadow boxes. My cooperating teacher asked me to teach a lesson on Thanksgiving to relate to the shadow box assignment so the students would have more understanding of Thanksgiving and it would help the students make their shadow boxes. A letter from the first grade team was sent home to the students and their families that the shadow box was a family assignment and they were to help their child make a shadow box of their families' thanksgiving or of the first thanksgiving with the pilgrims and Indians. I read and explained the letter and the assignment to the students 2 weeks prior to the due date for the shadow boxes to be turned in. The parents communicated with questions or concerns about the assignment in the student's planner. The questions were answered back to the parents by me or the cooperating teacher on the days I was not interning. In the lesson I taught the students that not everyone celebrates thanksgiving like we do and even in the United States thanksgiving is celebrated differently from one another. I used the Internet to go to various websites that were bookmarked on the computer to show the students how countries like Canada, Korea, Israel, and Ghana celebrate thanksgiving. We discussed how our thanksgiving was similar and different from the other countries in the way they celebrate and the foods they eat for the holiday. For math that day I had the students graph the thanksgiving food they eat making a bar graph.

I am submitting a letter I sent home during my level II practicum to the families of the students in the first grade inclusion class I interned. I wrote the letter to introduce myself to the families before sending home the release form requesting their permission to videotape and take pictures of their children. I did not like just sending the release form home with no explanation of who I was and why I was in the class. I showed the letter to my cooperating teacher for her approval and she said the letter was fine to be sent home and thought it was a good idea to let the families know who I was. The letter introduce myself and explained why I would be in the class working with their children. I sent the letter home the third week of the semester and then in October I followed with sending home the release form to be signed by the parents/guardians to give consent for videotaping and to take pictures.

Updated 12/17/08

The next artifact I am including in AP 11 is the technology lesson plan I wrote for my Level II Practicum. The lesson was written for the first grade class I interned in. The topic of the lesson was Fire Safety for Fire Prevention Week Oct. 5-11. The lesson begins with engaging the students in their prior knowledge about fire and asking the students if they remembered what happened to the girl in the book, "A Chair for My Mother," by Vera B. Williams. This book has been used for their reading and writing lessons and was familiar to the students. I used the internet to access the website with the story behind how Fire Prevention Week started. After reading the story I asked comprehension questions to assess the students regarding the history of Fire Prevention Week. I used another website where I showed the students a video to introduce the students to fire safety and learn how to find fire hazards in their home. On this website there is an interactive area for the students to go to use the knowledge they have learned by looking at various areas in a home and finding the fire hazards. For independent practice I had the students draw a picture and write about a fire safety tip they learned. An extension to the lesson was for a firefighter to come to the class to discuss fire safety.

updated 12/18/08

I am including a math lesson I taught for my level II practicum. I taught the lesson in the first grade class I interned. The math lesson was to teach the students number sense to prepare them for addition and subtraction. The students had learned how to do addition and subtraction and needed additional practice. I started the lesson with a review from the previous days lesson and asked for the students to describe and tell me about the math signs for addition. I then read the book, Splash! by Ann Jonas instructing the students to listen very carefully. After reading the book I passed out felt squares for their ponds and chips to represent the characters in the book. I explained the chips were to represent who was in the pond. I reread the story again and the students either added or subtracted chips from the pond after I read a page and would ask "how many are in my pond."

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 think that this is evidence of the role of the teacher because it has a lot of my philosophy of teaching and outlines ways that I would manage my classroom for effective learning. I have included the classroom management plan to demonstrate my ability to research different theories, philosophies and strategies in order to develop a plan I feel will work for me. I think that I have used some of the procedures and strategies that are in my management plan during my internships and they have had a positive effect on student achievement. I think that classroom management is extremely important in student achievement and without good procedures and management student achievement suffers.

I included this in AP 11 role of the teacher because in PLC meetings, many things are discussed on how to improve the quality of teaching, resources, cooperation between teachers and disciplines, classroom and school wide issues. Much time is spent on the team brainstorming ideas and helping each other. I think that PLC meetings are a great source of support and information for teachers. When a group of people meets together there are many group dynamics that occur. It will be very important to work together cooperatively and as a team member. The PLC meeting is where teachers get together to plan for classroom instruction. I want to be a part of that process and give and share my teaching knowledge with my colleagues.

The reflections meet the AP 11 role of the teacher because for the staffing I attended the meeting with district wide personnel and the parents of the student where the students academic and classroom performance were discussed and shared with the new teacher since he was to be staffed into a contained classroom. I shared by experience in working with the student and

what strategies worked or didn't work with the student. The reflection showed my ability to work with outside personnel like Child Protection Services. This was a scary for the student as well as me to walk the student up knowing they were going to take the student into their custody. My role was to remain calm and talk with the student to let the student know the school day was over and this had nothing to do with the day at school. The reflections on the fire drill and duck and cover drill are very important to the role of the teacher. A teacher needs to know school policies and procedures for various activities some of which include a fire drill and the duck and cover drill.

updated 11/28/08

I am using this lesson as evidence for AP 11 role of the teacher because the students learned about thanksgiving here in the United States and they learned how other countries celebrate the holiday. The students learned how Canada, Korea, Israel, and Ghana celebrate the Thanksgiving holiday and what the holiday is called in that country. I am using this lesson because the lesson helped create a learning environment where the students learned about other cultures that fostered acceptance and tolerance of how other cultures and people celebrate holidays. I am using the lesson because I met with the first grade team of teachers to discuss this assignment for all of the first graders. We discussed what the letter going home to the students and families should say and what we wanted the students to make in their shadow boxes. The letter communicated with the parents regarding the enrichment project and what we wanted them to do to support their child in making the shadow box. I believe the assignment shows how I can work with the families and communicate effectively when they had questions I answered them the same day by communicating in the student's planner. I believe this assignment shows I can work cooperatively with other teachers on the team to discuss ideas and share information. Especially since I was new to the process I had questions and asked them of the teachers so I fully understood what the expectations were regarding the project and to know how to prepare the lessons for my students. The team of first grade teachers met the week the project was due to discuss how to present the boxes and walk around to each others rooms for the students to see each other's shadow boxes. We talked about how we would have the students share their boxes in the classroom and what type of celebration to have for their hard work in making the shadow boxes.

The letter I sent home to the parents shows my ability to communicate with the student's families. It also shows how I looked from the families' perspective and felt they would want to know who I was and why I was in the classroom. I feel the letter meets the AP 11 role of the teacher because it shows I am able to effectively communicate with the parents and work with them cooperatively. I believe the letter shows my respect for each student and their family to communicate with them and inform them what would take place in the classroom. I believe the letter also helped when parents show me in the classroom and didn't know who I was. After receiving the letter parents would greet me and it also made it easier when I met the parents during the conferences. Many let me know they liked receiving the letter and putting a face with the name. Two weeks after the introductory letter was sent home I sent home the release letter requesting permission to videotape and take pictures of the students. I feel if this letter would have been sent with no introduction or telling the parents I was in the class I feel many would have declined allowing their children to be videotaped and had pictures taken. I believe since I informed them who I was and why I was in the class they were happy to help me with the school requirements and signed and sent the release forms back the next day.

Updated 12/17/08

I included this lesson in AP 11 for several reasons. First, my cooperating teacher did not provide any particular direction for me to follow. It was up to me to decide how I would teach the topic. I liked this because I was able to find information I liked and decide how I would teach, not how someone wanted me to teach. I used the internet to research information to develop the lesson plan. I found resources, ideas and activities on the internet to use when I was developing the lesson. Second, part of the lesson includes using the computer. There is a web site for students to go to so that they can look at pictures, watch videos, play games and test their fire safety knowledge. I think when you find interactive activities the students learn and are engaged in the topic. When using the Internet one must find quality material and information to present to your students. For example, the story behind the start of Fire Prevention week was different on several websites. I examined several and decided to use the story on the National Fire Protection Association's website. It is important to decipher reliable information from incorrect information especially when teaching children. What I found was when using the Internet the teacher must also select information and sites that are developmentally and age appropriate. When researching the fire safety topic I found several preschool websites, but that information was not developmentally appropriate for the first grade students I was working with. I felt this topic was great to use the Internet to help teach the material and demonstrate visually real pictures of homes rather than just verbally telling the students. I am a visual learner and feel whenever I can provide visual material to my students it will enhance their learning. Lastly, I included this lesson because of the extension of having a firefighter come to the class to discuss fire safety. This was arranged by the school's volunteer coordinator for the Great American Teach In. My cooperating teacher asked for several presenters to come to her class and in particular for the firefighters to come. The volunteer coordinator arranged for the primary grades to have the firefighters come to the classes to teach the students what the firefighter looked like in their fire gear so they would not be afraid of them during a fire and they talked about fire prevention. When the firefighters came to the class one asked what he should tell the students. I talked with him about the fire hazards we learned about in class several weeks earlier during Fire Prevention week. He said they would talk about their fire gear first and review some fire prevention and safety tips with the students. During their presentation I helped the firefighters interact with the students and ask the students questions since they were not sure what the students knew or didn't know about fire safety.

Updated 12/18/08

The math lesson meets the AP 11 role of the teacher because it demonstrates my ability to use the community resource as the local library to find children's literature to read to the students to enhance my lessons. Another way I involved community resources into my teaching during my Practicum was by using the Seminole Community Library and using the children's librarian, Barbara Bowen. Every week I came prepared with books to read during the teacher read aloud and for filler time. When planning and preparing my math lessons I used a children's book to introduce the math concepts. It also displays my ability to arrange the learning environment to engage the students in learning about the number line. I had the students work together with their math partners to learn about the number line and learn number sense. The lesson demonstrates my ability to structure the learning environment for active engagement and positive interaction with their peers. The students had to work together and check each other stating the numbers on the number line on their cards. I believe the lesson shows I can set the learning environment right from the start to be engaging and interactive to help the students learn the subject matter.

I used children's literature for the reading lessons. On a weekly basis I was at the library talking with Barbara to have her assist me in finding appropriate children's literature to use to enhance my teaching. I asked Barbara the days she worked and if she minded assisting me. She enjoyed helping me and told me to stop by anytime for help. I used the community library to enhance the classroom library. Since I am still a student I do not have a supply of children's literature and feel it is very important to have books in the elementary classroom. My cooperating teacher had a raingutter under the white board for

books that were related to the time of the year or to lessons that were taught. Prior to the Fire Prevention week and Thanksgiving I visited the library and talked with the librarian to see if she could recommend books for me to use with the 1st grade class. She would help me find books using the library online catalog and she would pull books from the shelf for me. I would check the books out and either read the books during my lessons or in the case of Fire Prevention week and during November for Thanksgiving I placed the books in the rain gutter so the students were able to select a book and could read the books during their independent reading time. I also read one of the fire books each day during Fire Prevention week and read the Thanksgiving books at the end of the day during November. I feel Barbara is a wonderful resource and was more than willing to assist me in finding quality children's literature and recommend books to read and use in the classroom.

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 have had the opportunity to utilize portions of my classroom management plan. I have also had the opportunity to review the management plans of my cooperating teachers which will help me in my continual growth to be a teacher and find ways to improve my classroom management plan. Since I have been in the classroom I have been able to review my plan to see what I wouldn't use and ways to improve the plan. I believe teaching is an evolving job and one can always learn from their experiences. I think what I learned most during my internship is to be very consistent following the classroom rules and procedures. When I was not consistent I tended to have off task behavior and misbehavior.

All of the PLC meetings would impact and did impact the student learning by giving me more resources to improve my teaching abilities. I attended all the 1st grade PLC meetings during my Level II Practicum. In the meetings I took information on classroom management and conferencing 1 on 1 and implemented strategies during my classroom instruction. I think that finding and trying new ideas is important. I also think that looking back and thinking about things that worked and didn't work also help improve teaching. I believe it is important to be a team player and work cooperatively with your colleagues. Your colleagues can be a wonderful support and great resource for information.

I believe my reflections show how I worked with families, school personnel as well as district personnel. It is very important to work cooperatively with your colleagues especially when you have a struggling student and are going through the response to intervention in order to have them staffed to a classroom that can meet their academic and behavioral needs. If you do not know this process and can not follow the policy and procedures it only hurts the student and impedes them getting the assistance they need. The reflections also show the importance of the role of the teacher during safety drills and the responsibility you have for the safety of your students. This impacts the student learning because they need to know what to do in an emergency and need to be taught and practice these skills.

updated 11/28/08

This lesson impacted the students learning. They learned about other cultures and how they celebrated their thanksgiving holiday. They learned how people in other cultures have celebrations that are similar and different from our holidays. Many students learned that in the U.S. African Americans celebrate Kwanza. The students did not realize everyone celebrated holidays differently, particularly thanksgiving and Christmas. The lesson went well and the students were accepting of learning some of the customs in other countries. The students were respectful and did not make comments about some of the customs. The students appeared to be interested in learning how others celebrated thanksgiving. I did not need to provide any remediation for this project. The students enjoyed learning about other countries and they did not make any intolerable comments about the countries customs. They appeared to be truly interested in seeing how other countries celebrated the holiday. The shadow box project was a success. I believe the parents were just as proud as the students in making and wanting to share the shadow box. One mother said she really enjoyed making the box with her son and couldn't wait to see the other student's boxes. Everyday when a student brought in a box the students would run up to take a look and they would want to share how they made their box. They were respectful of each other's work and admired the work that was done. The students enjoyed walking from class to class to look at each other's shadow boxes. They were proud of their own work and admired the work of their peers.

While the letter did not directly impact the student's learning it did set the tone for my relationship with the students and their families. The letters went home in the student's agendas and the student's brought back the signed consent forms the following day. I had the opportunity to explain the letter and why I needed the consent so the students would be able to let their families know why I needed the consent. I believe since I explained the letters to the students they were responsible to bring the consent forms back and they were not bothered by the videotaping or the picture taking.

Updated 12/17/08

I did teach this lesson during my practicum with first grade students and impacted their learning about fire hazards in their home. Many of the students did not know what a fire hazard was but after the lesson knew how to identify hazards in their homes. The students loved using the Internet to watch the video and do the computer activities. I believe the students responded to the video because they are not frequently shown videos in school. The video enhanced their learning more than just verbally presenting the information to the students, especially since the topic was fire safety. It is easy to say, you should have a working smoke detector, but a child really does not know what that means. This lesson and websites used help teach about fire hazards in the home. Many of the students did not know what a fire hazard was nor did they know they could help prevent a fire. I know the students learned the material, when they came back the following day to tell me what fire hazards they found in their home. Through the student's drawings and sentences I was able to tell individually what the students learned about fire safety. I think little lessons like these are important because some students will not receive this information in their homes. The lesson was further enhanced by having the firefighters come talk with the students. It probably would have been better to have them come during Fire Prevention week rather than several weeks later, but I saw exactly what the students learned and remembered from this lesson when asked several weeks later. When planning the lesson I focused on this year's theme for Fire Prevention week. I did not think about how firefighters could look scary when they are in their fire gear. That is one part I would discuss in teaching this lesson again. The firefighters also reinforced the fire prevention and fire hazards the class had learned. I feel the lesson was made a real world experience by having the fire fighters come talk with the students.

updated 12/18/08

The math lesson shows how using a community resource can support the student learning. By using the librarian to help me

find quality children's literature engaged students into the subject material, enhanced my lessons, and reinforced the concepts they were taught. The students learned about the traditional addition and subtraction problems but they also need other ways to think about math. I feel whenever possible you should use children's literature to enhance the student learning. The students need to be able to think about numbers in their head and have number sense, this lesson definitely helped the students learn number sense. This lesson was also easy to assess what the students knew or didn't know and whether or not they were developing number sense. I would not have been able to teach this lesson if I did not use the librarian at the community library. Had I not talked with her and explained what types of books I was looking for she would not have been able to guide me to the correct authors or books. The librarians have experience and knowledge about books and she impacted my student's learning by helping me find appropriate books to use to enhance my lessons.

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 think that a teacher has many roles. They are a professional colleague, a teacher, a mentor, a role model, communicator, etc. A teacher has to be able to assess situations and students abilities, think and act quickly, make decisions, organize materials, manage behavior, make learning interesting; the list goes on and on. A teacher has to juggle all of these roles and at the same time adhere to curriculum guidelines and be prepared for just about anything.

I have much more respect for teachers than I did before I started my practicum and internships. I used to think all they had to do was teach the curriculum, but it is much more complicated. I think that teaching, like many other things is a balancing act. Teachers need to sometimes make choices and set priorities and always be prepared for the unexpected. I think that one of the interesting challenges for a teacher is that when you are working with children, unexpected things may happen. Children can be unpredictable and you have to be able to go with the flow, handle a challenge and keep on going.

Since my internships, I have really been able to look at continuous improvement in a different way. I am somewhat of a perfectionist and think that things should be done right or a certain way. I have found that first of all I am too critical of my self because I have very high expectations and secondly, that things don't always go as planned so you have to be prepared and sometimes go with the flow. I have learned that even when things don't go as planned, they are a good learning experience and you have to be able to learn from mistakes and improve and move on. I also think that you need to be open for advice, criticism and new ideas. You have to be able to be part of a team and give and take with your teammates and coworkers.

I think that just as our students are learning, so are we and we have to be able to learn and improve just as we expect our students to learn and improve. I also think that since teachers are role models, having and showing motivation to learn and improve is also important.

I am using these reflections to show my ability to work with families, school personnel as well as district personnel. It is important to know school policies and procedures. I have learned there are many things a teacher needs to know. The response to intervention is a very important process in the school system and needs to be followed for the sake of the student. Documentation is very important for teachers and if you do not document what you see and what is occurring in your classroom it will be very difficult to help your students receive the support they need.

updated 11/28/08

From the shadow box project I learned it is good to have family projects to be completed with the family and the students. The families and students enjoyed working together on this project. The families also took interest in seeing one another's work which I believe builds the classroom community. I also learned for a project like this it is important to work with your team of teachers to discuss how you are going to approach the subject and teach the students. It is important to work cooperatively with your peers in order to improve the educational experiences of your students.

I believe it is important to start building a relationship with your students and their families from the first day of school. I believe it is important to communicate with your students as well as their parents. I feel whenever possible you should explain what you send home to the students so they are informed and know what it is you want from them and their families.

Updated 12/17/08

I learned you can incorporate community resources into your classroom and it is an effective enhancement for student learning. As a teacher I will remember this and utilize what I have in my community whenever I can. During Great American Teach In many teachers did not want to be bothered with presenters coming into their classroom. I learned it is important to the students and you should not put your likes above the learning opportunities for your students. The students benefited from having the many presenters in particular the firefighters who reinforced the fire safety lesson I taught and it was a good extension to the lesson. People are more than willing to come into the classroom and talk with the students, they just need to be invited and guided on what to talk about. I also learned the volunteer coordinator is an asset to the school and should be utilized to help make arrangements to utilize resources in your community.

updated 12/18/08

I have learned that I myself love children's literature and books need to be in the classroom. Unfortunately, books are very expensive. I do not believe you always have to buy books in order to have them on hand. The community library is a great resource and should be used whenever possible to find great books to bring into the classroom. This is especially a wonderful resource for a beginning teacher who doesn't have an extensive collection of children's literature. Children love books, love to be read to, and love to read so it will be important to have a quality classroom library and the community library is a wonderful resource to use.

Status: Evaluated **Last Modified:** 12/19/2008