<center>**Final Reflection-Clinical Experience**</center>

Professional Growth as a Teacher Candidate

During this semester, I have experienced incredible growth, both professionally and personally. I have learned how to prepare a classroom for a new school year and how to run it on a daily basis. I now understand that things almost never go as planned and that it is important to be able to adapt plans quickly. This experience has taught me that it is important to plan lessons far in advance, even knowing that they will need to be revised. I have also developed a habit of reflecting on my instruction at the end of each day to inform instruction for the next day.

In my first placement, a 4th grade ELA classroom, I met with my P-12 Clinical Educator before the school year began. From the start, she made me feel like an equal and part of the team. She always asked for my opinion and input on everything. Together, we planned the classroom set-up, décor, procedures, expectations, rules and lessons for the first thirty days. We also collaborated with the rest of the 4th grade team. I attended the "welcome back night" and met some of the students and their parents. Once school began, my P-12 Clinical Educator and I comfortably co-taught the classroom procedures and expectations, as well as, the lessons. It felt like the students looked at me as another teacher and not an "assistant" as I had felt during my practicum placements.

One of my biggest areas of growth was in classroom management. Planning and implementing the classroom procedures during my first placement really helped strengthen my classroom management. I was able to identify what was effective and make changes to things that weren't effective. The relationships I built with these students was a very important piece of

classroom management. I worked hard to get to know each and every student as an individual. I let them know that I had high expectations for them, but that I believed in them.

In my second placement, a self-contained first grade classroom, I gained a lot of experience in writing lesson plans. During my first placement, the lesson plans were typically the same in the morning and afternoon, but in the first-grade classroom, I learned what it is like to plan for different lessons all day. Because of this experience, I feel another area of great growth this semester is in planning lessons.

Another area of growth is in time management. This is something I struggled with tremendously at the beginning of each placement. After trial and error, I finally figured out some strategies to help me keep things on time. I understand the importance time management in the classroom and that every moment is so valuable.

There is one area that I need to continue to strengthen…creating engaging lessons. This is something that I have struggled with semester after semester and I am still not satisfied with my growth. I want to continue to explore new ways to engage students in learning and making learning fun.

Interactions with Diverse Students

During my two placements this semester, I have had the opportunity to interact with diverse students. I have encountered students that are gifted, students with speech and language disorders, students belonging to racial minorities, students diagnosed with ADHD, students considered ELL and students with behavior issues. In my first placement, most of the students were identified as White, however, according to the school's records, there was one student in the class identified as White and Asian, one as African American and White, and another as Hispanic and White. There were four students in the Primary Talent Pool for Giftedness. Two

students had IEPs for speech. They both had difficulty with articulation. One other student had been diagnosed with ADHD and had a 504 plan.

My first P-12 Clinical Educator and I worked together to make sure that we planned our lessons to accommodate these diverse students in the fourth-grade classroom when necessary. For example, the student with ADHD would just sometimes need reminders to stay on-task. I would provide him with gentle redirection when he would get off-task. The gifted students in the classroom would often finish work more quickly than other students. This required us to think about additional enrichment activities and assignments for these students to work on. It was important that these students didn't feel like they were being punished and given more work. The work needed to be meaningful and get these students thinking at higher levels. I enjoyed this challenge and working with these four students to help them think more deeply at higher levels.

In my second placement, we had one student with behavior issues, who was beginning the process of being evaluated. There were also two students with severe disabilities considered to be in the class. However, these two students never joined the class and remained in the special education classroom. During this placement, I was able to attend an ARC meeting for one of those students, which was a valuable experience. The student in the class with behavior issues struggles daily with following procedures, getting along with others and staying on-task. She had a behavior plan in place from the beginning of the year. We noticed that the plan was becoming increasingly ineffective and so created a new plan, with new goals and incentives. This student's father requested a meeting to discuss what was going on and to get advice on what he can do at home to help her. This is another meeting that I was able to sit in on and found it to be enlightening.

Impact on Student Growth and Learning

During this semester, I was teaching lessons daily. Through these lessons, I was able to impact student growth and learning. I think I have a strong impact on student learning. I am capable of impacting student growth and learning, not only through the lessons I teach, but also through the rapport and relationships I build with them. I encourage them and try to build their confidence. I also try to model a growth mindset and teach students how to develop this.

Professional Collaborative Activities and Co-Teaching

I was able to participate in many professional collaborative activities this semester. At the beginning of the school year, I attended 3 days of professional development to discuss the school's PBIS program. During these meetings, teachers discussed the school rules and expectations, what they looked and sounded like and how they would be taught.

Other collaborative activities included, weekly ELA team lesson planning, weekly team meetings and weekly PLC meetings. I also attended faculty meetings every two weeks. Each of these meetings required collaboration between all teachers.

Co-teaching took place every day all semester long. My P-12 Clinical Educators and I used different co-teaching models. In the 4th grade placement, the models we used most often were: team teaching, one teach/one assist and station teaching. In the 1st grade placement, the co-teaching models we used most often were one teach/one observe and station teaching. In both placements, my P-12 Clinical Educator and I would run through the lessons the afternoon before they would be taught. This helped to make sure we had all the resources and materials needed.

Artifacts

KTS 1.1 & 1.3: 2nd Placement Lesson 2

For Kentucky Teacher Standard 1.1 and 1.3 I am using my final lesson from my second placement. This lesson was on making inferences and connections. In first grade, an important instructional strategy is to model the metacognitive and comprehension strategies for students. During this lesson, I modeled making text-to-self connections with the book I read aloud. During the mini-lesson, I modeled for students how to make inferences using evidence from the text and my knowledge.

KTS 2.1 & 2.3: 2nd Placement Lesson 1

For Kentucky Teacher Standard 2.1 and 2.3 I am using my first lesson from my second placement. The learning target for this lesson was "I can use a number line to subtract by counting on or counting back." This learning target aligned to the state standard **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). For this lesson, I began with whole group instruction using a "solve and share". This is where the concept is introduced. Next, students watched a brief video and then began math stations. Utilizing stations during this lesson, allowed for me to provide more or less support to students based on their needs.

KTS 3.1 & 3.2: PK-12 Clinical Educator Lesson Evaluation-1st 8 weeks

In both of my placements, I tried to create a learning climate that supported the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. I tried to encourage a growth mindset and teach students that they are

responsible for their own learning. I also let students know that I have high expectations for each one of them and that I believe that they are capable of achieving anything they put their minds to. The learning environment I try to create is a positive one. I create this type of environment through my lessons and communication with students. This is evident in the lesson evaluation by my 1st 8 week P-12 Clinical Educator.

KTS 4.2 & 4.4: Unit Lesson 3

For the Kentucky Teacher Standards 4.2 and 4.4, the artifact I am using is the 3rd unit lesson. This was a lesson on identifying main idea and supporting details. I started the lesson with a whole group mini-lesson and then began reading stations. Students were divided into small groups based on their reading levels. Their reading levels were determined by the Benchmark reading assessment completed at the beginning of the year. The small groups allowed for me to provide students with more individualized instruction during the small group guided reading station. During this same lesson, I really effectively utilized all of the classroom space. The carpet area was used for the whole-group mini-lesson. The group table was used for the small group guided reading station. One large group of desks was used for the guided practice/assessment station and for independent reading, students were able to choose a comfortable place to read quietly in the classroom.

KTS 5.2 & 5.4: Teacher Work Sample

I am using my Teacher Work Sample for Kentucky Teacher Standard 5.2 and 5.4. The teacher work sample consists of 5 lessons in a unit. These lessons were taught consecutively and each had a formative assessment. I began the unit with a pre-assessment to see what students already knew. Each night after I taught the lesson, I would review and evaluate the formative

assessment data. I would then communicate the learning results with students the next day by going over the assessment during the small group guided reading stations. In the teacher work sample, I also had to evaluate the pre-assessment data and end of unit assessment data. I identified differences in progress among groups of students.

KTS 6.1 & 6.2: Unit Lesson 2

For the Kentucky Teacher Standard 6.1 and 6.2, I selected the Unit Lesson 2. I designed and planned this lesson using the Benchmark website. There are many resources available on the website that I found useful, like: graphic organizers, digital posters and leveled readers for small group guided reading. During the lesson, I also used technology to implement instruction that facilitated student learning. During the lesson, I projected the digital poster on the whiteboard. I was able to have students come to the whiteboard to underline evidence. I also played an online Flocabulary video for students on identifying main idea and details. The use of this technology created more student engagement and enhanced their learning.

KTS 7.2 & 7.3: Unit Lesson 2 Reflection

For Kentucky Teacher Standard 7.2 and 7.3, I am using my 2nd unit lesson reflection. In this reflection, I used the data from the formative assessment to evaluate my instruction and identify areas for professional growth. This reflection assisted me in determining if any changes needed to be made to the unit lesson for the following day.

KTS 8.1: Collaboration Log

For the Kentucky Teacher Standard 8.1, I am using my collaboration log. At the beginning of my first placement, I collaborated with my P-12 Clinical Educator to identify a student in the classroom whose learning could be enhanced by collaborative efforts for

intervention. We identified a student who had difficulty staying on task and lacked motivation.

This student often didn't follow procedures or complete work. Once we identified the target

student, we discussed a plan. The first thing I needed to do was develop a better relationship

with the student. I would also work on-on-one with the student to guide him through

assignments and help him to stay on task. I met with the student between 1-2 times per week.

After meeting with the student, I would meet with my P-12 Clinical Educator to update her on

the student's progress and discuss the next steps. After collaborating and working with this

student one-on-one, the student seemed more confident, motivated and on-task.

KTS 9.2 & 9.3: Professional Growth Plan

I am using my professional growth plan for Kentucky Teacher Standards 9.2 and 9.3. I

completed this professional growth plan early in my first placement. In the growth plan, I

identified my strengths, as well as, opportunities for growth. The areas I identified as

opportunities for growth were based on reflections from my lessons. Of the areas for growth, I

next identified two priority areas and my plan for achieving growth in those areas. The two

priority areas for growth were; using questioning/ discussion techniques and assessments.

KTS 10.1: Leadership Project

For the Kentucky Teacher Standard 10.1, I chose my Leadership Project. I have learned

that the best way for students to become better readers is by reading. In the classroom, it is

important to give students the opportunity to read books independently. During this independent

reading time, they should be reading books that appeal to and interest them. Students also need

to be read to so they can hear what a fluent reader sounds like. My leadership project was born

based on these ideas. I wanted to implement a program that would allow students more time to

read independently and more time to be read to. This was the beginning of the Reading Buddy program. This project was simple, didn't require too much time and enhanced student learning.

Kentucky Teacher Standards

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 to student learning.

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.

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

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations: Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

3.2 Establishes a positive learning environment: Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

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

4.2 Implements instruction based on diverse student needs and assessment data: Implements instruction based on contextual information and assessment data.

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

STANDARD 5: THE TEACHER ASSESSES 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.

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

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

7.3 Uses data to reflect on and identify areas for professional growth: Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and

support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration: Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues: Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues

9.3 Designs a professional growth plan that addresses identified priorities: Designs a clear, logical professional growth plan that addresses all priority areas

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/ COMMUNITY/ PROFESSION. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school: Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.