

## Standard 6

**Artifact:** Weekly Progress Report with my cooperating teacher.

**Date Experienced Completed:** Spring 2010

**Description:** My artifact is a lesson plan I created that shows my communication strategies. I have also included a weekly progress report signed by my cooperating teacher from Shullsburg Junior High and High school, showing my hours of observations and experiences for that week of February 2010.

**Wisconsin Teacher Standard Alignment:** I believe that this experience aligns with standard six - the teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

While observing a sixth grade physical science classroom, I was able to see a number of different communication methods that I would like to incorporate into my classroom. The cooperating teacher uses multiple technologies to help stimulate the students interest in the topic. One of the current technologies she use is the Smart board. The Smart board allows the presentation to be animated, and helps the students view a concept in 2 dimension and see it in action. This supports the students diversified learning. In my classroom, I will allow the students to use the Smart board and it will bring a personal aspect to the lesson by involving the student. Using the Smart board and creating games to summarize a unit, will both help support collaboration and teamwork among my students.

Another way to help foster student inquiry is to allow the students to do individual science reports in the media of their choice. In today's world we are not limited to newspaper and magazine articles. The students need to learn how to use the internet in ways that they learn what are reliable sources. By allowing my students the choice of how they are going to find their current science report they explore the multitude of technologies available. They will also have to report to the class on their science reports and they can do so in any number of ways via oral presentation, power points or even group presentations on similar subjects. By allowing this choice I am helping them to foster active inquiry into their preferred topic and presentation method. My cooperating teacher likes to use current science reports on a monthly to quarterly basis as it helps him to keep up on recent events as well.

Another way of communication I can use in my classroom is nonverbal. I plan to use actual photographs in the Smart board or PowerPoint presentations and include animations when appropriate. These can all help the students comprehend the lesson even more than just through straight lecture. They are visual examples to reinforce the lesson.

Presentation in professional clothes can separate the teacher from the students visually. Professional dress helps to garner respect and can help me feel more confident in my role as an educator. My appearance is an important communication tool to my students, and can reinforce the authority needed to maintain a professional classroom and create an atmosphere of learning. It will also help when other nonverbal cues are needed to get a point across whether it is to quiet a rowdy student or to encourage a shy student. An example of where I had to use both verbal and nonverbal communication is when I was giving directions to the Advanced biology class and a student continued to talk. I stopped the directions and tried again, and he still continued his conversation. I then said his name out loud, which got his attention and then gave him a discouraging look. He looked guilty and then was quiet so I could complete the instructions.

An example of use of current technology is when I was planning a lesson on selective breeding. My cooperating teacher allowed me free range to come up with websites the students could visit that would give examples of the use of selective breeding. I spent 4 hours on the internet searching for appropriate websites with visual examples of positive and negative selective breeding uses. And the lesson itself took about 40 minutes to present, however the students were excited and intrigued to see other avenues the internet can bring to them. However there are certain restrictions that I had to work around, such as not being able to bring up a you-tube video demonstrating a genetic defect in horses, but I could direct them to the search when they were at home. But it also allowed the students some extra time at the end of the lesson to do more research on the same subject and it was great to see the students excited when they came up with their own examples to show to others.

#### **UW - Platteville School of Education Knowledge, Skill and Disposition**

**Statement Alignment:** This experience best aligns with KSD1.d Demonstrates Knowledge of Resources. The candidate actively seeks materials and resources to enhance instruction by utilizing school and district resources as well as other resources available outside the school/district.

By observing at a smaller school district, I am able to see what limited resources and fundings are available to the staff. There are approximately 3 Smart boards in the entire school (including the elementary). They have a Smart board room that can be signed out to use for lessons, and it is available to be moved if needed. The social studies teacher has one in his room that he received through private funding. My cooperating teacher is applying for grants that would allow her to have one in her classroom as she uses the Smart board room regularly for her lessons. She has shown me the website that other teachers post their lessons to, and you can download and then modify it for your own personal use. These are all examples of teachers looking outside the school to get the best available technology to use in their classrooms.

In creating my lesson for selective breeding knowing what was available to me via the internet was important because if I had planned my entire lesson around a blocked website (such as you-tube) I would have not been able to make the main point of the lesson. It is important to find a variety of resources to plan a lesson as it can incorporate a number of different types of learners. So as an educator, it will be a goal for me to know what is and is not available to me for the development of my instruction as well as knowing where else I can go to enhance it further. I will have to be an active participant in grant writing to help get the best technology I can for my students.

This experience also aligns with:

KSD3.a Communicates Clearly and Accurately

KSD3.b Uses Questioning and Discussion Techniques

**What I learned about teaching/learning from this experience:** I learned that there are more ways to teach a lesson than through direct lecture. Although direct lecture has its place as a base for learning, there should be a variety of methods used to educate so that we can capture the variety of learners out there. The internet, PowerPoint, and Smart board presentations are all other options that allow learners of different ways to get the most out of the lesson. I have also learned that allowing the students more interaction via internet search, or Smartboard games helps to reinforce the lesson instead of the students sitting in a chair listening to me talk. They can learn real world applications, and it can also foster more inquiry outside school. Using different tools to communicate will help retain all the students in the lesson. Varying your communication styles and strategies will help keep the lessons interesting and the students involved. I learned that communication is an important part of teaching, and there are many different ways, tools, and strategies to educate our students and keep them drawn into the topic at hand.

**What I learned about myself as a prospective educator as a result of this experience/artifact:** As a prospective educator I learned that I may not always have technology available to me to use to communicate to my students. I may have to share technology (such as the Smart board) or I may have to step up to the plate and go after the technology myself through the grant writing process. I have learned that I need to vary the ways I need to teach a lesson to include lecture, demonstration, collaboration, and visual experiences. Using a variety of technology can only enhance the different ways I need to create a lesson, but it also needs to be appropriate for the topic at hand. I have also learned that communication isn't just verbal. It is also important to create a professional appearance, and be confident. The students can see when you are nervous and can use that against you if you let

them. There are also other non-verbal cues that are effective to help deter a behavior as well as encourage one as well. I will need to use those to help establish classroom management and a culture of learning.