KTS Standards 4 (Implements and Manages Instruction), 6 (Implements Technology), and 7 (Evaluates Teaching and Learning) Rationale

I have selected my fourth grade reading lesson titled “Point of View” in order to reveal my level of proficiency for KTS Standards 4, 6, and 7. I’ve included the PowerPoint presentation, worksheet, and assessment that accompany the lesson plan (SOE 2) to demonstrate my ability to implement and manage instruction. A Smart Notebook activity for this lesson has been included along with the PowerPoint presentation and assessment to prove my ability to implement technology into lessons. A lesson reflection and analysis (SOE 4), analysis chart, and student work samples have all been provided to reveal my reflecting and evaluating skills.

In order to fully engage my students, I implemented a variety of instructional strategies. Each strategy directly aligned to the established lesson objective. Students viewed a PowerPoint presentation, watched videos, listened to read-aloud excerpts, participated in a whole-group interactive Smart Notebook activity, and independently completed a worksheet activity. Diverse student needs were met by appealing to visual, auditory, kinesthetic, interpersonal, and intrapersonal learners. Shared assessment data from the cooperating teacher revealed the strict need to include hands-on and visual activities. By allotting an appropriate amount of time for each activity, students were not rushed. Due to the technology issues during the pre-assessment, instructional activity times were adjusted during the lesson to allow more time for the post-assessment. When receiving a clicker and participating in the interactive Smart Notebook activity, students were individually called. This allowed me to track clicker numbers and student names. In addition, this allowed the activity to be easily controlled. Students were not randomly blocking classroom space in order to retrieve a clicker or access the Smart Board. Higher-order thinking questions were planned in advance and considered for each lesson activity. I provided a fair amount of wait-time to encourage all students to think deeper. Lesson concepts were presented in different formats in order for students to make connections.

I designed a PowerPoint presentation, including videos, and an interactive Smart Notebook activity to be used for this lesson. During the time of instruction, I used the Smart Board, document camera, and clicker system to guide student learning. Students were given the opportunity to use the clicker system for both the lesson’s pre and post assessment. Students also utilized the Smart Board when completing the interactive Smart Notebook activity. I assessed students through the use of the clicker system. Students received automatic feedback for each question. The clicker system also revealed how the class performed as a whole for each question. I followed Taylor County Elementary School’s Acceptable Use Policy when utilizing technology for this lesson.

In order to evaluate student learning for this lesson, I scored the given worksheets and reviewed the assessment scores. I reflected on the lesson as a whole and considered the obstacles presented by the clicker system. An analysis chart was created in order to easily determine the number of students not meeting, meeting, and exceeding the lesson objective. I evaluated the effectiveness of my instructional practice through student observations, assessment scores, and comments made by the cooperating teaching. Based on the low assessment scores, I identified the need to professionally grow in the area of stating technology use expectations. Students were distracted by the clickers and failed to take the assessment seriously. Also, I reflected on my feelings of frustration when technology presented difficulties. I fully realized my need to become more flexible.

Technology has never been a strong skill of mine. Preparing and implementing technology in this lesson revealed to me that I am capable of integrating technology into my lesson plans. Often I teach in the way that I personally learn best. This lesson shows how I have grown in my ability to use a variety of instructional strategies to best meet all student needs. Throughout my college career, I have definitely seen great improvement in the area of flexibility. Flexibility has been my top area for growth. Progress has been made. I plan to continue making progress in this specific area. In addition, I plan to develop technology use expectations for my future students. I also want to direct more of my time to reflecting not only on student learning, but instructional practice. I will strive to make this a priority.