

## Annotation & Evaluation

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<b>Barto, Denise</b>				
<b>AP7 - Human Development and Learning</b>				
<b>Status: Evaluated</b>				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient  <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 7.E.1 Demonstrate knowledge and awareness of the learning theories and concepts  <input type="checkbox"/> 7.E.2 Demonstrate knowledge of physical, cognitive, social, and emotional developmental levels	<input type="checkbox"/> 7.B.1 Identify appropriate uses of learning theories and concepts to engage students (P-12) as appropriate to their development levels  <input type="checkbox"/> 7.B.2 Critique different instructional approaches to align with students' (P-12) developmental levels, prior knowledge, experiences and backgrounds	<input checked="" type="checkbox"/> 7.F.1 Design and implement a variety of instructional activities that accommodate students' (P-12) developmental levels  <input checked="" type="checkbox"/> 7.F.2 Design and implement different instructional approaches to align with students' (P-12) developmental levels, prior knowledge, experiences and backgrounds	<input type="checkbox"/> Preliminary  <input type="checkbox"/> Emergent  <input type="checkbox"/> Bridging  <input checked="" type="checkbox"/> Fulfilled
<p><b>Comments from Evaluator:</b> This was much, much better. As teachers, we need to continue to make these very overt, explicit connections to learning theory. It is often the way to keep going when nothing seems to be working. This is ongoing research and lots more has been learned with the advent of MRI and brain research. Journals such as Phi Delta Kappan and Educational Leadership can keep you abreast of new developments.</p>				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>1. Type and description of evidence(s) (e.g. assignments, activity) 1. ESOL Case Study from FLE 5145/ESOL II          2. Power Point Presentation – EDF Classroom Management, Safety, Ethics, and School Law          3. Community Helpers Lesson - Level II Practicum 1st grade          4. Chapter/Power Point Presentation - EDF Classroom Management, Safety, Ethics, and School Law          updated 11/18/08          5. classroom procedures and management for Level II Practicum          6. Science lesson plan for Level II Practicum</p> <p>The first evidence that I included for assessment is my ESOL Case Study from FLE 5145/ESOL II. The student that I observed and evaluated was in second grade. I included this assignment because I had to evaluate an ESOL student's English language ability based on a taped conversation, hours of observation, and develop a lesson plan to assist the student in learning English. The assignment included interviewing the student recording the conversation. The conversation was transcribed and I had to analyze the student's language according to the subfields of linguistics and language acquisition. From my analysis and assessment of the student's language ability I developed a lesson to address the student's language barrier in order to address the linguistic barrier and help the student over this barrier.</p> <p>The artifact I have posted for AP 7 Human Development &amp; Learning is a power point presentation for EDF/Classroom Management, Safety, Ethics, and School Law. The presentation was presented by two other classmates and myself. We were to research a prominent discipline system and present their findings to the class. The presentation was in a power point format. It included a written detailed description of the system and a presentation by the group demonstrating an application of the system through a dramatic simulation. My group presented C.M. Charles' synergetic discipline.</p>				

The artifact for AP 7 is a lesson plan I taught in my level II Practicum. I taught this lesson in the first grade 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 the teacher writing the question who is a community helper on the whiteboard. I showed the students various pictures from the 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.

The artifact I have posted for AP 7 Human Development & Learning is a power point presentation for EDF/Classroom Management, Safety, Ethics, and School Law. The presentation was presented by three other classmates and myself. We were to work together as a team from an assigned chapter from the book, Methods for Effective Teaching, and present to the class. The presentation was in a power point format. It included a written detailed description of the system and a presentation by the group demonstrating an application of the system through a dramatic simulation to demonstrate best teaching practices. My group presented on the chapter on differentiating your instruction.

updated 11/18/08

I am including the classroom management procedures from my management plan for AP 7. The procedures describe how I managed the first grade class I was interning in and procedures I will use when I have my own class. I believe in positive reinforcement and come from a behavioral background so my procedures are influenced by B.F. Skinner and Lee and Marlene Canter. I feel behavior can be influence by positive interaction and rewards. I believe a student's behavior can be influenced and shaped by positive praise toward the student, but also acknowledging the student in front of their peers and other school personnel such as the principal. I believe it makes the student feel important and you as the teacher genuinely care for them. I also believe by providing praise other students see this and want to do their best work so they can be praised as well. In my plan I discuss ways I will praise and reward my students not only verbally but through shinning stars where the student was recognized for their efforts not only academically but also if I saw commitment to character qualities in the students. I believe praise should be given not only for behavior but also for academics and not just for earning an A but if the student gave their best effort they should be acknowledged so they will want to continue to work and succeed. I encouraged the students to encourage one another and worked continuously on peer interactions during partner time. I also communicated with the parents through the student's agenda planner to let the family know how their child was performing both academically or behaviorally. I started to use the level system as described by the Canters in the first grade class I was interning. The teacher already had the system in place but was not utilizing it. I found after teaching a few lessons and went to teaching full time I needed a management system so the students understood the rules of the classroom but also had the consistency for a safe learning environment. I used a discipline hierarchy where the students started on the same level everyday. If I saw a behavior that needed attention or to be corrected I provided a verbal warning and would proceed through my hierarchy. I do not believe a student should always be penalized and if I saw them make the needed changes and turned their day around I would acknowledge that and have them move back up a level. One particular student was extremely difficult to work with behaviorally which impacted him academically. I realized I needed a stronger program with him and developed a schedule where he had to earn a smiley face. This was broken down according to subject timeframes and had the opportunity to earn 4 smiley faces in the morning and 4 in the afternoon. I had to develop a rapport with this student and earn his trust. I worked a lot one on one with him. I found he enjoyed positive attention and praise. I would give him high fives for the slightest positive behavior he displayed and for him trying to do his work. If he earned 2 stamps for the am he could have lunch with me. If he earned 2 stamps in the pm I would either read a book with him or we would take a walk around the school grounds. Another area the Canter's discuss is that students need to be taught how they are expected to behave. I accomplished this by reading books at the end of the day during teacher read aloud time for issues that I saw arise during our days. I also accomplished this by stopping and role playing behaviors I wanted the students to display in the classroom. I did this especially for partner work. This class had a hard time working cooperatively together so we did exercises to practice and role model good partner work. I saw first hand how important the management plan is and to consistently implement your procedures to have an impact on your students.

I am including a science lesson I taught in my Level II Practicum for AP 7 Human Development and Learning. This lesson was taught in the 1st grade class I interned. The lesson begins with my pre-assessment to find out what the students know about what kinds of things in nature are found on the surface of the earth. We then looked at a globe to and I asked several questions, what am I holding, what does it represent, what colors do you see on the globe, what do those colors represent? I took the students on a walk around the school grounds. On the walk the students had a checklist and empty boxes to check off the items they saw and list or draw pictures for items they saw that were not included on the list. Back in the classroom I listed the items the students saw and we discussed what was on earth's surface, close to earth's surface and what was far from earth's surface. I read the book, Land, Water and Air and had a questioning strategy to ask the students various questions on the book I read and the pictures they saw. I had the questioning strategy to elicit higher order thinking and to elaborate on the science topic, earth's surface. The students then took pictures of items found on earth's surface and they had to sort and paste them onto a chart with the categories on earth's surface, close to earth's surface, far from earth's 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?)

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Edited 11/17/08

The ESOL case study displays my knowledge of second language acquisition. One theorist who has influenced human learning is Lev Vygotsky. He emphasized the role played by social interaction in the development of language. This is important for a teacher to know. A teacher wants to set up a classroom environment where students can interact and communicate with one another. Vygotsky discusses the zone of proximal development. As a teacher when teaching an ESOL student you want to consider their language acquisition stage and teach according to the student's level providing the necessary support but adjusting the level of support provided to the student. The artifact I submitted meets the AP 7 Human Development and

Theory because of the time and effort that was given towards learning about the field of linguistics, then applying that knowledge to assess the ESOL student's language ability and barriers to learning the English language. This assignment addresses the assessment process because it involved direct observation and interviews not only with the student, but the various teachers involved in working with the student in order to evaluate all aspects of the student's language ability. I had to evaluate the level of second language acquisition the student was in and their language ability. I learned how the assessment process will guide a teacher in writing a lesson plan and addressing the needs of the student. This assignment also meets AP 7 showing my knowledge of the language learning process a second language student goes through when learning a new language. This language analysis is influenced by Cummins' theory that cognitive factors play a role in language acquisition. Cummins reported on two types of language skills, basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). BICS involves the language a student will need to function everyday and in social situations. CALP involved language that is learned in school and is more complex. A teacher needs to understand all aspects of second language acquisition in order to teach not only the language development but how to teach the subject content while the student is learning to speak the language. BICS and CALP is evident in my LEP analysis. When observing the student I saw both BICS and CALP in his interaction with his peers who he was comfortable in conversing compared to his interactions with his teachers in the classroom.

Edit 4/12/09

Edit 5/6/09

I included this artifact for AP 7 because it is important to know various discipline systems and management styles to utilize in the classroom. One such discipline model is that of C.M. Charles, Synergetic Discipline. C. M. Charles's synergetic discipline model involves developing same-side cooperation between the teacher and students focusing on the needs of the students and energizing the class which in turn reduces misbehavior. From the various internship experiences I have seen first hand how a pleasant classroom environment where students behave is important for high quality teaching and learning. I have learned from my internships that you need to meet the learning needs of all the students in the class and was able to apply my knowledge about the various discipline systems in the classrooms I was in. You can not just teach the material as a stand alone subject. I have learned it is important to modify her strategies to teach all of the students and to teach according to their learning styles. I applied aspects of C.M. Charles's synergetic discipline during my internship experiences. I also have found how important it is to have an energizing classroom environment and applied it on a daily basis to keep the learning environment engaging to where the students wanted to come and learn everyday. When the students are engaged in learning opportunities they have less opportunity to misbehave or act out. I feel strongly it is important to incorporate hands on learning whenever possible. I was able to apply Charles' style regarding how to influence the students. It is important to know how to have an influence on the students to help them show initiative and interact with their peers. I have learned how important it is to develop a classroom environment from the first day of school. If the students don't buy into your management system they will misbehave. I have learned it is important to have same-side cooperation between the teacher and the students and applied aspects of Charles' cooperation techniques into the classroom. In my final internship I saw how important it was to have the students develop the classroom rules and have input into this process or they won't follow the rules. I also found that having daily classroom meetings helps the students feel as though they have a say in the classroom and with what is working and not working for them. It is important as a teacher to instill self confidence and a positive attitude towards learning and each other in the classroom. This artifact meets the AP because learning can not occur in the classroom if you do not have a safe learning environment.

Edit 4/12/09

Edit 5/6/09

I included this lesson for AP 7 because it shows the 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 strategies to help all the students in the class learn about community helpers. My lesson strategies were based on Piaget's theories regarding having developmentally appropriate material in order to have the greatest impact on student learning. I have applied what I learned about developmentally appropriate subject content so if the lesson plans, materials and activities are developmentally appropriate it will enhance the student's understanding and learning. If lessons are not developmentally appropriate that will have an impact on student learning. I selected the subject content to teach and taught developmentally appropriate material to the students. I taught and used pictures for the students to relate their prior knowledge and experiences. The way I develop my lessons is also influenced by Howard Gardner's theories on multiple intelligences and learning styles. I applied charts, visual, and role playing which address the different learning styles of the students in the class. I believe using the various concepts maps is very important for diverse learners so that they have visuals to support their learning. 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. This artifact displays my ability and knowledge to select instructional approaches to working with students where I take into account the student characteristics so I have the greatest impact on student learning. The artifact shows that I have learned I need to design my lessons to connect with different learning styles because students learn differently. In order to do this I had to spend time getting to know the students in the class, reviewing student records and observing their learning styles so I would know how to develop the lessons. I have learned it is important to have an inclusive classroom and what you do to the learning environment impacts the students learning. In the lesson I have the students role play. I believe this goes along the lines of Piaget's theory regarding the role the experience plays in a child's learning. I believe it is important to have the students experience and interact. One way of doing this was to have them role play the various community helpers so they could learn what the community helpers do. Role playing also meets the learning style needs of students who like to perform and or who are bodily/kinesthetic learners.

Edit 4/12/09

I included this artifact for AP 7 because it is important to know how to teach all the students in your class. Teachers make many decisions about numerous aspects of instruction. It is important to attend to the diversity of students to create a learning environment. I have learned it is important to identify ways you can differentiate the curriculum based on the student characteristics. As the teacher you want to differentiate your instruction based on the student characteristics. It is important for the teacher to recognize that student's academic performances will differ and know how to modify your instruction to meet the needs of all your students. It is important to make decisions when selecting instructional strategies and how to differentiate your instruction to meet the needs of all learners. As a teacher it is important to know the subject content, know how students learn to meet their individual needs to be successful learners. I have learned it is not just how you differentiate your lessons but also how you group the students, what instructional activities and materials you select and what assessments you use are what impact the students learning.

updated 11/18/08

Edit 4/12/09

Edit 5/6/09

I feel this management plan describes my ability to look at various theorists' classroom discipline procedures and apply it to my intern classroom in order to find what worked best for my students and me. I found out right from the beginning I needed a management plan in place because the students were not following the rules. I believe it is important to be proactive from the beginning rather than reactive. It is hard to gain control over your classroom if you never had it to begin with. I also found not all students developmentally are the same academically, socially, nor behaviorally. My plan has been strongly influenced by two educational theorists, B.F. Skinner and Fred Jones but I have also incorporated various strategies from other theorists. I have found and applied trying various strategies to find what worked for me and what did not work for me. B.F. Skinner's theories have influenced my own teaching philosophy in regards to I believe it is important to shape the behavior you want especially by providing a positive reinforcing environment. Skinner's principal was that behavior is shaped as we receive reinforcement immediately after we perform. I have applied and learned during my internships that positive reinforcement can go a long way and is much better than negative reinforcement. As the teacher you need to find what motivates and reinforces your students and provide that reinforcement immediately so you will have an impact on the student both academically and behaviorally. Students need positive physical (such as a high five) and verbal rewards to acknowledge their work and effort. In first grade part of your teaching is not just academics but social skills and how to work with one another. Skinner's theory about successive approximations is also key for a teacher. I have applied this theory during my internships especially for unmotivated students. If you only acknowledge right or wrong behavior and do not acknowledge a student's efforts they will not want to try again or struggle through the learning process. Even small steps should be reinforced by the teacher which is what I learned and was able to apply in my classroom. It is particularly difficult when you have an extremely difficult student in the classroom with outside family issues and try to meet their needs not only academically but socially because their needs are not being met at home. One student can throw your whole class off and I found I needed to develop a rapport with this student and try to work with him first behaviorally then academically. This is also a principle of Piaget. The classroom environment and your teaching needs to be developmentally appropriate so the child can learn and move through the developmental stages. It is important to have a safe effective learning environment for all your students and the only way this can be achieved is if you the teacher have a system in place. Fred Jones' theory can be seen throughout my plan. I believe the students need to have structure and routine. Jones' theory includes establishing a classroom environment and routines that encourage good behavior. I was able to apply portions of my plan as far as the flow of the day, routine for handing in class work/homework, and academic and behavioral expectations all in an effort to impact my students learning environment. Jones' was also a believer in how body language can have an impact on the students. In my plan I discuss how I will handle situations and interact with my students. I have been able to apply and learn from viewing myself on videotape the body language I convey to my students and my own body language that I need to be in tune with. Jones' theory goes along with Skinner in that students will work hard and behave well when given incentives to do so. I was able to apply this theory in my classroom. I do not believe in threatening students with negative consequences or saying "I'll call your parents." Since I was able to apply my classroom management plan I was able to find what incentives students wanted to work towards. I believe this came from getting to know them as well as talking with the students about what they wanted to work towards. Jones' believes in classroom chores. I was able to implement this from my classroom management plan. I used chores as incentives and had greater success when the students had responsibilities in their classroom such as trash monitor, pencil sharpener, mail delivery, etc.

Updated 5/6/09

I included this lesson to display my knowledge of human development and learning in regards to how the students learn by how they think about the subject matter. I have included in the lesson plan and applied in teaching this lesson a questioning strategy based on Bloom's Taxonomy. In Bloom's Taxonomy there are levels of intellectual behavior which is important to the learning process. He found that most of the time teachers ask the lowest level question which is for students to recall the information they were given. When using Bloom's Taxonomy a teacher wants to use higher order questioning to require the students to think more extensively and elaborate on their thinking. When students are able to think about their thinking they are able to learn the content and are able to provide extensive answers rather than mere recall of information. Since I applied this questioning level in the lesson I had the questions at hand and was readily able to ask them and didn't need to think on the spot. I also included this lesson because I believe it displays my knowledge on trying to present the information in differentiating the instruction by observing, exploring, raising questions. I had the students explore around the school, using the concept chart, using the power point presentation and reading the book as ways to differentiate my instruction. This just touches on how students learn differently as Howard Gardner found. Gardner found that people learn differently and for teachers it is important to present a balanced teaching approach that incorporates different intelligences such as cooperative learning, reflecting, visualizing objects, thinking and reasoning as I have incorporated into this science lesson.

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?)

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?) This information was not shared with the student's teachers so it did not directly impact his learning, but if this was a student that I was working with, it would impact learning because ESOL students need to be evaluated in order for teachers to develop and modify lessons to a level that the students can comprehend. The lessons plan was individualized to meet this student's learning goals but also included various teaching strategies to teach the concepts to the student. I did not teach this lesson as the core of the assignment was to assess the student's language ability. I think before you can even begin to teach you need to know the student's skill level particularly in regards to a second language student. The ESOL case study meets the Accomplished Practice because of the ways I decided to gather information so as to assess the student's language ability. As a teacher a formal assessment is not the only way to assess a student. I utilized material that would interest and engage the student, especially since I had to experience, prior knowledge, or relationship with this student.

Edit 3/12/09

This was a presentation for my peers in the college classroom. It did not involve me teaching students. The knowledge I gained from researching a prominent discipline will have an impact and influence the students in the classroom. From the

various presentations in the class I learned a great deal. I feel I do not necessarily agree with all parts of the various disciplines, and feel I will utilize different procedures that will work for me in my classroom. 3/12/09 This artifact shows my ability to research one model of discipline but what I have found is I have utilized components from various models of discipline. During my various internships I have taken what I have learned regarding various models of discipline and incorporated them into my classroom management system and have constantly modified my plan to make it work from not only me but the classrooms I am in. What I have learned is it is not just knowing one model of discipline but knowing many models because all classes and all students are different and you need a plethora of strategies to work with students to have a positive classroom environment.

Edit 3/12/09

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 expect the students to be different and not treat an entire classroom the same way. A teacher should not just lecture to the students day after day. A teacher should be prepared to use a variety of strategies to present the subject content. 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. It is important to challenge all of the students in the room, one way to do that is to challenge them with varied assignments and lessons.

Edit 3/12/09

This was a presentation for my peers in the college classroom. It did not involve me teaching students. The knowledge I gained from learning how to differentiate my instruction will have an impact and influence the students learning in the classroom. From the various presentations on teaching methods in the class I learned a great deal from how to plan effectively, select instructional strategies, managing instruction and the classroom, and assessing student performances. Edit 3/12/09 I have learned from the various internships and various classrooms it is important to differentiate your instruction to meet the learning needs of all the students in the classroom. You first need to get to know your students and their learning styles. You then need to take a look at how you will differentiate your instruction, but also what activities you will provide, what materials and how you will assess your students. How you group your students is important as well and should be given strong consideration when planning your classroom. I learned it is important to differentiate your instruction and you can not look at the classroom as a group of students who all learn the same way because each student learns differently and it is your job to find out how they learn so you can teach the student so they can learn to the best of their ability.

updated 11/18/08

I saw how my management plan impacted my students learning. When I did not have control I couldn't teach a lesson without having to stop to manage the class. You can not teach and have your students learn with constant disruptions. I realized when I was only teaching a lesson or two there was no way I could go through an entire day. I also realized I needed to get to know the difficult student and try to make changes in the classroom to benefit this student and the whole class. Once I started using the hierarchy the students realized there were rules to be followed and that I was consistently applying the rules so there behavior changed. I had less interruptions and less disruptive behavior and was able to teach and stay on time with the flow of the day. Unfortunately, the management system I had in place for the one student I did not have time to fully implement and see if I could have an impact on his behavior. For the month he was in the class he only had one day where he earned the two smiley faces and earned lunch with me. The other days he mostly earned one smiley face for the am and pm time frames. He was very proud the day he earned his special lunch and told everyone. I believe the system did not work for various reasons. His home life was chaotic and changed during his time in the classroom. Academically he was so frustrated because he was well below grade level and it was hard to provide the one on one attention he needed when there were 17 other students to give attention to. I believe this was probably the first time a consistent system was used and maybe if applied for a longer period I would have seen results but he was placed in a contained classroom.

I taught this lesson to a 1st grade class I interned. The students loved this lesson because of the hands on nature of the lesson. I saw how the questioning strategy impacted the student learning and was able to see if they understood the subject content. First graders are able to elaborate and think about their own thinking and teachers should ask higher level questioning to have their students elaborate. I believe science is a hands on subject and students need to be given time to explore and think about the concept. Having the students go outside and be "scientist" was engaging and started their thinking process. If they were not provided this opportunity it would have been hard for them to learn the content and would be hard for them to communicate their ideas as evidenced when I asked them during the pre-assessment what is on 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)

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) From the ESOL case study I learned when working with a second language student it is important not only to modify a lesson in order to teach the student, but the assessment process is key to teaching an ESOL student. I learned from the assessment process, it will guide your teaching to meet the student's learning needs. In the Measurement course I learned many skills related to teaching ESOL students, but particularly how to assess students that are English Language Learners (ELL). There are many considerations that need to be given to an ELL student. It is important to know the ELL student's background, cultural issues, and school issues or learning difficulties. An ELL student needs to be assessed no matter what stage of language acquisition. An ESOL student is tested for placement into ESOL services and throughout their schooling. An ELL student also participates in assessments such as Common Assessments, throughout the school year to determine their progress or lack of progress.

It is important for a teacher to teach, but also be aware of what causes misbehavior and how to deal with those causes. It is also important to understand the students' needs and how to meet their needs. I learned it is very important to include the students in the expectations of the classroom. For the teacher it is important to know how students learn and develop and in order for this to occur the classroom must be conducive to learning so the teacher must be in control of the classroom.

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.

It is important for a teacher to be aware of how students learn and develop instructional strategies to meet all the student's needs in the class. I have learned adapting instruction to student differences is probably the most challenging aspects of teaching. You can not use the same instructional strategy for all students. Everyone learns in different ways and develops at different levels. I have learned that differentiating instruction covers many aspects from your planning, grouping of students, instructional activities and materials, and determining what assessment to use to evaluate your students.

updated 11/18/08

I have learned and experienced first hand what can happen with a class if you do not have clear, consistent and effective procedures in place. I learned it takes time in the beginning of the school year to develop a classroom community and have the students buy into your management system and rules. If you do not take the time in the beginning of the year it is hard to get control especially if you never had control. I found it is important to have an effective system so learning can take place and you can teach more effectively. I found it is important to find what works best for you and your students. I would rather invest my time and energy in building a positive classroom environment so I know my students will learn than be a reactive teacher always trying to put out fires.

I believe in different learning styles and multiple intelligences. I feel as a teacher it is important to teach lessons where all your students are able to learn and you should meet their learning needs. You should present your lessons in different ways not just verbally. I also feel strongly about engaging the students in higher level thinking and feel whenever possible you should write down various questions to start the thinking process and engage them in elaborating on their ideas and to think about their own thinking. I see how this helps students learn and feel they retain the knowledge when they have thought about it for themselves.

**Status:** Evaluated **Last Modified:** 05/11/2009