

Annotation & Evaluation

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Agey, Anasstasja AP3 - Continuous Improvement

Status: Evaluated

EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 3.E.1 Participate in professional development through group projects and cooperating with peers <input type="checkbox"/> 3.E.2 Identify resources and organizations available to help with targeted areas for professional development	<input type="checkbox"/> 3.B.1 Reflect upon practices and seek out professional development experiences <input type="checkbox"/> 3.B.2 Create a professional development plan using identified resources	<input checked="" type="checkbox"/> 3.F.1 Collaborate with professional peers and colleagues about improving practice <input checked="" type="checkbox"/> 3.F.2 Evaluate one's own progress towards reaching one's professional goals and reflect on future professional development needs	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator: You've shown a great deal of insight regarding your own professional practice. You've participated in professional development with others and have identified resources to assist you with your professional development which has resulted in a score of fulfilled for 3.1. You've created a professional development plan, completed a self evaluation of your progress within this plan, and also reflected on your future professional developmental needs. You've also identified those individuals and resources that will assist you with continued professional development. This earns you a score of fulfilled for 3.2. I'm sure you will continue with your professional development due to this well thought out plan.

ANNOTATION

1. Type and description of evidence(s) (e.g. assignments, activity)
- 1st evidence-
Student's Own Selection/Week 12 Reflection: This reflection was completed during my Level II internship. In this reflection, I discuss how I attended and contributed to a committee meeting with professional colleagues including teachers, the reading resource teacher, the assistant principal, and the principal. The meeting was to deliberate about various techniques for implementing LFS (Learning Focused Strategies) in the school's classrooms.
- 2nd evidence-
Observation & reflection of student who receives special education services: I completed this requirement for EEX4070 Integrating Exceptional Students in Spring 2008. The requirement of this assignment was to volunteer for 20 hours in an ESE self-contained or inclusion class and reflect upon the experience.
- 3rd evidence-
Unit Plan: This hypothetical unit plan was designed as a cooperative effort to meet an assignment requirement for Teaching Social Studies Fall 2008. Contained in this unit plan are the Sunshine State Standards, the unit objectives, materials required, the unit essential question, lesson essential questions, activities, assessment, and evidence of social studies best practices. This unit plan is about Southwest Native American tribes.
- 4th evidence-
Student's Own Selection/PDP: This Professional Development Plan was first developed in my Level I Internship and then refined in my Level II internship. I am submitting my original copy of the document detailing the areas I feel I need the most improvement.

5th evidence-

Student's Own Selection/Peer Evaluation: This Peer Evaluation satisfies a requirement for my Level II internship completed in Fall 2008. In this document, I utilize the suggestions of my fellow interns to reflect on my strengths and weaknesses as a pre-service teacher.

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-

This reflection from my Level II Internship meets the Accomplished Practice of Continuous Improvement because I collaborated with professional peers and colleagues about improving practice. In my reflection, I discuss a meeting I attended and participated in involving LFS (Learning Focused Strategies). LFS is a program implemented by the District of Pasco County to ensure fidelity to the current reading series and scaffolding of student learning through techniques such as essential questions, graphic organizers, small group differentiated instruction, and level-appropriate literature. I participated by commenting, asking questions, and suggesting ways to compile to the data. Being a part of this meeting allowed me to gain insight about the goals of Pasco County and how the individual schools use these goals to promote student achievement. It also showed the administration and school personnel that I was eager to learn and help. I feel this opportunity to attend and participate in this LFS meeting helped me grow as a professional pre-service teacher. This school-based improvement activity helped me recognize my role as a teacher in a school community. Discussing curriculum goals with administration and professional colleagues helped me understand how critical it is for teachers to seek out professional development experiences such as these to reflect on what is occurring in their own classrooms and how it affects the school population at large.

2nd evidence-

The Reflection Paper completed for EEX4070 meets the Accomplished Practice of Continuous Improvement because I collaborated with my professional peers at the school site to improve my practice. The best way to improve your own practice and refine your pedagogy is to observe other career teachers. Prior to this experience, I had seen many career teachers who taught me a valuable lesson in what not to do. However, volunteering and observing in this teacher's classroom was overwhelmingly positive and meaningful to helping me understand best practices when teaching and reaching all students. The teacher I observed is a VE (Varying Exceptionalities) self-contained teacher in Pasco County. When I observed her class, she had ten students ranging from kindergarten to 2nd grade. Each of these students had been classified as ESE and two of her students were ESOL. This was a valuable experience because it gave me the opportunity to work with students who had academic, social, and linguistic barriers that prevented them from being in a mainstream class at their school. Observing teachers who have a great deal of experience with ESE students helped me learn to meet the needs of exceptional learners including how to manage their behavior and keep them engaged. As an observer, I was able to experience how the teacher taught the students and how the students interacted with the teacher. I feel this was critical to my professional growth because it allowed me to see things from both the child and teacher's perspective.

3rd evidence-

This Sequenced Unit Plan meets the Accomplished Practice of Continuous Improvement because the evidence shows that I can participate in professional development experiences through group projects and cooperating with my peers. In order for the group project to be successful, each of us took an equal role in the planning. We divided the work load and combined our efforts to create this hypothetical learning unit about Southwest Native Americans. My classmates and I used internet research and the current Sunshine State Standards to plan this unit. We retrieved the books for the lesson from the Pasco County Library so that we could better plan the activities and share their value with our other classmates. This was a valuable professional development experience because I was able to see the perspectives of my classmates and understand their approaches to teaching and learning. It was enjoyable to bounce ideas off of one another and collaborate for a common goal.

4th evidence-

My Professional Development Plan meets the Accomplished Practice of Continuous Improvement because I have developed it using resources such as my own experiences and teacher observations to improve my practice as a pre-service teacher. I set three goals in this plan: to utilize more non-verbal signals, to model acceptance to foster student teamwork, and integrate more technology into my lessons. I developed these goals during my Level II Internship and set a goal date for April 2009, when I presume to complete my final internship experience. These goals were connected to specific accomplished practices so that I could have some guidance on how to meet them.

5th evidence-

The Peer Evaluation completed in my Level II Internship meets the Accomplished Practice of Continuous Improvement because I am utilizing the information from my peers' observations to evaluate my own progress toward reaching my professional goals and reflect on my future professional development needs. Collaborating with my peers allowed me to better understand my strengths and weaknesses as a pre-service teacher. In order to grow, we need an objective perspective to tell us where to start and how we can improve ourselves. My classmates evaluated my strengths and weaknesses with great accuracy. This outside perspective helped me gain a better view of myself as a professional. For example, my classmates indicated that I was positive, confident, and patient with my students. They also indicated that I needed to improve by being more consistent with my expectations and changing my voice to show that I am serious about my expectations. These separate observations helped me set future goals for myself as a teacher. Since I am young, I am at a disadvantage because I often have difficulty understanding that I can be firm and serious while still being positive and confident. My peers explained to me that they both have children at home so they have had a lot of practice with this and reassured me that I would learn to do this as I gained more experience.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s

impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

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

a- My reflection involved direct work with K-2 students in a self-contained VE classroom. These students displayed a variety of exceptionalities, most of them dealing with linguistic or emotional issues. During the 20 hours in which I observed and volunteered in the classroom, I learned how students with exceptionalities are often isolated from the school population at large. These students were placed in the back of the school, away from students their own age, and often talked about by other teachers in ways which could be construed as offensive, hurtful, and ignorant. However, none of those words describe the teacher I observed. She was loving, accepting, and encouraging to each of these students. She advocated for their treatment and promoted their unique abilities. She integrated them as much as possible into the school population. These children were safe in her classroom. I admired her willingness to pull out all the stops at making these students self-sufficient and confident. Each of these students was bright and talented in his or her own way. Observing her class allowed me to recognize that accommodating your classroom for exceptional learners is necessary so that they do not fall behind. This teacher informed me that there is a trend moving more and more toward inclusion and away from self-contained environments. Working with these students helped me realize that only in the severest of circumstances should self-contained environments be considered. The students I worked with were not severely disabled. However, because they were not receiving the support they needed in their mainstream class they were removed from their peers. This environment better suited them because they were receiving the support they needed, but it broke my heart that they were not treated equally or accommodated fairly by other teachers. As I grow as a professional teacher, I will continue to observe a variety of students and teachers so that I may better plan for strategies to make all of my students feel safe, welcome, and engaged. This experience will impact my future students because it made me more sensitive to the needs of all learners.

b- Though this Southwest Native Americans unit was not implemented, it would impact student learning because it allowed me to take on the role of a professional teacher planning a unit with my colleagues. My colleagues and I discussed the ways we could make the unit meaningful to students by integrating the concept across the curriculum. A social studies curriculum planned around literacy activities is a great way to integrate reading and social studies in a time-crunched day. Though it is essentially a language arts unit, art and social studies have been integrated into our unit through activities such as creating a spirit doll and learning about the lives of a specific Native American tribe by labeling them on a map. Integration of subject areas increases the chance that more modalities will be accommodated and thereby provides more chances for comprehension. By providing opportunities for creative expression, visual and kinesthetic students will become engaged and more interested in what they are learning. Auditory learners will benefit from the oral reading of Native American legends. When designing this unit, we considered this variety of learners and how we would engage them. Developing this plan allowed us to apply practices and behaviors characteristic of career teachers. Career teachers often meet in teams to plan a unit or curriculum that enhances the learning of their students.

a- I developed my PDP with students in mind. I considered how my goals would contribute to student learning and my own professional development as a life-long learner. I had to take a look at myself and really think about the areas I needed to work on as I progress through my education. The goals I have set for myself I practiced in my Level II internship. I utilized non-verbal signals to get students back on task such as eye-contact and physical proximity or ringing a bell to remind students that they need to lower their voices. I also taught my students the sign language for bathroom so that, when they needed to leave, they merely indicate this without interrupting the flow of the lesson. I modeled acceptance to each of my students by speaking respectfully and considered each of their views with a non-bias attitude. Finally, I integrated technology as much as possible by using the LCD projector, the overhead, PowerPoint, the internet, and animation to contribute to my students' learning experiences when appropriate. Though I had the chance to implement them, I do not feel I have completed these goals in their entirety because I am still learning to use non-verbal techniques, model acceptance, and smoothly integrate technology. Setting goals for myself impacts my students because it shows that I am a learner too and trying to meet goals will benefit their learning experiences by making me the best teacher I can be.

a- These observations occurred as I was teaching in my 4th/5th grade internship classroom. My classmates arrived at separate times and observed me on a particularly difficult day. This gave them the perfect opportunity to help me recognize where I needed to improve. They encouraged me to continue to remain positive, but explained that I needed to make setting clear expectations a priority. Their observations helped me during the last few weeks of my internship. I was able to set goals for myself and practice delivering firm expectations to my students. Their observations helped me evaluate my future professional development needs in a way that helped me recognize that it was okay to mean business with my students. My goal is to continue to improve my classroom management techniques by varying my tone to show my students that they need to monitor their behavior. I can do this by setting clear expectations and by being firm on what I expect from my students.

4. Reflect on what you learned about this Accomplished Practice? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

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

My volunteer experience helped me identify with the life-long learning that occurs with teaching. In order to grow, we must continuously seek out experiences that provide us with strategies to observe best practices in classrooms. I felt that I grew a lot from this experience. I understood that students who are classified ESE deserve to have just as meaningful an educational experience as their peers. The students I worked with touched my heart and helped shape my values as a teacher. I know that as I continue to learn and grow I will always strive to meet the physical, emotional, cognitive, and social needs of each of my students by valuing them as people and learners.

I learned that a part of growing as a professional is to listen to other's perspectives and collaborate for a common goal. After all, the purpose of the unit was to enhance student learning because that is the ultimate goal of all teaching. Planning the unit required us to be adaptable and willing to consider each contribution respectfully. There were certainly instances in which my classmates and I had different ideas about how to approach the curriculum. However, we maintained a respectful and professional atmosphere by considering the suggestions and teaching styles of everyone as we created the unit. I learned that collaborating with peers is imperative to my own improvement. Learning new things from your colleagues allows you to self-evaluate your own approaches to teaching and learning.

Creating the Professional Development Plan helped me learn to set goals and strive to improve myself as a teacher. I learned that PDP's are a common practice for many teachers as they progress through their careers because they recognize that as they grow they will continue to learn. I am learning that my education is not complete once I finish my program. I have recognized that I will continue to set goals as a professional to ensure that I am performing in peak condition. By setting goals, I have the opportunity to improve myself as a professional and meet the needs of my students in a more insightful and educated way.

The Peer Evaluation exercise allowed me to better appreciate myself as a teacher. Observing my colleagues and collaborating about teaching styles helped me understand that sharing techniques and providing suggestions are critical to the profession. When we look at ourselves as professionals, we have to consider the ways we can continuously improve to enhance our students' learning experiences. I now know that it will be in my benefit to continue to work on my management style so that my students can learn in an optimal environment.

Status: Evaluated **Last Modified:** 12/13/2008