

Annotation & Evaluation

[Go Back](#)

Barto, Denise				
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
<p>Comments from Evaluator: Excellent job in your self evaluation. You have demonstrated your knowledge in the need to set goals and always continue to evaluate your professional development.</p>				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
1. Professional Development Plan 2. Video Taped Self Evaluation Lesson Plan 3. PLC Meetings 4. Reflection from Level II Practicum 5. PBA 6. Peer Observations & Cooperating Teacher Evaluations 7. Professional Behavior Assessment Updated 3/14/09 8. Professional Development Plan – Level III Internship				
<p>The first evidence for AP 3 Continuous Improvement is the Professional Development Plan I wrote for my Practicum, EGD 6931 Internship. This is the very first Professional Development Plan I have written. The three areas included on my plan included improving my professional competency and organizing content knowledge for student learning, establishing and maintaining consistent classroom management procedures, and increasing my understanding of a balanced literacy program. Each of the three areas has three sub areas where I feel I could learn and improve in my steps of becoming a teacher.</p> <p>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. 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</p>				

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.

The next item that I have included for AP 3 is my attendance at PLC (Professional Learning Community) meetings during my Practicum. The artifact is the notes that I took at all of the meetings I attended. My cooperating teacher asked me to take notes and email the notes to her so she could post the notes on the website for the 1st grade PLC meetings.

I have included a reflection from my Level II Practicum. In my reflection I wrote about my internship days for the week. In this reflection I wrote about conferencing with the students during reading and writing.

I have included the two peer observations completed by a fellow level II intern and the ESE inclusion teacher (he evaluated me since another intern was not available). In the level II practicum I was required to observe two interns and have two interns evaluate my teaching. The fellow intern was to observe me teaching a full lesson then provide both verbal and written feedback. I am including the two peer observations I completed on a level II and a level II intern.

The next evidence is the progress reports from my cooperating teacher in my Level II practicum. The assessments include the formative and the final summative evaluation for the practicum which included evaluation in all areas of teaching and professionalism. I included this evaluation as evidence because my cooperating teachers noted strengths and weaknesses.

The next evidence for AP 3 I am including is the Professional Behavior Assessment (PBA) completed by my cooperating teacher for my Level II Practicum. This behavior assessment was completed the fourth week of the semester and again on the thirteenth week of the semester. I am including the one completed on the fourth week.

updated 3/14/09

I am including the Professional Development Plan I wrote for my Level III internship for the second grade class I interned. The plan had three areas I felt I needed to improve upon after completing my Level II internship. The plan addressed the area of improving my professional competency from learning the subject content and using the instructional time effectively. I also address classroom management. Lastly, I felt I needed to improve in the area of using various types of assessments to evaluate student learning.

2. How did the evidence(s) address the Accomplished Practice? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)

I feel the Professional Development Plan meets this AP because in devising a professional development plan it shows as a teacher I want to improve myself. It also shows my ability to research a topic/subject and apply the knowledge I have learned. Until the Practicum I had did not know what a Professional Development Plan was. I conducted research on the Internet and purchased a couple of books to educate myself in order to develop the plan. I learned that a Professional Development Plan is very important in the teaching field and many school districts are implementing them with their teachers. I feel in developing this plan it will make me equipped when I have a teaching job. The plan shows the areas I feel I need to improve. I think the plan shows my ability to reflect on my teaching.

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 so I did not video a student whose parent did not consent to be taped. 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.

I included this in AP 3 continuous improvement because in PLC meetings, many things are discussed on how to improve the quality of teaching, new resources, cooperation between teachers and disciplines, classroom and school wide issues. So much time is spent by the team members brainstorming ideas and helping each other. I think that PLC meetings are a great source of support and information for teachers. When a group of people meets together there are many group dynamics that occur. It will be very important to work together cooperatively and as a team member. The PLC meeting is where teachers get together to plan for classroom instruction. I want to be a part of that process and give and share my teaching knowledge with my colleagues.

This reflection meets AP 3 Continuous Improvement because at the beginning of my internship I really had no idea what it exactly meant to conference with the students. The reflection also shows my ability to reflect on my teaching experience and what I have learned or need to improve upon when teaching students. During the PLC meetings I learned conferencing is an enhancement to your lesson and as the teacher you have teaching points that you cover with the students depending on their needs. Conferencing was the area of improvement for the 1st grade team and they are using Conferencing with Readers by Jennifer Serravallo and One to One by Lucy Calkins, Amanda Harman, and Zoë White. I watched the teacher talked about examples and referencing the book and felt lost, so I purchased the books to educate myself on the art of conferencing with the students. I feel having this experience has helped me grow as a beginning teacher and learn how to conference the right way during reading and writing workshops. This also shows that I referred to my professional development in wanting to increase my understanding of a balanced literacy program. I feel I accomplished this by learning about the art of conferencing during reading and writing which are very important components in a balanced literacy program.

I included the peer observations to display how I participated and cooperated with my peers in making arrangements to be observed when teaching and observe my peers teaching. I also included the peer observations to show my ability to be observed, evaluated and then discuss the observation shows how someone observed and provided feedback which I then would implement the recommended changes in my teaching strategies. The only suggestion made by a peer was to provide specific praise. I took this advice and implemented changes in my teaching. I wrote out several different ways to provide

praise when I worked with the students and provided the praise to each individual student. In my observations of my fellow interns I observed their transitions and flow of their lessons. I also learned from my observations different ways of teaching and strategies I will use in my classroom.

I included the cooperating teacher's evaluations to display how I cooperated with a professional about improving my teaching practice. My cooperating teacher completed an evaluation on my teaching ability during my level II practicum on week 4, 8 and the final week. The evaluations show my strengths and weaknesses. From these evaluations I implemented the needed changes to my teaching in order to improve and become a better teacher. The first evaluation the teacher recommended I improve on transition time and providing specific praise to the students. I worked throughout the internship on providing specific praise to each individual student. I also tried to improve on transitioning the students from one area or subject into another area or subject. On the second evaluation the cooperating teacher wrote to improve on my proximity to needy students and provide extra support during whole group instruction. I have implemented this and constantly keep this in mind when I am instructing the whole class.

I have included the PBA which was completed by the cooperating teacher and completed from her perspective regarding my professional teaching behavior in the school and in the classroom. The PBA was to be completed at two points during the semester so you would be able to receive feedback regarding your teaching, implement any recommendations and improve your teaching. The cooperating teacher gave me scores of 3 for each professional domain. The highest score one can obtain is a 3. I feel during my internship I displayed very professional behavior and followed the code of ethics which is reflected in the scores the cooperating teacher gave me. I believe the PBA shows my ability to follow the professional behavior in teaching not only from my perspective but from an evaluator's perspective as well.

updated 3/14/09

I included the Professional Development Plan for AP 3 because I reflected on my teaching experience from the Level II internship and thought about the areas I needed to improve upon in order to become a better teacher. I feel a teacher can always improve in the area of professional competency. Since I have been in different grade levels I have seen the subject content is different and schools can teach subjects differently, particularly in the content areas of reading and writing. I have learned about units of study and purchased books from Lucy Calkins which the units of study was based. I did this in order to educate myself and to have an understanding of why the students were being taught this way so I could teach the subject content. I feel one way of improving is to continuously improve your own education and stay abreast of the newest teaching strategies in order to provide the quality education children deserve. I also felt I needed to improve on my time management. I learned this during my Level II and wanted to stay on time with my teaching in order to cover all the subject areas. I had a tendency to forget about the time and run over so that would short the teaching time for the next subject. I have been very conscientious of the time during my Level III internship and have been able to teach all the subjects. I also included classroom management as an area of improvement. I feel a teacher can also improve in this area. I have seen what works and doesn't work for me regarding positive and negative reinforcement in the classroom. I learned from my Level II to my Level III a strong classroom management plan can make your teaching and the classroom more successful. If you are constantly dealing with student misbehavior you have not spent time developing a classroom community and you really are not teaching the students. I feel I will always try to improve in this area as I learn as a teacher. I have learned I prefer to have a positive classroom environment rather than always being negative when trying to address student misbehavior. I feel when you are proactive and positive student misbehavior goes down. The area I feel I gave the most thought to was how to assess the students and what it is I want them to know. I gave thought to assessments when developing the teacher work sample. I had to think about what I wanted to students to learn and do and develop the assessments to evaluate the student learning. I learned it is important to use various types of assessments and not just use paper pencil tests. I feel I have improve my teaching ability from the Level II to Level III internship. I am more comfortable teaching the subject material and more comfortable with implementing my classroom management plan.

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?)

In developing a Professional Development Plan it shows I want to learn to improve myself to be the best teacher for the students and help them learn to the best of their ability. The process of reflecting about oneself in order to improve will also be a benefit to the students. If we did not reflect and learn it would not help the students. I was able to utilize and refer back to my Professional Development Plan during the semester of my Practicum. I think it was good to have it to refer to and keep my on track in the continuous learning process. Since this was my first Internship I learned about the curriculum and was able to implement and practice my classroom management skills. I believe a teacher can always improve their classroom management skills because no two classes are the same, kids are different, and different things work for different types of people. I do not believe it is good to become complacent and developing a Professional Development Plan is a good way not to become complacent.

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.

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

This reflection shows how I learn about conferencing and how to conference the right way. By taking the time to educate myself on the practice of conferencing has definitely had an impact on the students I taught during my internship. Everyday during reading and writing workshop I conferenced with two or three students. I followed the topics of starting points for the conference, complimented the students, documented the teaching point where I taught strategies and documented what

should come next in the next conference with the student. I could see student progress and knew they were learning by referring to my conference notes. I have learned the conference is a very important teaching strategy for a teacher to be able to do and understand.

All of the peer observations and the evaluations completed by my cooperating teacher impacted student learning as all of the evaluations were completed during my practicum based on the lessons I taught and interactions I had with the students. I think the way that I present myself and the learning materials are very important in student achievement. I think students have to have respect for their teacher and also feel comfortable in expressing their thoughts and ideas as well as take risks by trying new things and voicing opinions. I think that the evaluations that I have included as evidences here show that I can portray that type of atmosphere and learning environment. My student's learning would have been impacted for the worse if I had chosen to ignore my peers and cooperating teacher's recommendations and not make the necessary changes to improve my teaching.

While the PBA did not have a direct learning impact on the learning of my students it did have an impact on the classroom environment which does impact the learning of students. The PBA displayed me showing initiative to the teaching field by attending every intern day and giving it more than 100%. I showed respect to the field of teaching and to my cooperating teacher. I respected her opinions and her constructive feedback and would implement and make the necessary changes when feedback was provided. I believe receiving the highest marks shows my professional behavior and concern for the students and families in the class.

updated 3/14/09

I included the Professional Development Plan from my Level III internship because I reflected from my Level II to my Level III internship and gave thought to areas I needed to improve with my teaching in order to be successful and have an impact on student learning. First I learned a strong classroom management plan does impact student learning. I was weak in consistently implementing the management plan in Level II and have improved in Level III. When students know the rules and have ownership in the rules the class runs smoothly. I also feel when you have a strong management plan learning occurs everyday because you are not dealing with behaviors. I feel because I felt more secure with teaching the subject content, I was at ease and was able to teach the students and they were able to learn. Students can sense when you are unsure of yourself and then start to question your ability. I feel by preparing and learning the subject content impacts the student's learning. I also practice and rehearse my lessons the night before so I know what I'm teaching, what I need, and to prepare for questions that may arise from the students. I feel the area I continue to need to improve on is how I provide specific student praise when I'm teaching. This is my area of weakness and the area most recently that I have been trying to work to improve. I feel providing praise can impact a student's learning and it needs to be genuine and more than just saying "good job." I have already given thought to how I can improve currently with my teaching and what I would like to improve on when I have my own classroom. I would like to work improving differentiating my instruction and when teaching math asking higher level questions. I have seen math lessons taught using "math talks," and would like to learn how to utilize this type of discussion during my math lessons.

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

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

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

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.

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In the beginning of my internship I was lost and really didn't know what to say to students when I sat down with them. By the end of my internship I am very comfortable with conferencing and documenting my conferencing. I have learned the conference is almost as important as your teaching lesson and that 1 on 1 time with the student is very important. I believe teachers are in continuous improvement and should reflect and look at ways to improve their teaching. I accomplished this by learning what conferencing entailed and applying what I learned with the students in my class.

Having peers observe and evaluate your teaching was a wonderful experience and important in order to improve yourself in the practice of teaching. It is important to reflect on your teaching. One way to reflect is by having others observe and evaluate your teaching and reflect on what changes you need to make in the way you teach. It is important to take the recommendations and implement those recommendations. As a teacher it is important to seek out others opinions and identifying your strengths and weakness. Sometimes we are too close and it's personal so you do not openly evaluate

yourself. It is also important to seek out the advice from professionals in the field who have been teaching to observe your teaching and provide feedback to improve and make yourself better.

I believe when continually trying to improve yourself it is not only how you perceive the job you feel you are doing but also how others see the job you are doing. It is important that you continually try to improve yourself because that is the only way you become a better teacher. Many different people are monitoring and observing you teaching and interacting with the students, families and other school personnel. You must model responsible professional behavior at all times.

updated 3/14/09

I have learned it is important to always reflect on your teaching. I see writing the weekly reflections causes you to think about what happened during the week, what went wrong, what went right and to think about ways to improve yourself, the classroom, and your individual lessons. I believe a person can always improve. As much as I didn't like doing the videotape evaluations I feel I will definitely use this when I'm in my classroom. It makes you more aware of how you are teaching and helps you improve yourself. I also feel having another set of eyes from experienced teachers is important because they can point out areas of improvement that you might not realize need to be improved. As a teacher I will always find ways to improve my teaching and will stay abreast of current trends and teaching strategies. I have seen teachers who are set in their ways and don't want to change, but this only hurts the teaching profession, the students and impact on student learning. I don't want to have this type of attitude and will always strive to improve myself and the profession!

Status: Evaluated **Last Modified:** 03/31/2009