

## Annotation & Evaluation

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**Agey, Anasstasja**  
**AP12 - Technology**

**Status: Evaluated**

EVALUATION				
	Emergent	Bridging	Fulfilled	Profecency Level
<input type="checkbox"/> Insufficient  <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 12.E.1 Identify technological resources to meet specific teaching and learning outcomes  <input type="checkbox"/> 12.E.2 Identify specific technology applications and resources that enhance the achievement of diverse learners  <input type="checkbox"/> 12.E.3 Observe and critique the application of appropriate technology resources for data analysis and data management	<input type="checkbox"/> 12.B.1 Differentiate between appropriate and inappropriate uses of technology to meet specific teaching and learning outcomes  <input type="checkbox"/> 12.B.2 Critique specific technology applications and resources that maximize the achievement of diverse learners  <input type="checkbox"/> 12.B.3 Identify appropriate technology resources for data analysis and data management	<input checked="" type="checkbox"/> 12.F.1 Implement the use of appropriate technological resources to meet specific teaching and learning outcomes  <input checked="" type="checkbox"/> 12.F.2 Implement developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of students (P-12)  <input checked="" type="checkbox"/> 12.F.3 Appropriately and critically use technology to gather data to manage student (P-12) learning for the purpose of evaluating and improving instruction	<input type="checkbox"/> Preliminary  <input type="checkbox"/> Emergent  <input type="checkbox"/> Bridging  <input checked="" type="checkbox"/> Fulfilled

**Comments from Evaluator:** Congratulations!

### ANNOTATION

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

1st evidence-  
Science Unit Exam Review: I developed this Jeopardy-style review on a PowerPoint presentation to help the students in my Level II Internship prepare for their science unit exam. It incorporates deliberation, cooperative groups, critical thinking, and student-centered learning.

2nd evidence-  
Data table: This data table was developed in a Microsoft Word document. The data on the table details completion of the activity, the student's name and their misconceptions about the solar system. It is color-coded to locate the commonalities of student misconceptions. This data was used to assist my cooperating teacher in planning a solar system lesson to address student misconceptions.

3rd evidence-  
Photosynthesis Lesson:  
This lesson was completed as a requirement of my Level II Internship in which we were to design a lesson that incorporated technology to enhance student learning. In the lesson, students viewed an animation on pbs.org about the chemical process of photosynthesis. Additionally, students had the opportunity to care for their own plants using an online simulator.

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 Accomplished Practice of Technology is met in this activity because I designed the Science Exam Unit Review as an instructional strategy to help the students in my Level II internship review for their Unit test. The purpose of incorporating the technology was to help students meet specific learning outcomes on their examinations. Over the last six weeks, students had been learning about ecosystems and energy transfer. This PowerPoint presentation was a Jeopardy-like game that promoted the students' learning and curriculum goals over the last six weeks leading up to the Unit test. It tapped into students' previous knowledge of what they learned over the last six weeks and made the motivation for success relevant because the information would be on their test the following day. Presenting the activity as a Jeopardy game made the task developmentally appropriate, considering they were learning about concepts such as symbiotic relationships and ecosystems. The review was presented to them in an engaging format. The review was organized five into categories: How Plants Produce Food, How Energy is Passed in an Ecosystem, How Organisms Compete and Survive in an Ecosystem, How Ecosystems Change Over Time, and How People Affect Ecosystems. Each category had 3 questions worth 100-300 points. The students were given the task to work in teams and deliberate with their group members about selecting the correct answer. The questions were formatted as multiple choice with one short answer response. Many of the questions were cloze passages in which the teams of students had to use text clues to come up with the most likely answer. These questioning options promote the highest possible achievement for all learners. It is important to note that PowerPoint is not suitable for all learning situations, such as in lessons that require direct modeling and teaching. However, for the purposes of this review the PowerPoint presentation was a perfect way to organize the already learned information and present it to students in a way that engaged their learning with sounds, visuals, and text.

#### 2nd evidence-

This data table meets the Accomplished Practice of Technology because before I created this table on Microsoft Word, I actually tried to create this document in Microsoft Excel and found it to be inappropriate for the information I was trying to convey. Microsoft Excel is a great technology for creating grade books and charting mathematical functions and calculations. However, my data table proved to be too wordy (no pun intended) for this technology. I needed to be able to print this out and deliver it to my cooperating teacher. Tables are a great way to manage and analyze data. Therefore, I imported the document to Word and created a basic table that detailed completion of the assignment, student name, and misconceptions about the solar system. The purpose for creating this table was to communicate the information from an acquisition lesson I taught about the solar system in my Level II Internship to my cooperating teacher. She wanted to extend the lesson and address the misconceptions students had about the solar system. As I created the table, I noticed many students had similar misconceptions and decided to color code the ones that reoccurred. I used the data in my table to critically assess what had gone wrong in the acquisition lesson and to improve student learning by evaluating why the misconceptions occurred. I presented this data to my teacher and we planned an activity to help students fix their misconceptions.

#### 3rd evidence-

This Photosynthesis lesson meets the Accomplished Practice of Technology because I used an LCD projector, an Apple laptop, and the internet to implement a learning opportunity that enhanced student knowledge about the concept of photosynthesis. I took students to the PBS Nova website and had them watch the flash animation about photosynthesis. The animation was developmentally appropriate because it presented the complex concept of photosynthesis to students in kid-friendly language, sounds, and visuals. The students were able to watch the chemical processes in action, which is not an opportunity many of us get when looking at a static picture or diagram. This multimedia approach meets the diverse needs of many learners. It was appropriate for students of all academic and linguistic differences because the information was presented in a variety of ways. The scientific vocabulary and concepts were reinforced by the animation, sounds, and a review at the end of the animation to ensure optimal learning. When I initially presented the information in a diagram they were confused about which chemical traveled in what direction. Following the animation, they were able to take the abstract knowledge and apply it to a plant life simulator.

#### 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 review involved direct work with my 4th/5th grade Level II internship class. I designed and planned this review with them in mind because they love to work together in groups. Prior to planning this review, I spoke with my cooperating teacher about what we had taught together over the last six weeks and how we could prepare the students for the Unit test. My cooperating teacher was going to have them play a Jeopardy game. I asked her if I could organize it on a PowerPoint presentation to bring a technological resource in the class. I feel that utilizing technology such as PowerPoint can reach all students of linguistic and ability levels because there are visuals, text, and sound to motivate and engage them. My CT gave me the class study guide and the curriculum map from the last six weeks to plan the review. It was my task to design questions that were relevant and meaningful to prepare them for the test. Many of the questions in the science review provoked critical thinking such as: A new subdivision and mall was built in New Port Richey on top of a habitat that turtles lived in. Everything the turtles needed was in this habitat, including shelter and food. What might happen to the turtles? Then, the teams of students had to use their prior knowledge and deliberate about the way humans affect ecosystems to come up with a likely scenario.

The beauty of this review is that students were actively engaged at least 95% of the time because they only had 30 seconds to deliberate each question with their team. Working cooperatively with others gave them an opportunity to use all their resources. They paid close attention when I read the question and tried to come to an agreeable solution as soon as possible. Keeping students engaged and interested is the number one way to reduce misbehavior. If students are focused on a task, it is more difficult for them to stray from the learning. To downplay the competitive aspect of the game, after deliberation I did what was called 1-2-3 showdown in which each team had a chance to show their answer at the same time. Each team who found the right answer received the points, rather than the team who got it first. I feel that activity fostered an environment that emphasized the importance of learning rather than the importance of how quickly you got the answer. My cooperating teacher decided that she would reword her test items to more closely reflect what the students had reviewed that day. When the students took the Unit test, 85% of them received at least an A or a B. I was pleased that the review had been so helpful for them.

a- This data table involved my direct work with the students in my 4th/5th grade Level II Internship class. After organizing this data for my cooperating teacher, I presented the information to her and we brainstormed some of the ways we could help students overcome misconceptions such as planet color affecting features or temperature of the planet. We decided that

we would create an activity where they would further their research about the planets. In my original acquisition lesson, I assigned students in pairs to use their prior knowledge and textbooks to tell me what they knew about the planets. This helped me develop my table and plan for further learning. When the results came back we realized that some of their own prior knowledge was flawed and that they needed guidance about why things happen or look the way they do in the solar system. We decided to keep students in their pairs and asked them to research their planet online. Then, they were to design a poster with their partner about the planet with interesting facts and accurate illustrations of the planet. Then, we had them share this newfound information with their classmates by hanging their posters around the room in an orbital fashion. Students did a museum walk in which they traveled to each planet writing down at least 3 interesting facts and one new thing they learned. To wrap up the activity, we asked students about their previous misconceptions. The student, who believed Mars was red because it was hot, learned that Mars is red because of the iron oxide in the soil. This data table allowed us to plan for student learning in a meaningful way. It also improved my instruction, because I realized that I had not addressed these things in the acquisition lesson.

a- This lesson involved my direct teaching of 4th/5th grade students in my Level II Internship. It was an introductory lesson about photosynthesis so I anticipated confusion and misunderstandings. That was why I chose the animation to help clarify the vocabulary we were using and discuss the process of photosynthesis in action as it unfolded in the animation. Following the animation, students were able to answer the review questions with great accuracy. Being able to picture photosynthesis in their minds made all the difference. Seeing the CO<sub>2</sub> and water combine to create glucose made the process real to them. To further extend their learning, I provided them with a website to simulate the effects of water and sunlight on plants. They were able to take care of a plant in this simulation by trying to find the right balance of sun and water to keep it alive. Since we did not have the chance to observe this happening with a real-life plant, technology gave us the opportunity to experience it. This enhanced their learning for the reason that students were able to explain the process of photosynthesis in detail because the technology enabled them to visualize it.

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)

It was worth the effort to create this presentation for them because they enjoyed being able to see the pictures and hear the little bell ring when they answered the question correctly. This evidence shows that I can plan activities based on curriculum standards and previously taught lessons. I learned that using technology turned out to be a great way to make the game aesthetically pleasing and easy to organize. If the teacher and I had done a Jeopardy game in which we had to write everything out on cards, it would have been too time-consuming. Technology gave us the chance to save time and meet the students' instructional needs. I learned that when planning a unit review, the purpose is to meet the objectives of the entire unit and plan for student outcomes. My goal was for all students to succeed because of the review. That is why I organized the information in categories so they knew what to anticipate for the questions. I will use the information I learned about planning a unit review to better help me plan all activities as I become a teacher. What I learned about planning and organization of an activity will help me grow as a pre-service teacher. I now know that planning a lesson or activity must address student outcomes. If what is taught is tested, students will succeed.

I learned that creating a table is a great way to manage, analyze, and present data. Especially in this situation when the data I presented needed to be available in a format that was more accessible to work with. I do not rule out using MS Excel however, because I do recognize its value for managing grades and attendance. Most schools nowadays provide the software to teachers for convenience and ease. However, since I had no numerical data, it was more appropriate for me to use a table created in MS Word. When I have my own classroom, I plan on using tables to help me assess my lessons. Tables are great for creating checklists and presentations as well. This data helped me realize where I went wrong in the acquisition lesson and allowed me to prepare better student instruction for the future.

I learned that technology opens door to parts of life we generally never have the opportunity to see. Through the animation students saw photosynthesis in action. The internet provides so many opportunities for learning through multimedia. Though technology cannot replace direct teaching, it can enhance it. Technology is a fabulous strategy that allows teachers to reach students of all ability and language levels. Using the animation helped explain to students the things that they could not understand through my diagram. I will continue to use technology as a resource in my classroom to enhance the opportunities of learning for my students.

**Status:** Evaluated **Last Modified:** 12/14/2008