

Annotation & Evaluation

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Barto, Denise
AP2 - Communication

Status: Evaluated

EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 2.E.1 Demonstrate knowledge of a variety of communication strategies (i.e., verbal, nonverbal, media) to use with students (P-12) levels <input type="checkbox"/> 2.E.2 Demonstrate knowledge of oral and written communications strategies in conveying ideas and information <input type="checkbox"/> 2.E.3 Demonstrate knowledge of strategies to communicate with English Language Learners and students with exceptionalities or varied levels of academic achievement	<input type="checkbox"/> 2.B.1 Design communication strategies (i.e., verbal, nonverbal, media) appropriate for use with all students (P-12) levels <input type="checkbox"/> 2.B.2 Design effective oral and written strategies that convey ideas and information to students (P-12) <input type="checkbox"/> 2.B.3 Design activities that use strategies to communicate with students who are English Language Learners and students with exceptionalities or varied levels of academic achievement	<input checked="" type="checkbox"/> 2.F.1 Implement a variety of communication strategies (i.e., verbal, nonverbal, media) as appropriate for use with all students (P-12) levels <input checked="" type="checkbox"/> 2.F.2 Use effective oral and written communication strategies in conveying ideas and information as appropriate to students' (P-12) levels <input checked="" type="checkbox"/> 2.F.3 Use comprehensive strategies to communicate with learners of diverse linguistic backgrounds or exceptionalities or varied levels of academic achievement	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator: Well done.

ANNOTATION

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

Contents:

1. Read Aloud (Grade 1)
updated 3/1/09
2. Community Helpers Lesson Plan - Level II Practicum
3. Splash Math Lesson - Level II Practicum
Updated 3/10/09
4. The Human Body – The Brain –lesson from teacher work sample Level III
5. The Heart – lesson from teacher work sample Level III

The first evidence I have included for AP 2 Communication is a lesson plan written for RED 4310 Early Literacy. The lesson was a shared reading and writing lesson for students in first or second grade. I used the lesson in a first grade class. The lesson was designed to teach students how to make predictions when reading a book and to communicate ideas and thoughts through writing. I used the book, "Click, Clack Moo Cows That Type" by Doreen Cronin. I choose this book because children love animals and would be able to relate to the story. The illustrations were another reason I selected the book to help teach the concept of making predictions. For the content presentation I started the lesson the students were asked to make predictions what they thought the story would be about. I also talked with the students about how people can write or talk to each other such as using a typewriter like the animals used in the story. During the reading of the book the students would

follow as I read and say "Click, clack, moo. Click, clack, moo. Click, clack moo. Clickety, clack, moo." Before reading each page I asked the students to make predictions. For guided practice with the students I had a discussion about what the animals in the story were demanding from the farmer and how they wrote a letter telling the farmer what they wanted. I had a worksheet of a letter with blanks and a word bank so they could see the letter format and practice completing a letter. The independent practice involved the students themselves writing a letter or using pictures if they were in the prewriting stage to write from the animal perspective and ask the farmer for something.

The second evidence I have included is my Classroom Management Plan from my Methods course EDE 4301 and updated for my Practicum EDG 6931. In the methods course the management plan was written my second semester in the program and based on the classroom environment I wanted a class to be like. The plan contains many areas a teacher needs to think about when planning for their class. The plan communicates my educational philosophy and what I believe as a teacher are important traits and skills to possess to have a quality classroom. My management plan also contains a parent letter to introduce myself to the students and parents in the class. The plan has a behavioral management component where there will be daily and weekly communication with the student's parents regarding their classroom behavior.

updated 3/1/09

The artifact for AP 2 Communication is a lesson plan I taught in my level II Practicum. I taught this lesson in the first grade inclusion class I interned. The lesson was a social studies lesson to teach the students about the community they live in and community helpers in their community. The lesson starts with me writing the question who is a community helper on the whiteboard. I showed the students various pictures from the local Seminole community and asked if they could tell me about the people and places in their community. I utilized a t-chart on the board to list the community places and the community helpers. I had the students talk with one another about what was the same or different about the lists we made. I then taught the students who lives in a community and what the word community means. I used a concept word map with the word community in the middle for the students to say important places in their community. I had picture cards for the various places in the community such as the library, post office, fire station, school, etc. I used another concept map to discuss the people and had a discussion about who the community helpers were that worked at the places in the community. We again compared the two concept word maps for similarities and differences. I then taught the students about three community helpers, fire fighters, mail carrier, and librarian. We discussed why the community helpers were important in a community. I called on several students to pull a picture out of a bag with the picture of a community helper and role play the various community helpers. I provided a writing sheet for the students to draw a picture of the community helper and write 2-3 sentences to tell, what if I were a _____ (librarian) and what the community would do for their community.

Updated 3/15/09

I am including a math lesson I taught for my level II practicum. I taught the lesson in the first grade inclusion 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 day 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."

updated 3/10/09

I have included two lessons from my teacher work sample on the human body from my Level III internship. The lessons are for the second grade classroom where I taught the lessons. I choose to include these lessons because the students were scientist and had to explore how the human body worked and what the function of the organ. I also included the lessons to display how I am able to communicate with my students and to develop questioning strategies designed to get students to think at higher level thinking. I had the students complete a KWL chart prior to implementing the unit to see what the students knew. I also had the students complete a body outline drawing and labeling as many body parts as they could. The first lesson is on the brain and the second is about the heart. The purpose of the lessons were to teach students the about the brain/heart and the main function of the body part. I read a children's literature book for the basis of the lesson for this unit and utilized the book throughout teaching the unit. I then had the students explore how the body part worked by engaging in activities. During and after their exploration I had questions prepared for the students to answer in their scientist notebook. We then discussed the observations and findings with the whole class. The students' scientist notebooks were evaluated using a rubric I developed.

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?)

This lesson plan addressed the AP Communication to demonstrate my ability to teach reading and writing skills through a reading lesson plan. I displayed my knowledge of various strategies to use to teach reading and relate it to writing in order to making writing more meaningful to the student. It also shows my ability to select material that children can relate to and enjoy reading the story. This lesson shows by ability to take a children's book and develop a lesson plan to teach a reading strategy. I feel it is important to select books that are appealing to children, yet teach the concepts you want them to learn. I included this assignment here because it is important to be able to read aloud in all classrooms. A teacher needs to read clearly and expressively and keep the attention of students while reading. Teachers also need to be able to give clear directions for activities. This assignment addresses this AP because I demonstrated the ability to read aloud to students, use a variety of appropriate voice projections and give clear and understandable directions for the students to complete the extension activity. I believe the lesson shows my ability to set up the learning environment using various teaching strategies including whole class discussions, modeling, and independent practice to reinforce the concepts learned and be able to assess what the students learned.

I believe the classroom management plan addresses the communication AP for a number of reasons. I believe the teaching philosophy is the basis of my beliefs as a teacher. This philosophy has evolved from when I originally wrote it for my methods class. I feel this shows my growth as a teacher in training. The plan contains extensive policies and procedures that I will follow to run and maintain my classroom. I believe it has shown I have given great thought to what will make my classroom run and my ability to take things I do not feel will work and modify the plan so it will work for my classroom. Part of these procedures will include how I will inform my students of my expectations regarding their academic education as well as their classroom behavior. My classroom management plan also addresses how classroom behaviors will be communicated to the student as well as to the parents on a daily and weekly basis. I have arranged this to keep the communication lines open between the parents and me.

updated 3/1/09

I included this lesson for AP 2 Communication because it shows several different teaching strategies I used to teach students in an inclusion classroom where there were diverse students. I used this lesson as an artifact because I used a t-chart, a concept map, and pictures to help the students learn the material we were learning. I used the various teaching strategies to help all the students in the class learn about community helpers. I believe using the various concept maps is very important for diverse learners. I also believe using pictures is very important in an elementary classroom. I feel this lesson displayed my ability to present a lesson to a classroom of diverse learners.

updated 3/15/09

The math lesson meets the AP 2 Communication 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. It also displays my ability to arrange the learning environment to engage the students in learning about the number sense particularly in an inclusion classroom with diverse learners. The students were struggling with the concept of adding and subtracting. I had the students work cooperatively together with their math partners to learn about the numbers and learn number sense, how many, how many left, how many came, etc. I had the students work cooperatively because students can learn from each other. 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. 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. The lesson also displays my ability to give thought to how I want to communicate with diverse students. Throughout the lesson I engaged the students in "math talk," which is asking questions but then having the students explain their ideas and answers to each other and in their words which helps them learn the concepts rather than me lecturing. This lesson was to reinforce number sense especially for the students identified as SLD, OHI and speech. I have seen first hand verbally explaining math does not work with most students. Diverse learners need hands on manipulatives particularly when learning math, they need visuals and they need to be able to talk about their ideas and listen to other students explain the concept. Students have various learning styles, not all students are auditory learners. I learned it is important to find out how the students learn and teach to all learners. Through out the lesson during the math talk I verbally praised the students as well as gave them gestures such as really showing enthusiasm with their ideas, giving high fives to reinforce their ideas and participating in the lesson.

updated 3/10/09 - updated 3/15/09

These lesson plans address the AP for Communication because the activities and questioning strategies in the lessons are designed for me to communicate with my students to promote and enhance student thinking at the various levels of critical thinking. When developing the lesson I had to think about what I wanted the students to learn and how I would communicate the ideas and questions to them. I tried to develop higher level thinking activities. When teaching the lessons I realized I needed to have lower level explanation as well to reach the students who didn't understand or were struggling with the thought of why they were doing the activity and how it related to the body part. I believe the lesson displays my ability to verbally teach the subject content but also have the students explore to find the answers for themselves through their explorations. I could tell them the function of the body part, but the students will remember if they discover the answer for themselves and think about it.

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 administered the shared reading lesson plan in a first grade class. I originally wrote the lesson for first or second grade, but after teaching the lesson with students I now see the lesson should be kindergarten or first grade as I feel it would not be challenging reading material for a second grade student. The way the lesson was written the teacher would have taught the book and strategies over a two day period. I didn't have the opportunity to have two days with the students, just one reading block time so the lesson was rushed. You can not rush a student's learning, they need time to absorb what you're saying, watch you model the strategy and time to use the strategy themselves. Overall, though the students loved the book and loved writing a letter to the farmer with their demands. The students enjoyed playing the role of a different farm animal like a duck and thinking what type of demand a duck would make of the farmer. This was a great lesson for me especially since it was my first time teaching a lesson to a whole class. I measured the success of the lesson by the eagerness of the students to write their letters to the farmer. Their letters were sent home in their take home folders which I hope their families enjoyed reading and sharing. This assignment impacted student learning as evidenced by the student's work product of writing a letter to the farmer. The students really enjoyed this story and making up their own demands writing them in sentences. They really enjoyed sharing their pictures and reading their sentences to the class, which I feel was a measure of the success of the lesson. I believe the lesson shown the relationship between reading and writing and it is important to make that connection for students. Having the students participate in the reading by reading the repetitive phrase helped the students and made them feel involved in the reading of the story. This chant would also be beneficial for ESOL students in the class. This was a fun story and kept the students' interest.

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.

updated 3/1/09

I included this lesson because when you have a classroom of diverse learners you need to use various teaching strategies and accommodations to meet the learning needs of all the students. I believe diversity includes the various learning styles. A teacher should not just lecture to the students day after day. Students learn in different ways so the subject matter should be delivered in various ways so that all students can learn. I feel that using concept maps, pictures and manipulatives helps the students learn especially ESOL or ESE students. I feel they should be used whenever possible to meet the needs of all the learning styles of the students in your class.

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.

updated 3/10/09

The lessons did impact the student's learning. I had the students complete a KWL chart prior to implementing the unit to see what the students knew. I also had the students complete a body outline drawing and labeling as many body parts as they could. I was surprised to see the students drawing a heart like a Valentine heart in the body outline. During the lesson on the heart I made sure to correct their thinking and showed pictures of the heart. The students did not know much about the brain prior to the unit. They were able to explore and learn a lot about the brain by the end of the unit. I also saw the student learning from the pre-assessment to the post assessment. The students were engaged in the learning activities which reinforced the main objective in the lessons which was to learn the basic function of certain body parts. I believe the various learning activities and various assessments allowed the students to display their knowledge and they learned the content and performed well on the final unit assessment.

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 always considered communication to be one of my strengths. I am able to communicate effectively in oral and written forms. My previous occupation required me to write professional documents and conduct meetings so I am comfortable speaking and presenting to groups as well as writing letters, notes, progress notes, etc. My challenge in teaching and working with children is presenting information at a level that they are able to understand because I am use to communicating with developmentally disabled adults and their families. I try to always ask myself if I am presenting information in a way that a fifth grader would understand. I also try to be more expressive and enthusiastic to try to gain or keep student interest.

I believe communication is very critical when you are a teacher. The teaching profession is more than standing in front of children and teaching a lesson. The teacher needs to communicate with different types of people throughout the school day. I have learned it is important to always be professional and respectful when dealing with your students, their families, and your co-workers. How you interact with others reflects on the type of person you are. As a teacher you are a role model and should set the example for your students to follow. I believe as the teacher you need to communicate clear expectations you have for your class as well as the parents.

updated 3/1/09

From teaching the community helpers lesson I learned it is important to incorporate various teaching strategies in the lessons you teach. It is also important to utilize strategies for the various learning styles of the students. I believe when you use concept maps, pictures, movement, and manipulatives to enhance the lessons and reinforces the student learning the subject matter.

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.

updated 3/10/09

When writing the lessons for the teacher work sample I saw how important planning and writing the objectives are to lesson planning. I had to think about what I wanted to say to the students and how to communicate the subject content to the students so they could learn and to accomplish the objectives. I had to think about activities that would challenge the students to think at higher level thinking rather than low level thinking. I feel activities can support this type of thinking and are important especially in content areas like science. Students need time to explore and find answers for themselves rather than reading and being told by the teacher, but their also needs to be a discussion and sharing of their ideas to impact student learning.

Status: Evaluated **Last Modified:** 04/15/2009