|  |
| --- |
| **Write a reflection about a teaching experience using your knowledge of the GLEs with students in your field-based teaching AND describe the impact on student achievement.** |
| During my first practicum this Fall semester, I had to teach social studies and ELA to second grade students. I order to effectively plan and implement my lesson, I had to become extremely familiar with the GLEs for each discipline as well as the LA Comprehensive Curriculum for my content area. After becoming familiar with exactly what the students were expected to understand after my lesson, I was able to come up with effective instruction, activities, and assessments for my teaching days. From the evaluations I gave the students, I found that after teaching, the students master the content with 95% accuracy. I feel that my preparation and knowledge of the GLEs and content material were directly correlated with their achievement. |
|  Last semester, I was given the opportunity to teach an Algebra II class at Springfield High in Springfield, Louisiana under the supervision of Mrs. Kimberly Freeman and Dr. Louis Schultz. I must conclude that this was the most rewarding experience of my undergraduate career. I was able to make an impact on the students, the sponsoring teacher, and my supervising professor. I taught factoring, a subject that frightens most students. Implementing the methods and strategies learned in MTED 365/375, EDUC 407, EPSY 315, and many other education courses, I was able to effectively communicate the material to the students. On Friday, my last day of teaching, I gave the students an assessment. Over seventy percent of the students passed. My week of teaching ended with encouraging compliments from both the students and the sponsoring teacher. Mrs. Freeman told Dr. Schultz that she would put me in any classroom “right now.” She said that I was the best future educator that she had ever worked with. The students wished that I could teach them for the remainder of the school year. After observing on Wednesday, Dr. Schultz told me that I was one of the top three future educators that he had ever had the pleasure of working with. This was one of the most humbling experiences of my undergraduate career and of my life.  |
| I taught a 9th and 10th grade biology unit on cellular growth and division this semester. There is a specific life science benchmark in the Louisiana Comprehensive Curriculum for biology which states that students will be able to compare and contrast mitosis and meiosis. I taught lessons on both mitosis and meiosis. There was a unit goal addressing the benchmark as well as daily objectives. There were activities to reinforce learning and questions in the lessons/review to encourage critical thinking. The objective was assessed indirectly in portions of a multi-format 100 point test and directly in the final essay which asked students to compare and contrast mitosis and meiosis. The majority of the students in the three classes I taught (80%), achieved the objective with a score of 80% or higher. |
| In planning one of my ELA lessons for my first grade class at Independence Elementary I tiered my activities. The grade level expectation said reading one- and two-syllable words with short- and long-vowel sounds. My objective was TSWBAT identify words that have short vowels AEB an apple picking word activity at a center. I adapted the material by tiring my activities for high, average, and low level learners. I created five baskets labeled with short vowel a,e,i,o, and u. I also created short and long vowel paper apples. For the lower level students the apples had pictures on them. The students looked at the picture and said the name of the item on the picture in their head. For my average learners I had paper apples with both words and pictures on them. The students looked at the picture and read the word in their head. For the high level learners I had paper apples with only words on them. The students read the word in their head. All students “picked” the apples that had the short vowels and sorted them by placing them in the correct baskets.  |
| I believe that to be an effective teacher is to follow the College of Education’s Conceptual Framework and to follow the INTASC standards. Effective teachers should have high expectations for their entire class and by following the Conceptual Framework , INTASC , and GLEs the beginning teacher has the foundation. Whether a student constantly makes hundreds on tests or a fifty, each student should be given positive reinforcement in class. Effective teachers should exhibit positive expectations to ensure each student believes they can excel. Transmitting positive reinforcement by telling each student they have high abilities and are a capable learner will allow students to excel to their highest abilities. In addition, setting positive expectations in the classroom will help students who do not have proper motivation and support at home. |
| Through this semester spent working with students of all ages and learning abilities, I feel that I now have the experience of using both GLEs and Common Core standards. I now know exactly what standards are appropriate with each lesson topic, as well as which standards will correlate best with student learning. The better connected my goals and standards are to my students' learning and instruction, the better my students' achievement in the classroom is. Through implementing both types of standards and learning how to work with both, I feel I was able to connect students to their learning and material and created a positive learning environment for my students.  |
| Upon using the Louisiana Department of Education's GLEs to develop sound lessons for the primary grades I had the pleasure of teaching, I have become well informed on correlating the state standards to my teaching. During the use of the Grade Level Expectations, I have also become well informed with the new implemented Common Core Curriculum and the expectations it sets. The students respond very well to the curriculum objectives the state lays forth with their GLEs and Common Core Standards. Student achievement was met through implementing the state standards in the classroom with adequate lesson planning. The students will be able to succeed in their future education because they received an adequate foundation of knowledge. The GLEs, when implemented sufficiently, show student achievement drastically as the children interact with one another with hands on experiments that help with retention; therefore, student achievement is met where retention is a success. |
| As a student teacher, I first went to the Louisiana benchmarks and standards website to see what objectives I needed to teach for this unit of World Geography. First I created a pre assessment to test for prior knowledge. After the results of the pre-assessment and reading of the unit I created realistic objectives that learners of different levels could obtain and would encompass Higher Order Thinking (HOT). I was then able to create an assessment based on those objectives that if the student learned the objectives, he/she would be successful during post assessment.The minimal acceptable student performance was 80% proficiency on the assessment. The assessment had 22 items all each worth 1 point. The student had to answer 17 items correctly to meet the assessment objectives. There were no special adaptations needed for special needs students. |
| For this semester we focused more on the Common Core Standards then on GLE's. I believe that using the CCS's made my teaching experience better and the impact it had on students was greater than if we just used the GLE's. For block week in math we taught the students about time. Because of CCS's we were able to teach this concept completely. By the end of the week all our students in the class had a much better understanding of time.  |
| Within my first set of Methods, I utilized the School Report Card in addition to the Louisiana GLE's to meet the needs of the students in my classroom. I valued the sensitivity of the needs of every learner in my classroom to ensure that I implemented best methods and strategies to positively impact student achievement.  |
| This semester in the field went great. It was a little bit of a transition switching from GLEs to CCSS. The biggest struggle in the transition was the format in which CCSS are delivered on the website, they are a little bit harder to find. The CCSS that I taught in the field were easy to integrate in multiple subjects. For example, in ELA, a CCSS involved transitions and explanations. In Social Students, a CCSS that was covered was The Louisiana Purchase. I was easily able to pull that ELA CCSS into the Social Studies lesson after that concept was taught. This had a great impact on the students, they realized that they could take something they have learned and apply it somewhere else. I also think this helps students realize that we do not shut the door on a subject when it is "done" for the day; we can do it an incorporate in all we do throughout the day. |
| After teaching for 1 1/2 years, I feel very comfortable with GLEs. GLEs are good to use to see what the students need to know and are even good to see what they have previously learned. I have used GLEs to gage my lessons in order to learn about what they need to know. |
| While developing my lessons for each practicum I was continuously trying to link the common core standards and/or GLEs with the knowledge and interests of my learners. I had spent a lot of time in the classroom observing their learning styles, how they interacted with one another, and learning and understanding their interests. I learned that it was important for me to develop my lessons around my students and their needs while using the common core standards as a basis of the lessons. I began my lessons by either telling my students the objectives for the lesson or developing exploratory/discovery learning anticipatory sets that sparked curiosity of what the objectives for the lesson would be. I developed lessons that were more student centered with a focus on hands on activities that would generate more creativity and peer conversation. I focused on creating a positive and encouraging learning environment and tried to implement procedures and routines with my students to ensure smooth transitions throughout the lessons.  |
| The Common Core Standards in mathematics focus more on getting students to think critically and have them understand the "why" behind all concepts. This semester I was assigned to an Advanced Math class at Hammond High School. During my first practicum, I taught logarithmic functions in alignment with the standards. I was able to show the students how logarithmic functions and exponential functions are related based on their graphs. Students were able to see that these functions are interchangeable. Instead of learning a procedure for solving log functions, they were able to draw their own conclusions of how to solve log functions. |
| This semester while teaching at Ponchatoula High School, I was faced with many difficulties concerning the standards. My students were not meeting the teacher's expectations. When I first taught I realized that I was boring. So I began to rewrite my lesson plans to make them more engaging. Using what I knew about the standards I began to research activities for my lessons. The students stayed busy and engaged in the class. They were actually asking questions and using critical thinking to compare concepts. One they could do this, their grades began to improve on their assessments. Hopefully they will meet the standards to continue on to the next level.  |
| I used CCSS in my lesson planning to ensure my students were well informed about what they needed to know to not only pass benchmark tests, but to show success in later classes with the foundations of reading, writing, and comprehending complex texts. The CCSS standards that I presented in my field-based teaching helped the students to grasp concepts more quickly because I was able to tell them exactly what I expected them to be able to do, then I could relay the appropriate information to them in a timely manner. Students in my class showed a high achievement rate and seemed to enjoy the lessons for the weeks I taught. |
| My instruction has been completely standards based since I started the education program at Southeastern. While the standards used to be based on GLEs, now we use Common Core. I am proficient in both, though especially Common Core. Students need to learn the skills to read and write and the standards create an atmosphere of objective focused learning targets. Students need to learn the skill and have opportunities for their multiple intelligences to be used and developed. Though lessons rarely go the way I want them too, students respond to a well-organized and objective focused lesson. Even if I find that the students do not understand the lesson, then I know they don't understand, and I can reflect and adapt my lesson to better fit the students' needs. The skills students need to learn for reading and writing never change. No matter if I use the GLEs or Common Core, the only thing that changes is the difficulty of literature. |
| This year I implemented the Common Core Standards for mathematics in my field experience. The CCS forced me to focus more on the procedures of mathematics than the content. Also, a more in depth explanation is necessary to convey the concepts in the CCS. In which student achievement was greatly improved.  |
| During my teaching experience I did not use GLEs but Common Core Standards instead. The way that I used the Common Core Standards was by having students identify the theme of a text. I did this by first teaching them a lesson on theme and then while reading the text having the students identify what they thought the theme of the text was. I found that the majority of the students understood this method and learned a great deal from it.  |
| A large component of the criticisms regarding standardized testing/the Common Core standards deals with too rigorous a schedule while not focusing on actual teaching. The GLE's held wider ranging standards versus the strict CCSS grade levels, but the Common Core, for me, has been easier to teach. I know that the student has covered this type of poetry terms in a certain grade because CCSS requires it. With GLE's, the door was wide open with no railing to help you down the stairs on the other side. A student could come to you having had no background in what you're almost finished with. This could cause confusion within teaching levels which would therefore cause confusion to the student body. Thankfully, CCSS has taken out that aspect of the GLEs. |
| This semester, I worked with students who had, at the beginning of the year, test as reading several years below grade level. Most of the Common Core standards for 9th grade ELA are concerned with critical thinking and higher order thinking skills, but there are not many standards for reading comprehension. However, to meet the Common Core standards, students are expected to be able to read at grade level. This semester, I experienced the need to balance high expectations with the reality that many students are years behind.  |
| As a teacher candidate of Southeastern Louisiana University, I feel as if I consistently demonstrate commitment to foster student or client development in planning, teaching, and assessing growth. Above all, I feel very strongly that my number one goal with teaching is assisting with students’ development.  |
| This semester I had two completely different, yet positive field experiences. I was placed in an accelerated 2nd grade classroom and then a normal 3rd grade class. I knew the two experiences would not be just alike, however I was surprised how different they were. With the accelerated class, everything seemed to come pretty easy, but with the 3rd grade class, I had to use multiple instructional strategies to make sure all students fully understood. These experiences helped me grow as educator and individual. I knew I needed to do more informal assessments in the 3rd grade class to truly understand students who needed more practice with the things covered in ELA such as complex sentences.  |
| While using and understanding GLEs during Capstone Methods, I began to learn how to implement GLEs and standards in the classroom so that students can be aware of what they will be doing or performing during the lesson. I would search for a standard on the Louisiana Believes website, then implement it in my lesson plan. After making my lesson objectives and goals, I created PowerPoints that introduced the concept of the lesson and then told the students the objectives in student friendly terms. I think this method of approaching GLEs and standards helped, because the students were able to read and understand the objectives in terms of "What will they learn today?" This alleviated any questions about what we were learning or why it was important.  |
| I think that my teaching experience through the field hours have benefited me greatly. I think having had 2 semesters of classroom experience, I am exceptional at incorporating GLE's and CCSS into a lesson. I think that I am thorough in aligning my content and lesson with these standards. I think that the student's achieve better scores, and also can apply the new information better because they are reinforced throughout the lesson. |
| I taught an 11th grade class on ELA Common Core State Standards. I based all of my learning objectives off of the CCSS. Most of the students achieved these learning objectives and I think they made a great impact on the class. |
| I taught a unit on statistics and probability to seventh graders. I used the Common Core standards to create objectives for the unit. I taught at an inner city urban middle school with a broad spectrum of students at all ability levels. I used basketball player heights to examine statistical measures and their calculation and analysis. I explored probability in a hands on experimental versus theoretical probability approach. I believe that the use of familiar examples enhances student learning. |
| One of the most impacting lessons was my first lesson on the International Phonetic Alphabet. The focusing event grabbed my student's attention and kept them engaged in the lesson throughout. It was a privilege to see students engaged and excited about learning. This is always important to get the attention of the students.  |
| Unfortunately, this semester at my field experience site, there was more concentration on the new common core material and standards than on the older GLEs. I feel like the students had more trouble with this common core material and the way it was presented than students I have interacted with in the past who were working from the GLEs.  |