

This fall, at \_\_\_\_ School, I spent at least one hundred hours in an eighth-grade American history classroom. I saw and took part in teaching the second half of a Native American unit, a European exploration unit, and the first half of a unit about Colonial America. I was fortunate to be paired with an excellent teacher who implements activities that go beyond the history textbook. Each lesson, she used differentiated strategies to effectively represent the material and to engage as many students as possible. Together we would reflect on her instruction and analyze student samples from the lesson to make necessary changes. I added these reflections into my post-observation reflections (artifacts 4, 5, and 6). This act addresses the Kentucky Teacher Standard in which I use data to reflect on and evaluate student learning, as well as instructional practice (7.1, 7.2). My CT then turned the class over to me to teach her lesson with the agreed changes implemented. Thereby, I fulfilled the Kentucky Teacher Standard in which I accurately and effectively communicate concepts, processes, and/or knowledge and use vocabulary that is clear, correct, and appropriate for students (1.1).

### **Impact of Instruction on Student Learning**

Some of my activities with the students involved them practicing reading comprehension strategies. I was intentional in adding pieces that made the material relevant, integrative, challenging, and exploratory to the students. When examining student samples, I saw some results that supported some of my methods and instructional strategies. After my lesson about Columbus, which culminated into a debate about whether he was guilty of certain charges against him concerning his interactions with the Taino people, I had students cast a vote (artifact 7). I then asked the whole class if anyone voted differently than they would have before the debate, because I knew that the majority of the class considered Columbus guilty of all charges. Several hands went up, and I asked a few of them to share how their vote changed and why. Also, upon reviewing the votes later, I noticed that one poll showed most students voting for Columbus's innocence. This is proof that the objective was met, that students

were able to examine evidence from both sides of an argument to draw a conclusion. I saw evidence of my impacting student learning.

### **Interactions with Diverse Students**

The classes I worked with had several ethnicities and various literacy strengths represented. I had the privilege of instructing and working activities with these students. As I became more familiar with these students and their cultures and strengths, I was intentional to differentiate my lessons to suit their interests and needs. For example, in my third lesson plan, I implemented the text annotation reading strategy to help students learn how to find answers in text (artifact 3). This instruction was implemented to scaffold reading for students with reading exceptionalities as well as English Language Learners. Also, another activity that I helped create led to students discussing their personal values, comparing them to the values of the Native Americans (artifact 9). Overall, I was involved in teaching many lesson plans that pull in the cultures and daily lives of the students.

I also went to the Family Resource Center and learned from the director there how students and their families can have basic needs met. Along with my experiences at \_\_\_\_, for Characteristics of Emotional/Behavior Disorders (EDS 365), I interacted with students identified with E/BD at The Phoenix Program. I worked one-on-one with students to help with math and science assignments. I also assisted in activities and discussions and gave instruction in a small advisory group.

### **Standards and Evidence**

In each lesson plan (artifacts 1, 2, and 3), I developed significant objectives that aligned with standards, used contextual data to design instruction relevant to students, planned assessments to guide instruction and measure learning objectives, and planned instructional strategies and activities that

address learning objectives for all students and that facilitate multiple levels of learning (2.1, 2.2, 2.3, 2.4, 2.5).

In my first lesson plan (artifact 1), I orchestrated a student-led debate about Christopher Columbus, whether he was guilty of certain charges against him concerning his interactions with the Taino people. Students chose to be on the defense or on the prosecution side. Many of them entered this lesson with an already-formed opinion about the kind of person Columbus was. But by the end of the debate, a number of these students voted differently than they would have before because they had some understanding of the opposing sides' perspective (artifact). This is a way of fulfilling a Kentucky Teacher Standard in which I guide students to understand content from various perspectives (1.4). I provided opportunity and guidance for students to consider lesson content from different perspectives to expand their understanding.

In my lesson plans (artifacts 1, 2, and 3), I used the projector to show videos, to display images, and overall to add in the visual and /or auditory elements that many students benefit from. I also used the textbooks when appropriate, adding a reading element that benefits some students. This reflects the Kentucky Teacher Standards in which I use space and materials effectively to facilitate student learning, I use available technology to design and plan instruction and to implement instruction that facilitates student learning, and I integrate student use of available technology into instruction (4.4, 6.1, 6.2, 6.3).

In my third lesson plan (artifact 3), I integrated student use of available technology into instruction in that I had students open a slideshow on their ChromeBooks to make it easier for them to read (6.4).

This also addresses the Kentucky Teacher Standard in which I demonstrate instructional strategies that are appropriate for content and contribute to student learning (1.3).

Each of my lesson plans concluded with an exit, which asked the students a question that would help determine if they meet the objective. I would review the students responses, and try to make a

more effective lesson based on their responses. I was able to see where they may have gotten confused or what areas I need to clear up in the future, or what areas they seem to understand well. I recorded the data in my post-observation reflections (artifacts 4, 5, and 6). This reflects the Kentucky Teacher Standard in which I use a variety of formative assessments to determine each student's progress and guide instruction, and in which I describe, analyze, and evaluate student performance data (5.2, 5.4). The exit questions I presented also promoted higher order thinking, proving that I can implement and manage instruction in ways that facilitate higher order thinking (4.5).

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE:** The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge: Accurately and effectively communicates concepts, processes, and/or knowledge and uses vocabulary that is clear, correct, and appropriate for students.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning: Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution.

1.4 Guides students to understand content from various perspectives: Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION:** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards: States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2 Uses contextual data to design instruction relevant to students: Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives: Prepares assessments that measure student performance on each objective and help guide teaching.

2.4 Plans instructional strategies and activities that address learning objectives for all students: Aligns instructional strategies and activities with learning objectives for all students.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning: Plans instructional strategies that include several levels of learning that require higher order thinking.

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION:** The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students: Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

4.4 Uses space and materials effectively: Uses classroom space and materials effectively to facilitate student learning.

4.5 Implements and manages instruction in ways that facilitate higher-order thinking: Instruction provides opportunity to promote higher-order thinking.

**STANDARD 5: THE TEACHER ASSESS AND COMMUNICATES LEARNING RESULTS:** The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.2 Uses formative assessments: Uses a variety of formative assessments to determine each student's progress and guide instruction.

5.4 Describes, analyzes, and evaluates student performance data: Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF**

**TECHNOLOGY:** The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction: Uses technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning: Uses technology to implement instruction that facilitates student learning.

6.3 Integrates student use of available technology into instruction: Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING:** The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning: Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice: Reflects on and accurately evaluates instructional practice using appropriate data.