# Annotation & Evaluation

Go Back

## Barto, Denise
## AP12 - Technology

## Status: Evaluated

**EVALUATION**

| | Emergent | Bridging | Fulfilled | Profeciency Level |
|---|---|---|---|---|
| ☐ Insufficient<br>☐ Inappropriate | ☐ 12.E.1 Identify technological resources to meet specific teaching and learning outcomes<br>☐ 12.E.2 Identify specific technology applications and resources that enhance the achievement of diverse learners<br>☐ 12.E.3 Observe and critique the application of appropriate technology resources for data analysis and data management | ☐ 12.B.1 Differentiate between appropriate and inappropriate uses of technology to meet specific teaching and learning outcomes<br>☐ 12.B.2 Critique specific technology applications and resources that maximize the achievement of diverse learners<br>☐ 12.B.3 Identify appropriate technology resources for data analysis and data management | ☑ 12.F.1 Implement the use of appropriate technological resources to meet specific teaching and learning outcomes<br>☑ 12.F.2 Implement developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of students (P-12)<br>☑ 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 | ☐ Preliminary<br>☐ Emergent<br>☐ Bridging<br>☑ Fulfilled |

**Comments from Evaluator**: Congratulations!

**ANNOTATION**

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

Contents:
1. Power Point Presentation on Language Experience Approach
2. Fire Safety Lesson Plan – 1st Grade
3. Constitution Lesson Plan – 4th Grade
4. Video-Taped Self-Evaluation
5. Reflection for Level II Practicum
updated 11/28/08
6. Science Lesson - 1st grade Level II Practicum

The first evidence that I have included for AP 12 Technology is the power point presentation I made and presented for RED 6544/Cognition, Comprehension, & Content Area Reading: Remediation of Reading Problems. The assignment entailed giving a presentation on a reading comprehension teaching strategy. The presentation was to include a power point presentation then to have the class participate in modeling the strategy. A handout was prepared to correspond with the power point presentation as well as for the students in the class to have for their teaching strategy notebook for later reference material. When conducting my research I found the strategy was useful to use when going on a field trip. Since this was a college level course I could not take the class on the field trip so I brought the field trip to the class. The topic and reading centered around the students learning about the Tocoboga Indians. I made a DVD/CD of pictures I took when I visited the Safety Harbor museum and Phillippe Park in Safety Harbor which has a Tocoboga Indian display.

The second evidence I am submitting for AP 12 is the technology lesson plan I taught and wrote for the 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.

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 would be 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 have the students draw a picture and write a fire safety tip they have learned.

The third evidence is a lesson plan that I wrote for SSE 4313 Teaching Elementary Social Studies. The lesson is for 4th grade. I choose to include this lesson here because my professor gave very high standards for writing the lesson plans and all plans had to include a questioning strategy designed to get students to think at all levels of Blooms Taxonomy. The lesson is to be taught over several days and end on Constitution Day. The purpose of the lesson is designed to acquaint students with the Constitution, importance of knowing about America's founding fathers, documents and inspirational figures who have helped our nation. The lesson starts with a set induction activity where the students will start playing a game. The lesson incorporates the student conducting research on the Internet in order to develop three questions they will role play to interview three of the signers of the Constitution. Then the student's are to compare how it applies to the student's present day life. Lastly, the students view a copy of the Constitution and have the opportunity to sign the Constitution themselves.

The next evidence that I have included for AP12 is one of my videotaped lesson evaluations that I completed during my practicum in the 1st grade class. I videotaped the language arts lesson that I taught. The lesson time started with the students sitting in the gathering area to practice the words of the week. The students have a whiteboard, marker and eraser. I hold up the first word and ask for a student volunteer to say the word (the words were familiar as they had already learned the words for the two days prior). I then make the letter sounds for the word. I ask the students to watch as I write and spell the words. I have the students write and spell the words on their boards. We then dot the letters and slide and say the word. During the writing I observed the students to correct writing and spelling of the words. The steps are repeated until all the words of the week have been reviewed. I had the students turn and review and say the words to their partners. We then find the word and erase the word. The guided practice part of the listen was to review the short /e/ sound. I posted pictures cards, sounded out the words and asked the students to identify where the short /e/ sound was in the word, beginning or middle. I use the word chart to spell words with the short /e/ sound and have the students say the letter sounds and sound out the words. I also have the students practice identifying initial and medial short /e/, /a/ and /o/ sounds providing three words such as set, web, den or add, act, apple. To end the lesson I had the students echo read the reading story from the Treasures reading curriculum which reinforced the words of the week words. The students then cut out words with the short /e/ to complete a word sort activity. The students had four columns to sort words into, eg, en, et, and ed. The students cut the words out and glue them into the columns. This worksheet was scored and returned to the students to review any corrections to be made. This lesson was videotaped. I watched the videotape and completed the self-evaluation form regarding my teaching.

I am attaching a reflection from my Level II Practicum where I was able to review the spreadsheet from the DIBELS testing done on the first grade class. I used this information to sit in a parent/teacher conference and to help guide my instruction for the students who did not perform at grade level expectations. In the conference I was able to share with the parents the academic and behavioral observations from working with their child. The cooperating teacher starts her conferences explaining the assessment process and the various assessments that have been conducted with the student. She allowed me to explain the county DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing that was administered on all of the students in the class. The set of assessments were administered by school county employees. What I shared with the parents were the different types of skills that were assessed and how they were measured (letter naming fluency, initial sound fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency) and how these were indicators for reading ability. Each student had their own test booklet so this was easy to share with the parent. I explained each assessment and the scoring process. The cooperating teacher and myself analyzed the score reports for each individual student performance and saw where each individual student scored in relation to grade level expectations. Several students in the class are performing below grade level expectations. When sharing the report I took caution not to share other student information and taped a sheet of paper to make a view of only the line with the information regarding their child. I shared with the parents the grade level expectations for the next testing cycle in January. I was also able to share with the parents the various educational strategies I was using in the class to work with their child to provide to provide remediation to help the student raise the scores to grade level expectations.

updated 11/28/08
I am including a science lesson plan I wrote and taught in my Level II practicum. The lesson was for the first grade class I interned. I started the lesson by asking the students to come to the gathering area and I held up a globe. I asked the students what they knew what I was holding, what the globe represented, what colors did they see and represent. I told the students we were going to take a walk around the schoolyard and they were going to be scientist to discover what was on the surface of the earth. I provided a schoolyard checklist for the students to complete during our hike. Upon returning to the classroom we discussed and tallied the items the students discovered on the earth's surface. I also listed the items on the Earth Surface Chart with labels of on the surface, close to the surface and far from the surface. I did a think, pair share activity with the students to discuss some things that are most always found on the surface of the earth. We then read a book, Land, Water and Air. This book was in pdf form on Pinellas County's Outlook. The book was printed. The cooperating teacher has a projector so I projected the pages of the book. There was also an audio connected to the book so I played the audio to read the book and would stop to ask critical questions of the students. The lesson has the questions I asked during the reading of the book. On Pinellas County's Outlook there is a power point on the Earth's Surface. I showed the power point using the computer and the projector to project the pages. I did a picture walk and discussed each picture and asked critical questions of the students regarding the earth's surface. The students then worked with their partner to read through the Land, Water and Air book in order to complete the Earth Surface Chart of what items were on the surface, close to the surface and far from the surface.

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?)

In order to make the power point, I had to conduct research on the topic and then determine what information I felt was important to learn. This evidence demonstrates my ability to select information and compile the information in a presentation using technology, the power point. I included this item because I think that it is also important that a teacher is able to present information effectively to peers and colleagues regarding latest trends and best practices in teaching. I think that the power point shows that I am able to communicate and present information effectively to peers and colleagues. I also think it

shows my ability to think about how to present information where a student is able to learn.

I included this lesson for two 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 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.

The Constitution lesson plan meets the AP because of the thought and planning given to writing a plan with sequenced learning activities along with a questioning strategy that incorporates Blooms Taxonomy. The learning activities engage in the students in the topic, makes them take the perspective of a founding father and relate it to the present today. The student has to think about how the Constitution relates to their life today. The lesson meets the AP because the students utilize the computer and Internet to conduct their research on a founding father. Whenever a teacher can have the students use the Internet to conduct research enhances the lesson and information the student can learn because the information in elementary textbooks is limited. I also believe it helps students learn there you can find anything on the Internet but you need to learn what is accurate and reliable information.

I included this because I was able to use technology, videotaping so I would be able to look back at a lesson that I taught and evaluate and reflect on my performance as well as what the students were doing throughout the lesson. The media specialist would not provide video equipment due to previous interns breaking her equipment. I had to bring in my own camera and set up the camera. In setting up the camera I had to find a way so I did not video a student whose parent did not consent to be taped. This displayed my knowledge of using technology appropriately. In inappropriate way to use technology would have been to set the camera up and video tape the whole class disregarding the parent's wishes regarding their child. This was a very good experience because I learned to analyze my behavior in order to modify things I did that I did not like. When you are teaching you do not really think of the facial expressions, how your voice sounds, or physical movements around the room because you are concentrating on teaching the lesson and managing the students. I included this evidence to document my ability to utilize technology to my advantage to critique myself. It is something I will probably do a couple of times a year when I have my own classroom to keep my on my toes. I think it is important to reflect on your teaching and one way to reflect is to videotape yourself teaching. It helps you see your own behavior as well as the student's reaction to you as the teacher. I feel this process makes you a better teacher.

The reflection of the parent/teacher conference explaining the DIBELS assessment scores addressed AP 12 for technology because the DIBELS information is inputted into a computer system and a report is generated for each student's performance, grade level expectation as well as the expectation for the next testing cycle. For a teacher in the primary elementary classroom it is very important to pay attention to data generated from student assessments. First and foremost you learn where your students are performing and secondly it and helps guide your instruction to meet the learning needs of your students. For a teacher it is important to analyze the data and determine what instructional methods you will use with each individual student. Students learn differently and each student needs to be given consideration regarding their instruction. I feel the DIBELS report is also telling because it guides the teacher for the next testing cycle. It provides a goal for you to work on with your students and for yourself to have your student performance go up from one testing cycle to the next. I believe goal setting can be motivating and important for a student's learning to occur as well as for the teacher.

updated 11/28/08
I am including this lesson in AP 12 Technology because I used technology to enhance teaching the science material. The science lesson used the pdf form of the book and a power point on the computer which both were projected on the screen for all students to see. I did not use the technology to teach the lesson but to enhance it. This was an appropriate form of using technology. Pinellas County has various resources for teachers to enhance their lessons. As the teacher you should take advantage of what is already for you to use rather than reinventing the wheel. The pdf form of the book was an excellent resource along with the audio of the book. I feel variety is good for students and hearing me read all the time would have been the same thing they are use to. Instead they were able to hear another voice and how that person read the book. The power point was another appropriate use of technology. It contained various pictures of the points I wanted to teach about the earth's surface. The power pointed was helpful to engage the students and ask critical questions about the earth's surface and to engage the student's thinking. The use of technology was good for this class since it is an inclusion class with speech impaired and SLD students. Having the audio, projection and visuals enhanced the lesson and provided modifications to help the students learn the subject content.

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 present this power point presentation in an elementary classroom, but I did present the power point in my college classroom for RED 6544. I believe the information was presented in an easy to follow sequence. I also believe the power point presentation communicates the reading strategy educating student teachers. The presentation, handout, and classroom activity were engaging and informative for the students. Many did not know of this resource in their community. The topic was a difficult one to present since a field trip was involved, so I brought the experience to the class and made the students feel as though they actually took the tour of the museum and park.

I did teach this lesson during my practicum with first grade students. The fire safety impacted the student's learning. 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. 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 students were impacted by this lesson and learned the short /e/ sound. The students were engaged in the beginning of the lesson, but I learned how important it is to keep the momentum of the lesson going so you do not lose their interest. I also found it is not important to go through every word example that is in the lesson. Some students can not sit through this, especially this class which is inclusion and has several ADHD students. I feel they learn more from the hands out experience and the follow up word activities, such as word sorts, roll a word and sound boards over me standing in front of them saying a bunch of words.

I am using this reflection to demonstrate my knowledge and ability to use data gathered from assessments to guide my instruction of the students. I am posting my reflection rather than the actual report due to student confidentiality. The data gathered and the report generated was completed by the DIBELS evaluators. The report is supplied to the teachers. I was able to review the report in September and the cooperating teacher explained all the aspects of the report. I believe the DIBELS test and the information generated from it definitely impacted the students learning. After reviewing the report and we saw what students were not performing at grade level expectations we talked about remediation activities that would be done in the classroom to assist the student learning and helping them improve to get on grade level for the next testing cycle. The DIBELS testing information helped guided my instruction for reading for those struggling students. For the struggling students who performed below grade level the cooperating teacher had me conference one on one with the students during independent reading time as well as use a reading program called, Great Leaps as a supplementary reading program to help with the student's fluency. The Great Leaps program is a timed program which is how the DIBELS testing is completed so having the timer and seeing the progress or lack of progress a student is making during your one on one time can be very telling. As a teacher it is important to know what to do when the student is not making progress and how to provide remediation to help the student learn. When using the Great Leaps program the two days a week I was in class helped me see the individual student progress with reading fluency. If I had not utilized this program I would not have seen progress only through conferencing. I believe a teacher should have numerous remediation strategies and activities to help struggling students learn and meet grade level expectations.

updated 11/28/08
I taught this lesson and the students love exploring and being scientists! The lesson definitely had an impact on the student's learning about the earth's surface. In doing my pre-assessment and asking about the globe, what does it represent, what colors do you see and what do the colors represent the students were very brief and nondescript in their observations. After the lesson they were able to provide more information regarding the earth's surface and how they knew that information. The students love to engage in the topic and I feel it reinforced the concept being taught. I feel if you can provide hands on experience the students are engaged in the learning process and benefit. I also liked that this lesson had the questioning strategies to elicit the student's thinking. I feel in science it is important to elicit the higher level thinking from the students. The pdf and power point enhanced the lesson and engaged the students in the lesson. Rather than reading the information from a book which is boring the students hear the book being read and viewed the picture slide show on the power point. I think having all the various teaching strategies engaged the students in learning about the earth's surface.

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 believe that effective communication of ideas and subject material are a significant factor in order for teachers to impact any student learning. This artifact demonstrates that I am able to effectively communicate ideas not only to elementary students, but my fellow peers. I have learned through my Internships that teachers work with one another and share ideas. In order to share one will need to effectively communicate their ideas, research, and methods in a professional manner to promote learning and support for the teachers.

I think that technology is an area that teachers will have to be competent in. In order to accomplish all of the responsibilities of teaching, a certain level of knowledge in this area will be necessary. This area is one that I will need to improve upon and educate myself about the different technologies and ways to bring them into the classroom. Teachers need to be able to teach and explain technological systems to students. They also need to be able to keep up with what students know and are doing on computers, the internet, IPODS, etc. Technology has changed our world over the past few decades and it continues to become an important aspect of our daily lives. Technology can be a great resource and mode to communicate information and knowledge. It can also be dangerous if it is not used and monitored properly. It is really important that teachers are kept up to date on the latest technology in order to foster learning and ensure the safety of students. I believe as a teacher there is great responsibility to select websites that contain accurate and reliable information. I also like to use websites that are interactive where the student is engaged in the activities. Teachers are encouraged more and more to utilize computers with the students in the classroom. From what I have seen some teachers do not like using technology and computers and are resistant to incorporate it in their classrooms. As a teacher I will incorporate technology into my lessons and classrooms because I feel it will not only benefit my students but will be a benefit to my teaching.

This was a lesson that I taught during my internship. It was for 1st grade language arts lesson. I think that evaluating your performance as a teacher through watching videotapes helps to improve student achievement because you can see things that you did not notice when you are teaching and then you could make adjustments as needed. A teacher might want to use different strategies, techniques, etc. or group students differently after viewing a lesson or identify students who are struggling or not paying attention because sometimes they can be overlooked during the lesson.

This classroom experience provided many opportunities for me to learn the testing cycle but also how to analyze the reports that are generated and what to do with the information contained in a report. When working one on one through conferencing and with the Great Leaps program I could see how the individual teacher attention can help a struggling student. For some of the students they need this one on one just to keep them on task and pay attention long enough to learn the various reading strategies as well as to practice the skills. I learned when conferencing this is also a teaching moment and as the teacher you are able to provide a teaching point to cover areas that student is not understanding or displaying.

Assessments are extremely important and a tool that should guide your classroom instruction. Reports such as the DIBELS need to be analyzed and reviewed and as the teacher you need to take that information and determine what teaching strategies you are going to provide to your struggling students to get them up to grade level expectations.

updated 11/28/08
I have found you do not necessarily need to spend a lot of time reinventing the process of teaching subject content and need to take advantage of resources given to you. Pinellas County provides resources for information, websites, power points, pdfs, and books. I have used these resources to enhance my lessons which in turn made it easier for me to write the lessons and teach the lessons using the technology.

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