

Annotation & Evaluation

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Zirkle, Nicole AP7 - Human Development and Learning

Status: Evaluated

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 developmental 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

Comments from Evaluator: It sounds like your TWS assessments really informed your practice. You are completing the teaching cycle in a professional, appropriate way. You've done a really good job with this AP.

ANNOTATION

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

Evidence 1: Teacher Essay

For this assignment I wrote a teacher's philosophy for my Social Foundations class. I included the reasons why I want to be a better teacher and how my techniques will improve my delivery styles to my students. I also included personal experiences that affected the way I teach.

Evidence 2: Lesson Plan-Maya

This was a lesson used and implemented in my Level II Internship. The lesson was for Social Studies which informed students about the Native Americans who lived in North America. It included prior knowledge which included comparing and contrasting the different Native American tribes. The lesson was presented using MS PowerPoint.

Evidence 3: Lesson Plan-Clouds

This was a lesson that was implemented during my ESOL Practicum Level III. The lesson includes four stages of production providing modifications for each level. Prior knowledge included instruction of the water cycle and how it affected different cloud formations.

Evidence 4: Social Foundations Paper

This was a paper that was completed for my final in Social Foundations. The paper included different approaches of teaching techniques based on diverse student backgrounds while understanding social, cultural, and economic differences. The objective of stabilizing an unequal society starts with education and must continue throughout our society.

Added 12/10/08

Evidence 5: Function Machine Lesson

This assignment satisfied the requirement for my Math II class. With a partner out assignment was to make a function machine which is also known as the input/output box. All functions are given by a formula. The formula is consistent throughout the use of the function machine until that formula is changed and another one is set. Function machines can be used as tables, formulas, and graphs. After making the function machine, we were required to develop a lesson plan to

assess the students. Finally, we were to present our lesson with the function machine to the class.

Added 12/09/08

Evidence 6: ELL Case Study

This assignment was completed for my Language Principles, Acquisitions, and Teaching class. First I evaluated an ESOL student's reading and writing literacy, pragmatics, discourse, phonology, morphology, semantics and syntax. He was a Speech Emergent Kindergarten student at Moon Lake Elementary school. The case study also consisted of the interview transcript, reading sample, writing sample, and lesson plan.

Added 2/22/09

Evidence : Teacher Work Sample-Tests

This evidence was administered during my Level III Internship as part of my teacher work sample. The first test was conducted based on the lessons that I had taught. After the assessment, I was able to reshape my lessons to have a better accuracy rate on the tests to show understanding. I reshaped the lessons and assessment based on the communication of the students that was presented in their written assignments and tests.

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?)

Evidence 1: Teacher Essay

In my philosophy paper, I included the importance of the teaching style. It is important to not only teach academics but also relate it to real life experiences and how it can be applied in everyday life. For example, it is important to learn about Social Studies in order to comprehend how our past has influenced how we live today. Students learn why certain holidays are celebrated and their significance.

I worked with an individual student who was considered a very low achiever. This child could not read on black and white paper. He was only able to read on orange paper with black lettering. Despite these boundaries, my expectations were high because I saw potential with his positive attitude and work. He always tried his best. For future lessons, I ensured that this student had a bookmark with an orange see through strip for reading. I worked one-on-one with the student having him read and rereading passages to establish a level of fluency and comprehension. As the student became more fluid, he experienced achievement. This made him more confident and he was able to tackle the higher Levelled Readers.

Evidence 2: Lesson Plan-Maya

The lesson incorporated some of Piaget's theories. Piaget believed in a developmentally appropriate learning environment. In today's society, children can easily relate to technology. As soon as the projector was up, the students were engaged and ready to learn. Technology is part of an appropriate environment which is part of the new era of teaching. My text related directly to pictures throughout my presentation. The projections from the monitor were also a good way to service ESOL, ESE, and Autistic students that were present in the class. The real life pictures were good for the ESOL students because it allowed them to visually have a better understanding of the content being taught. Autistic students easily drew pictures instead of words to take notes. The ESE students were entertained and engaged in the lesson. All students were able to take notes by writing and seeing the different slides with pictures. The lesson was broken down into topic increments which were easier for the ESE child to comprehend.

Modified 12/20/08

Creating a lesson that meets the needs of the students can be difficult. The structure of the lesson needs to have a central unifying concept with student activities that are either varied in what is asked of the students and allow for different levels of accomplishment. For example, I asked the students a variety of questions throughout the lesson. For the higher level learners, I asked the students why learning about the fall of the Mayan empire is important to know. The fall of the empire was because of deforestation of their lands. I asked the students why this would be important to know this information today. The students had to think about their own life using prior knowledge and discuss about how deforestation could change their climate and how their lives would be affected. For extensions I had the students write a story about how their life would be different if their land was deforested. For the lower level students I had to use the scaffolding approach to teach about how deforestation was the fall of the Mayan empire. I broke down the effects of deforestation into small parts that would be more understandable for these students. I used a drawn chart to discuss what happened. For example with no trees the temperature increases, the crops cannot grow because of the heat, there is no food for the animals or Mayans, the animals have no place to live or eat, the Mayans cannot survive and eventually die. I had arrows pointing to the different parts. I even drew pictures to represent the animals and drew crops and a sun. This was good for lower level students, ESE, and ESOL students. I was able to ask questions that could be answered by the lower level children. This was a way to build their self confidence. When a question was answered I gave the student specific academic praise. This was an extrinsic motivational tool that had the students wanting to answer questions. For instance, a specific student that was on a lower level was very shy when it came to raising his hand and participating in class. When his hand did come up to answer a question I knew the he had the correct answer. I would use specific academic and throughout time I saw a noticeable difference in the times he participated in class. Using extrinsic motivation usually turns into intrinsic motivation. Once the student realizes his/her capabilities with confidence, he/she is able to complete the task, do greater challenges, and want to master the material. With that particular student I noticed the difference immediately as I saw a big improvement on his test score on the Mayans.

Another factor is planning for diverse developmental levels that lend themselves to Piaget's theory of stage movement. For students to move from one developmental stage to another, experience and social interaction must come together to support cognitive growth. During the lesson I had the students come together and talk with their partners about certain issues. I had the students compare and contrast their life with the Mayans and also the Mayans to the American Indians. When the students compared their own lives there was prior knowledge and background being pulled into the lesson. The students were interacting socially and gaining experience through their peers. For some student's their developmental level makes it hard for them to raise their hand for all the questions asked during the lesson. By having the students interact with each other, they share the same maturation and are able to share their ideas without feeling the pressure of being embarrassed in front of the class.

Evidence 3: Lesson Plan-Clouds

This lesson had a quick review about how clouds are formed. We discussed how the water cycle affects the formation of the different types of clouds. Different environments also have an effect on how clouds are formed. In a real life situation the students would be able to identify which types of clouds could bring rain and which weather type should be expected from the three different cloud formations. This could come in handy when planning to play with friends at home or outside. The children had to model the different types of clouds using food and art materials. There was no real right or wrong answer when it came to creating the different clouds. As long as the properties of the clouds were correct, the children's point of view would

not be discouraged. This is part of ethics by enabling diverse points of view to be presented and also represents one of Piaget's methods of studying. He did not agree with a right or wrong way of answering. The students were able to reason and learn.

Modified 12/20/08

This lesson was a hands-on activity that had the students working together to make the different types of clouds using materials such as cotton, noodles, etc. I paired the students according to their developmental levels. I did not pair a really high achieving student to a low achieving student. For the ESOL students, I put them into groups that would work well for them. The students were able to discuss the properties about the clouds cooperatively to get different viewpoints to better understand each cloud.

Evidence 4: Social Foundations Paper

This paper discusses the different types of situations that students are faced with that affect their learning styles. There is a controversy among Nature vs. Nurture in regards to education. I believe that each is equally important in a child's development. Nature, in essence, is dictated when a child is born in which he/she has no control. This includes the genetics which can include students who are gifted or have birth defects that are physical or mental. Nurture is the environment the student is exposed to. This environment could be controlled by a parent, guardian, teacher or other circumstances. These circumstances could either promote or restrict the child's development. For example, if a child is raised in a low-income family, the parent's expectations of the child going to college and pursuing a high paying career may be less. Parents may work long hours and not be home. They may not be able to instill good homework skills in the child. On the other hand, a child from a higher income family may have parents more actively involved in his/her education; therefore, helping their child do well in school. Therefore, taking all this information into consideration, the teacher has the responsibility to instill the necessary skills, help, parental contact and resources that students need to succeed in life.

Added 12/10/08

Evidence 5: Function Machine Lesson

The function machine lesson was a way to scaffold the students and use higher-order thinking. I used the theory of Vygotsky of optimal learning. This is when the teacher uses the zone of proximal development. With a partner, we had the class find the input/output of the function by finding the pattern of adding or subtracting numbers. I was able to scaffold the students to find the missing number which was an introduction to algebra. Once the students understood the concept, I continued with scaffolding by only giving the output of certain numbers. The students had to work backwards using the formula to come up with the input number. In the beginning of the lesson I was able to work with the students and go into problem solving that involved two or more steps for the function machine.

Modified 12/20/08

During the lesson I scaffolded the students by using higher order learning. Vygotsky believed that optimal learning can only take place when teacher locates the student's zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. In the beginning of the lesson the students had no concept of what a function was. My partner and I had to teach the properties of a function using shapes. Once the students were able to notice the pattern of the functions, numbers were presented. Throughout the lesson I was able to see how each student was learning. All the students had their own white boards to use while coming up with the answer. Once their answer was written down, the students turned their board over so that no one else could see it. My partner and I then told all the students to show their answers. We were able to see which students had gotten the correct process and answer. For students that were having difficulty, I raised their self confidence by saying what was correct about the process. I also put some of these students in pairs to collaborate the answers. This allowed the students to discuss and talk about the process and come up with the answer.

Towards the end of the lesson, I had all the students come up with their own function to give to another student. This was a way to accommodate for the different developmental levels. The lower level students were able to do simpler functions and higher students did more complex functions. Each student was able to show their competence of the subject matter no matter how difficult the function was. After the function was made I had them paired up with students of similar background to trade and find the function. By starting with their independent skills and background knowledge, I was able start with very basic functions using shapes and then to scaffold to higher order questions using numbers involving one and even two step processes.

Modified 12/09/08- Evidence 6: ELL Case Study

This assignment meets the need of the Accomplished Practice based on the student's cultural and linguistic needs. According to Krashen's theory, heritage language can interfere with the process of acquiring a second language. He believed that acquisition requires meaningful interaction in the target language in low anxiety situations. He talks about communication errors in speech that are due to his heritage language. For example I asked my ELL student about his family he spoke mispronouncing the with da and brother was brudder. In his language he did not pronounce the th sound. In the case study I was able to identify specific needs of the child. The student needed to learn speech sounds in the alphabet such as word blends. This assignment allowed me to analyze his cultural and linguistic needs.

Added 2/22/09

Evidence: Teacher Work Sample-Tests

After I had conducted the first test for part of my teacher work sample I noticed areas of improvement. The children were able to complete the answers on the test better when an activity had been done in the classroom. Students did not do as well on fill in the blank questions and often got confused. This was a written communication from the students telling me there was room for improvement. For the next set of lessons, I decided to take a different approach. I did more hands-on activities such as cutting and drawing. This was a way for the kinesthetic learners retain more. During the activities I required the higher students to write more sentences when it came to completing a flip chart about the three types of pollution. When it came to the ESOL learners, they were able to draw more pictures. I left more freedom while still having a set structure in the activity. For every project there was an example for the students to use as a guideline. I had one emotional child in the classroom that was labeled as ODD, Oppositional Defiant Disorder. Getting this child to do any type of work was frustrating; however, when the activity involved cutting out paper and using the arts, the child was engaged. I felt that the other students benefitted with the change in the lesson as well. The lessons reflected the student's developmental level that involved a greater amount of the arts.

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?)

Evidence 1: Teacher Essay

b. As a teacher it is important to know your philosophy of teaching. I believe in the importance of providing an education for all types of learners since these are the people of the future. When I teach I believe in teaching for relevance. Many times when I was taught something in school I did not know why I had to learn the material taught. Sometimes I only memorized certain points from the lesson because I knew that it would be used on a test. The material learned had no relevance to my life. Therefore, due to the aforementioned, I stress the importance of relating what you teach to real life. For example, when you teach addition it is important for the students to understand how it is used in daily life. We use addition when going to the grocery store to buy food, counting eggs in an Easter basket, etc. By connecting a lesson to real world situations, they will remember what was taught. For a Math lesson I taught the definition of quadrilaterals. I had several objects I showed to the students that stressed that quad in the word quadrilateral meant four. Students could visually see them and kinesthetically touch them. Students were involved and related it to their own life. One student said that he owned a quad four-wheeler. He connected the reason for the four-wheeler being called a quad was because it had four wheels. The material learned had relevance to his life.

Evidence 2: Lesson Plan-Maya

a. This lesson was used for visual, auditory and kinesthetic learners. For the visual learners, the lesson was presented in a PowerPoint format. There were pictures that went along with every slide, showing examples of what was being taught. Also, I brought in artifacts from the Mayan culture that I collected while in the Yucatan. For certain parts of the lesson, I acted out parts such as how the noble men acted when walking on the commoner floor. The students were able to visually see how the nobles pranced around since they were considered the link to the gods. For the auditory learners, I spoke about all the different points of the Mayan Indian's life. I asked questions throughout the lesson about similarities and differences between the Mayan people and different Native American Indians that we had learned about earlier. The kinesthetic learners were able to touch the artifacts that were brought in the classroom, mimic how the nobles pranced and write down notes during the lesson. Since there was a lot of information provided, I told the students which key points they were to write down. The students also learned about making connections with the Mayan culture. The Mayan civilization died due to deforestation of their land which caused their crops not to grow. Previously during a Science lesson, the students learned about the importance of not cutting down trees to ensure that history does not repeat itself. Therefore, the students used what they learned about erosion to understand how the crops and good soil were washed away with the Mayas. Without food the Mayans could not prosper. Prior knowledge was connected to the lesson being taught.

Evidence 3: Lesson Plan-Clouds

a. This lesson stressed the importance of clouds affecting the weather. The area in which we live in has an effect on how the water cycle makes clouds. A house near a lake and mountains would have more clouds than a house on flat land with no water near. For example, if the clouds are low and dark, it is probably not a good time to go to the beach since there is a chance for rain. The students used their prior knowledge about the water cycle to find clues about the different types of clouds. Relating one lesson to another is a great way to bring value to what is taught. When the lessons relate there is a connection that can be made between lessons.

Evidence 4: Social Foundations Paper

b. By understanding the background of your students you can shape the way lessons are presented. Nature vs. Nurture has a huge part that makes students who they are. Getting to know the students is important. Children have different skills and needs. A teacher must use necessary resources, techniques and accommodations in order to meet a child's skills and needs. Visual, auditory, and kinesthetic learning should take place. For example, during my Kindergarten Level One Internship, I taught the letters of the alphabet. First, I provided the students with the letter on a card with a picture of an animal that went with the letter. Then the letter was verbally taught having the students repeat the letter and sound. Finally, the students had the 3-D version of the letter to mold with clay. Then they copied the letter down on paper. This was a way to meet the needs of all students exposing them to the different ways the lesson could be learned. By giving the students all the different learning opportunities there is a greater potential for growth and retainment.

Added 12/10/08

Evidence 5: Function Machine Lesson

a. The function machine lesson took place during my Level I Internship. The students were in a primary first grade class. With the physical presentation of the function machine the students were able to visually see the machine change the input as it was going through the maze. Once the marble had reached the bottom the output number was different from the input number. The students were motivated and engaged in the lesson. The class was challenged using higher-order thinking skills. The students had to come up with the formula that was changing the number.

Modified 12/09/08

Evidence 6: ELL Case Study

a. My case study worked directly with the ESOL Kindergarten student. I was able to understand and get a better insight of his learning needs in the classroom. I was able to make simple accommodations for lessons during my Level I Internship. I used pictures that represented directions and demonstrated using modeling. As far as speech, I worked on sounding word blends during the 90 minute reading block. I was able to learn about developing, assess and planning for the student. I was able to develop linguistically appropriate instruction that benefited the student's physical, cognitive, social, and emotional needs.

Added 2/22/09

Evidence : Teacher Work Sample-Tests

a. Both tests were given to the students during my Final Internship. After the first assessment I was able to identify flaws in the test as well as my teaching. In order to grasp my student's attention during the lesson, I used several techniques that involved singing songs and adding in the arts. The student's seemed more excited and able to recall the answer more accurately in more detail. When it came time for the second assessment, I went into greater detail as to how to answer the questions. I had an example test as a transparency for the students to look at. More questions involved drawing a picture and writing an explanation with the picture. This was a way for me to assess how much detail was retained. The students also had multiple choice questions but were presented in a simpler way. The word needed to be circle instead of found and then written in the blank. The reaction to the test from the students was positive. I noticed the students using the song and using

the artistic models for the test.

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)

Evidence 1: Teacher Essay

The teacher essay was a good way to analyze my techniques for teaching. The essay talks about the importance of the way of teaching. It is important to expose students using different learning styles. With the use of visual, auditory, and kinesthetic techniques, the students will be able to learn no matter what learning styles they are.

Evidence 2: Lesson Plan-Maya

This was a lesson that students were engaged and learning. The lesson was interactive using technology with pictures and summary with questions. The students during the lesson were writing, asking questions, and looking at the pictures and artifacts. When it came to the final assessment with the quiz the scores represented what was attained during the lesson. The lowest grade was a B. The lesson also used prior knowledge comparing these Indians to the ones that were taught in previous lessons. The students also learned the importance of learning about how the Mayans died.

Evidence 3: Lesson Plan-Clouds

This was a lesson that was designed to teach with ESOL students. All the levels of proficiency were accommodated during the lesson. It is important to use these accommodations for ELL students. The students were able to physically make the clouds using different foods and art crafts. As long as the properties of the clouds were correctly presented the activity was done correctly. It is important to allow different answers for assessment. This was part of Piaget's theory. This is also part of ethics which states having diverse points of view.

Evidence 4: Social Foundations Paper

The paper discusses the different variables that affect student education. The teacher needs to know where the student is coming from. Effects on education include family life, economic level, and race. Teachers must teach students equally and accommodate to their needs. If a child is coming from an economic hardship and does not have internet access, the teacher needs to provide time for the student to complete the program in the classroom.

Added 12/10/08

Evidence 6: Function Machine Lesson

During this assignment I learned the importance of evaluating what your students know. Not all the time will a teacher be able to follow a lesson plan to a tee. The teacher must accommodate to the students' needs. For example, I realized that using number functions at the start of my lesson was too complex for the students. So my partner and I started out with figures and shapes. Once we assessed the students' comprehension, my partner and I were able to move on. I learned that testing students in not only for making a grade for the lesson, but a way to see what each student understands in the subject area. It also determines whether or not certain areas need to be retaught or better explain. In the same tense, it can also determine if the content is too easy and can move on to the next subject area.

Modified 12/09/08

Evidence 6: ELL Case Study

This case study allowed me to find and meet the needs of the ESOL student developmentally and linguistically. I decided that the bottom-up approach was the most appropriate for this child. He needs to be able to decode the words by practicing letter sounds and providing visuals. As a teacher I would label objects all around the room such as chair, door, table, etc. It is important to establish a environment that is positive and excepting to all students from all diverse backgrounds.

Added 2/22/09

Evidence: Teacher Work Sample-Tests

By evaluation the results on the first assessment I was able to identify problems within my lessons and structure of the test. I adjusted independent practice which included a greater amount of organizing data in an artistic way. The students also had more freedom to be creative and expand on their level. For students that had special needs, they were able to draw more or write more. The guidelines were in place for those who needed the example and could be followed how the student wanted.

Status: Evaluated **Last Modified:** 03/06/2009