Narrative 2.1 Writing Help

Becoming Familiar with Relevant Aspects of Students' Background
Knowledge and Experiences

[Reminder: Section 2 is related to teacher planning]

Look through your artifacts and find something that shows evidence of how a teacher becomes familiar with a student's background or experiences. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which describes how to locate learner background information and experiences. Where would teachers be able to get this type of information: official student records, dossiers (student inventories), journal assignments, parent-teacher conferences, previous teachers, guidance counselors, etc.)? How could a teacher use this information while planning lessons or activities? What are some ways teachers can create learning opportunities (lessons, activities) that address the different components of diversity: culture, gender, religion, socioeconomic status, ability/disability, family, race, personality, standardized test scores, behavior, etc.

Write a paragraph for bullet two which explains the implications of diversity in planning lessons or activities. Why do teachers need to be aware of the various types of diversity in their classrooms? How do these components of diversity (ways of being different) affect the classroom environment, the selection of materials or activities, the planning of instruction, and the ways of communication? Do teachers treat male students differently than female students? Should they be treated differently? Do cultural rituals or beliefs impact a student's relationship with his classmates or teacher? For example, if a student does not celebrate a specific holiday, what adjustments could be made? Should adjustments be made?

Write a paragraph for bullet three explaining why teachers need to know the learning process and developmental level of students. How do students learn differently in different grade levels? How would lessons or activities be differentiated (made different) for the various abilities of students?

Include a reference to your evidence and explanation of how that evidence demonstrates how a teacher becomes familiar with relevant aspects of student's background knowledge and experiences.

Narrative 2.2 Writing Help

Articulating Clear Learning Goals for the Lessons that are Appropriate for the Students

[Reminder: Section 2 is related to teacher planning (organizing content knowledge)
before teaching a lesson or class]

Look through your artifacts and find something that shows evidence of how a teacher articulates clear learning goals for the lessons that are appropriate for the students. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which discusses the components of a lesson plan and the benefits of planning with clear goals and objectives. What are the components (parts) of a lesson plan? What is the difference between a goal and an objective? Why should a teacher have a clear idea about where the students should be at the end of a lesson or class? How would having a clear goal make it easier to make a lesson plan, establish a syllabus, or design a curriculum? What are the characteristics of a clear goal? (Chapter 10 and the Bloom's activities can be helpful for this narrative).

Write a paragraph for bullet two which discusses the importance of selecting age-appropriate goals and objectives aligned with state academic content standards. Explain why a teacher needs to check the goals and objectives to be sure they are age-appropriate for all students. What types of things would a teacher consider as he/she is selecting goals so they would be appropriate for all learners? Why should the goals and objectives align with state standards? Explain why different ages or developmental levels require different goals and objectives. How would the materials, activities, assignments, and teaching strategies be different for a kindergarten student versus a 12th grader, and based on these differences, how would the teacher's goals and objectives be different?

Write a paragraph for bullet three which discusses the importance of selecting goals and objectives that are differentiated for varying abilities, learning styles, and multiple intelligences. Explain why goals and objectives should be differentiated for varying abilities and learning styles and multiple intelligences. What are examples of different abilities or learning styles? What is an IEP? What are some of the multiple intelligences? How would the different learning styles or intelligences require different types of objectives or goals? Why would a teacher need variety in a lesson or course to meet the needs of different learners? What type of students or behavior may need a different type of goal? Why would different goals be necessary? For example, should a student with an IEP, who needs extra time to complete assignments, be given a different goal or objective than the gifted student who is quick to finish assignments? Explain your reasoning.

Include a reference to your evidence and explanation of how that evidence demonstrates how a teacher articulates clear learning goals for the lessons that are appropriate for the students.

Narrative 2.3 Writing Help

Demonstrating an Understanding of the Connections Between the Content that was Learned Previously, the Current Content, and the Content that Remains to be Learned in the Future

[Reminder: Section 2 is related to the planning teachers do before they teach a lesson or class]

Look through your artifacts and find something that shows evidence of how a teacher understands that content (the material being taught) is linked to what has been learned previously, as well as, what is yet to be learned (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains how teachers use long range plans that are related to previous and future lessons. Why should what a student learns be linked to what the student already knows, and what the student will need to know at the next level? Why is it important to link past knowledge or experiences with what is being taught? Why is it important for a teacher to show how any new knowledge or experiences can be used in the future?

Write a paragraph for bullet two which demonstrates how lessons fit within the structure of the subject matter. Explain how a particular lesson needs to fit into the subject matter as a whole. For example, if a teacher was teaching elementary math, she would not start with the multiplication table if students were still learning addition. Another example would be a French teacher would not have her students reading paragraphs written in French if she has not taught them basic vocabulary. On the other hand, if students will be learning about the Civil Rights movement, a teacher may first want to do a lesson about slavery or segregation. Before students could learn the role of genetics in mutations, the teacher would first teach them about cell nuclei and DNA.

Include a reference to your evidence and explanation of how that evidence demonstrates an understanding of how content should be connected to prior content and future content.

Narrative 2.4 Writing Help

Selecting Age-appropriate Teaching Methods, Learning Activities, Instructional Materials and Resources that are Aligned With the Goals and Objectives of the Lesson

[Reminder: Section 2 is related to the <u>planning</u> teachers do before they teach a lesson or class]

Look through your artifacts and find something that shows evidence of how teachers select the way they will teach, the materials to be used, and the activities to be completed that are age-appropriate for the students and aligned with lesson goals and objectives. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which <u>examines how various developmentally (age) - appropriate teaching methods are aligned with the goals and objectives of the lesson</u>. Explain how teachers select the way they will teach, the materials they will use, and the activities they will have students complete. How are these methods, activities, materials and resources based on the lesson goals and objectives and the age or development level of the students? How would the materials, activities, or way the teacher teaches (lecture, group work, experiment, hands-on, etc.) be different for a particular age or development level? How might the goals and objectives for the lesson be different for different subject matter at different grade levels? How would the needs of third graders' be different than eighth graders' needs?

Write a paragraph for bullet two which <u>describes how instructional materials and resources are used to enhance the lesson</u>. What type of materials (activities, worksheets, labs, posters, games, etc.) could a teacher use to make a lesson more easily understood? What materials or resources (technology, equipment, research materials, etc.) could help students better understand a lesson? How could these materials and resources make for a better learning environment?

Write a paragraph for bullet three which <u>identifies and describes the use of technology to reinforce the lesson's developmental goals and objectives.</u> What type of technology could help teachers prepare a better lesson (computers, LCD projectors, Smart Boards, internet, email, web pages, digital cameras, graphing calculators, iPods, net books, content specific software (interactive grammar or writing exercises, simulated labs, engineering or drafting (CAD) activities, etc.), productivity software (word processing, power point, publisher, paint, spreadsheet, etc.), interactive classroom assessment (instant response system, etc)? How could the technologies be used to reinforce the lesson? How could technology help students and teachers become more productive?

Include a reference to your evidence and explanation of how that evidence demonstrates the selection of age-appropriate teaching methods, learning activities, and instructional materials and resources that are aligned with the goals and objectives of the lesson.

Narrative 2.5 Writing Help

Selecting Evaluation Strategies that are Appropriate for the Students and that are Aligned with the Goals of the Lesson

[Reminder: Section 2 is related to the <u>planning</u> teachers do before they teach a lesson or class]

Look through your artifacts and find something that shows evidence of how teachers select the way they will appropriately evaluate students in a way that is aligned with lesson goals. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which <u>compares the various evaluation or assessment strategies and the importance of each</u>. What is the difference between summative and formative assessment, and when would each be used? Evaluation and assessment strategies check students' progress. How do teachers check that students understand the material? Do they use class discussions, tests/quizzes, worksheets, published products, web quests, checklists, narratives, reports, etc.? Which assessments or evaluations are more effective? Is the effectiveness dependent on the type of class or subject matter? Explain. Why is it important for teachers to check students' progress? Do they check how well the student is grasping the concept, or how well they are teaching the concept, or both? Explain.

Write a paragraph for bullet two which <u>demonstrates how evaluation and assessment results are used to meet the goals and objectives of the lesson</u>. Explain how a teacher uses the results of an assessment or evaluation. Will the results be used to make changes to the lesson or unit in the future? Will the teacher re-teach a concept if it appears the majority of the students did not master it? Will the results be used to determine the starting or ending point of a lesson or unit?

Write a paragraph for bullet three which <u>describes the effective use of technology tools for evaluating and assessing student understanding.</u> How can technology tools be used to evaluate and assess students' understanding? What are some examples of technology tools: computer programs (interactive tests, product completion, etc.), instant response systems, web quests, computer generated tests, podcasts, interactive web-based activities, etc.?

Include a reference to your evidence and explanation of how that evidence demonstrates the selection of evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.