Portfolio Reflection

Yeimy Davis

Salt Lake Community College
How Do You Plan to Assess and Grade Student Learning,

As I express before I believe that the best way that makes more engaging and effective a lesson to our students is through both summary and formative assessment is that way that identified five strategies essential to the integration of assessment with instruction:

Clarifying and sharing learning intentions and criteria for success.

Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding.

Providing feedback that moves learners forward.

Activating students as instructional resources for one another.

Activating students as the owners of their own learning.

Feedback facilitates learning.

With so much information on topics related to assessment, middle level educators may use research with successful teachers to identify the most important elements of the process. When we want to integrate assessments with lessons most effectively, we need to begin by sharpening our answers to the three central questions: Where are you trying to go? Where are you now? How can you get there? With a more detailed developmental progression of concepts, we can plan for moments of contingency in their lessons, generating questions we can use to elicit students’ understanding more precisely. Stronger content analyses and more focused questions
can then frame feedback that is more effective, especially when the classroom climate is supportive.

With these three questions clearly in mind, almost any activity in the classroom can provide an opportunity for informal assessment. Less formal conversations can provide glimpses of students' thoughts and context for feedback when we have internalized progressions of concepts and questions to accompany them. Informal written assessments such as short essays or tickets out the door can be prompts for brief conversations. Work samples can provide context for debriefing discussions in which students articulate their ideas and we offer feedback.

Understanding these key elements may thus provide a working framework for connecting assessment and instruction in teachers' classroom practices.
Lesson Plan

My lesson focuses on applying visual content to language learning in English and Spanish. I was teaching The colors or Los colores. (Lesson for children under 2 years old)

I was very pleased with how well this lesson went, it could be worst my only student was my son Dominic a 2 year old. I felt I was more prepared to do this type of art lesson since I had learned so many things from the previous service learning.

This was the first lesson that I prepare myself as well as the support material, I planned ahead how I would supply my student and at what time.

Even when my lesson was full of activities and support material, I had to make my lesson shorter due that my student was not very cooperative since the beginning, but any ways I was able to teach him all what I planned in less time with less materials.

There was a time when I lost my hope with him because seemed like if he was not interested at all, but after I turn on the music he wake-up and was more cooperative and even called some colors by name.

After I was done with my lesson plan I had plenty of questionings to myself and I was wondering to me why I did not try with the Legos one of the activities that I omitted, but the truth is that I
receive more of what I was expecting, Dominic did learn some colors and enjoy the lesson painting on the white paper with water colors.

What did work well were the vegetables/fruit, he was very interested in touching and smelling them, this was related to my principle that students should connect content to real life situations inside and outside of the classroom.

What I would do different next time, is probably find a more comfortable place to teach a lesson like this one.

Over all I believe was again a great homework and I enjoy being a real teacher for a few minutes.
Philosophy of Education (Chapter 5)

We now understand that learning is a dual process in which, initially, the inside beliefs and understandings must come out, and only then can something outside get in. . . .To prompt learning you've got to begin with the process of going from inside out. The first influence on new learning is not what teachers do pedagogically but the learning that's already inside the learner.

I believe my philosophy of education has a little of each (Essentialism, Progressivism, Reconstructionism, Perennialism )

But I can relate better with Perennialism and Essentialism.

Essentialists believe that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way. The emphasis in this conservative perspective is on intellectual and moral standards that schools should teach. The core of the curriculum is essential knowledge and skills and academic rigor. Although this educational philosophy is similar in some ways to Perennialism, Essentialists accept the idea that this core curriculum may change.

Schooling should be practical, preparing students to become valuable members of society. It should focus on facts—the objective reality out there—and "the basics," training students to read, write, speak, and compute clearly and logically. Schools should not try to set or influence policies. Students should be taught hard work, respect for authority, and discipline.

(http://oregonstate.edu/)

I really like the fact that essentialism, have standards that everyone should know and the knowledge should be given in a systematic way. Also I like about this philosophy that believe that teachers should try to embed traditional moral values and virtues such as respect for authority, perseverance, fidelity to duty, consideration for others, and practicality and intellectual
knowledge that students need to become model citizens. But I don’t like the idea of take a teacher as a model for students, I mean its ok but I don’t think that the class should be teacher oriented, should be a balance, sadly y observe in my service learning that some classes are still like that teacher oriented, and the students cannot even express their thought about the lesson because, the teacher is in charge, and the student have to listen.

Example: An example of essentialism would be lecture based introduction classes taught at universities. Students sit and take notes in a classroom which holds over one hundred students. They take introductory level courses in order to introduce them to the content. After they have completed this course, they will take the next level course and apply what they have learned previously. English 101 and English 102 are a specific example of essentialism.

Progressivism, believe that individuality, progress, and change are fundamental to one's education; I do believe that if I have to pick just one of this disciplines this will be mine. Believing that people learn best from what they consider most relevant to their lives, progressivists center their curricula on the needs, experiences, interests, and abilities of students. Progressivist teachers try making school interesting and useful by planning lessons that provoke curiosity. The Students will learn through action and being involved in the processes that will get to the end product. The Teacher wants the students to work on hands-on projects so learning would take place, rather than memorization. (http://www.siue.edu/)
Description of Your Classroom Management System (Chapter 10),

This document reflects my current views on an effective philosophy of teaching, views that I hope improve with the acquisition of knowledge thru my college classes and practice field the following semesters. As a future teacher we need to know and create a management plan, in which we can combine or personality and school values, in my opinion a good teacher most are consistent, caring, fun, patient and facilitator of learning. My mentor philosophy of teaching is develop learner responsibility and at the same time increasing the opportunity to learn by reinforcing positive behavior obviously she set boundaries to guide her students. She treated all her students fairly regardless of gender and race.

My philosophy, I will be committed to making my classroom a safe and challenging environment and engaging my students through the curriculum as well as getting to know them and interacting with them one-on-one. I believe that meeting the needs of my students is a very crucial part of my classroom. I think being a good, effective teacher means anticipating the needs of the students and thinking of better ways to engage and encourage the learning process. I find that through my knowledge of the student, their learning styles, I will be able to prioritize my day, develop learning activities and lessons plans within my classroom.

I want them to be comfortable with the other students, as well as me, so that there can be meaningful discussions and interactions. I want to be a fair as I can be, so the students trust me.

I feel that I have a very patient and calm attitude with my class. I do not believe in forcing the students to do anything. I want to motivate students to learn and keep their interest by using engaging curriculum. I want to involve students in rules about the classroom as well as what
curriculum they would like to study. I believe if students feel they are involved in the workings of the classroom, they will be more motivated to engage in the class and learn.

Classroom Set Up, Walking through my classroom door, students will be impressed with the vibrant colors of paintings and photographs, and natural lighting from the windows. They feel safe and welcome as well as motivated to study a different language in this case Spanish. As I start the lesson, the students get out their journals and colorful pens to record today’s lesson and their personal thoughts, questions or even art. I believe the setup of a classroom has a big effect on student learning and I hope that my classroom will be an environment that will engage my students in critical thinking, discussions and reflection. I will use all the posters throughout the year and hope that they will engage the student’s minds while sitting in class. I want to have thought-provoking pictures to invoke interest in the students whether it is artwork of different times, or pictures of people or places in which people speak Spanish. I want supplemental materials for students to have access to for studying, writing or researching. I will have bookshelves in the corner where students can research and use resources supplemental to the textbooks. I like to walk around the room while teaching, rather than staying in one stationary place in the front, engage more students, and hopefully create an environment where students can talk and share ideas freely and comfortably. My desk will be in the corner of the room, but used mostly for my administrative tasks. I will have a computer in which to keep grades and will have lesson plans, attendance sheets and miscellaneous paperwork organized there.

Classroom Rules, The best rule that I have heard and I would believe to be my attitude towards classroom rules is that I need a classroom where learning takes place, and if we can respect each other then we don’t need any other "rules." If it gets out of control, I will let them know that the
privilege will be taken away, right from the beginning. I do not mind if students wear hats in class, gum chewing or eating and drinking as long as it does not interfere with learning and doesn’t make a mess. I want to create an environment where students are not and do not feel that they are being treated unfairly. I want to create an environment where "teachers accept them [students] as individuals with unique and cultural difference; to respect, relate and like them; to listen and communicate openly; and the understand and honor their family, culture, language, and race. (Sheets and Gay, 1996). I want them to be able to share these experiences and relate them to the material we are working with. This is a major plus of a diverse classroom. Where we can celebrate differences and learn from each other. I believe that misbehavior should be addressed with the teacher and student communicating as much as possible. I feel that sending students to the "office" is overused.

Classroom Procedures, I want to be consistent with my students in terms of Classroom Procedures. These are the procedures that I will implement in my classroom and I will discuss these procedures the first day of classroom in this way my students will know what to expect from me and what I will expect from them." If students believe their poor performance to a lack of important skills or to poor study habits, they are more likely to persist in the future." (Anderman, Midgley, 1998) I want to help those who need it most by working with them one-on-one if necessary. I will write an agenda on the board before each lesson, so that the student will know the program for the day. I believe is important the teaching of reading and writing skills in my lessons. One way of doing this is by using journals. When grading student’s work, I will always give it back to them as soon as possible - preferably the very next lesson. By doing this, students see how serious I take their work. My policy on late work will be that it is accepted but
at a lower grade, because I believe it is better for students to do the work late, than not to do it at all.

Involve parents maintain contact with my students and their families using a clear communication that promotes positive connections between myself, the student and his family. For each class, there will be a monthly newsletter for the parents, in which I write about what goes on in the class. It will also highlight positive achievements of students in the class. I will say something positive about each student at least once.

My philosophy will continue to change and adapt to meet my needs, the needs of my students as my role of educator expands I hope to create an environment conducive to learning and to involve all my students using an engaging curriculum and this would prevent behavior problems from the start.
References:


http://www.siue.edu/~ptheodo/foundations/essentialism.html

http://www.uen.org/core/core.do?courseNum=4700

http://chriskrook.greatnow.com/teach/cmp.htm#procedures/2014

http://people.umass.edu/~afeldman/beingnewteacher/classmanageplan.html/2014


Student perceptions of disciplinary conflict in ethnically diverse classrooms.
