**INTASC Principle 1: Know Your Content Area: *“Victimizing Georgiana”; “Who Can***

***Replace A Man” Lesson Plan***

**Date: May 14, 2012; October 2013**

**Course: ENG 324; EDU 455**

**Rationale:**

 I have included my paper, “Victimizing Georgiana” for principle one, because it clearly displays my ability to: interpret literature, form an argument (thesis), plan a paper, and finally write a clear well-thought-out paper as a finished product. For this assignment I read Nathaniel Hawthorne’s short story, “The Birthmark.” In the story, Georgiana’s birthmark creates an interesting debate over what is true beauty and what is not. After reading this, my ability to use critical thinking to interpret the story, pick out the symbolism, character’s tones, voice, and moods, and knowing the major themes, allowed me to successfully create a thesis and then write the paper. In addition to the process that lead up to writing this paper, the actual physical paper itself, with a well developed introduction and conclusion in addition to the content paragraphs that prove my thesis, is proof that after editing I am able to form well developed sentences, with correct grammar and spelling. As I did in this paper I will encourage my students to read various ranges of texts and respond to those texts using different strategies to interpret and evaluate what they read. In the end, my independent ability to successfully interpret texts that I read with my ability to write a paper based on my thoughts and opinions with support from the text, proves that I am knowledgeable in my content area so that in the future I will be able to help my students to develop the independent skills they need to be able to do these important tasks as well.

 In addition to the paper “Victimizing Georgiana,” I am also providing a lesson plan that I taught using Brian Aldiss’ short story “Who Can Replace A Man.” In order for me to actually be able to teach this lesson and create compelling discussion amongst my students I had to thoroughly understand the story and everything (symbolism, meaning, characters, theme, tone, mood, etc) that went along with it. After reading this story several times through I developed a lesson that I thought went well with the themes Aldiss was trying to get across. My main focus was comparing and contrasting the various machines found in this futuristic story and this futurist environment compared to our own current-day Earth. My discussion questions can be seen within my planning. I also provided a review on theme for my students with a fun activity that had them listen to two different songs and figure out what the theme in those songs were. Finally, we completed the analysis paper that focused on all of the concepts listed above to make sure that my students understood the story as a whole. Overall, if I had not understood this story and the various English concepts that went with it, I would have been unable to teach this lesson. Therefore, both of these artifacts prove my ability to teach and understand English/Language Arts.

**Content Standards:** 4.6, 4.7; 8.2, 8.10

**Developmental Standards:** 2.5, 2.6; 3.1, 1.5

**Principle 2: Developmental: *“How Teachers Help to Influence Their Student’s Identities”;***

 ***YMCA Camp Potawotami***

**Date: November 7, 2011; Summer 2012 and 2013**

**Course: EDU 101; Summer Employment**

**Rationale:**

I included this essay that I wrote in my introductory education class, because it argues that in order for teachers to successfully help their students develop their own identities, teachers must have; their own positive identities, actually listen to their students, and they must refrain from favoritism/biasness. In order to write this essay I had to read William McBride’s short novel, “Entertaining an Elephant.” By reading this novel and then writing the essay I was finally able to fully understand just how much I help develop my students. From their education and knowledge, to how they act, or even the choices they make, I have an influence over them. As a teacher students will look up to me, watching every move I make and sometimes even following in my footsteps. It is my duty as a teacher to make sure I’m helping my students to develop in the best way. This is in regards to everything from talking to actions, from thoughts to behaviors. I have that responsibility. The novel and paper also helped me to understand that at different ages, students are going to require different things. And in addition to that, each child will require those different things at different times. Ultimately, as a teacher I am required to know what part of development each of my individual students are at, and from their help them with what they need. In addition, this artifact also shows my ability to read a text, interpret it, write about it, and apply it to my own life experiences.

I have also included a print-out of a YMCA Camp Potawotami brochure as an article, because this was my interaction with the community, outside of the normal school environment, during the summer and provides proof that I understand the needs of young adults based on their various ages. By working at this summer camp, it shows my dedication to children not only in the classroom community, but in the local community as well. Here I interacted with children one-on-one as well as in small and large groups. Going away to camp for a week at a time is always a trying event for young adults. It is an emotional and physical rollercoaster, but completely worth the growth they get out of it. By having to guide them through these difficult experiences and times, I have grown stronger as a teacher. In order to prepare myself for the various activities and struggles within the different age groups, I needed to understand the development of all different ages of young adults. I am now able to handle a majority of situations from sadness to anger, over-excitement to fear. In addition to learning how to interact with different personalities of children, I also taught a drama class outdoors, in which children wrote their own scripts, practiced acting them out, and then performed in front of the entire camp at the end of the week. This definitely helped with my mentality for the future by improving on my organization skills, planning, and overall my ability to maintain a healthy, helpful environment for my students.

**Content Standards:** 2.4, 5.4;6.6, 6.7

**Developmental Standards:** 1.2, 1.5; 5.1, 5.2

**INTASC Principle 3: Diverse Learners: *“English Language Arts Lesson”*; *Urban***

 ***Experience Pre/Post Reflection***

**Date: October 31, 2011; November 2013**

**Course: EDU 230; EDU 4555**

**Rationale:**

I included this lesson plan, because it shows how I am capable of revising a lesson plan to accommodate ELL (English Language Learners) in my classroom. This document is a revised lesson plan to address the learning needs of ELLs. I recreated a lesson plan in my focus area (english/language arts) that a student of another culture could understand. In this lesson I use the fairytale “The Three Little Pigs” to teach basic elements of a short story (climax, plot, rising action, etc). By integrating strategies such as pictures and simple definitions my students will be able to comprehend and absorb what I am teaching so that they will later be able to use it again on their own. I have high expectations of my students. This can be seen in the lesson when I remark that if I am successful, they should be able to apply what they learn to future readings. In this artifact I explain what I would do before, during, and after the lesson. This paper shows that I know about the process of second language acquisition and strategies that I can use in my future classroom. This paper shows that I appreciate and value the diversity of my students – their talents, cultures, and perspectives. In my lesson I want ELLs to share what they know. When I begin teaching I will create a learning community where individual differences are respected. In addition this artifact also shows how I want to use visual aids – pictures that are universal, and how I want to arrange my classroom so that students can see each other.

I have included the pre and post reflections for my urban experience because it shows how my attitude changed and adapted towards different styles of learners after this experience. In the pre reflection, I have questions and concerns about the stereotypes of the typical urban experience. Prior to actually going to Cincinnati, Ohio I did not completely understand how urban students differ from rural students in their approaches to learning, which hindered my understanding of how to approach their instruction. After this urban experience though (as seen in my post-reflection) I now understand that urban students do not extremely differ from urban students. Each student still needs individual attention to try and enhance their learning ability to the best it can be. These reflections also show that I understand how different types of schools treat their students and their learning differently. For example, the Montessori school that I visited during this urban experience relies highly on independent and group work. This helped me to understand that depending on the school, I may have to change my approach to teaching and student learning, because different schools have different requirements.

**Content Standards:** 3.6, 6.2; 4.3, 4.4

**Developmental Standards:** 1.5, 1.7; 1.2, 1.3

**INTASC Principle 4: Different Methods: *“What turns a crowd into a mob?” Lesson Plan;***

***Titanic Lesson***

**Date: Winter Term 2013; November 2013**

**Course: EDU 333; EDU 455**

**Rationale:**

I included this lesson plan, because in it I use a different method to initiate a discussion among my students that I have not used prior to this lesson. I knew as soon as I met Mrs. Holcroft’s 7th grade, Honors English class, I wanted to spice up a traditional, boring lesson with a normal discussion, and make it fun and engaging. These students are talkative, and hyper, so keeping them quiet/involved, Mrs. Holcroft had warned me, was going to be a challenge. Typically when I am leading a discussion for my students I start with a question, or idea right off of the bat. However, this time I used a movie clip from Disney’s, “Beauty and the Beast” to actually show students what a mob looked like before we discussed it. In addition, I built them up to answering the question, “What turns a crowd into a mob?” We started by discussing the clip, what it would feel like, what it would smell like, and all of those details if you were in a mob. Then we finally got to discussing what the difference was between a crowd and a mob, and then the ultimate answer of what turns a crowd into a mob. I have also included my reflections on this lesson with this lesson plan. In my reflection I explain how excited I was that this clip actually worked and caught my student’s attention. By using a different method, I was able to get my students interested in what we were about to discuss. My mentoring teacher also complimented me saying that she was impressed by how captivated my students were by my lesson.

I included my lesson plan on the Titanic, because I thoroughly enjoyed the interaction I had with my students while doing our KWL online chart. Mr. Cannon’s classroom has an individual computer monitor for each student and this was one of the first times I used it to have students work independently and then come together to work as a whole class. I started by having students fill out on their own what they knew about the Titanic and then what they wanted to find out (the “k” and “w” within a “KWL” chart). This proved to be difficult for my students. However, as soon as I brought a KWL chart up on the front board and had them share their ideas, their thoughts just began to flow. Soon students were excited and getting involved at this new technique that I was using within the classroom. Overall by having my students complete this online KWL chart I was successfully able to encourage their: critical thinking (by having them ask questions and consider the event), problem solving (as they soon tried to start guessing their own answers and solve the questions other students came up with), and performance skill (because all students completed this assignment). Dr. Bauer came in and observed during this lesson, ending with the remark that she was happy that my students had become so intrigued and involved within this lesson.

**Content Standards:** 1.7, 3.9;8.1, 8.7

**Developmental Standards:** 1.6, 3.12; 2.2, 2.5

**INTASC Principle 5: Classroom Environment and Groups: *Annotated Seating Chart;***

 ***Freedom Writers Movie Critique***

**Date: Fall 2012; Spring Term 2011**

**Course: EDU 316; EDU 221**

**Rationale:**

 I included this seating chart that I created for my student observation class with Mrs. Whitaker in our 10th grade on-level, English classroom, because it shows my ability to get to know my students and to utilize that knowledge to put each individual in the best spot where they are going to flourish. I started with memorizing each of my student’s names so that I could greet them upon entering the classroom. From there I tried to talk a little bit with each student; helping them on assignments, answering any questions they had, and overall getting to know them. I also passed out a little “getting to know you” half-sheet of paper so that I could learn some things from students that they wanted to share with me. I shared my own facts aloud with them. Eventually Mrs. Whitaker also presented me with some of their work (essays, short answers, etc), and a list she had of students who had additional needs. From their work I was able to get a generalization of which students were really good at reading, who struggled a bit, along with writing. I tried to place those that struggled next to those that prospered in hopes that they could potentially help each other out. In addition I also took into account which of my students had hyper-active disorders, which were my ELLs, which were social, and which were quiet. Ultimately this seating chart (which is annotated with as much information as I could fit) was well thought out and detailed in order to help my students as much as I could. By putting this in my portfolio one can see how much I care about my students as well as how much I plan and organize.

 I also included an essay that I wrote on the movie, “Freedom Writers,” because in the essay I address the issues that are presented in the film and how the teachers and students respond to these issues. This includes different techniques the teacher use to help their students prosper in individual and group environments. This paper shows that I know how to help people work productively and cooperatively with each other in complex social settings. Throughout the paper I discuss how the extreme diversity in the classroom makes it difficult for the teacher to educate her students, and for both the teacher and students to relate to one another. I also orchestrate how eventually the teacher overcomes these obstacles and is able to unite her classroom so that her students may prosper. This paper shows that I understand the values of roles students have in promoting each other’s learning and I recognize the importance of peer relationships in establishing a climate of learning. In the paper I observe that when the students were fighting and not getting along their school work suffered, but as they came together they started to learn better. When I am a teacher I will create a smoothly functioning learning community in which students assume responsibility for themselves and one another. I will do this by having both individual and group projects. I will also encouraging my students to get to know each other better, possibly by switching seats around every so often, making my annotated seating charts, and by organizing groups so that the same students are not always in the same groups. Also presented in this essay are the struggles a teacher must deal with in regards to diversity in the classroom.

**Content Standards:** 6.1, 6.5;6.7, 7.6

**Developmental Standards:** 5.3, 5.6; 5.4, 5.5.

**INTASC Principle 6: Use of Technology/Effective Communication: *Plagiarism Internet***

 ***Game Lesson; “The Tell-Tale Heart” Lesson***

**Date:** Fall 2012; September 2013

**Course:** EDU 316; EDU 455

**Rationale:**

I included this lesson plan on plagiarism, because in it I utilize two different forms of technology for my students. Typically plagiarism is considered a boring, redundant topic that students refuse to pay attention to, but that was not the case for this lesson. By using technology I was able to make it fun and effective ultimately resulting in minimal plagiarism from my students when writing their large research papers. I initiated the lesson with a PowerPoint presented on the classroom SmartBoard. The PowerPoint included information such as, how to use citations, what paraphrasing was, direct quotes, etc. and all of these had examples in addition to the definitions. The examples were taken from the text they had just been reading. This made understanding what I was trying to teach even easier, because my students were already familiar with the text. At the end of the PowerPoint, I initiated my second form of technology, a game found online. In the game students had to go from room to room, finding goblins that asked them various questions about plagiarism. If they got the question correct, they moved on looking for more goblins, if they got it wrong they had to find the goblin elsewhere and eventually answer the question correctly. The questions were asked in different formats from; multiple choice, to true and false, and even a few “type in the answer” questions. One example could have been; “If Ricky puts a paragraph into his own words, keeping the major idea of the paragraph, and does not cite, is that considered plagiarism?” In this case the answer is yes. If it is not your original idea, it must be cited. After orally asking my students their opinions about the lesson, the overall consensus was that they had learned a lot and it was fun. By utilizing technology I was able to let my students have fun while learning.

 I included this lesson using Edgar Allan Poe’s “The Tell-Tale Heart,” because in it I use two different methods of technology to help my students inquire, collaborate, and learn together. The first form of technology was Google Docs, which I had my students use on a daily basis. All of their bell ringers were done in a journal on Google Docs. By providing bell ringers and having them perform it on a computer I was helping my students with all of their future writing and the writing process in general. In addition, the lesson continued with two different videos that featured clips of trailers for the movie “Mary Poppins.” The first was the original theatrical trailer with an upbeat, positive tone/mood. The other however, which was created by a random individual online, was an extreme contrast to the Disney version. This new trailer was scary and dark. I pointed out the various verbal and non-verbal reactions I saw within my classes after showing them both clips. Then, I introduced the concepts of tone and mood to my students. Finally, I had them collaborate with each other to try and figure out what tone and mood really was. After some discussion they finally understood these two new, difficult concepts. This was later proven to me after they all successfully passed their test on their short story unit in which they had to describe the tone and mood within a given story.

**Content Standards:** 4.9, 4.10; 8.2, 8.7

**Developmental Standards:** 3.14, 3.16; 3.14, 3.15

**INTASC Principle 7: Long/Short Term Unit Plans: *“The Giver” Unit Plan;* *“When You***

 ***Reach Me” Unit Plan***

**Date: October 19, 2012; April 4, 2013**

**Course: EDU 316; EDU 333**

**Rationale:**

I included this lesson plan, because it shows my ability to plan an entire unit by using the Backwards Design method of planning. In stage one of the unit plan, I present the big ideas and important skills needed to execute this unit plan. This includes; materials, vocabulary, essential questions I want my students to be able to answer by the end of the unit, measurable student goals, and student standards that apply to this unit plan. In stage two, I discuss all of the ways I plan on assessing my students. These include; a pre/post test, group work, a chapter quiz, and a self-evaluation. The third stage assures me that I have everything aligned for my activities, from standards and essential questions to assessments. The last part of this stage also includes a break-down of each lesson and what I plan to do for each lesson. In addition to the unit plan itself, I have also attached the worksheets and major project descriptions as well as the rubrics that I will be using to grade my students. It is also important to note that I came up with this original idea of teaching “The Giver” by Lois Lowry as a unit plan, it was not assigned to me. This shows my ability to actually come up with my own unit plans. Also, by creating this unit plan several other things can be observed. One, I have the ability to follow instructions (how to use Backwards Design) and implement them. Two, I am very organized and capable of planning ahead so that my classroom management run smoothly. And three, I have the ability to create fun, educational lesson plans for my students. Lastly, I also list alternative ways in which I would alter my lesson plans if a student’s needs, such as ELLs or ones with IEPs, needed to be met.

I have also included my unit plan on the novel, “When You Reach Me” by Rebecca Stead. This unit plan had a similar format to my “The Giver” unit plan, but the content of this unit is entirely different. In this unit I focus a lot on group work, along with a focus on reading concepts, and a rather large focus on writing (writing styles, writing formats, grammar, etc). By making my students rely on each other to create one common presentation, I am preparing them for the real world in which they will have to successfully interact with others on a regular basis. In addition by teaching them reading concepts/strategies I am helping to make them life-long readers who can comprehend anything they wish to read. In addition, this unit focuses a lot on assessments. I designed several formal and informal ways in which to assess my students and to see if they are meeting the objectives and goals I had set out for them when writing the unit. These lessons/assessments vary in style and design so as to provide opportunities for all learning styles and strengths/weaknesses of my students. Incorporated throughout these lessons and assessments is the use of technology. I understand that technology is a growing concern amongst society and is becoming more prevalent in everyday life. Therefore, I provided it in my unit to enhance my students’ knowledge of technology.

**Content Standards:** 8.1, 8.3;8.5, 8.10

**Developmental Standards:** 3.1, 3.3; 4.2, 5.2

**Artifact Title: INTASC Principle 8: Effective Assessment: *Pre/Post Test*; *People of the***

***Titanic Project***

**Date: September 2013, November 2013**

**Course: EDU 455; EDU 455**

**Rationale:**

I included this pre/post test, because it shows several things. First, it shows that I am capable of effectively assessing my students. This pre/post test was to see how much they knew about short story vocabulary terms. I used a simple format, asking my students to match the vocabulary word on the left to the definition on the write. The second thing this pre/post test shows is my ability to format data. After taking their pretest and posttest, I formatted a sheet to see how well students did on each. Then, I made an easy chart to figure out which children improved, which stayed the same, and which did worse. This shows my ability to organize and use the data I collect from my students. Finally, I wrote a reflection on my pre/post test using the data I had collected. Ultimately, I really liked that I did the post-test halfway through the unit. By doing this I was able to see what concepts I needed to focus on for my students to get a better grasp on the material. I believe this test to be valid, because since it was just definitions and vocabulary matching it showed if they understood the basic definition of the words. There was no way to get confused by the answers; it tested what I wanted to know. The test was also reliable because, none of the students had completely wrong answers, most switched only a word or two around (ex: internal conflict and external conflict, or 1st person narrator and 3rd person narrator). Lastly, this test was not biased, because I have no personal connections to the South Western School District and I had the students trade-and-grade themselves. This means students traded their test with another student and they graded each others. I simply put the grades in the grade-book. This shows my ability to adapt and critique myself. This artifact also shows my ability to accept criticism and learn from it, as I mention I would have split the vocabulary into two sections as Mr. Cannon suggested so that my students would feel less overwhelmed.

I included my “People of the Titanic” Project, because it shows a unique, fun, but educational way of assessing my students. For about a week before this project we had been studying different non-fiction resources that focused on the Titanic. As my students performed this formal lesson they developed: intellectually (as they learned about the different individuals they researched), socially (as they worked together sharing sources and ideas), and even physically as they moved around the classroom working together and individually on the project. This project was only a two-day assignment and if I could change anything I would have made it longer and more in-depth, because my students enjoyed it so much. Overall this assessment was: unbiased (I did not know whose project I was grading when as I had them put their name on the back of their projects, not on their rubrics), valid (I was testing how well my students could research and how well they learned about an individual their projects showed this), and reliable (the same rubric was used for all students).

**Content Standards:** 4.2, 8.4; 8.2.4, 8.2.6

**Developmental Standards:** 4.2, 6.5; 4.2, 4.3

**INTASC Principle 9: Reflection: *Student Teaching Journal;* *Three Day Lesson Series***

**Date: Fall Term 2013; Winter Term 2013**

**Course: EDU 455; EDU 333**

**Rationale:**

I included these weekly notes, because they are a fantastic insight into my thoughts and reflections for my student teaching each week during my Education 455 class experience. The journals are organized by each individual day within the week. Each entry has an overview at the beginning in bullet format to show what is included in that particular journal entry on that particular day. This shows my organization skills and my successful ability to articulate myself. The subjects within my notes are a wide range from what I taught and my reflections on them, to individual students, to future ideas that I plan on coming back to and using in my classroom. These journals show evidence that I am not only able to successfully critique my own work and adapt it, but that I am able to take others criticism of my teaching, learn from it, and change my future methods. I also make comments about adapting my lessons to help to students with IEPs and emotional disabilities. Overall these notes show how organized I am and that I am capable of reflecting on my work. In addition this is major insight into how I think as a teacher and how I plan to adapt for my students with special needs. Attached to these weekly notes are also the comments that I received from Laurie each week about that particular weeks entries.

I have also included my three day lesson series for EDU 333, in which I taught my seventh grade students colons and semicolons, and my teacher’s feedback for those lessons. By having this artifact in my portfolio, it shows my ability to create a successful lesson plan, to take and learn from my teacher’s feedback, and use technology within my lessons. Mrs. Holcroft’s feedback from the first day stated that I needed to watch out how much I was using the word “hey” to quiet down my students. She explained that sometimes when teachers develop habits, whether in language or action, it can distract from their students’ learning. I utilized this feedback starting on the second day of my lesson series, which Mrs. Holcroft complimented me for on my second day feedback notes, saying that I had drastically improved. On the third day of my lesson series she makes no more comments about this, which I believe means I conquered the habit. Now, I will constantly try to be aware of all of my actions and words I utilize when teaching. In addition, Dr. Bauer also provided feedback, and her only criticism was that I should make sure to clearly explain pre-tests when issuing them. I am keeping this in mind for the next time I use a pre-test, because I do want my students to understand what I am trying to do for them via pre/post-tests. In addition to understanding and utilizing teacher feedback, this unit plan also shows my ability to play different roles for my students. Throughout this lesson I was an instructor, a coach, and an audience member. I also utilized group work in this lesson plan, by having the students communicate and rely on each other to successfully learn about colon/semicolon use. I also used a fun, engaging semicolon game online that successfully brought the use of technology into the classroom.

**Content Standards:** 5.5, 5.7; 8.4, 1.5

**Developmental Standards:** 1.1, 1.3; 2.9, 4.1

**Artifact Title: INTASC Principle 10: Community: *Adopt-A-Grandparent Organization;***

***Southwestern Middle School Dance Chaperone***

**Date: Winter Semester 2013; November 2013**

**Course: Volunteer Organization; EDU 455**

**Rationale:**

I have included a flyer for the “Adopt-A-Grandparent” volunteer organization here at Hanover College, because this year I have participated in it regularly. The group was started this year by a Hanover student in order to give back to the local community, by befriending some of the elderly individuals in the local nursing homes. My lovely lady is Mrs. Betty Gaffney, who lives in Thornton Terrace Nursing Facility. By volunteering in this program I am showing that I have the desire to help my local community, which as a teacher it is always important to get involved in the community outside of the regular school hours. I plan on continuing my volunteer hours throughout my life, because if I am volunteering, I feel my students will also be more like to volunteer. I want to live by example, not lecture. In addition by spending my time interacting with elderly individuals I am enhancing my communication skills which I can bring with me into my classroom.

I have included the flyer from Southwestern’s Middle School Dance that was held on November 1, 2013. Although it was not a part of my student-teaching requirements, I chose to attend the dance after school and help chaperone it. Overall it was a wonderful experience. By helping set up for the dance, attending it and watching out for my kids, and helping with clean-up procedures I showed my students how much I truly cared about them. I understand how important it is for my students to see them outside of their natural school environment and in the community. This allowed my students to fully comprehend how much I support them in their lives and that I am not only there to teach them, but to guide them and help them in any way that I am able. In addition by showing my support I was able to prove to my fellow colleagues and the rest of the community that includes parents/guardians that I am reliable and helpful when necessary and that I truly do care about their children.

**Content Standards:** 6.1, 6.5; 6.4, 6.6

**Developmental Standards:** 5.5, 5.6; 6.4, 6.7