

Annotation & Evaluation

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Hernandez, Angelina AP9 - Learning Environments

Status: **Evaluated**

EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input checked="" type="checkbox"/> 9.E.1 Demonstrate knowledge of components of a positive learning environment that foster active engagement in learning, self-motivation and positive social interaction <input checked="" type="checkbox"/> 9.E.2 Understands the importance of setting up an effective learning environment <input checked="" type="checkbox"/> 9.E.3 Understands the importance of structuring the environment for positive student to student interaction	<input checked="" type="checkbox"/> 9.B.1 Plans techniques and strategies that promote a positive learning environment that fosters active engagement in learning, self-motivation and positive social interaction <input checked="" type="checkbox"/> 9.B.2 Plans a variety of techniques that will ensure an effective learning environment <input checked="" type="checkbox"/> 9.B.3 Plans to structure the environment so that there is opportunity for positive student to student interaction.	<input checked="" type="checkbox"/> 9.F.1 Model strategies that foster a positive learning environment conducive to students' (P-12) learning <input checked="" type="checkbox"/> 9.F.2 Implements a variety of techniques that ensure an effective learning environment <input checked="" type="checkbox"/> 9.F.3 Structure the environment specifically to ensure that there is positive student to student interaction.	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled

Comments from Evaluator: Well done! You have provided a variety of artifacts as evidence of several strategies for creating a positive learning environment of your students that is conducive to their learning. You modified lessons to increase student to student interaction, particularly with your function machine, as well as how you assessed student learning in order to modify your lesson to increase student learning. You also included information about the lessons you taught with your students interacting in groups, which increased their interaction and their learning.

ANNOTATION

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

Evidence #1: Classroom Management Plan

The classroom management plan that I created in my EDE 4301 Classroom Management, Safety, Ethics, School Law class consisted of creating a management plan that I implemented during my internship. It was designed to include a warm and welcoming classroom, a safe classroom environment, team building strategies, lists of rules and procedures, classroom expectations, communication with parents, and the Fred Jones Discipline Model that I used during my internship.

Evidence #2: ESOL Modified Math Lesson Plan

The ESOL modified math lesson plan submitted as evidence for this accomplished practice was a requirement for my MAE 4310, Teaching Elementary School Math I. It was designed to teach us how to modify a lesson for ESOL students from the Harcourt math series that Pinellas County uses.

Evidence #3: Function Machine Lesson

The function machine lesson plan was a requirement of MAE 4326, Teaching Elementary School Math II. The purpose of this lesson was to create and incorporate the use of a function machine to assist in teaching the concept of functions in mathematics. The function machine is also known as the input/output box. The function machine was important to the topic of math because it brought actual representation of a variable changing in a pattern. The machine was a hands-on activity

that all students were engaged. The students are able to physically use the machine to interpret the concept. In the thought process of building the function machine, I was focused on having an actual object put in the machine and an object come out. The three basic parts of the function machine are the setting of the function, input, and output. The setting of the function determines what level of difficulty the function will be. The amount of cookies was the variable that was put into the machine and changed through the process of the machine. I had the opportunity to use this function machine with my first grade students in my Level I Internship classroom. Before conducting this lesson, I asked the classroom teacher for some helpful advice for conducting this lesson. A suggestion she made for ESOL students was to use white boards for each child or to partner students up with classmates. She also said that the white boards were a great way to assess the students and see whether all or certain students were obtaining the information.

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?)

The classroom management plan promoted a safe and nurturing environment that I was able to implement during my Level I and Level II internship. Students were held accountable and were responsible for their own behavior. This was implemented in my internship by flipping student cards to a color, one was a warning and by the third one, student's parents would be notified.

Student's also followed routines and procedures each day. They knew what was expected of them during our time together. I utilized various techniques to establish efficient routines and procedures in the classroom. As a class, we started each day the same way with students checking assignment notebooks and getting new reading books. We did our morning work, and then went to the carpet area to do the calendar, months of the year, days of the week and so on. We developed lunch routines and end of the day routines. I checked all assignment notebooks before children left for the day.

By knowing the needs of my students I could provide a setting that was conducive to my student's needs for lessons and activities. I provided a safe place for student's to take risks and I could monitor their learning activities. I was able to use learning time effectively. I provided clear directions for instructional activities and routines. I maintained instruction momentum, and made effective and efficient use of classroom time.

Creating the math lesson plan with ESOL modifications involved several aspects of critical thinking skills. This lesson incorporated all learning levels of students including ESOL students. Students needed to evoke prior knowledge with this lesson plan.

The math function machine lesson plan promoted positive interaction among students by working collaboratively as a team in implementing their function machine skills. Each of these goals required that students talk with one another, as well as in response to the teacher, and that they learn to talk about and reflect upon their own thinking, questioning, negotiating, and problem-solving strategies.

By actively engaging students with the Function Machine, and modeling for student's how the Function Machine works, I promoted students to think critically, looking for the patterns and rule of the function. Additionally, students worked in small groups to make their own input and output charts, then later exchanging them with their classmates to solve.

By using the smart board to show student's how to use the Function Machine website, it gave me the opportunity to model how to use technology for their learning, and the student's the opportunity to use technology to practice what they learned.

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?)

These evidences impacted students learning in several ways. My classroom management plan was utilized during my internship. Students worked collaboratively with one another. I promoted group work, because it encourages peer learning and peer support, and group work enhances student understanding. I believe that students learn from each other and benefit from activities that require them to articulate and test their knowledge. Group work provides an opportunity for students to clarify and refine their understanding of concepts through discussion and rehearsal with peers. Not only did many of the lessons that I taught incorporate group work and shoulder partner collaboration, the centers that were developed for the classroom encouraged peer interaction. I modeled for the student's what would be going on in the centers each week. Student's then would work in small groups through the centers, often needing to talk with one another to complete their required tasks. One of the centers was always a follow-up to what was taught that morning in language arts. I always walked around listening to student interaction, and intervened when necessary, to guide student's in a better understanding of their work.

The math lesson plan helped students to use communication skills with one another and use technology to promote learning. By modeling how the function machine works, and utilizing the smart board, students were kept actively engaged as they learned about functions and the rule of the function. Students worked in pairs, and small groups in connection with this lesson plan. Student's used critical thinking skills as they developed their own function charts that exchanged with one another.

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)

Collaboration is an essential tool in creating an effective learning environment as it provides learners with the opportunity to discuss, argue, negotiate and reflect upon existing beliefs and knowledge. The learner is involved in constructing knowledge through a process of discussion and interaction with learning peers and experts.

It is important that students to learn how to pose questions, construct their own ideas, and clarify and elaborate upon the ideas of others. Such skills empower students to acquire a level of understanding that provides them with the flexibility to respond to new situations and serves as the foundation for a lifetime of further learning.

As a teacher I must pose challenging problems that encourage significant discussion between students about the problem. I need to allow sufficient time for students to wrestle with the problem and work through it and intervene at those times when students stray too far from the point or need further explanation or information.

Additionally, I need to model strategies and techniques that actively engage students in their learning. By modeling how the Function Machine works, and utilizing the smart board to show students how to use the Function Machine website, I was able to use technology to promote student learning. Student's then were able to use this knowledge with small groups to develop their own functions and rules using the computer.

Lastly, it is important to provide a safe and nurturing environment for my student's. I should give students the opportunity to be accountable for their own behavior. It is important to develop a list of rules and have classroom procedures and let student's practice them. I need to develop motivating lessons for student engagement, including transition activities.

Status: Evaluated **Last Modified:** 12/10/2008