

Form: "FAST Holistic Proficiency v 4.0"

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Your Name

Your school

Enter the name of the school where you are doing your student teaching and the grade level you are teaching.

Reagan Elementary; Kindergarten

Name of your master teacher

Sharyl Riedelsheimer

TPE Self-Assessments

For each TPE, summarize evidence that documents your growing expertise. Use specific examples, making sure to reference your artifacts and observations. Responses should be no more than one to two paragraphs in length.

TPE1: Specific Pedagogical Skills in Mathematics

For the subtraction math lesson, the standard states, N.S. 2.1 use concrete objects to determine the answers to addition and subtraction problems (for numbers that are each less than 10). The lesson I taught was specifically aligned with the state standard. I used picture sheets and told a story to the students in order for the students to see a concrete form of subtraction, such as: Mrs. Chang has seven lollipops and gave two lollipops to Alison. How many lollipops did Mrs. Chang have left? The students were also taught the specific steps to finding the answer when given the picture. First count all the pictures, then count the pictures with an "X" and last count the pictures with no "X". By teaching the students specific steps and pairing it with a relatable story, the students were better able to grasp the concept of subtraction. The students practiced the steps on white boards in whole group and with a worksheet in small groups.

TPE 1: Specific Pedagogical Skills in Science

For the science lesson, the students explored real flowers, watched a BrainPop Jr video to build background knowledge and labeled the parts of a plant. The lesson was specifically aligned with the science standards for kindergarten, which include Life Sciences 2.c Students know how to identify major structures of common plants and animals and 2.a Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals. I started the lesson by taking apart flowers from their pots to show the students the roots. I then showed the students the stem, leaves and flower. Each student had an opportunity to observe the plants, and then we discussed things that were the same and things that were different. The students then watched the BrainPop Jr. video which gave an overview of the parts of the plant as well as each parts function. Next, we labeled the parts of a plant and the students had the opportunity to label their own flower and draw their own flower on the top of the stem. For the lesson, I felt it was important to bring plants in different forms, such as the actual flowers, pictures of real flowers, and cartoon-like flowers and diagram drawings of flowers, for the students to be able to gain a clear picture of the structure of the plant.

TPE 1: Specific Pedagogical Skills in History-Social Science

The History-Social Science standard states, Students understand that history relates to events, people, and places of other times. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the event. To introduce George Washington, I had the students watch a BrainPop Jr, video to introduce Washington and give an overview of the important events of his life as well as fill out a graphic organizer to describe three important things about Washington.

After a second lesson on Washington, the students played Bingo to review the important events of Washington's life. The students also made George Washington heads which were used to make a bulletin board of all the important facts of George Washington's life, such as First President, land surveyor, General in the Army, quarter and one dollar bill. We also discussed the upcoming President's Day Holiday in the context of celebrating the lives' of past Presidents and the importance of George Washington as the First President of the United States.

TPE 3: Interpretation and Use of Assessments

Throughout the semester, I used a variety of assessment tools to assess the students' current level of knowledge. For the TSP, I administered a formal pre-assessment in which I asked the students specific questions about George Washington. Based on the results of the pre-assessment, I planned instruction. None of the students passed the pre-assessment with an 80% or better, which meant instruction needed to start at the basic level of introducing George Washington and introducing the role of a President. The pre-assessment allowed me to base instruction from the student's current level of knowledge. If students do well on an pre-assessment, instruction needs to begin at the next level. The post-assessment for George Washington was an indicator of the level of learning the students did during instruction. Based on the results, I am able to plan for the next time I teach it by using strategies that were effective and modifying strategies that were less effective.

During lessons I often check for understanding within the lesson through evaluating student work on white boards. In that instance, I am able to have students make corrections if needed and to determine if the class is ready to move onto the next step. Evaluating a student's final work from independent practice is another way to assess student learning. Another assessment that was used was to ask students to identify numbers 1-30 in random order. This assessment was a progress monitoring tool to gain a picture of which students were able to verbally identify all their numbers to 30 and to see who needed extra practice. All assessments guide instruction and decision making for instruction.

TPE 5: Student Engagement

Student engagement is key to any lesson because it helps to ensures students are on task. By being on task, students have the best opportunity to grasp and learn all the concepts and information in the lesson as well as make connections to their own learning and understanding. At the beginning of each lesson, I explicitly tell students what we are going to learn today as stated within the objective and have the lesson objective written on the board for the students to reference. Another way to engage student learning is through activities in the lesson, such as pair share, use of white boards, matching and sorting. I also engage students by picking popsicle sticks of students' names at random to participate in discussions, answer questions and to check for understanding. The use of realia is also a way to engage students in learning.

TPE 6A: Developmentally Appropriate Teaching Practices, K-3

In kindergarten, students are learning to read and write. Therefore, it is not appropriate to require students to do a great deal of independent reading and writing in lessons. For some of my lessons, I had students write one or two words in a box or on a line to describe George Washington and label the parts of the flower. I also make sure to select materials, such as picture books, BrainPop Jr. videos, realia and images that are developmentally appropriate for kindergarten. It is also to provide modifications in within lessons to meet the needs of all the learners. For English learners or struggling students, modifications in lessons can include providing visuals, acting out vocabulary and pair share. Students can also be given more time to complete independent practice. For advanced students, modifications can include giving students a more difficult worksheet with the same amount of problems as the other students or not using a prompt for their writing.

When planning a lesson, it is important to make the content developmentally appropriate while building in

modifications that address the needs of all learners.

TPE 10: Instructional Time

To supplement lessons taught in class, I planned and wrote lessons for the English learners to build vocabulary on various units taught in the class. I taught the students on Tuesdays and Thursdays for thirty minutes each week. The entire nature of the lessons was supplemental, pull-out instruction to offer the ELs more time to learn, time to practice what they learned and time to express their thoughts and ideas. The lessons were only thirty minutes long and lesson plans and activities were planned according to the time allotted. In the smaller setting, the students were more engaged and spoke more freely than they did in the regular class. Another form of addressing instructional time and pacing was creating a block plan for the TSP. I made sure to allot an appropriate amount of time for each lesson and to spread the unit out over five days which was an appropriate length of time to learn about George Washington and the American Flag.

TPE 12: Professional, Legal, and Ethical Obligations

According to the IDEA all students are entitled to a free public education in the most non-restrictive environment the school and district can provide. Students, parents and teachers have a right to request student study teams to assess and monitor a students learning. Section 504 prevents and prohibits discrimination of any person with a handicap. There are mandates in place to protect the privacy students and families with disabilities and who have IEPs. Schools are also obligated to actively screen and refer students for special education evaluations. In California all English learners must be taught English through specific curricular programs. Programs to become teachers now include the CLAD authorization built into their programs, which is an authorization to teach English learners. Gifted and talented education is available to students who are considered to be in the 98th percentile or above on standardized intellectual ability tests. Funding is provided to schools and districts to develop specialized programs for students who qualify under this category. The implication is that all students needs, no matter their designation of special education, EL or gifted and talented, need to be met by local, state and federal mandates.