Professional Educator Portfolio

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Masters of Education Portfolio Section 1 Part A

Instructional Practice

Knowledge of Students as Individuals with Diverse Backgrounds

Park Lane, the school where I am currently assigned, has a student body of 382 students. The student population consists of a majority of Caucasian students, 85% of the student population, with 6.3% Hispanics, 1.6% African Americans, 1% Pacific Islander, 0.8% Asian, 0.3% Native American, and 5.0% of the student body being of multiple races. The number of English Language Learners is relatively low compared to the other schools within Canyons School District, consisting of only six students, though at least one teacher per grade-level has their English as a Second Language (ESL) endorsement. The percentage of students who receive instruction from our school's resource teacher is 9.4%, with 10.5% of the student population receiving special education services in self-contained classrooms. The accommodated core students receive the majority of instruction on their academic level, with their special education teachers and paraprofessionals throughout the majority of their day. However, these students often are mainstreamed, or included in the general education classroom, according to their Individualized Education Program (IEP) goals, focusing on their specific academic or social needs.

The makeup of the community almost mirrors the demographics of Park Lane's student body. The socio-economic status of this community is upper-middle class, as 18.8% of the student body's population comes from low-income. Out of 382 students, only 16% qualify for the Free or Reduced Lunch program.

The make-up of my class consists of about 25 students, generally a one-to-one ratio of boys to girls. Usually I have at least one student with an ESL background, usually about three

students have an IEP and receive special education services from our school's resource teacher, and generally one student who is mainstreaming from one of our school's three self-contained classrooms, helping them further their academic and/or social skills goals.

The student characteristics that influence my instructional planning center around the needs of my resource, ESL, and students who are identified by Canyons' three times a year reading and math benchmark assessments. Additional factors that influence my instructional planning are concepts or students that struggle with specific concepts as observed through formative assessments, such as observations, discussions, and exit tickets, as well as those concepts that continue to be a struggle upon completion of the topic or unit's summative assessment. On the other end of the spectrum are those students that excel with the learning objectives, and what additional support can be provided as a means to challenge them academically.

Planning

My unit of study focuses on the Common Core State Standard's that students will be able to "write informative/explanatory texts to examine a topic and convey ideas and information clearly" (English Language Arts Standards Grade 3, 2018). My planning, once I understand each learner and their background, it is vital that I unearth the proper learning goals which my students should be able to master or make great improvements on upon completion of the unit. Focusing on the learning steps required for each student success, and how to take data in order to show learning has occurred, or the common pitfalls multiple students are demonstrated, then grouping them in small groups in order to properly scaffold instruction, aiding in their comprehension and mastery of informational essay writing.

Identification of Learning Goals Appropriate for Students. The learning goals I will be focusing on the unit of study focuses on my third-grade students' ability to write an explanatory essay. The conceptual understandings will begin with the student's ability to connect the similar writing skills and strategies that were learned when learning how to write an opinion essay. The connected concepts focus on each student learning how to write an introduction for an information topic, using multiple grade-level explanatory texts, and then develop their topic by providing facts and details from the explanatory texts. Students will also continue to use linking words and phrases, similarly to those learned during the unit focusing on opinion essay writing. Students will connect facts from multiple sources to the essay's main idea, and ending their essay with a concluding statement.

By the end of the instructional sequence, students will be able to respond clearly to an explanatory essay prompt, convey ideas and information to support the topic from the introductory sentence, through the body of the essay, with appropriate focused facts from texts, and ending with a topically suitable concluding statement.

These learning goals are important for third-grade students to master, because although this is not their first time writing on an explanatory essay, this is their first time writing one on a third-grade level. Also, students need to understand the differences in writing styles between opinion and explanatory writing. When looking how the explanatory essay writing standards vertically align during the elementary school years, these skills and abilities become even more critical for third grade students to master. For example, each grade constantly builds upon the previously learned skills, with additional expectations to be learned in the up-and-coming grades, such as writing multi-paragraph responses, using concrete details, quotations and examples

related to the topic, using definitions, comparisons/contrasts, and cause/effect, while maintaining a formal writing style (Canyons School District, 2018, p. 127).

These learning goals are supported through Canyons School District's basal reading program, as three of the five stories within the next two reading units focus on expository reading. The ability to further the connections is increased as each main selection reading is paired with a short expository story, connecting perfectly both reading and writing using informational texts. The skill of learning how to use two grade-level stories, and finding the common supporting details between them also helps facilitate and refine the focused learning goals.

Instructional Strategies That Ensure Learners Develop a Deep Understanding. Activities that will engage each student will need to focus on topics students find interesting. For example, when teaching students to write opinion essays, using topics that students have strong opinions either for or against, such as "should kids have cell phones?" Such a topic elicits strong opinions, engaging all students to think critically about the topic, thus expository writing requires linking texts which students find interesting too.

Another activity that is engaging for students is to read and discuss exemplars and fellow students' work. Discussing the successes and errors of an anonymous third-grade student's work is not only engaging, but also safe for every student within the classroom. Having one's work read and discussed by their classmates is scary and intimidating, yet I have noticed the majority of third and fourth-grade students relish the opportunity to have their writing read aloud in class, though knowledge of each student factors in which students' work is selected and read to the class.

Activities like engaging expository text selecting and student work discussion, gets students to think about relevant aspects of the lesson, because they are of interest to the students. Also, by providing student samples of various ability levels writing become teaching moments, as they present various successes and misconceptions. Having open discussions provides students the opportunity to see common errors, helping academically low achieving students feel not alone in their struggle. Also, for students like myself, open discussions provides students that are quiet and reserve, the opportunity to correct misconceptions without the worry of not wanting to ask a dumb question either in front of the whole class, or merely to one individual, because from my personal experience, I would rather be unsure and incorrect than asking a question to my teacher or classmates.

Assessment of Learners Using Multiple Methods. I believe the first and perhaps the most important method to assess my students throughout each lesson is explicit instruction and scaffolding. Anita Archer stated that "in explicit instruction, scaffolding includes logical structuring of curricula, explaining fully what is to be learned, and providing the necessary supports and prompts as students begin to learn and apply new information" (Archer & Hughes, 2011, p. 18). The process of writing is difficult for secondary and college age students; therefore, it is vital to provide my third-grade students the proper scaffolds and prompts to aid their learning. Teaching lessons which focus on each element of the writing process, like prewriting, drafting, revising, editing, and publishing, I will be able to formatively assessment each student through observation, discussions, and finished product. Focusing one lesson on one of the Common Core Writing Standards to begin with will not only make formatively assessing each student easier, it also breaks down a difficult learning task into small segments, aiding in a deeper understanding of the whole explanatory writing process by the end of the unit. Also,

focusing on specific skills makes keeping data easier. Formative data or that from student samples helps identify mastered and unmastered skills, and provides the means to create small instruction groups, thus providing specific instruction for the students in need, further assisting in all students obtaining mastery.

Finally, and perhaps the optimum method for student success is to explicitly teach students how to monitor and assess their own writing. When students can properly and accurately analyze their own work, with a full understanding of the scoring rubric, the likeliness of student mastery and confidence in their ability will increase significantly.

I am able to communicate my students' progress through a portfolio of each child's work sampling, from the beginning of the instruction, through the end-of-the-year. Parents have the opportunity to see their student's progress also through the last two trimester report cards. Both stakeholders and parents can see their progress of this standard upon each student's submission of their end-of-year RISE summative writing assessment score.

Establishing an Equitable and Accessible Learning Environment. When it comes to writing, the most important method of establishing routines and procedures is through scaffolded practice during whole group instruction. After establishing routines based around the writing process, each student will not only understand my expectations regarding this process, but how these routines are in place for their overall success.

When it comes to differentiating instruction, the first element that each student has the material that helps him or her best succeed. Although Canyons School District requires students in third grade to be submitting their assignments through word processing applications, some students are more at ease to formally write everything by hand before typing their submission. Additionally, providing students ample amount of time to complete various aspects of each

writing lesson creates less stress for students who may struggle either academically, have difficulty writing, and/or struggle to maintain focused on the task at hand. Providing all students with the opportunity to have the text read aloud accommodates those students that are either second language learners, or struggle with decoding multisyllabic words.

Masters of Education Portfolio Section 1 Part B

Student Work Sample Analysis

Student A

Student A is a 9-year-old, third-grade, female student. Though she is not new to the school district, meaning she is familiar with our reading and math programs, as well as familiarity with the district's writing rubrics and expectations, she recently moved into our school this calendar year.

I chose this student because of the academic struggles she has exhibited, and the district's benchmark assessments confirmed early on in the school year. Although her end-of-year second grade one-minute oral reading curriculum-based measurement (RCBM), as measured by DIBELS reading progress monitoring program, exhibited she was only below grade-level, reading 65 words per minute (WPM), with that goal being 87 WPM. But, her mathematics computations (MCOMP) and mathematics concepts and applications (MCAP) scores, measured with DIBELS mathematical computations and concepts and applications timed assessments, were both above the end-of-year second-grade benchmark goals. Though, Student A improved in both reading assessments in the winter, going from 51 WPM in the fall to 61 WPM on the RCBM, and going from a score of 2 on the fall DAZE to scoring 6, both scores fall reading well below both the fall and winter expected third-grade benchmarks levels. Also, Student A also took the winter Reading Inventory (RI), which measures student's vocabulary and reading

comprehension ability, with the score identifying a student's reading Lexile level. With the end-of-year Lexile score being 610 or higher, Student A scored a 338 which is below grade-level, yet is only 38 points away from being identified as a well below level reader for a third grader. Additionally, this student performed well below grade-level in math, using both DIBELS MCOMP and MCAP to progress monitor in the fall. Though she still remains below third-grade grade-level in both DIBELS mathematical benchmark assessment for winter, she has made some gains, moving from a score of 5 on the MCOMP to a 16, moving from well below grade-level to six points away from the third-grade winter benchmark goal. Student A also went from being below grade-level on the fall MCAP, scoring 18, to being one point above the third-grade winter benchmark of 36 points. The benchmark data I've collected from Student A from her second-grade spring benchmarks, as well as the data I've collected using the third-grade benchmarks, her weekly math and reading assessment scores, personal observations, one-on-one and small-group interactions. The benchmark scores are important to me as they are merely "screening assessments that are designed to efficiently identify students who are at academic risk in reading and math, who may need additional intervention" (Canyons School District, 2018, p. 77). My observations and interactions help me understand each learner's specific struggles completely.

The instructional challenges this student represents, firstly consists of her below grade-level reading, comprehension, and math skills. However, this student also struggles to maintain focus on tasks at learning tasks at hand, as socializing is more of a priority for Student A. Additionally, this student's academic struggles also are the effects of a poor self-concept, which is an "assessment of one's own characteristics, strengths, and weaknesses" (Ormrod, 2008, p. 69). This has been confirmed through email and in-person conferences with her mother and step-father, both stating that she refuses to read aloud to her parents at home, as she's

embarrassed because of her awareness of her reading skills are below the majority of her classmates, and her lack of understanding the importance of education, nor any urgency regarding improving herself academically.

This student's work demonstrates a lack of focus. Rather than attaining the lesson's learning goals, she exhibits working quickly as a means to get her work done, regardless of the work quality, or following any rubric's expectations.

The comparison of Student A's three instructional activities tells me that she demonstrates some conceptual understanding of the use of transition words in her instructional writing activities, which was initially introduced and taught during the opinion writing unit. She also demonstrates how each portion within a brainstorm four square needs to have a new idea, with information from the accompanying informational sources. Additionally, she demonstrates the emerging skill of including an introduction and a conclusion in her writing, skills which need to be mastered upon completion of the third grade. Yet this student struggles in fulfilling each expected learning skill found in the third grade informative/expository writing standards. For example, though her writing contains an introduction, she fails in fully "introduce a topic and group related information together," as well as developing "the topic with facts, definition, and details," and using "linking words and phrases to connect ideas within categories of information" then "provide a concluding statement or section," which is the entirety of the second writing standard found in the Common Core State Standards (CCSS) (National Governors Association Center for Best Practices, 2010, p. 20). Furthermore, the consistency with which Student A demonstrates consistently through her writing, indicates she is in the surface learning phase with respect to writing, and has yet to transfer these skills to a deep learning phase. According to Fisher, Frey, Quaglia, Smith, and Lande in their book *Engagement by Design*:

> The surface phase of learning describes time when students are learning the initial contours and boundaries of the topic, including fundamental principles and associated vocabulary. Students move into deep learning phase when they begin to link concepts, see patterns, and build schema about the topic. (2018, p. 65)

Though some of Student A's consistent pattern of not meeting the third-grade informative writing standards can be also be attributed to her easily distractibility and struggle with focus.

As a means to provide meaningful feedback, I met with Student A one-on-one, and after going through the informative writing rubric Canyons District Teachers are expected to use to monitor student writing growth, I read with Student A the writing prompt, and asked what she was being asked to write about. Though she was able to explain the main idea that each writing prompt was asking, her confidence in her response was very low, with lots of questioning and uncertainty with each spoken word. Then, I had Student A read her essay submission, and then ask her what she would rate herself on the writing rubric. Though she was fully aware of her deficiency in each time we did this with her writing, my intensions were twofold: Guide her with positive metacognition strategies, and provide effective feedback to the learner. As stated by Fisher, Frey, and Hattie, "metacognitive awareness is vital to the learning process, and specifically to reading and writing," which "describes our ability to observe our own thinking. But students need guidance in how to become more metacognitively aware" (Fisher, Frey, & Hattie, 2016, p. 92-93). Using such metacognitive strategies like self-questioning, providing questions, and teaching students to ask their own questions, is high on John Hattie's list of positive influences and practice, with an effect size of 0.69 (Fisher, Frey, & Hattie, 2016, p. 169). Also, while guiding her with metacognitive strategies, providing feedback that is "not strictly praise, but rather of making sure that we not only commend learners when, and for what they are

doing well, but also label their actions for them. When a student needs direction, our feedback should assist her in identifying the actions she needs to take in order to get back on the path" Such teacher feedback not only is on Hattie's high effect size positive practices, with a 0.73 effect size, but with further help Student A improve her overall self-concept (Fisher, Frey, & Hattie, 2016, p. 100).

Student B

Student B is a 9-year-old, third-grade, male student. This student has attended this school since Kindergarten, and unlike Student A, he is familiar with not only the district's reading and math programs, but also with the school rules and expectations. This student's mother works at this school as an upper grade teacher.

I chose this student because I believe that a close and focused small group or one-on-one specialized instruction would be very beneficial for this student. Also, this student's seasonal benchmark assessments, using DIBELS fluency and DAZE assessment, along with the RI, demonstrates he is below third-grade level, yet is well-below grade-level mathematically, as measured by DIBELS MCOMP and MCAP timed benchmark assessments.

The instructional challenges associated with this student are built on social, emotional, and academic struggles that this student has had since Kindergarten. Student B has been diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD), anxiety, and depression. Though he is given medication daily to help suppress these clinical diagnoses, his parents have decided to cease taking the majority of his prescriptions, because although his medications were helping him improve academically, they had a negative impact on him socially and emotionally. Thus, Student B's academic growth has slowed, as his inability to stay focused on many of the daily learning goals. Subsequently, his academic struggles hinder his confidence in himself,

causing negative self-talk, which, according to Ormrod, "self-talk serves an important function in cognitive development: By talking to themselves, children learn to guide and direct their own behaviors through difficult tasks and complex maneuvers" (2008, p. 40). Student B's negative self-talk creates self-doubt in his ability to perform many subject specific learning tasks, with the additional effect being avoidance of the work by any means necessary, such as multiple bathroom breaks, visits to the drinking fountain, checking the amount of lead in each mechanical pencil, and even attempting to visit his mother's classroom throughout the school day.

Student B's work tells me that his attainment of the learning goals that he has the basic level of understanding the learning goals. However, it also tells me that part of his lack of attaining the learning goal comes from his struggle to comprehend what is read, as well as his struggle to stay focused on the task at hand. For example, his reading benchmark assessment demonstrates merely below grade-level, which could affect his ability to extract supportive details and facts from the non-fiction texts in support of the writing prompt. However, as these writing texts, not reading texts, I read each non-fiction text at least twice aloud to the class, and will reread any text or word for any student throughout the writing process. This demonstrates Student B's focusing struggle, which impedes attaining the learning goals.

The comparison of the three instructional activities is similar to Student A's, as he demonstrates surface level learning, being able to only perform the basic informative writing skills and techniques, as described in the CCSS. Thus, Student B is unable in applying the deep level learning that is needed in order to achieve mastery. Additionally, this student also demonstrates his inability to complete a majority of the learning tasks. For example, though he has completed multiple four-square brainstorms when responding to the informative writing prompt, he is unable to create a publishable version, as revising and typing his brainstorm into a

computer document brings frustration, negative self-talk, and generally refusal to be productive in any academically manner.

As Student B has many struggles that affect his academic success, the feedback strategy I begin with is merely checking in with him. Asking him if he understands the assignment, if I can help clarify anything regarding the directions, or the expected task. I also provide him with the option to sit away from the class, reducing his distractibility, and not only does he take advantage of sitting away from the rest of the class, but he also asks if he can work at my small group table, making it easier for him to ask me questions during writing projects, as well as math and reading assessments. The subsequent effect of sitting away would be helping Student B increasing "stamina required to complete the task" as well as being able to teach and reinforce positive talk, because especially with this student, "when self-talk becomes negative" he easily "succumbs to the inner dialogue of defeat" (Fisher et al., 2018, p.103-104). I believe all three strategies will provide this student with more positive learning outcomes, which in turn, will increase the stamina needed to complete learning tasks more successfully.

Learning Activity One. The informative writing unit began through a whole class discussion regarding the elements of an opinion essay response. Next, I read an exemplar of a grade-level informative essay response, discussing and writing in a graphic organizer the similarities and differences between informational and opinion essay writing. Then, using two non-fiction texts, students were to write an essay explaining the similarities and differences between zebras and horses. Similarly, to opinion writing, students are expected to extract ideas and information from the passages in their response. However, before allowing students to brainstorm, I read both texts aloud twice, the first reading for students to initially hear the information, with the second reading focusing on the students looking for information that will

help answer the informational essay prompt. Upon reading the texts, I did a teacher think aloud, scaffolding how I would fill out my four-square brainstorm, and discussed the aspects that my basic brainstorm met in answering the essay prompt, and which elements were and were not present in the informational writing rubric. Students had the option of using my think aloud brainstorm to aid in their understanding of the learning objectives.

This lesson connects with the learning objectives as it reviews the first common core writing, and expected learning outcomes with respect to opinion writing. Then, using the second common core writing standard, being informational/expository writing, comparing and contrasting the learning outcome similarities and differences.

After providing the whole class with a basic brainstorm example, I observed students' brainstorms, inquired about the information they wrote in their four-square brainstorm, how that met with answering the essay prompt, and meeting the criteria of the rubric.

This formative assessment was designed to develop critical thinking, and helping students with various metacognitive strategies, such as self-questioning, which practice has an effect size of 0.64 on Hattie's list of practices and influences that aid in positive learning outcomes (Fisher, Frey, & Hattie, 2016, p. 169). *Visible Learning for Literacy* references how a teacher, Ms. Gomez, approaches aiding her students in the practice of self-questioning by saying, "I ask them to answer a question they've written. If the can, I give them feedback about the use of this strategy. If they can't, I ask them about other strategies they can use to regain understanding" (Fisher, Frey, & Hattie, 2016, p. 96).

During formative assessing my class, and upon completion of this activity, my formative observations noted some additional students required further assistance in order to complete their brainstorm, meaning further scaffolding would be needed. During our small reading group

block, I dissected the prompt with the small group of students. Next, I reread each text, periodically inquiring whether a fact or idea helps answer the prompt. Then, if the fact helps support the prompt we discussed how could it be worded their brainstorm in order to properly respond to the prompt, but fulfill the expected learning outcome in the rubric. Yet some of the students in this small group continued to struggle to properly word their response, so further scaffolding was needed, which entailed using a Venn diagram to provide a graphical representation in comparing and contrasting horses and zebras. Some students, including Student A, looked deep at their final submission, and discussed changes to the original submission.

What did Student A do? During my formal assessment, I noticed how Student A struggled to complete most of her brainstorm, even saying how she'd prefer to write her own brainstorm rather than copying my basic one from the board. To assist in helping her complete the learning objective successfully, she eagerly joined the small learning group. Throughout the scaffolding process, Student A was reluctant to openly participate in the discussion, even avoiding writing any information and ideas her peers shared within that small group. Eventually, Student A decided that she'd rather work independently rather than with this small group. However, once the small group began to break down the similarities and differences using a Venn diagram graphic organizer, Student A decided to rejoin the group, participating, and drawing her own Venn diagram on the blank space of her copy of the informational reading selections. Though Student A's brainstorm does a good job of answering the prompt and having aspects of the expected learning outcome found in the rubric, this student did not transfer most of the information from the brainstorm to the finished product, nor did she use the information she

wrote down on her Venn diagram, which highlighted some of the similarities and differences between horses and zebras.

Finally, once Student A discussed the final submission, and compared the ideas found in the initial brainstorm, along with those from the rubric, discussion of alteration to the original submission took place. From this conversation Student A noticed differences between the two, and independently fixed the first learning activity.

What did Student B do? While observing students work, and helping them with some metacognition strategies, Student B struggled immensely formalizing any response on his brainstorm. Like Student A, Student B refused the direct instruction, teacher think aloud, brainstorm, opting to work on it independently. Yet, Student B struggled to make any positive additions on his zebra and horse brainstorm.

Eventually Student B asked for assistance, however, his focus on the assignment was severely lacking, with a demeanor close to shutting down completely. This student asked if he could take this paper home, and work on it with his father and mother. Knowing and understanding this student's struggles, I allowed him to take it home, knowing that his mother, a s fellow teacher and colleague of mine, would not do the work for him.

The following morning, Student B returned his brainstorm, filled out, in his own writing. However, when asked to type it into the computer, this student found the task aggravating, refusing to write a final artifact.

Learning Activity Two. This activity provided students with additional practice to that of learning activity one. Similarly, students used two nonfiction sources for the purpose of finding facts and details about how narwhals and beluga whales are similar and different. The difference between these two learning activities is to focus on a less complex task, such as

completing the final draft of an essay. This activity was conducted in small ability groups, as "explicit instruction should be a consistent mainstay of working with students both with and without learning difficulties" because "instruction should be based on students' needs" (Archer & Hughes, 2011, p. 17-18). Thus, the dissection of the writing prompt, along with the two nonfiction resources for the purposes of comparing and contrasting narwhals with beluga whales with the use of a Venn diagram was necessary in order to assist the specific needs of each learner.

As this activity was done in a small group setting, formative assessment happened consistently. Asking simple questions to those students whom is currently learning surface level learner. Yet, having the opportunity to ask deeper questions to those students who need a challenge, focusing on deeper critical thinking questions.

The activity was designed to get students to think about the right aspects of the concept being taught, using prior knowledge from our previous writing task, paired with that of informational reading comprehension. As students found themselves stuck regarding how to find a comparison or a contrast between narwhals and beluga whales, I had students reflect and use their brainstorm they created with the horses and zebras activity. Though the previous activity only had few students using a Venn diagram, through explicit direct instruction, most students were able to make a connection.

Upon the conclusion of this learning activity, I realized the mistake I had made with the past two writing informational essay-writing assignments. The first mistake I made was relying heavily on every student having a deep understanding of writing process, and their understanding of the main difference between opinion writing and informative writing, is leaving out words or phrases that emphasize an opinion is being made. Second, the activity of using a Venn diagram

in order to compare and contrast two similar, yet different animals should have been done from the very start. The learning difficulty should have progressed from one writing assignment to the next, instead of simplifying the latest writing activity. However, the silver lining with this Venn diagram comparison has been that many of my students wish to write a brainstorm, and make a finished product, as many of my students have a strong interest in narwhals.

What did Student A do? During the small group direct instruction lesson, Student A consistently was lagging behind in regards to peer discussion, responding to questions and prompt in order to elicit a response. Understanding that this student is self-aware of her abilities, and becomes shy and reserve around her peers when she is working on a task in which she has little confidence, this student went off to a desk close enough so that I could observe her, but far enough as to limit the distractions. After being asked to reread both texts, Student A highlighted important information, and finished her Venn diagram quickly, and on her own accord.

What did Student B do? Student B struggled throughout this entire learning activity. His inability to maintain focus throughout the readings of both Scholastic News texts, lend him to the conclusion that it would be best if he worked with me one-on-one. After a third rereading of the texts, Student B struggled to come up with similarities and differences even through prompting. Surface level questions were asked, forcing Student B to look in specific portions of each text in order for him to fill out his Venn diagram.

Learning Activity Three. Part of the third-grade social studies core requires students to "Identify ways people use the physical environment (e.g. agriculture, recreation, energy, industry)" and "Investigate ways different communities have adapted into an ecosystem" (Utah State Board of Education, 2018). After students went on a virtual fieldtrip into and around a volcano, using Google Virtual Glasses, students were placed in groups of three, to use specific

internet sites on their computers, in order to read, discover, and discussed information about volcanoes, and why the character Daredevil Dan should not sit inside a volcano, and inform him of a local recreational activity he should try instead.

This lesson connects with our weekly basal reading story, *Hottest, Coldest, Highest, Deepest,* by Steve Jenkins, which is an expository text on natures interesting natural records. This connects to third-grade social students, in which we learn about natural land formation, and communities adapting to ecosystems. Furthermore, this activity connects with the informative writing unit.

After students completed their virtual fieldtrip into a volcano, I walked around and questioned students about what they saw on their fieldtrip, and what they were researching on the computer. Since there were multiple websites for students to choose from depending on their interest, student responses varied considerably. When students began to use their graphic organizer for the *"Crazy Dude"* writing prompt, I inquired about the information students were placing in each box of the graphic organizer.

This activity was designed to build on the engagement that the basal reading story, *Hottest, Coldest, Highest, Deepest* created among the students. It was also designed to not only research volcanoes, but to also have students think about local points of interest in and around the communities in which they live. It was designed to get students to think about the right aspect of the concept being taught because it was a further extension of the reading, included a topic of interest, volcanoes, and focused on student discovering information for the purposes of writing an informative letter to a fictional character within a writing prompt.

After the activity I had students volunteer to share their letters they wrote with the whole class. This process engaged many of the students; therefore, I gave the option for students to

conduct further investigation on the topic of volcanoes, work on a cooperative research project, using Google Slides, for the purpose of presenting it to the class.

What did Student A do? Student A struggled to maintain focus during the majority of the learning activity. If not consistently monitored, she would gaze away from her partner and the activity, rarely participating with the activity or her partner. Student A struggled to accomplish anything further from the day of the initial activity, expressing her inability to find any further information. No finished product was completed.

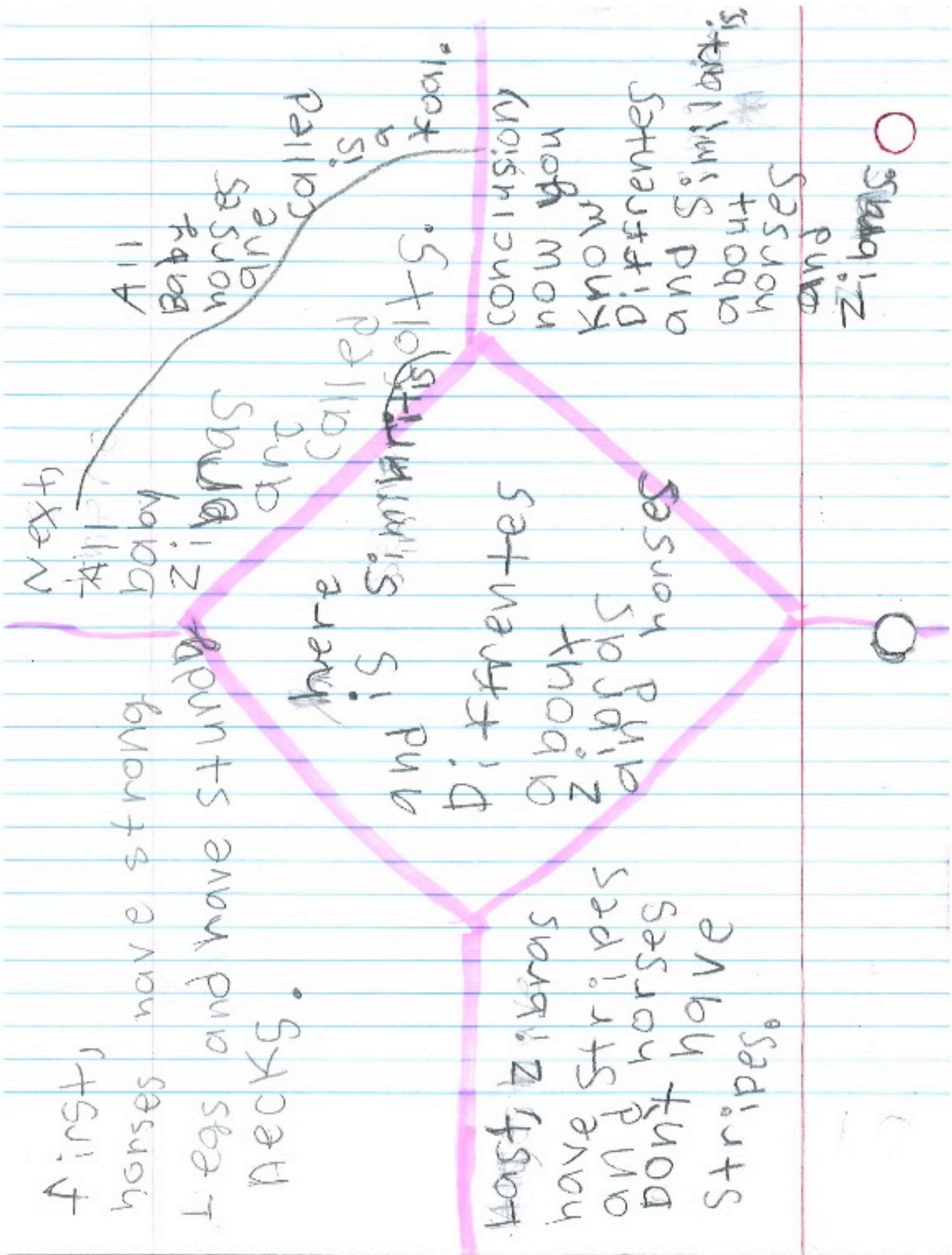
What did Student B do? Student B struggled to maintain focus upon completion of the virtual field trip. Additional prompting was met with some compliance. However, Student B failed to complete the assigned informative letter to Daredevil Dan, as he struggled to create sentences from his graphic organizer, then began to get frustrated by needing to formally type the response on the computer.

Reflection

Although there are a few students similarly with academic and personal struggles, these two students do not a represent the make-up of my whole class. The work samples from both students demonstrate that they have made growth, however, their growth is hindered by their poor self-concept in their abilities. The next step in assisting both of these students is twofold: First, limit distractions by using the small group table, with myself there to build them up academically and behaviorally. I believe that when these students have assignments broken down in a simplistic manner, it lessens the burden of the assignment, thus making it achievable. Second, I believe that if I believe having some form of behavior monitoring system or contract in order, making both students aware of their actions leading to positive consequences. The evidence to support this first comes from how both students are capable of working once

distractions are limited, a seat away, and with a volunteer, myself, or a peer present in supporting them. However, although both students usually preform respectfully towards me, they struggle to work cooperatively with parent volunteers and fellow classmates. Another piece of evidence that such a behavior contract could help create more positive learning outcomes is because I have recently placed Student A on a contract. This contract focuses on following the three school rules, safe, respectful, and responsible, which are also part of my classroom rules and expectations too. Additionally, Student A has a personal goal that focuses on quality work completion. Since employing the behavior contract starting at the beginning of January 2019, Student A has made great strides improving her math skills, although through weekly DIBELS RCBM progress monitoring, she has yet to make those similar strides when it comes to reading, writing, and decoding. Furthermore, this student receives daily "intensive instruction in the targeted skill of Phonemic Awareness and Phonics" (Canyons School District, 2018, p. 54), and still spends more time avoiding small group participation, than simply listening, learning, and applying the Phonemic Awareness and Phonics skills that focus on filling the gaps that hinder reading fluency, with the end results being poor reading comprehension. Based on these students' performances, I believe I would start with an activity that they find engaging, such as the narwhal and beluga, since this topic was of great interest to both Student A and Student B. Also, I believe these students would benefit from having topics, vocabulary, and concepts being frontloaded. This would provide these students an introductory foundation of the concepts to be covered, which should improve their self-concept.

Student One's Learning Samples



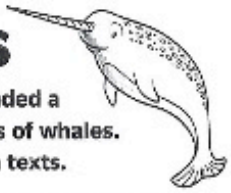
Name: [redacted] Student A

Learning Activity 2

SCHOLASTIC NEWS

Compare/Contrast
Common Core RI.3.8

Comparing Whales



In "A Whale of a Tale," you read about belugas that befriended a narwhal. Read the text below to learn more about these two types of whales. Then complete the Venn diagram. Use information from both texts.

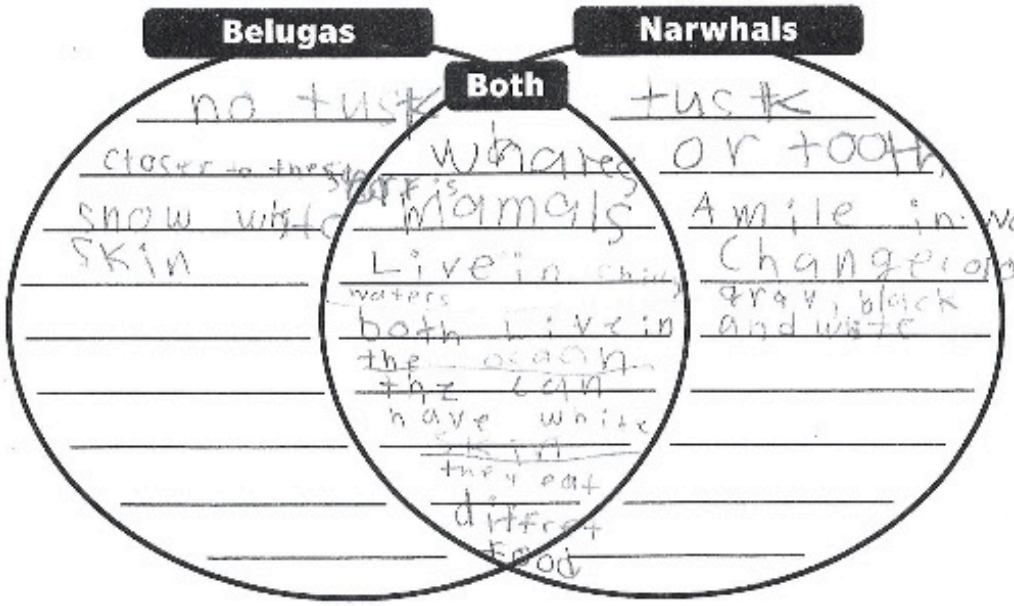
Belugas and narwhals are two species of whales that are closely related. "You might consider them cousins," says biologist Robert Michaud.

The two species have many things in common. Both are medium-sized whales. They live in chilly waters and eat squid and fish. Both whales also use echolocation. That means they make sounds and wait for the sounds to echo or bounce off objects nearby. This helps them find their way around.

The species also have some key differences. A narwhal often has a long tusk, or tooth. But it has no visible teeth inside its mouth. A beluga has 34 teeth but no tusk. Narwhals are good divers that can go a mile deep in the ocean for fish. Belugas stay closer to the surface.

There are about 50,000 narwhals and 150,000 belugas in the world. Scientists are watching their populations. They worry that those numbers could drop because of pollution and other threats.

Art: Kosmos Savva/Shutterstock.com



Name Student A

Informative/Explanatory Wr
Develop a topic with facts, definitions (W.3.2

Learning Activity 3

Crazy Dude!

Prompt: Daredevil Dan thinks he wants to sit inside a volcano.

Plan

What is a volcano?

a volcano is a eruption is breathtaking Sight

How are volcanoes formed?

powerful forces inside the earth cause volcanoes

Are all volcanoes shaped the same? Explain.

not all are the same because the

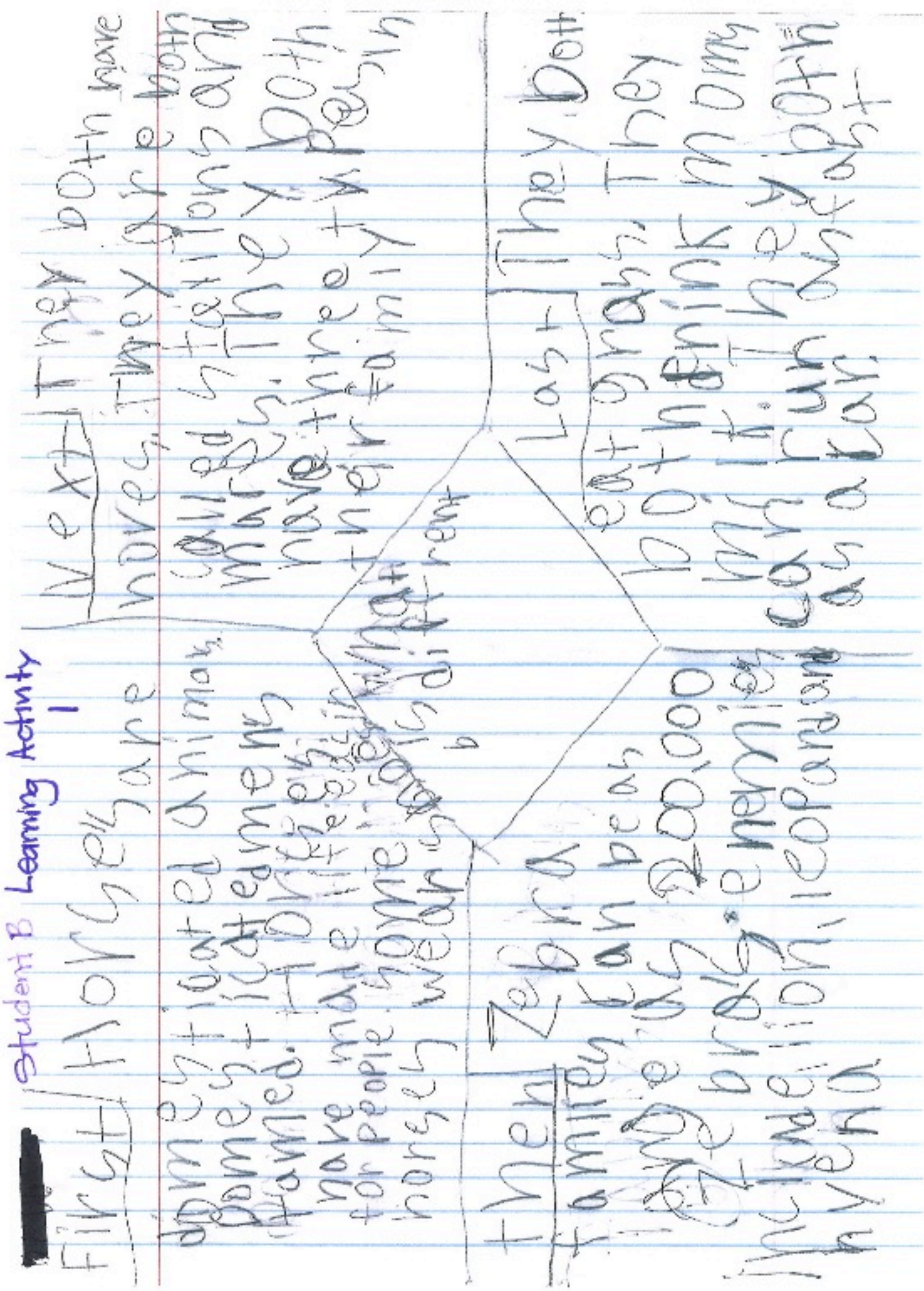
What is the difference between *magma* and *lava*?

Do all volcanoes erupt? Explain.

Write: Write a letter to Daredevil Dan. Inform him about volcanoes. Make it clear that all volcanoes are not the same and some can be very dangerous. Close your letter by suggesting a type of volcano Dan might consider visiting.

Informative/ Explanatory

Student Two’s Learning Samples



Name: [redacted] Student B

SCHOLASTIC News

Learning Activity 2

Compare/Contrast
Common Core RI.3.8

Comparing Whales

In "A Whale of a Tale," you read about belugas that befriended a narwhal. Read the text below to learn more about these two types of whales. Then complete the Venn diagram. Use information from both texts.

Belugas and narwhals are two species of whales that are closely related. "You might consider them cousins," says biologist Robert Michaud.

The two species have many things in common. Both are medium-sized whales. They live in chilly waters and eat squid and fish. Both whales also use echolocation. That means they make sounds and wait for the sounds to echo or bounce off objects nearby. This helps them find their way around.

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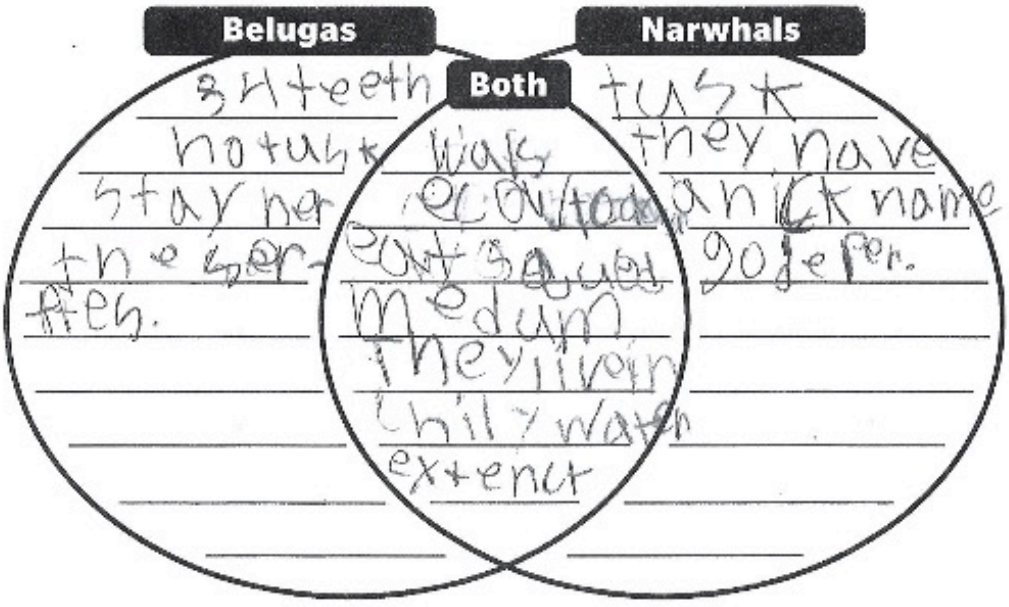
Art: Ksenya Savva/Shutterstock.com

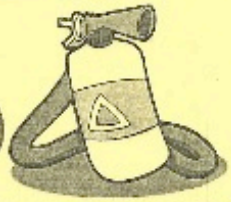


Name Student B

Informative/Explanatory Writing
Develop a topic with facts, definitions (W.3.2b)

Learning Activity 3

Crazy Dude!



Prompt: Daredevil Dan thinks he wants to sit inside a volcano.

Plan

What is a volcano?
is a hole or crake in the erth

How are volcanoes formed? Powerful forces cause a volcano

Are all volcanoes shaped the same? Explain.
NO some are flat some are

What is the difference between *magma* and *lava*?
magma is liqed wide a volcano lavah is high

Do all volcanoes erupt? Explain. volcanoes can erupt

Write: Write a letter to Daredevil Dan. Inform him about volcanoes. Make it clear that all volcanoes are not the same and some can be very dangerous. Close your letter by suggesting a type of volcano Dan might consider visiting.

Informative/ Explanatory

Masters of Education Portfolio Section 2 Part A

Small Group Instruction

https://youtu.be/yKExr_6Qbv8

Masters of Education Portfolio Section 2 Part B

Analysis of Group Instruction

Instructional Context

The setting of this lesson occurred shortly after the students' lunch recess. Upon returning to class and settling the students back to an academic setting, which consisted of a quick whole class review the fractions lesson from the morning lesson. Next, procedures and expectations for independent work was given, which gave students further practice on the mornings lesson, a quick assessment to monitor their understanding, with further mathematical enrichment activities and games. Besides my two special education students, who receive small group instruction from the school's resource teacher, I specifically pulled three students to work with, as I've identified these students consistently struggling with the concept of fractions, from consistent formative assessment, as well as the data obtained from my daily quick assessment on the day's math concept

The main characteristic that influenced my lesson planning centered on these students' consistent mathematical struggles throughout this school year. Using my previous nine years of teaching experience, I am aware of the difficulties a topic like fractions presents. Students who've been slow to comprehend the core standards such as Operations and Algebraic Thinking, and Numbers in Base-Ten, will generally struggle to grasp an abstract topic such as fractions, especially since third grade is the first time in which elementary students will be fully introduced to the concept of fractions within the Common Core State Standards. Another characteristic

these students demonstrated was their consistent display of misunderstanding or confusion as I formatively assessed my class throughout the three previous day's lessons. Besides using the data obtained from my daily five-question quick check exit ticket, two of the three students have consistently asked for one-on-one help, in the hopes of improving their understanding.

The first instruction challenge this small group of students presents is their struggle in maintaining attention. For example, though two of these students have the same questions concerning the content, the ability to keep both of these students engaged during a small group instructional lesson is challenging. These students present instructional challenges because of each of their various individual struggles. For example, one student undermines her success through self-handicapping. Though Ormrod provides various forms self-handicapping takes on, one student in particular puts "forth an obviously insufficient amount of effort to succeed" (Ormrod, 2008, p. 389). Another student's struggle is the result of not having all of her needs met, as she struggles with feeling safe and secure, as well as having a positive feeling of being loved and belonging. Though this student is considerably higher academically than her peers, she relies on her belief in her ability, yet struggles, as perhaps her mind is elsewhere.

Planning

This specific unit of study focuses on the third-grade Common Core State Standard in Numbers and Operations – Fractions, that specifically focusing students being able to "understand a fraction as a number on the number-line; represent fractions on a number-line diagram" (Math Standards Grade 3, 2018). Though the day's lesson from the district curriculum, *Scott Foresman's Envision 2.0*, focused on representing fractions on a number-line, these students needed the use of manipulatives and pictures, concepts that were introduced during the

first 3-day's in this unit. The use of the previous day's lessons, helped connect previous knowledge to the day's learning objective.

The small group setting supports the format of the lesson objectives, because it provides myself with the ability to pause the day's lesson during moments of confusion. As these three students struggle with the same or similar problems regarding fractions, I can stop the lesson and reteach all three of them at the same time, which would be an ineffective practice if consistently done during the whole group instruction of the lesson. However, should one student in this small group struggle on the learning objective, I can work with that student, while simultaneously monitoring the other students learning, allowing them to either move forward, or pause and reteach as needed.

This small group setting allows me to reduce the student to teacher ratio, and focus on for specific content matter, using various activity, response to intervention (RTI) kit resources, manipulatives, and other methods to aid these students in their learning. Formative assessments can help me provide aid and scaffolds with some students during whole group instruction, often times the scaffolding process needs more of an in-depth look at the process or methodology being used. Though assisting learners in a whole class setting can occur, it can often be time consuming, which takes instructional time away from the rest of the students.

My choice of materials helps support my learning objectives, first, because the *Reteach to Understand* worksheet is a scaffold provided by the Envision Math curriculum my district uses in math instructions. Another material I used was the accompanying lessons enrichment worksheet, which although some portions of the worksheet is for extending on-level or advanced learners, can be modified to capture these students understanding, or lack thereof. Finally, the use of a graphic organizer number-line and plastic fraction strips helps support the learners

making a connection from the previous day's lessons, looking at parts of a whole, and comparing that with parts of a whole on a number-line.

My choice of activity supports the day's learning objective because the *Reteach to Build Understanding* worksheet a simplified version of the day's learning goal. It scaffolds the lesson into simple steps. It provides pictures as a means to help illustrate the learning objective. Then, after a few step-by-step scaffolds, the learner is given the opportunity to write and illustrate the day's learning activity. My use of the modified enrichment worksheet allows me to have students write and respond, as well as critically think through some additional mathematical illustrations.

Critique of Video

The segment of this recorded lesson took place during shortly after the fourth lesson of the unit, *Understand Fractions as Numbers*. However, the recorded lesson focused on the concepts that were taught the previous day, as there was a need to further build fractional representation with manipulatives, as these three students struggled with fractional portions of a shape makes up parts of a whole. The curriculum has five additional lessons within this specific unit of study before it is suggested to give students the unit summative assessment. The concepts of this unit are immensely important, not only as to help students achieve mastery with fractional representation standard, but it also connects to the next unit of study, *Fraction Equivalence and Comparison*. Students who do not achieve mastery during the first fraction unit, will not only be unable to make sense of the abstract concept of equivalent fractions, but will also place them behind their peers in fourth grade, when students are expected to add and subtract fractions with a reduced sum or difference.

As a whole, I believe the majority of students were able to meet a large portion of the lessons learning objective. For instance, each student was able to use a picture and identify how many equal parts the whole shape contained, as well as the fraction that makes up on equal part in the shape. Though two students were able to build upon a fractional shape and making it whole, as well as drawing their own fractional representation picture in response to a question, one student required additional prompting. Thus, two out of three students were able to demonstrate the lessons learning objective, "determine and draw the whole (unit) given on part (unit fraction)" (Math Standards Grade 3, 2018) during the small group discussion lesson.

As a means of providing equitable learning opportunities each student in my small group, I began by having all three students read and respond to *Reteach to Build Understanding* worksheet's opening question. Upon answering, I posed the students with a question, in order to help them make a connection with a previously taught vocabulary term. Throughout the small group activity, I observed each student's proficiency or lack thereof, when it came to either verbalizing an answer, or writing an answer. For example, one student in particular answered each question with ease, while another student struggled consistently. When a student could demonstrate comprehension of the objective, I would allow them to proceed to the next question independently, though I monitored their progress consistently while assisting or checking for understanding with the other students.

For me to consider these students' needs, I had various materials that the students were familiar with, at the ready, should need to use them arise. Besides the *Reteach to Build Understanding* worksheet provides these students with a simpler version of the lesson's objective; further materials were present to accommodate the struggling learners. For example, there were small whiteboards with Expo markers available for additional workspace. Plastic

fraction strip manipulatives, as well as graphic organizers with premade fractional number-lines were also available to assist students' in their learning, and provide them with the approach to check their responses. The final approach, in which I took into consideration each student's needs, was through leveled fraction games. These games provide students with additional exposure to the learning objective, with a leveled activity that is either simple or challenging.

I believe that the initial learning activity, *Reteach to Build Understanding*, was the best way to ensure each of those three students learned the lesson's objectives. Having the enrichment activity, manipulatives, graphic organizers, and leveled fraction games were the best way to ensure each student will meet the learning objectives.

The instructional choices I made provided me with an array of resources I could use during the small group instruction. For example, using the plastic fraction strips provided me with the opportunity to give students a hands-on, visual representation of the learning objective. Graphic organizers with number-lines of various preset fractional marks would allow me to assist students in fractional representation, using the method from the mornings lesson. As a veteran teacher, I know that within small groups "scaffolding relates to supporting students' current understanding of a particular concept or topic" (Dixon, Brooks, & Carli, 2019, p. 13). Thus, the beforehand instructional choices benefitted the students learning as these materials helped tailor the lesson to each student's needs as the small group lesson evolved. For instance, with two students, I needed to use the fraction strips at various times in order to illustrate how to complete the whole when given fractional parts. With respect to the enrichment activity connected to the reteach lesson, judging by the students' illustrations, verbal, and written responses, a specific question needed to be skipped, as the concept was too abstract for these students to grasp. Then, near the end of the enrichment activity, each student struggled to make

sense of an abstract shape, and properly shade in the correct fraction. Because of this, as well as this small group lesson continued on for longer than expected, both the last problem should be retaught further, with the leveled mathematical games to be used for another time.

I first used student misunderstanding as a teaching moment by demonstrating a physical representation each student was familiar with, fraction strips, to connect it with the picture on the *Reteach to Build Understanding* worksheet. For one student in particular, I used her misunderstanding and questioning to demonstrate what her whole fraction should looked like, compared to her illustration. Through the use of the manipulative, I used guiding questions to help this student reach the correct conclusion. One way in which I used student questioning is through having two students compare their fraction pictures, and discuss how their representation, although different, is a correct response, yet my example, though similar, is an incorrect response.

Reflection

I believed that during the small group lesson, I gave my fullest attention to each of the three students equally. However, during the video is that I tended to be more focused on my lowest achieving student, and paid less attention to the student who is higher academically. Reflecting not only on that student's responses on the *Reteach to Build Understanding* and enrichment worksheet, this student needed additional support. This became even more evident as that particular student scored the poorest on the end of unit summative assessment. Thus, additional reteaching for this student will be needed.

The first critical point in my instruction revolved around the fraction strips. Though I had my set of fraction strips at the ready, it struck me near the end of the lesson that I should have had the students using their own issued fraction strips. This would in turn help each student

individually manipulate the given problem, helping them understand the abstractness of fractions through practice. Having students individually and independently manipulate the fraction strips would help students transfer their learning. When it comes to transferring knowledge, Hattie, Fisher, and Frey stated:

> Transfer as a goal means that teachers want students to begin to take the reins of their own learning, think metacognitively, and apply what they know to a variety of real-world contexts. When students reach this level, learning has been accomplished" (Hattie, Fisher, & Frey, 2016, p. 32).

Another critical I noticed occurred when a student, who consistently misunderstood finding the remainder of the whole from a given fraction, instead of aiding her with further visual, I took her pencil away and drew, and made marks on her paper, as a means to help her understand better. Although my preparation beforehand had me prepared with extra copies of the activity, as well as small whiteboards and markers, I took this student's pencil out of her hand, which in a sense, slowed down her ability to make a true transference of understanding the objectives. The last critical point I noticed was ineffectively adapting to the student who showed quick signs of understanding. The student that was off camera was routinely accurate not only through writing, but verbal responses as well. This student would have benefitted from moving from the reteaching activity, to the independent practice work majority of the class had been assigned. However, instead of having this student work independently at her desk, she would have worked on the on-level practice worksheet in my small group, in order to check her conceptual understanding.

With respect to the first critical point in instruction, it did not occur to me during the majority of the lesson to have the students using their fraction strips. I felt that my instruction,

with me as these students' guide, could help them understand this abstract concept with only my manipulatives, should I even need them at all. The next critical point, taking the student's pencil away and writing on her worksheet, was something I vividly recall all of my teachers doing throughout my schooling. Such a practice didn't seem to be out of the ordinary, making it a practice that I have probably mirrored throughout my career. It wasn't until I actually saw the video, and looked at the student's worksheet, that I understood that I took the reins of learning away from that student. Finally, as I noticed my one student consistently answering each question correctly, the thought did cross my mind to have that student begin to work on the on-level independent practice worksheet. However, I quickly chose to have that student remain with the remainder of the small group, as this student shows inconsistent understanding of various concepts throughout the various concepts.

I believe the most productive part about this lesson was the recording and re-watching it multiple times. The preparation was sound, the correct students were chosen for this lesson, and some of the students did demonstrate their comprehension of the lessons learning objective. However, this recording has given me a window to into my small group teaching, specifically my math small group lessons.

The first thing I will do differently regarding my small group math lessons is to not only selecting the right materials and manipulative for the lesson, but provide every student with the opportunity to physically connect to the lesson. Yet merely allowing students to connect physically with manipulatives is also short sighted too. I am aware of how I learn best, I need to consider how my students, especially those who are struggle, best learn. Gardner's theory of multiple intelligences might shed some light on what I might need to do with these students that are routinely at the small group table, needing additional assistance or intervention. It might be

that these students need to use bodily-kinesthetic, linguistic, or musical intelligences in order to gain understanding. An aspect I will look to do differently in the future is to focus on small group math intervention. Over the past seven years in my district, we have been trained and gone to trainings focusing specifically on small reading groups and reading intervention. Within the yearly district curriculum map, there are extensive details regarding how to set up reading intervention groups. Yet besides the expectations of setting up small math intervention groups, there have been no established, or recommended guidelines. I look to researching small group intervention, through professional development books, like *Making Sense of Mathematics for Teaching the Small Group* by Juli K. Dixon, Lisa A. Brooks, and Melissa R. Carli. I also look to discuss with my third-grade teammate, as well as my colleagues within my school, how they structure their math intervention groups. Furthermore, I can research teacher blogs, look for professional development courses through the state or district level, and following and making connections through professional learning networks (PLN).

Though watching and listening to myself teach is difficult and cringe worthy, I believe there is significant value in recording yourself, and viewing yourself once in a while. This is backed up by John Hattie's list of effective practices and influences that result in positive student learning outcome. Hattie lists Micro-Teaching as the sixth most effective practice, with an effect size of 0.88. In the book, *Visible Learning for Mathematics*, the authors' state that "video or audio recording a lesson and taking the opportunity to watch or listen to the recording, to focus on the questions you have asked, can be very helpful in developing expertise" (Hattie, Fisher, & Frey, 2016, p. 113). Regarding having teachers record themselves, Jim Knight said that "effective professional development honors the autonomy of teachers but recognizes the importance of a form of accountability grounded in that autonomy" (Knight, 2014, p. 9). As a

professional, I appreciate my autonomy as well as the confidence my administrator and community have in my ability to educate their children effectively. Nevertheless, for me to improve myself as a teacher, I believe I would need to have more administrator observations with positive and corrective feedback, or be willing to record myself regularly, watch, and reflect. Though both are uncomfortable, what I choose to do or not do doesn't affect me as much as it effects the students whom I've been charged to educate.

Master of Education Portfolio Section 3 Part A

BRETT C. **WILLIAMS**

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Email · **brett.williams@canyonsdistrict.org**

EDUCATION

MAY 2006
ASSOCIATE OF SCIENCE, SALT LAKE COMMUNITY COLLEGE

DECEMBER 2010
BACHELOR OF ELEMENTARY EDUCATION, UTAH VALLEY UNIVERISTY

EXPERIENCE

JULY 2014 – PRESENT
PARK LANE ELEMENTARY SCHOOL, CANYONS SCHOOL DISTRICT
General education, teaching 3rd and 4th grade.

DECEMBER 2010 – JUNE 2014
MIDVALE ELEMENTARY SCHOOL, CANYONS SCHOOL DISTRICT
General education, teaching 3rd, 4th, and 5th grade teacher, with two years as a dual immersion English teacher.

ACHIEVEMENTS

JUNE 2012
ENGLISH AS A SECOND LANGUAGE ENDORSEMENT, CANYONS SCHOOL DISTRICT

OCTOBER 2014
EDUCATIONAL TECHNOLOGY ENDORSEMENT, SOUTHERN UTAH UNIVERISTY

DECEMBER 2017
STEM ENDORSEMENT, SOUTHERN UTAH UNIVERISTY

APRIL 2018
PARK LANE TEACHER OF THE YEAR, CANYONS SCHOOL DISTRICT

Activities

Have been and am currently a member of my school's building leadership team, making decisions to improve the academic and behavior issues, devising professional development ideas for the faculty, and attending district meetings on behalf of my grade-level team, then relaying the content or methodology for improved pedagogy. I've spent a year as a member of my school's student support team, helping teachers with ideas to collect data for academic and/or behavior issues, getting them needed support in order to be successful. For two years, I was the English side of the dual immersion program, working closely with the target language teaching partner from Spain.

Evidence of Meeting the UETS Standards

The Learner and Learning

Learner Development. As a means to provide my students with developmentally appropriate and challenging learning experiences, I first use three-times-a-year reading and math benchmark data to group my students. This benchmark data, along with unit or weekly assessments help facilitate what developmentally appropriate activity each student needs to challenge them on their academic level.

Helping my students succeed in their academics and behavior requires a lot of collaboration. When trying to help a student who may be struggling academically or behaviorally, I routinely meet with my grade-level colleagues, the student's previous teachers, as well as their parents, which helps build a support structure to help that student academically grow. Helping all of my students' parents stay in the loop with what's happening in school, and what we are learning, I create a weekly classroom newsletter.

The first artifact that addresses my ability in understanding my students' cognitive, social, emotional, and physical area of needs is the data form I created with my grade-level teammate, which provides both student and parent all the important information about each student's reading and math benchmark data. This sheet delivers all the pertinent information regarding where each student is currently academically, using the DIBELS reading and math curriculum-base measurements (CBM), as well as the Reading Inventory (RI), that provides myself, parent, and student a better picture into their reading comprehension and vocabulary. Additionally, this form provides both student and parent the benchmark goals that need to be accomplished throughout the next two CBM testing cycles.

The artifact helps create academic goals during parent-teacher conferences that are specific to each child's needs. During conferences, all parties involve brainstorm together, in order to create a plan that is not only developmentally appropriate, but will help improve each student's area or areas of need. Conferencing with both parents and student about the academic benchmark data helps open the door further discussion regarding the students emotional or social struggles at school. Such information can go either into further goals for parent-teacher conferences, or opens the discussion for additional help, either by myself during instruction, recess, or lunch time. Or perhaps opening the door to receive other services, like the school's psychologist, speech pathologist, or even a move to providing resource services.

Learning Differences. Though my students come from a small geographical area, each student and their background are unique unto themselves. Through the use of my English as a Second Language (ESL) endorsement, I am able to support many of the diverse learners in my class, through using strategies, supporting the academic achievement of each student. Within my lessons, I create engaging lessons that are not only visual, but also interactive through manipulating my Smartboard lesson material, student whiteboard, with precision partner discussions.

The next artifact that addresses my ability in understanding my students' differences and cultural diversity, comes from the stakeholder input data I received from my students' survey, and the school's parent survey. This artifact I am highlighting, averages my students' answers to eighteen questions about myself as their teacher. These questions focus on how they like being in my classroom, how well I do at checking their understanding, do I make learning interesting, as well as how safe they feel in my classroom. The data provides me with a view of how my

students perceive me as their instructor, as the averages show me were they see both my strengths and weakness.

This survey data is significant for me as an educator, because not only do I see the average of the students' response, I can see how many students believe that I either always do something in a positive way, sometimes, or never. Regardless of what I feel about my skills as a teacher, their responses are an honest representation of what I have done for each of them positively, sometimes do, or never do. Though my students come from the same neighborhood, each student comes to school from a different home environment, with different struggles, and though I might believe I am treating all students identically, the responses from this survey establish that I fail to meet the needs of some students in specific academic, emotional, or safety areas.

This survey impacts my student learning, because it makes me focus on the areas of weakness that the data displays. I have done this through being reflective in my practices throughout the days, weeks, and months of the school year. Also, this data drives me to discuss my weak areas with my teammates, other colleagues, my achievement coach, or even my principal. Asking questions that focus on what I am currently doing in my practices, who am I doing them to, or who am I not doing them to, and what I can do to either improve or change my practices will help me become a better teacher for every student in my class.

Learning Environment. Having a welcoming and safe learning environment starts on the first day of school, when welcoming your students into the classroom. After establishing the school and classroom rules, with clear and specific routines that are reviewed, reinforced, and refined when needed. Ensuring a continual positive learning environment, I routinely conduct morning meetings, listening to their thoughts and concerns about academic and non-academic

topics, as well as regularly eating with my class in the lunchroom, which builds a positive relationship between teacher and student.

My third line of evidence demonstrates how I work with learners to create a collaborative learning environment, that facilitates positive social interactions, and creates self-motivated learners. This accomplishment illustrates a collaborative group research project, where students can use paper or on-line texts, create a multimedia slideshow, explaining and displaying their study to the class upon completion. Many of these learning research projects are connected to the district's math program as well as the Utah Science Core.

This is significant, as these projects pushes each student to extend their learning. Though the initial research assignments were uncomfortable for the students to start. While only a few students bought into researching topics, creating a slide show, and presenting them to the class at first, my class has now caught fire. They collaboratively work with partners they would normally not associate with, because they are more interested in the topic of study, rather than the student they are working with.

The impact on student learning is remarkable. Though students are learning through their math and science research projects, another effect is my students completing their daily assignments promptly and accurately, in order to continue working on the latest research slide. Furthermore, my students' knowledge of creating presentations has grown so immensely, they delve further and deeper programs that will impress their classmates.

Instructional Practice

Content Knowledge. When it comes to understanding what my third-grade students know, I often look at either the Canyons District curriculum map, which provides me the Common Core Standards my students need to have mastered by the end-of-the school year,

sample depth of knowledge questions, helpful links that help supplement the curriculum, as well as suggestions for creating small groups, with small group teaching ideas. Though I have been fortunate enough throughout my career teaching different grades, this map is a guideline to help me and other teachers focus on those Common Core State Standards unique to each grade. For example, this map has each core standard ranging from kindergarten through sixth grade. For myself, it provides me with a fuller understanding of the unique skills that the second graders should have come to me with at the beginning of the school year, yet this map highlights each standard, and skills or standards that I will be expected to have my students master by the end of the school year. This is also helpful, because those students that demonstrate signs of struggle, I can look back at each skill within each grade they've been in, and look to see where they lack mastery. The result is using the RTI kit and using additional resources in order to better fill in the student's learning gaps.

The artifact that demonstrates my focus on understanding concept knowledge, tools of inquiry, and structures of the discipline is my certification of completing thirty-five hours of professional development at my school. This artifact is significant, as it demonstrates my school's continual improvement teacher craft. These hours include Positive Behavior Interventions and Support in school (PBIS), continual training on the district math and reading curriculums, additional training on supplemental programs to better support the reading and math curriculums.

This artifact is significant because it demonstrates my continual development to improve my overall knowledge of the district's curriculums additions and changes, helping my instruction of the core. With my school and district's focus on creating a better positive learning environment, these professional development hours improve my classroom's climate, which

improves social interactions between students as well as between students and teacher. Furthermore, these hours have helped me delve deeper into the data aspects of our on-line math and reading curriculums, helping sort students into small groups based on the holes they display in their exit tickets and summative assessments. The supplemental curriculum programs also provides me with additional data that reveals holes within specific content areas. This data helps create additional conversations with parents as a means of providing a deeper insight regarding their student's specific struggles. Though this data does not count as evidence for resource initially, once the student is discussed during PLCs, the supplemental program data can be used as a one of the responses to intervention measures. Curriculum and supplemental curriculum training supports me as an educator as these programs consistently change, not only from year-to-year, but also during the school year, as these services continually change or add ways in which data can be disseminate.

This impacts my students' learning as these professional development updates me on new additions, different layouts, and ways to further dissect data. As stated earlier, this helps me discover additional holes in student understanding, which doesn't always appear in the regular district benchmark assessments. Moreover, the curriculum and supplemental curriculum programs provide an aspect of interactivity and gamification, which further assists students in achieving mastery of reading and mathematics.

Assessment. Through the use of backwards design during my third-grade team's weekly planning meeting; I help identify the proper formative and summative assessment that best provides evidence of student mastery. During the lessons, I listen and observe my students' work, and small group discussions, which provides me with timely feedback of their

understanding, or lack thereof. All feedback, formal or informal, helps students make positive academic growth.

An artifact that demonstrates my ability in providing multiple methods as a means to educate, assess, and monitor their growth is done using various technological programs and devices that I have at my disposal. The district curriculum easily provides with various formative and summative assessments built in, however the use of interactive formative assessments provides students, using Chromebook applications like "Socrative" or my Smartboard Notebook software.

This artifact from the "Socrative" program is significant, as it integrates reading, writing, typing, along with the use of technology. I use this interactive Smartboard lesson and online program to check for understanding a few days into the weekly reading lesson, with additional interactive lessons for students to demonstrate their mastery or lack of mastery knowledge, including grammar, sentence structure, spelling patterns, and reading vocabulary in every response. This is an activity that students look forward to participating in regularly, because not only is it an engaging activity, but because students get to use imagination and creativity anonymously, then read, discussed, and voted the sentences that not only follow the expectations, but those that they like the best. Also, these responses facilitate and further academic discussions regarding the current and previously learned concepts during the school year. Since a program like this is online, I am able to provide feedback instantly too. My classes have always enjoyed listening to my feedback, while also providing their anonymous classmate positive and corrective feedback, which is done in a timely manner. Activities such as this one also helps me monitor the growth or continual struggles of those students who are either second language learners, attend resource, or are perhaps in need of receiving resource services.

Instructional Planning. Before the first day of school, my first goal is to create heterogeneous table groups, based upon Canyons School District's previous years math and reading benchmark data. This allows me to create precision partnering, which helps all students generate, evaluate, and share their own solution to the given content area. Such practice facilitates' student cooperation, where those with varying academic abilities help deepen one another's understanding.

The artifact comes from a district wide professional development class that our entire faculty attended, as our school's Comprehensive Continuous Improvement Plan (CCIP) has focused on over the past two years. The materials from this course help provide myself with an additional resource, in order for me to better provide those students who've been identified by the district's CBM benchmarks as needing further small group scaffolded lessons.

This artifact is a resource to that I turn to in order to help those students who are both below and well-below grade-level benchmarks in reading. The results from the reading CBM, Reading Inventory, and the core phonics survey found in our basal program's RTI kit, help me find not only the holes in these struggling students' knowledge, but the guidelines and proper procedures for me to use, so they can make gains, and reach grade-level benchmark by the end of the school year.

This has impacted my students learning through helping them make growth when it comes to reading fluency, which in turn helps improve reading comprehension, with the additional effect of students feeling positive in themselves. The results can also be observed through the seasonally district reading benchmark assessments. Generally, all of these students that have been sorted into the small instructional group three and four, have made great gains in their winter and spring reading CBM and Reading Inventory scores. For example, last year I had

a student who continually struggled in reading. Through meeting with this student in either a one-on-one or small group setting, not only did he reach end-of-year benchmark on the reading CBM, but he also passed the reading SAGE assessment.

Instructional Strategies. Using my experience from my years as a student, as well as understanding Gardner's multiple intelligences, I know and respect that each student learns differently. This knowledge helps me create lessons that focus on my students' various strengths, with the end goal of providing every student an opportunity to learn the material, and achieve mastery.

The artifact that demonstrates my ability to use various instructional strategies that ensures that all learners develop a deep understanding of the content comes from my Smartboard and Smartboard Notebook lessons. This artifact creates a sense of excitability as students are always eager to demonstrate what they know using interactive technology. This is significant, because my lessons go beyond merely writing an answer on a whiteboard as a means to display their understanding. This tool has the ability for students to use virtual manipulatives in front of their peers, becoming the professional and describing their own thinking like an educator. Also, these activities can be access through each student's Chromebooks, so that they have the opportunity to complete the activity, even if they weren't selected to use the Smartboard in front of their peers.

This tool has an impact on student learning, as the lesson templets I've made, can help facilitate a lesson concept, with the students using their creativity and abstract thinking in order to solve a problem. Often times I am surprised how students use my own Smartboard, demonstrating the important steps in solving a math problem. For example, on assessments as well as daily work, I expect my students to highlight important words, and information on their

paper. Though I don't often do it myself when discussing problems on the board, often times when my students assume the role of instructor, they will either highlight, or ask the class themselves, what step should I do first, changing the Smartboard pen to a highlighter, and waiting for their peers to respond with, "highlight the important information." Additionally, my Smartboard at times turns learning into a gamification, as a correct answer can cause a monkey to climb into a treehouse, or a pirate ship shooting a cannonball at another pirate ship. Though simple, it is seen as an honor to use the Smartboard, and is highly desired by most every student.

Professional Responsibility

Reflection and Continuous Growth. The ability to teach the same grade-level for multiple years, I am able to use my knowledge of previous years students' misconceptions, making some of my instruction preventative, rather than reactive. Also, at the end of each school day I often visit my grade-level teammates, and discus the day's lessons. I inquire how their students received the content, if it was a success; I look to learn what they did differently. Then I ask their thoughts on the next day's lessons, and share how I believe it could be delivered, or inquire how they plan on instructing their class. This form of collaboration helps me evaluate my teaching practices, with the end result of improving my students' ability to learn the material.

My artifact represents my desire to continue to grow professionally, as I volunteered to join an optional professional development book study this school year. Led by my school's achievement coach and principal, my grade-level teammate and I enrolled in a book study. We both felt that as teammates, it would be beneficial for the both of us to actively participate in this book study, as we found the faculty book study from the previous year extremely beneficial in my instruction. Being part of this book study was significant too, because our school's specific focus this year was improving teacher clarity. With the help of the *Engagement by Design* book

study, along with regular team meetings, PLCs, and faculty professional development meetings, I believe that I have improved setting clear learning expectations for each lesson or unit of study.

This book study as well as the additional focus on teacher clarification has help students have a better understanding why they are learning what they are being asked to learn. According to *Engagement by Design*, "more than a quarter of students don't think their teachers expect them to be successful" (Fisher, Frey, Quaglia, Smith & Lande, 2018, p. 25). Though this is not the case, I believe that when it is verbalized and explained by each student the purpose for learning each specific concept, will help each student take better ownership of their education. I have seen this with one of my students this year, as she began reading about 44 words per minute fluently with about eight errors. Through the use of the principles in this book, as well as setting clear learning expectations, this student has increased her correct words-per-minute 91 as of last week.

Leadership and Collaboration. One of my responsibilities in my school is being the third-grade representative for our Building Leadership Community (BLT). A responsibility of this committee is devising a yearly school improvement plan, which looks at the school's data, and discusses what supports could be made to help increase our students' positive academic and behavioral achievement.

Being part of my school's BLT illustrates how my principal views me as a leader and exceptional faculty member. This is significant as I not only represent my third-grade team of teachers, and my third-grade students, but I have to help make decisions with other teachers that will impact the school as a whole. These decisions range from yearly scheduling, as we collaboratively work with our resource teacher to help make a schedule that will benefit those students who are receiving special education services. From there we focus on creating a

schedule for our supplemental curriculum subjects, like library, computer science, art, and physical education. Furthermore, we work on crafting a master schedule focusing on the core subjects, making sure we meet or exceed the required time for these subjects set forth by the state of Utah. Also, throughout the year I attend district trainings either on behalf of my grade-level, or as a representative of the upper grade teachers. My duty is to not only attend and participate with fellow educators from across the district, but to take notes, and either train my teammates or the entire faculty on the philosophy or methodology that was taught.

This position has a direct impact on my students learning, as the BLT meetings continually focus on improving teaching practices through data and discussion. For example, during this school year, every BLT member was required to participate in a professional development book study, focusing on the book *Better Conversations* by Jim Knight. One of the concepts in this book focuses on observing one's own interactions in during PLC meetings. As the school year is winding down, and the end-of-year benchmarks are being conducted this book has helped provide further conversations about trends in student benchmark data. The frustration that within a few months these students I've worked with and cared for will be over to some extent. Yet this book has provided great dialog between my teammate, achievement coach, principal, and myself.

Professional and Ethical Behavior. The best way I demonstrate my professional and ethical behavior is being attentive to my speech and my actions. Being in education and working with children, means that you are a role model, and any actions, little or small, can affect the lives of the students I've been tasked to educate.

The artifact that illustrates how I demonstrate the highest of standards as specified in Utah State Board Rule R277-515 was from my principal's nominating me for Jordan Credit

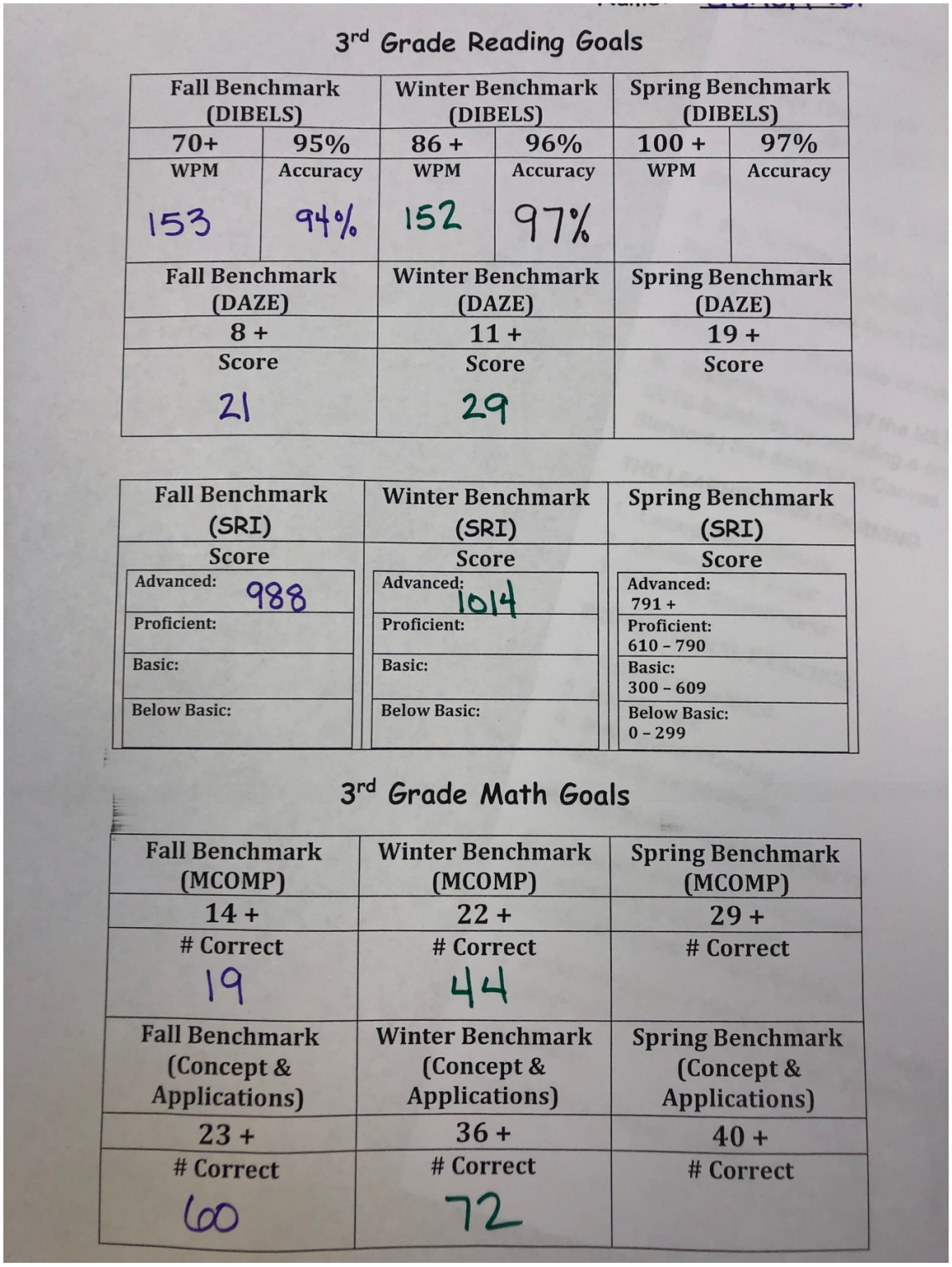
Unions *Project 100*. This aware signifies how my administrator sees me as a high effective educator, who works well with colleagues and teammates alike, and encouraging my students in achieving their best. This aware highlighted my visible and invisible abilities on a daily basis, as I arrive early each morning to prepare for the day, and continue to work hours after the students have left.

The impact of this award continued throughout last school year, as my students, colleagues, and parents nominated me for the school's Teacher of the Year. Both awards not only brought a sense of pride for myself as being a stellar educator, but giving my students and their parents a sense of pride in knowing that their child is educated and cared for, being a positive role model in the community and within the school building, as students eagerly anticipate the up-coming years of potentially being a part of my class. When students look forward to going to school and receiving instruction from an educator they value, it becomes easier for every student to learn and succeed.

Master of Education Portfolio Section 3 Part A

Documentation of Growth

Artifact 1



3rd Grade Reading Goals

Fall Benchmark (DIBELS)		Winter Benchmark (DIBELS)		Spring Benchmark (DIBELS)	
70+	95%	86 +	96%	100 +	97%
WPM	Accuracy	WPM	Accuracy	WPM	Accuracy
153	94%	152	97%		

Fall Benchmark (DAZE)	Winter Benchmark (DAZE)	Spring Benchmark (DAZE)
8 +	11 +	19 +
Score	Score	Score
21	29	

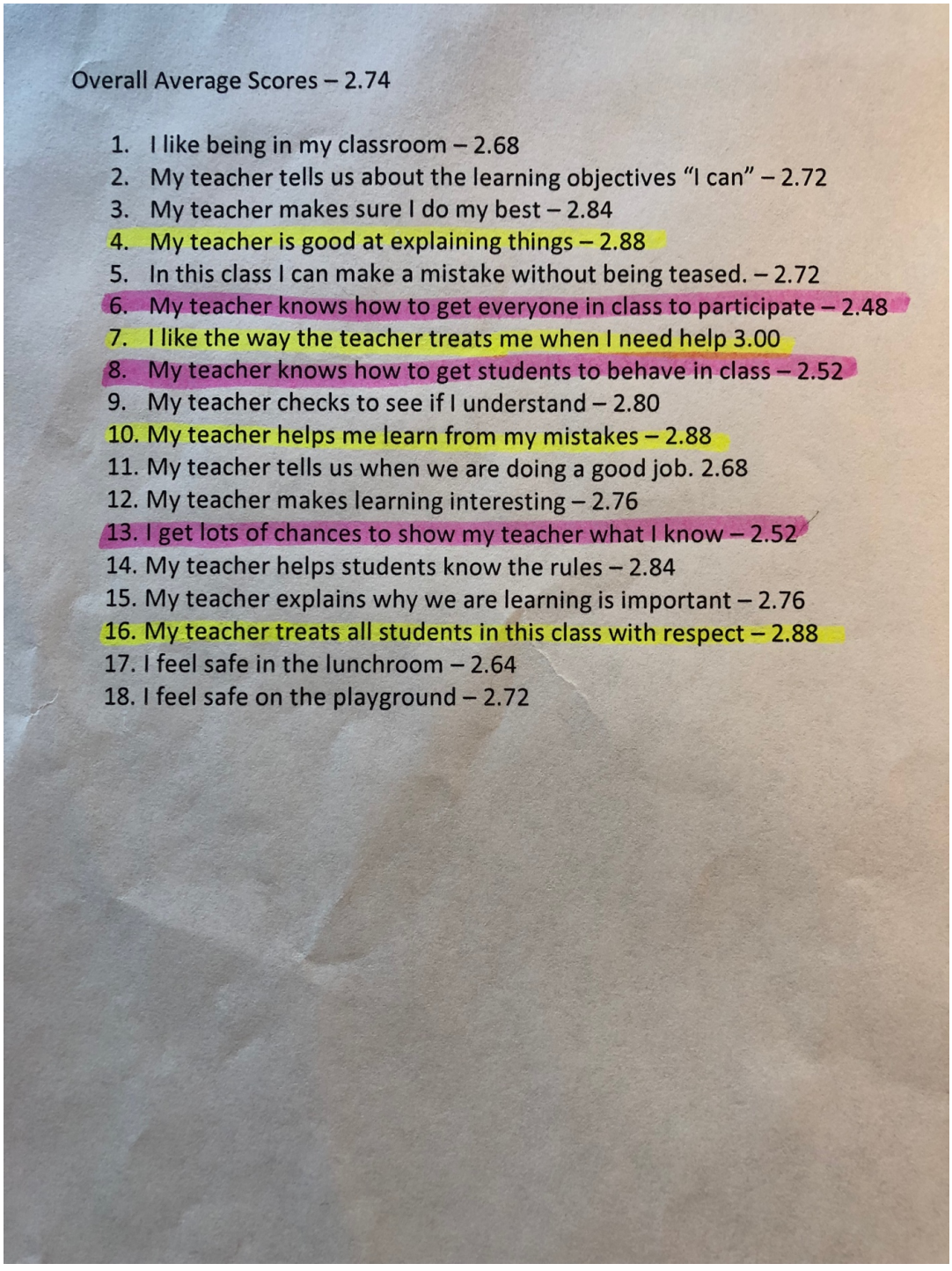
Fall Benchmark (SRI)	Winter Benchmark (SRI)	Spring Benchmark (SRI)
Score	Score	Score
Advanced: 988	Advanced: 1014	Advanced: 791 +
Proficient:	Proficient:	Proficient: 610 – 790
Basic:	Basic:	Basic: 300 – 609
Below Basic:	Below Basic:	Below Basic: 0 – 299

3rd Grade Math Goals

Fall Benchmark (MCOMP)	Winter Benchmark (MCOMP)	Spring Benchmark (MCOMP)
14 +	22 +	29 +
# Correct	# Correct	# Correct
19	44	

Fall Benchmark (Concept & Applications)	Winter Benchmark (Concept & Applications)	Spring Benchmark (Concept & Applications)
23 +	36 +	40 +
# Correct	# Correct	# Correct
60	72	

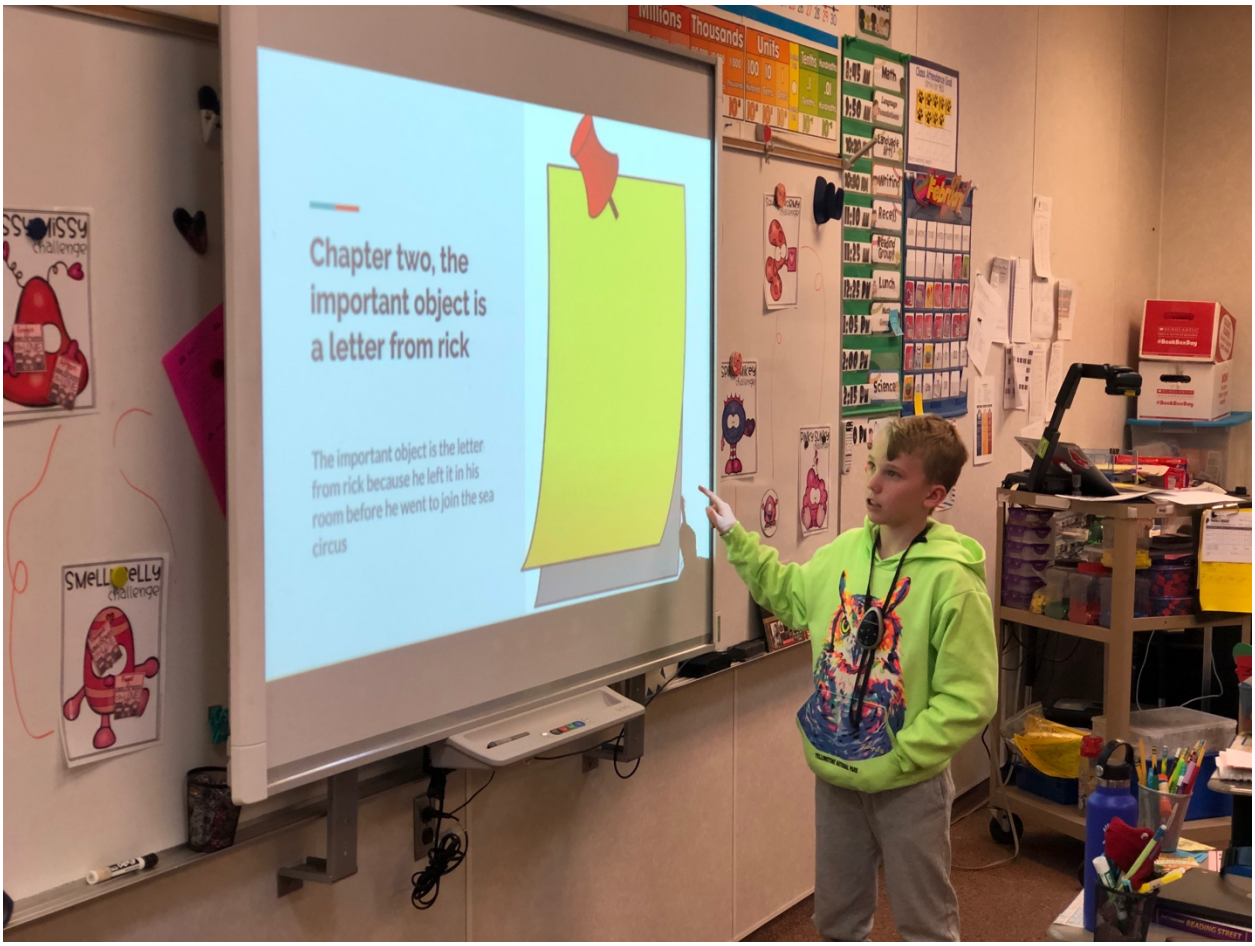
Artifact 2



Overall Average Scores – 2.74

1. I like being in my classroom – 2.68
2. My teacher tells us about the learning objectives "I can" – 2.72
3. My teacher makes sure I do my best – 2.84
4. My teacher is good at explaining things – 2.88
5. In this class I can make a mistake without being teased. – 2.72
6. My teacher knows how to get everyone in class to participate – 2.48
7. I like the way the teacher treats me when I need help 3.00
8. My teacher knows how to get students to behave in class – 2.52
9. My teacher checks to see if I understand – 2.80
10. My teacher helps me learn from my mistakes – 2.88
11. My teacher tells us when we are doing a good job. 2.68
12. My teacher makes learning interesting – 2.76
13. I get lots of chances to show my teacher what I know – 2.52
14. My teacher helps students know the rules – 2.84
15. My teacher explains why we are learning is important – 2.76
16. My teacher treats all students in this class with respect – 2.88
17. I feel safe in the lunchroom – 2.64
18. I feel safe on the playground – 2.72

Artifact 3


Millions Thousands Units
Chapter two, the important object is a letter from rick
The important object is the letter from rick because he left it in his room before he went to join the sea circus

Artifact 4

Certificate of Attendance and Participation

Park Lane Elementary
2017-2018 Professional Development

Brett Williams

has successfully completed 35 hours of professional development at Park Lane Elementary School.

June 1, 2018

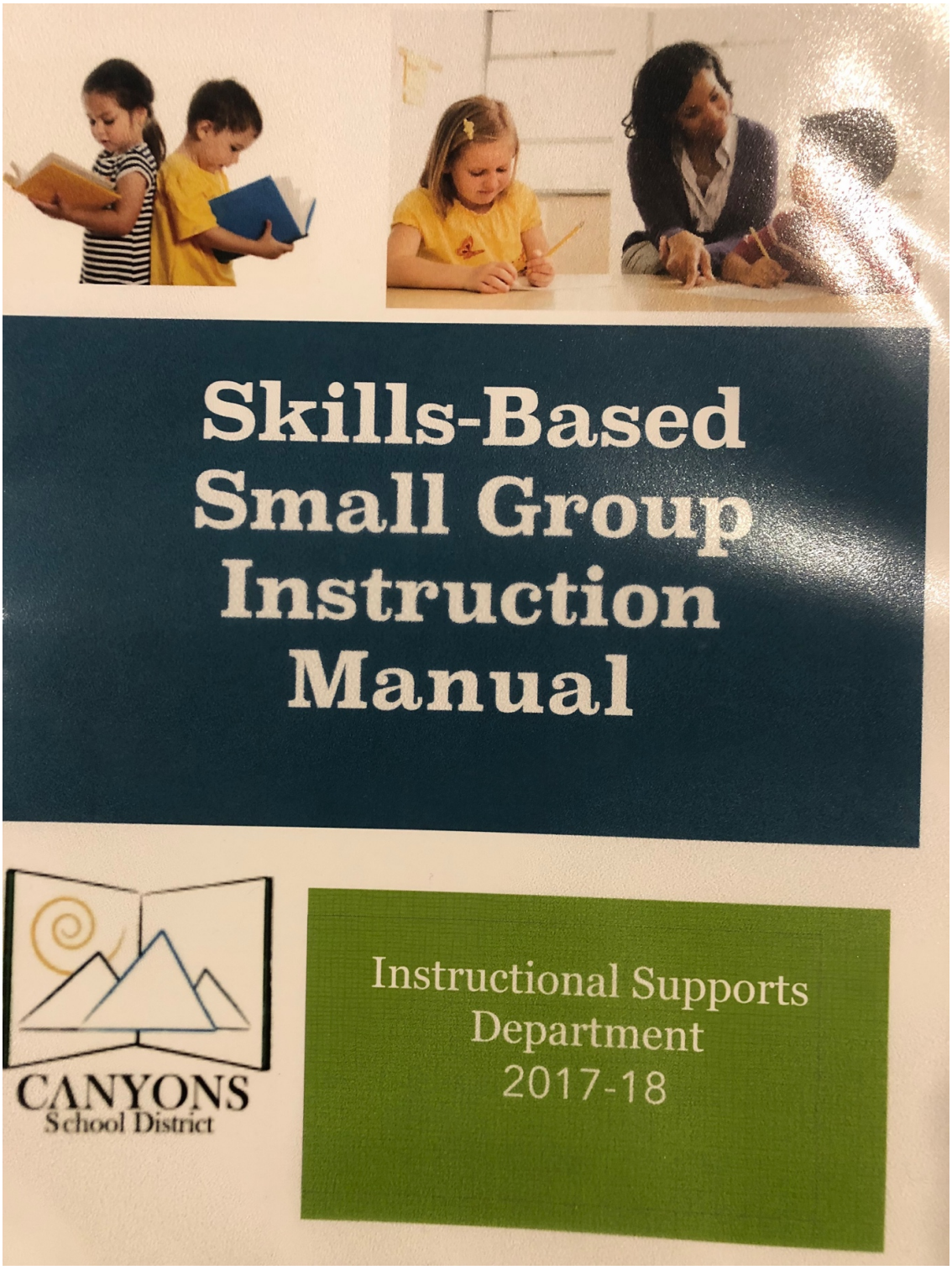
Justin Jeffery, Principal
Park Lane Elementary School
Canyons School District
Sandy, UT

Elcena Saline, Achievement Coach
Park Lane Elementary School
Canyons School District
Sandy, UT

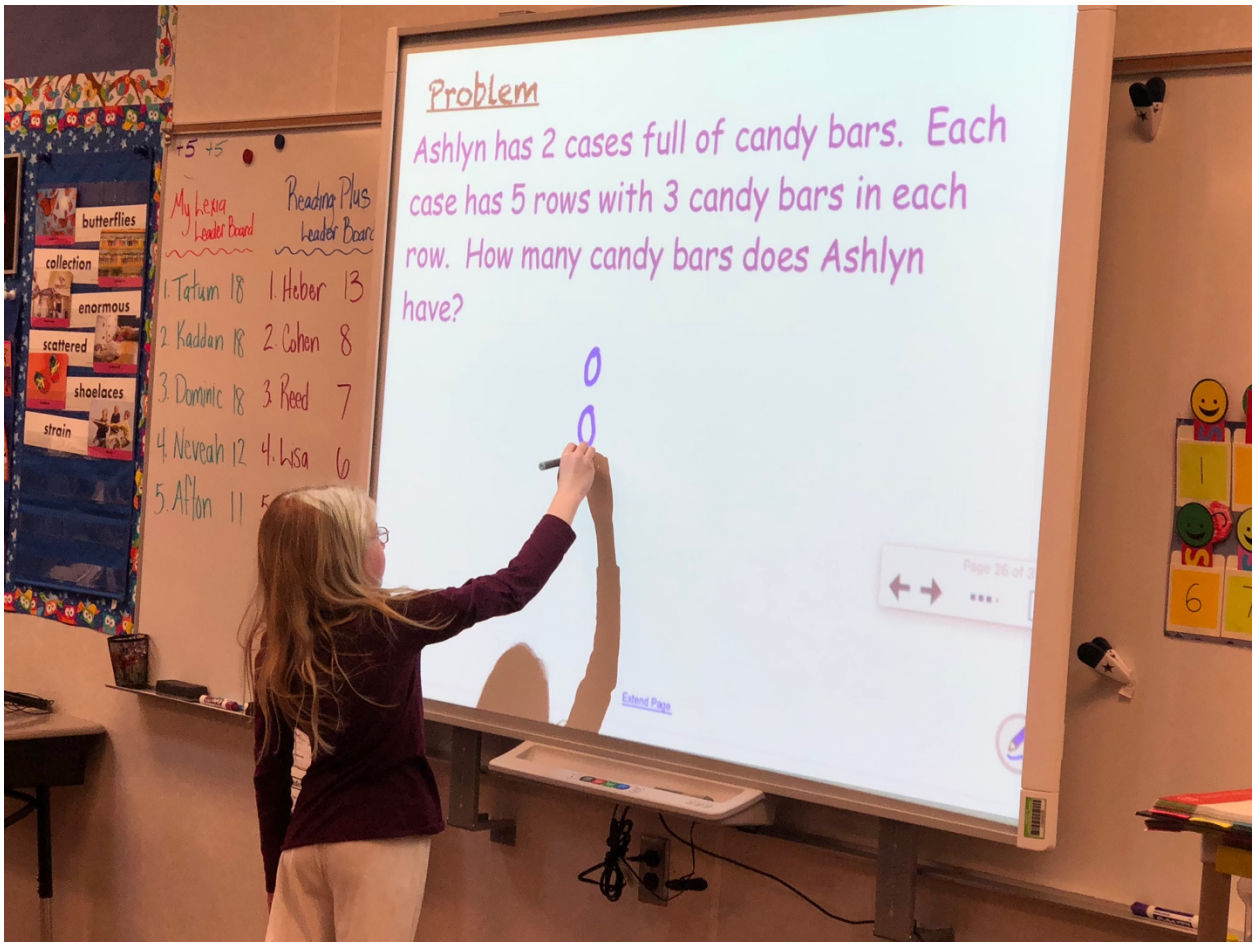
Artifact 5

	A	B	C	D
1	Vocabulary Word	**cellar**		
2	Thursday, April 18 2019 10:50 AM			
3	271618 (brett.williams@canyonsdistrict.org)			
4				
5	Student Name	Student Answer		
6	Dylan	So the bacon people are in danger!!!Run, and so we got into the safe spot so we safe because we are in the bacon world so we are safe, atlist we thought we were intil billy got snached into oh humen hand and got tooken to the cellar to be cooked!!!!nooooo billy.		
7	Evie	I was looking in the cellar and I saw Annabelle Creation, and she had a knife in her hand. Then in the morning, she was standing over me with a scream in her eyes.		
8	FINN	I decided to throw Cid in the cellar where he-who-must-not-be-named and you-know-who lives with abunch of creeps like Mr. Williams.		
9	Jessica	Terisa was in her cellar and saw somthing under the bed. It was a Shrink Afton potion. She hid it in Afton's drink and after that, she kicked Afton in the pool.		
10	Jessica	Cohen was in the cellar and thought that there was a fairy under the bed. Insted of a fairy there were "Death Nuts" baked into cookies. I mean who wouldn't want a cookie? He didn't know and he died.		
11	Lily	We put all our storage in the cellar, because we didn't have room in the house.		
12	Lisa	Reed was playing muder mystery in real life inside a cellar he was chosen to be muder so the first person he saw Neveah R.I.P Neveah, and the sheirref was Mr Williams so his job is to shoot the muder muder won #whyNeveahYoucouldhavegotthegunfromMr.Williams.		
	Mylee	Jeff is in the cellar and I came and cut of Jeff's head #Jeff died		

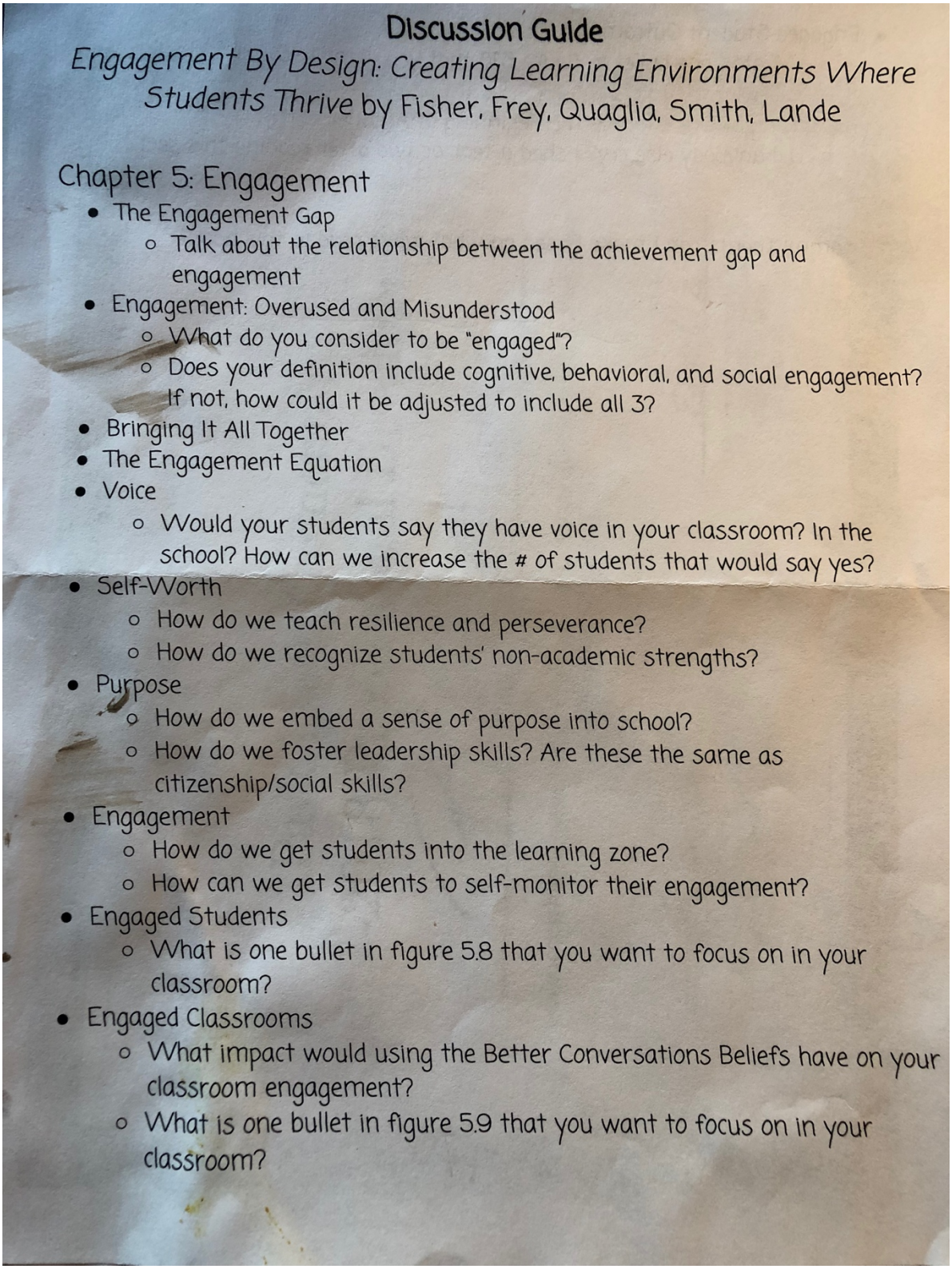
Artifact 6


Skills-Based
Small Group
Instruction
Manual
CANYONS
School District
Instructional Supports
Department
2017-18

Artifact 7


Problem
Ashlyn has 2 cases full of candy bars. Each case has 5 rows with 3 candy bars in each row. How many candy bars does Ashlyn have?
butterflies
collection
enormous
scattered
shoelaces
strain
My Lexia Leader Board
1. Tatum 18
2. Kaddarn 18
3. Dominic 18
4. Nevcah 12
5. Affon 11
Readina Plus Leader Board
1. Heber 13
2. Cohen 8
3. Reed 7
4. Lisa 6

Artifact 8



Discussion Guide

Engagement By Design: Creating Learning Environments Where Students Thrive by Fisher, Frey, Quaglia, Smith, Lande

Chapter 5: Engagement

- The Engagement Gap
  - Talk about the relationship between the achievement gap and engagement
- Engagement: Overused and Misunderstood
  - What do you consider to be "engaged"?
  - Does your definition include cognitive, behavioral, and social engagement? If not, how could it be adjusted to include all 3?
- Bringing It All Together
- The Engagement Equation
- Voice
  - Would your students say they have voice in your classroom? In the school? How can we increase the # of students that would say yes?
- Self-Worth
  - How do we teach resilience and perseverance?
  - How do we recognize students' non-academic strengths?
- Purpose
  - How do we embed a sense of purpose into school?
  - How do we foster leadership skills? Are these the same as citizenship/social skills?
- Engagement
  - How do we get students into the learning zone?
  - How can we get students to self-monitor their engagement?
- Engaged Students
  - What is one bullet in figure 5.8 that you want to focus on in your classroom?
- Engaged Classrooms
  - What impact would using the Better Conversations Beliefs have on your classroom engagement?
  - What is one bullet in figure 5.9 that you want to focus on in your classroom?

Artifact 9

Park Lane Elementary

BLT Meeting Minutes

	Date	Time	Team Norms	Facilitator(s)	Justin & Elcena
Today's Meeting	4/25/2019	8:30-3:00	• This is a safe place for learning • Use electronics professionally • Avoid sidebar conversations • One person speaks at a time • Be respectful of others and their opinions • Decisions stay in BLT until final consensus • Final decisions will be supported	**Minute Taker(s)**	Brett & Michelle
				Data Analyst(s)	Leigh and Elcena
Next Meetings	5/13/2019	3:20-4:20		**Time Keeper(s)**	Angie and Diane
Monthly meeting:				**Active Participants**	Everyone
Team Members Present:	Justin, Katie, Leigh, Angie, Sarah, Jamie, Lindsay, Michelle, Brett, Heidi, Elcena, Diane				

CSIP Goals: By May of 2019:

- 90% of mainstream students in kindergarten will be proficient in literacy as measured by DIBELS nonsense words: correct letter sounds.
- 85% of mainstream students in grades 1 & 2 will be proficient in literacy as measured by DIBELS composite scores.
- 80% of mainstream students in grades 3-5 will be proficient in literacy as measured by the Reading Inventory.
- 80% of Accommodated Core Classroom students in grade 1 will show at least 30% growth as measured by DIBELS NWF-CLS.
- 80% of Accommodated Core Classroom students in grades 2-5 will show greater than 20% growth as measured by DIBELS DORF scores.

By May of 2019 school ODR data will reflect a 20% decrease in classroom behavioral referrals.

Data To Be Reviewed:

- SRSS-IE Data

Today's Agenda Items:		Agenda Items for Next Meeting:
1. Last Meeting Review (8:30) Last Month's Meeting Notes:	Lunch (11:45-12:30)	*SST Feedback Outside Duty
2. Team Building Activity (8:40)	5. Better Conversations - Redirecting Toxic Conversations (12:30-1:30)	Follow-Up: • Adjust Kindergarten schedule for IPLCs. Possibly to join 4th grade BB and move the time to 1:45 or 1:50. • 5th grade- Figure out a way to get another

Artifact 10

JORDAN CREDIT UNION

GOOD CENTS

A NEWSLETTER FOR EDUCATORS

September 2018 I Volume 36, 1

Pictured Above: A selection of Project 100 Winners from 2017-2018. More winners can be found on

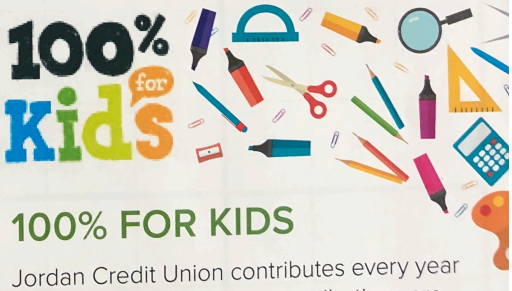
PROJECT 100

The school year has just begun, and with it comes round of Project 100 awards! We're excited to cont our teacher recognition program. Project 100 is a v opportunity to recognize an outstanding employee your district. Principals may nominate a teacher ev week for a chance to win. The Project 100 winner v receive a special certificate and a check for $100!

To increase your school's chance to win, encourag principal to submit a name each week. Our first dr will be held the last week of August. Weekly drawi continue into the beginning of May.

Winners are announced each month in the Good C newsletter, and weekly on social media.

For questions/concerns, contact Katherine Poulso katherine.poulson@jordancu.org



100% FOR KIDS

Jordan Credit Union contributes every year to 100% For Kids. These contributions are dispersed as grants to teachers for their classrooms.

If you would like to apply for a grant, simply find the link at *jordan-cu.org/district-specials* and complete the application.

Please note, grants are awarded early in the school year.

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