

**Autumn Rieger**  
**ED 321**

**Self-Assessment**  
**Lesson 3**  
(WI Standard #9)

Please word process and number your response in correlation to each numbered question below.

**1. Did students meet the stated objective? On what are you basing your judgment?**

The objective of this lesson was, “Students will develop creative writing skills through the use of newspaper photos. Students will work with a partner to develop a shared writing piece that reflects events that happened before, during and after the photo was taken”. Students met the criteria by choosing photos that told a story to them. They worked with a partner well by staying on task and collaborating throughout the assignment. Students had to come to a consensus on the photo and work together to create a newsworthy or imaginative piece. My judgments are based on informal observations and interactions with the students while they were working together on the assignment. Also, I am basing my judgments on the products that students have created so far.

**2. What worked best in your lesson? Explain. (Consider the five education abilities, *WI Teacher Standards* and social interaction skills.)**

The one thing that worked best in my lesson was the students’ ability to work with a partner and stay focused on the task. This class has had some changes over the past week with students being switched to different classes. They have not worked well in groups or with a partner in the past, so my CT and I were about leery about having them work together. Students stayed on task, designated someone to write, cut, and paste the photo onto paper. Students reached an agreement on which photo to use. Students resolved conflicts amongst themselves and moved on to the task at hand.

**3. What was student response/reaction? Based on that, did you modify your original plan? If so, how did you adapt the plan and why?**

Students worked well together and followed my directions. They were excited to be able to pick their partners and knew that I had final say if they could handle working together. Students had fun flipping through the newspapers. There were many small discussions going on about events, pictures, and headings.

I did modify my original lesson plan strictly for this class. This lesson was modified from my first second lesson. This class has 3 Special Education students and is a lower performing class needing additional time to complete the same assignment it would take my other class to complete. Instead of doing this activity in groups, I had the students work with a partner. Instead of giving students a short amount of time to select a photo, students had most of the class period to decide and agree on a photo. Instead of putting their responses on large poster paper and presenting as a small group, this class will not use large paper or present in a small group, but put their photo on smaller paper and have a more in-depth story, which they will have time to prepare over two days instead of one day.

**4. What did you find most difficult about teaching this lesson? Explain. If you were to teach this lesson over, what would you do differently?**

The thing I found most difficult about teaching this less was when my glue sticks were all dried-up. I had just purchased a new container of 20 glue sticks and they were all dried. Students will have to paste their photos on during the second day when I have new glue available.

If I were to teach this lesson again, I would have the final product be an individual assignment. Since this is a writing class, the shared writing should have been a starter and a longer piece could be done by each student to show their strengths and weaknesses in writing.

**5. To follow up on this lesson, what would you teach next?**

The next lesson I will be teaching this class is descriptive writing using a photo, where the senses are key.

## **SOCIAL INTERACTION ABILITIES**

Gives evidence of goal-directed planning (Conceptualization/Communication)

- clearly states the purpose of the task and makes objective of lesson apparent
- uses learning strategies that connect with previous learning and learner interest
- designs appropriate closure to reinforce purpose of lesson and to lead to next activity

Exhibits enthusiastic commitment to goal attainment through verbal and non-verbal behavior (Communication)

- shows respect for the profession and the students through grooming and appearance
- makes eye contact to connect with learners
- uses facial expression which demonstrates caring and concern for the student
- chooses body posture appropriate to the context
- utilizes gestures to help convey meaning and intent
- considers voice tone while communicating with student(s)
- arranges physical setting/movement appropriate to the activity

Uses social interaction skills appropriate to the situation (Integrative Interaction/Diagnosis)

- appears comfortable interacting with students
- attends and responds to nonverbal messages or cues
- keeps the learner on task
- uses positive reinforcement effectively

Demonstrates ability to communicate clearly through the use of effective listening and speaking skills

(Communication/Diagnosis)

- gives directions briefly and sequentially
- speaks clearly and slowly enough for the learner to follow
- chooses vocabulary appropriate to the level of the learner
- uses appropriate grammar

Demonstrates ability to integrate theories of learning and human development with the teaching/learning process and lesson content (Conceptualization/Coordination/Diagnosis)

- gives evidence of considering the predisposition of the learner for a particular learning task (social, intellectual, developmental)
- uses learning experiences appropriate to the developmental state of the learner
- uses a sequential, step-by-step approach to learning, moving from simple to more complex content
- challenges the learner to higher levels of thinking through effective questioning

## Wisconsin Standards for Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivations.
6. 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.
7. The teacher **organizes and plan systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## **OUTCOMES OF THE EDUCATION MAJOR AND SUPPORT AREA**

**CONCEPTUALIZATION**: Integrating content knowledge with educational frameworks and a broadly based understanding of the liberal arts in order to plan and implement instruction.

**DIAGNOSIS**: Relating observed behavior to relevant frameworks in order to determine and implement learning prescriptions.

**COORDINATION**: Managing resources effectively to support learning goals.

**COMMUNICATION**: Using verbal, nonverbal, and media modes of communication to establish the environment of the classroom and to structure and reinforce learning.

**INTEGRATIVE INTERACTION**: Acting with professional values as a situation decision maker, adapting to the changing needs in the environment in order to develop students as learners.

For further information about the Education Outcomes, see the ***Handbook for Education Students, Part II: Conceptual Frameworks.***