

ARTIFACT REGISTRY

Artifact:

Standard Addressed: The candidate is knowledgeable about planning and preparation.

Descriptions of the attainment of the performance indicators:

1. a. Demonstrates knowledge of planning for each of the content areas.

My lesson plans have been consistently complete. I have worked to plan thorough and well thought out lessons. I make sure that my plans reflect the standards or core content being asked of me by my state and local school district and that they also reflect the national professional organization's standards in whichever content area I am planning. I organize my plans to reflect the materials I will need, the timeframe in which I will teach the lessons and any additional modifications I may need to make to reflect the diversity of my students.

My lesson plans reflect my knowledge of the content areas I have studied while I have been at IUS. They reflect my understanding of language arts, the social sciences, the biological sciences, the physical sciences, the arts, and physical movement. When I am making plans, I draw upon my understanding of the content I am going to teach to underpin my lessons for my students.

1. b. Demonstrates knowledge of pedagogy.

My planning reflects my knowledge that there are a variety of teaching styles available to teachers. Some of my lessons are direct instruction, where I am lecturing to my students. Most of my lessons reflect a more cooperative style of learning. I use cooperative learning (Slavin as cited in Good & Brophy, 2008) to have students work together on a task. Another type of teaching is through questioning. Groisser, as cited in Good and Brophy, (2008), has suggested that there are four types of questions (p.317). It's important that a teacher not get stuck with just one type when using questioning as a teaching strategy.

Current pedagogy suggests that effective teachers use a variety of methods to teach the content to their students. Teachers of writing for example use a writing workshop approach, (Fletcher and Portalupi, 2001) to teach writing to their students.

1. c. Demonstrates knowledge of students' growth and development.

My planning must take into consideration what is appropriate for the age level of the children with whom I am working. What would work with a group of first graders would not be appropriate with a group of fifth graders. I know this because of the work of Piaget (as cited in Morrison, 2006). Piaget suggests that there are stages of development for children that must be taken into consideration when planning instruction. The work of Vygotsky (as cited in Morrison, 2006) is also instructional in planning, particularly in the language arts. Vygotsky was interested in the social nature of language and its development in social groups. Thus, his work aids the teacher in making plans because keeping the need for social interaction in mind, the teacher will plan for groupwork to enhance the chance for creating his "Zone of Proximal Development."

While keeping in mind global issues presented by Vygotsky and Piaget, it is also important that the classroom teacher be ever mindful that s/he is teaching individual students and that each individual may or may not fit into a "cookie cutter" theory. Thus plans must address variety of student ability and interests.

1.d. Selects instructional goals that include students' interests and input.

My lesson plans are also constructed to have high expectations for my students, while still addressing the standards being required by the state and district. I attempt to connect teaching to meaningful experiences in my students' lives, thus creating scaffolding for them.

1.e. Demonstrates knowledge and use of resources.

My plans reflect knowledge of the vast array of resources available to me in this area. I attempt to use resources I know come from reputable sources, and document my use of the Internet when I do use sources from the web.

I have used a variety of community and national resources to design lessons on multiple subjects while attending IUS. I have found that the Louisville area is an unlimited resource for the classroom teacher.

1.f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit.

When planning for instruction I make every attempt to tie all my lessons together in a manner that makes logical sense. I think about the beginning, middle and end of instruction, whether it is within the individual lesson, or within a larger unit.

I make sure that all the materials I am using support the lesson and unit I am teaching and attempt to have no distractions or extraneous materials in my planning.

I take into consideration my student's ages when making decisions about time and length of lessons and unit.

Most importantly I plan to make sure that all students are engaged in learning at all times.

1.g. Plans for authentic assessment both formative and summative.

When planning for learning it is important to plan for both formative (informing) and summative (grading) assessment. I build formative assessment into each of my lessons, so that I know that my students have learned what I have been attempting to teach for that lesson. Formative assessment tells me as the teacher whether or not I am on the right track. Summative assessment lets the student know where s/he stands in regard to course grading or lets the parent know where the student stands in regard to state and local standards. Thus it is important for both types of assessment to be built into lesson planning.

1.h. Demonstrates knowledge and planning for the use of technology

My lesson plans incorporate the technology available for me to use in each of the practica I was placed. I planned for the use of the overhead, the computer, the DVD, and SMARTboard.

Reflection on Standard One

In the past four semesters that I have been in the Elementary Education program at IUS I have come to fully appreciate how important Standard One is to the Elementary Classroom teacher. Planning and being prepared is the cornerstone to successful classroom practice. Without good plans, anything can, and usually will go wrong. That is not to say that your plans will always go the right way. Doyle (as cited in Good and Brophy, 2008) states that classroom life can be unpredictable. The best way for teachers to protect against this unpredictability of classroom life is to have well-written and well structured plans in place so that when the classroom life turns away from your plans, you have something to come back to.

I have found that if my plans are incomplete, that I am likely to have disruptions and classroom management problems. I have also found that this is also true if I am unsure of the content I am teaching. Therefore, I find it is really important that I make sure that I have completely thought

through what I am going to teach, and how I am going to teach it. I always go through a checklist of materials I need to make sure I have all the things I need—there’s nothing like preparing a lesson that needs glue and not having enough! I know that when I’m not sure of the content I’m teaching I get nervous, and when I’m nervous, the kids feed on it. I always try to practice content that I’m unsure of prior to teaching it.

Preparing lessons that are appropriate for children from a teaching and learning standpoint is really important. If I lecture at kids for too long I am again likely to have classroom management issues. I have found that kids need to be physically engaged in activities that interest them, or I will have chaos on my hands. This comes from my understanding of Piaget’s work (as cited in Morrison, 2006). Having knowledge of those cognitive stages is something a classroom teacher must never forget! Asking kids to do something they are not ready for is just asking for a lot of “I don’t understand!” and “I can’t do it’s”.

I have found that when I bring in resources and materials that are interesting and new, my students are well behaved and engaged. When I ask them to do work that is rote and from textbooks I am more likely to have to engage in more classroom management behaviors. This leads me to believe that the teacher who can create lessons with engaging and fun materials is again going to have less classroom management issues than the teacher who teaches from the textbook and uses worksheets. Making sure that my lessons flow together is important both for me and my students. Confusion is the core of chaos in the classroom. If students don’t understand the steps in the process, they will let me know. That is why if the order of the lessons don’t make sense to them, I will have a problem on my hands.

If I don’t get formative assessments from my students, I won’t know if what I have taught them has taken. This is problematic because if I continue on with my teaching and my students haven’t learned what went before, we are all wasting our time. I learned this the hard way a few times as I taught lessons that I thought students “learned” and then continued on, but they couldn’t do the next thing and then we had to go back and redo the old lesson, and boy was it chaotic! If I had used formative assessment during the lesson to find out whether or not the children understood the concept being taught, I could have save all of us a lot of time and stress.

Technology in the classroom is a real problem because you never know what you are going to have until you step into that classroom. I try to plan for the best technology, but assume the worst! I hope that you can see that I think that Standard 1 is the foundation upon which all the other Standards rest. In my time at IUS I have come to believe planning and preparation is where a significant amount of a teacher’s life must be spent.

Works Cited

- Fletcher, R. & Portalupi, J. (2001) *The Writer’s workshop: The Essential guide*. Portsmouth, NH: Heinemann.
- Good, T. L., & Brophy, J. E. (2008) *Looking in classrooms, 10th Ed* Boston: Pearson.
- Morrison, G. S. (2006) *Teaching in America, 4th Ed*. Boston: Pearson.