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Goal 3: Reflection Paper

**Planning, Instruction, and Assessment.**

Planning lessons, teaching them, and determining how successful the lessons were is fundamental to data based decision making. The ability to teach is fundamental to being a teacher, but the ability to determine how effective an individual teacher’s style is to a unique group of learners and then adapting that style to become more effective is the hallmark of an educator. As a professional it is our responsibility to our students to adapt our own style to our meet our students need rather than trying to force our students to adapt to our style.

 Today's educators need to not only develop effective lessons and adapt them to their students but they need to in a way that not only engage their students but need to do so in a way that meets local, state, and national standards. Also, we must constantly strive to adapt their methods and content to include the use of 21st century technology and software to ensure that they will be prepared for the modern workforce/college. In addition, we must be able to create assessments that allow our students to best express their understanding and be able to interpret the results and effectively use them to improve their practices.

**Effectively developing curriculums and planning instruction utilizing state and national standards that critically examine the central concepts, tools of inquiry, and structures of the discipline to make learning meaningful for students is my first indicator.**

 In order to demonstrate my understanding of this topic I am using one of my favorite lesson plans. This lesson is a multidisciplinary author study of Chris Van Allsburg and is designed to last approximately five weeks. It incorporates multiple Common Core State Standards in reading, writing, vocabulary and comprehension. The Standards are listed on slides five and six and connect the different activities to the CCSS’s they address. For example, •**CCSS.ELA-Literacy.L.3.3.a** ***Choose words and phrases*** can be seen demonstrated in the clip of the Jumanji play they performed for the school.

During the clip students can be seen meeting this CCSS Choosing words and phrases when they recited the lines they had selected during the adaptation process. The play itself was an activity the students enjoyed and helped to connect them to the material on a very personal level. They discussed the motivations of their characters prior to performing and many of them found that the characters behaved much in the same way that people they knew did. This was an activity that they continued to talk about all year.

**Implementing instruction that appraises differences in learning, creates instructional opportunities adapted to diverse learners and equipping students with 21st century learning skills is my second indicator.**

 Project 2 is an anticipation guide, a very interesting strategy that I learned about in my Master's Program. I was so intrigued by this strategy I developed a new lesson to utilize it and used in my classroom less than two weeks after learning about it. It both assesses student’s methods of learning and provides numerous opportunities for students to experience diverse learning styles. As the lesson unfolded I made adaptations to incorporate iPads and have students search for definitions online using tools such as google.

Students were in placed in groups of four and worked together to research and compare their predictions with both the text and data from from reliable sources. They made predictions and then adjusting their answers as new information became available. Students were able to change their answers as they discovered information within the article and as they researched the topic. It was interesting watch the students reactions as their predictions were shown to be correct or incorrect.

This lesson includes valuable information on how to determine which online resources were reliable and which were not. Determining the reliability of online information is a skill that is absolutely critical in today's world and students picked up on its importance very quickly.

**Examining and implementing a variety of summative and formative assessments of learners and supporting continuous intellectual, social, emotional, and physical development of students is my third and final indicator.**

Project 3 demonstrates how I incorporated a variety of assessments including; matching, fill in the blank, true or false, essay and open response. This project is an example of both formative and summative assessments that targets the skills in a way appropriate for third grade students in math. The matrix I provided shows different ways to assess my students’ levels of comprehension and the methodology is applicable as both formative and summative assessments. I attempt to incorporate several different methods of assessing student comprehension for all of my summative assessments to gain the most accurate picture of my students comprehension.