Lesson #4: News Report

This was by far, the best lesson I wrote while doing my practicum with this fourth grade. I actually remembered a lesson I did while in fourth grade that was somewhat similar to this lesson. The children were so excited about this lesson. I took the time to assign each child a specific job that they could do, according to their strengths and weaknesses. I felt this lesson really allowed me to explore INTASC principles, number 2, Understands Development, and number 3, Understands Difference.

I really had to analyze the children in order to give them a responsibility and help them grow. These responsibilities were given and each child was able to grow within the realms of this particular lesson.

I felt that this lesson helped the children develop, not only within the social studies, but also as a group. They each learned what each other’s strengths and weaknesses were and how to actively use those.

I also felt this lesson was a good example of Manages and Motivates, which was principle number 4. I was in charge of this whole project and it took three days to finish. I had to make sure every person was on task and I also had to organize the whole news program.

This was a very fun, yet stressful activity because every child was doing something different and it was difficult to manage. It was an enjoyable way to teach the children about social studies, the news, and about themselves.
Evaluating a Single Teaching Experience

Student Teacher: TRICIA STAMMEN
Lesson Observed: NEWS

This document is NOT intended as a checklist, but rather a reference document and a reminder to observe specific INTASC behaviors.

U = Unsatisfactory   B = Basic   P = Proficient   D = Distinguished

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EVIDENCE / COMMENTS

Good opening-class got all excited about news

Used a good reader for example. Kelsey’s reading was exciting.

Your use of the overhead to write an news story was very effective. Writing the facts and turning them into a story was a good example. Good clarifying statements.

Be sure to have the children get paper out to write down assignment so there is not question about the assignment.

You use a lot of humor in your teaching. Keep it up.

This was an excellent lesson. You did really well and the class is really into this.

REFLECTION:

What were the strong points of your lesson?
Did you meet your teaching objectives for this lesson?
How did you or will you assess student learning in this lesson?
What might you do differently if teaching this lesson again?

Evaluated By: Kathy Lind
Position: 4th grade teacher
Date: 11-20-00
I. **Objective:** Students will recognize that God will be with those who continue to trust Him through troubled times. The students will recognize this through a series of games and activities involving trust and also reading the scripture about Joseph along with a prescription worksheet afterward. Students should give a detailed prescription on the worksheets on how to trust God, based on what they learned.

II. **Subject Area Standards:**
4.3.2 Identify the main events of the plot, their causes, and effects of each event on future actions.

III. **Procedure:**
- I will have three obstacle courses set up around the room made by desks, chairs, trashcans, and other medium sized objects.
- I will tell the children to get with a partner (Miss Rock or I can be involved if needed.)
- Each group will go through an obstacle course. One person will be blindfolded, another will stand at the end telling the person what to do. This game will establish trust with their partner.
- After we have finished the game, I will have the students sit on the floor in a group. *How did it feel to be lead by someone else’s voice? How did it feel to lead someone? Was there trust between the two of you? How many of you know about Joseph in the Bible? He trusted God so much, even when his brothers sold him to be a slave and betrayed him. Let’s read about how Joseph had strange dreams and how his brothers did not like that about him.* (GENESIS 37:5-36)
- Next, I will have the students pair up with their partner again and read back and forth until they finish the assigned reading.
Why did Joseph's brothers want to get rid of him? (because they were jealous)

Who knows this story: what happens next? (Joseph is sold into slavery, then gets into trouble with his master and is sent to jail; then Joseph helps other prisoners by explaining their dreams; he is summoned by the Pharaoh to explain his dream; he explains it and is named the Pharaoh's assistant because he helps save the city from famine; The brothers find out how well Egypt is doing and decide to go there to find out if they can save themselves, but they do not know Joseph is there...then they run into him, but do not recognize him.)

What was it like for Joseph in prison? (NOT FUN!, Etc.)

Notice that when he was helping people, he did not focus on himself to make himself look better, but tried to focus on God. Pharaoh respected him so much that he put him in charge of national plans to prepare for the famine.

Let's read now to find out what happened to his brothers. (read again in partners, GENESIS 45: 3-15.)

Why do you think Joseph forgave his brothers? (he loved them because God calls us to love others, no matter what)

Do you think you would have forgiven your brothers if you were in Joseph's position? Remember, Joseph was thrown into slavery by them...

Was it important to him and to God to forgive? Why do you think Joseph trusted God so much during his hard times? Is it important to trust God no matter what?

IV. Evaluation:

Since we have learned about trust and how we should trust God no matter what, let's see if we can help someone figure out how to trust God in their tough situation. (HAVE STUDENTS GO BACK TO SEATS)

Pass out worksheet. I will read the TRUST ME column to the class. Then, I will tell them that they should use their Bibles and read the assigned scripture to write down a good “prescription” that will help Todd with his problem.

Students should be able to give a good “prescription,” writing about trusting God and anything prominent they find in the scripture.

V. Materials:

Worksheet, obstacle set up, Bible for students, BLINDFOLDS
Lesson #5: Religion

This was a lesson I had wanted to do, but had to receive permission to do. I am very interested in religion and have considered teaching in a private school, so I thought this would be an excellent opportunity to see if I was able to handle the responsibility of a religious lesson.

I felt this lesson really hit on three important INTASC principles: numbers 2, 6, and 7. Understands Development was the first principle. I thought this principle was met because I provided the class with meaningful learning experiences during the lesson. I took into context what their actual level would be as a whole and decided to do a low-key religious lesson. For example, I wouldn't have made the students read every chapter in the Bible, instead, I took a portion of what we were discussing and had them read it. Then, we discussed this in great detail to make sure that everyone understood the overriding theme.

I also thought I had to portray excellent communication skills throughout the lesson, especially with the blind obstacle course. I had to communicate what to do and where to go. I felt the children really did well with my form of communication because I made every detail clear. This was also very meaningful for the children because they were able to see the Bible in a real-life activity, so it was relevant to them.

Finally, I felt that this was a lesson that needed complete thought-out planning. I did just that. I really thought about each child and how to make sure ever child understood. I also feel that, since I did plan well, I integrated well. The children understood the lesson because I planned it in a way they could understand.
Overall, I felt this was an effective lesson that the children had a lot of fun doing. They learned about the story of Joseph, but because it was relevant, they were able to understand it more than if we had just read the material straight from the book.
TRUST ME!

Todd got pretty good grades at school and he was getting along well with his teachers. His parents loved him and he loved them. He liked his Sunday school class and the church kids' club. His friends all got along with each other. Then—wham! Todd's dad lost his job. He told Todd, "I'm sorry, but you can't go on the class trip to the amusement park. We just can't afford it right now!"

Todd had been looking forward to the trip for several weeks. He got very upset. He felt that God had failed him so he quit reading his Bible and praying. His grades went down and he got in trouble with the teacher. At home he moped around and was rude to his parents. The Sunday school teacher had to scold him because he misbehaved. Because he was so moody, his friends left him alone.

Use the references to help you write out a prescription that would help Todd with his problem.

Psalm 9:9, 10  Psalm 27:13, 14
Psalm 42:11
Psalm 62:8  Proverbs 3:5, 6
Evaluating a Single Teaching Experience

Student Teacher: [Name]
Lesson Observed: [Lesson]
Time: 9:30 AM

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EVIDENCE / COMMENTS

Excellent intro activity to promote discussion of trust. The Bible course experience helped students personalize trust issues. You did an excellent job asking a variety of questions during this discussion and connected to the Joseph story in the Bible.

Minor Suggestion: Write the Bible chapter / verse to be read on the board. What was the purpose for reading this text? You stated you reading this text. You stated in your written lesson plan it in your written lesson plan.

Did you meet your teaching objectives for this lesson? How did you or will you assess student learning in this lesson? What might you do differently if teaching this lesson again?

Evaluated By: [Name]  Position: [Position]  Date: [Date]

Reflection: What were the strong points of your lesson? Did you meet your teaching objectives for this lesson? How did you or will you assess student learning in this lesson? What might you do differently if teaching this lesson again?

Nice job! This was an excellent lesson to start the Bible to their lives.
ADDITIONAL LESSONS

In addition to teaching lessons, I was able to do the following roles as a teacher. I was given the opportunity to teach every day. I read The Twits by Roald Dahl every day starting in October. I also attended other functions within the school. I went to a talent show featuring many of the students in the class. I went to see The Nutcracker, which featured Zoe. This was a field trip for the class. I acted as a chaperone for this function. I came to the Indiana Fair, where the children were asked to pick an Indiana county and show the important factors on a poster board. I met the parents and the other teachers in the school. I also established a good relationship with the school principal, Kim Overmier.

One of the main extra activities that I got involved with was a musical, Children of Eden, at the Civic Theater. A collegiate friend was directing the show and needed children for the chorus. I asked all of the third and fourth grade students at St. Mary School to be in the show and auditioned all of the children myself. I then choreographed two dances for the children to be in during the show. I organized and took care of them while they were at practice. I sent notes home to parents and made phone calls when needed. The show was a great success and the parents and children enjoyed the experience and were very pleased with the outcome. Through this effort, the children were able to learn about the arts and how they relate to everyday living, too. This was a wonderful experience for the children and for me, as a teacher. This experience allowed me to be viewed as a “Real person” and not just a teacher at their school. The children were able to learn more about me as well as me learning about them.
I feel that these things prove that I can not only teach, but also be involved with the community. This shows my competence in INTASC principle #10, Participates in the Professional Community. I felt that these things helped me to become a well-rounded teacher. The children also respected me at a higher level when I participated in these events, thus allowing me to become a better pre-service teacher.
Free Write/ Reflection Introduction

During my practicum, we had certain assignments that dealt with the teaching experiences in the classroom. First off, we had free writes that were randomly assigned. The topics changed every time we wrote. This was basically just a time to involve what we were thinking for the day or the week or even in the future.

We also had to do reflections revolving around the INTASC principles at a specific time during the semester. These were papers that involved writing about our activities during the classroom time and what we felt afterwards and during the teaching time.

These assignments were both assignments that helped us to reflect upon what was going on and what could have gone better and what was good. I included these assignments in my thesis. I feel that, with these assignments, my growth is shown throughout the semester through these reflections and free writes. This growth can be seen within the reflections and free writes as I progressed through the semester.
Tricia Stammen

**August 30th:** Helped children work on place value at their desks and at the board.

*Shape class*

**September 1st:** Worked on the board with math problems

*Worked in groups with students to practice math problems*

**September 6th:** Worked with a small group on a reading lesson

*Shape class*

**September 8th:** I taught a math lesson on my own to the whole class

*Students worked at desks on math practice problems.*

**Goal:** To improve in my knowledge on the material for fourth grade (for instance, I don't remember a lot of skills they work on and sometimes I will get caught not knowing the answer.) Also, to gain confidence in my teaching skills.

**Reflective Comments:**

(Not to sound full of myself) I have honestly been impressed with how far I have come over the past four times I have met in the classroom. Before I started this class, I wasn’t sure I wanted to go into teaching and I was worried that I wouldn’t be a good teacher. I am amazed at how much my opinion of myself and my future profession has changed! It is incredibly amazing. I definitely have more self confidence in myself and I feel incredibly comfortable around these students and especially my classroom teacher, Mrs. Lind. She has taught me so much in these past two weeks. I love to watch and observe her teaching styles and am amazed at how things come so naturally to her. I know this is a lot in part that she has been teaching for over 25 years, but I learn so much from her.

I feel much more confident in my teaching styles and technique than ever before. I was very comfortable teaching my lesson this past Friday. I was actually excited to start teaching it, instead of scared out of my mind!!! Every day, my confidence grows and helps me to become a better teacher, I am excited to come to class every day (even though it is at 8:00 am!)

I am also excited because Mrs. Lind is very welcoming and wants us to be involved in the classroom. We help out every day, whether is be in small groups or one on one participation or even just walking around the room checking answers. I don’t ever feel like I can step on toes by asking to do something. I enjoy how Mrs. Lind involves
us, no matter what she is doing. I appreciate that because I know she could just have us grade papers or something not relative to our goal for the class.

My personal teaching goal for this week is to understand the material I am teaching before I teach it. I had a problem with that this past week in my lesson I taught, but also when some of the students ask for help on a problem. This generally happens in math, which is my favorite subject. But, sometimes I don’t know the answer. I know this makes a bad impression on, not only the students, by also Mrs. Lind. My goal for the time remaining in the classroom is to make sure I know the material before answering the questions. When Mrs. Lind is teaching a lesson, I can look over the problems and answers that the students are going to do. This way, I will hopefully know the answer and be able to explain them to the students.

Another long term goal is to improve on my confidence in my teaching skills and technique. I know the only way to perfect this is to practice. When I prepared my lesson for Friday, I spent a lot of time correcting it an practicing the lesson so that I was prepared to teach it. This proved to be helpful when I was actually teaching. I received great comments from Mrs. Lind and the students seemed to be really responsive to the things I taught them.

I noticed that I could fall back on the material for EDEL when I taught on Friday. I finally actually witnessed how each student needs different attention and each student learn differently. I have always known this fact, but I actually witnessed it in the classroom and especially when I taught on Friday. After teaching the lesson, I had the students do problems from the book to practice what I had just taught. Some of the students understood the concepts I taught relatively easily. In fact, one student received a 100 percent on the problems. But, then there were others that didn’t quite understand everything I had taught. I ended up having to teach and explain the concepts differently to about four or five children. When I came home, I read a part in chapter three of the Riner text about differences in teaching and student views. I now know from experience that everyone learns differently and I will have to explain things differently for each child. I am glad I actually had the change to receive hand-on experience with this very important issue.
I feel as if I have made tremendous progress in my confidence level of teaching these past few weeks. I am excited to see what other kinds of progressions I will make in the weeks to come.
Time Line of the day in Mrs. Lind’s classroom

9:00-9:15>  Prayer/Pledge of Allegiance
9:15-9:20>  Introduction of BSU students
9:20-9:45>  Math tic-tac-toe game
9:45-10:00> Math worksheet
10:00-10:30> Music
10:30-11:00> Library (BSU students with Mrs. Lind)
Tricia Stammen

**September 11:** Worked with the low level reading group
  - Music class
  - Conference with Mrs. Lind

**September 13:** Worked in small groups (presented lesson on inferences)
  - Conference with Mrs. Lind

**September 15:** Testing
  - Observed an English lesson by Mrs. Lind

**September 27:** Made bulletin board
  - Gym class

**September 29:** Kate taught Math lesson
  - Gave spelling tests
  - Helped test Joe and Lauren in reading

**October 2:** Gave spelling tests
  - Finished bulletin board

**October 4:** I taught a lesson in reading

**October 9:** Gave spelling tests
  - Music
  - Conference with Mrs. Lind

**Personal Teaching Goal:** To become stronger in my teaching skills and self confidence in teaching...even more so than I already have.

I am astonished with the progress I have made in the past couple of months. If you would have asked me a year ago if I wanted to be a teacher, I probably would have said “not really.” But, I have noticed recently that I feel very differently. I have found that reason to be the quality time I am received at St. Mary’s. I have never been more excited to wake up for a class! This school is such a wonderful school to experience a feel for teaching. The students and teachers are incredibly comfortable to talk with and be honest. I feel this experience at St. Mary’s is really helping me to grow as an individual and as a prospective teacher.

I think Mrs. Lind has had a lot to do with me growing as an individual and as a teacher. She is such a wonderful lady and teacher and such an inspiration to me, not only
as an individual, but also as a teacher. She makes me feel as though I am already licensed as a teacher. She treats me as her equal, but also helps to teach me along the way. She is very encouraging and positive. She challenges me to be a better teacher and person!

One of the main things that has helped me to grow as a teacher is the lesson I taught on Wednesday, October 4. I was amazed at how well planned I was. I am usually a very planned person, but I am also very pessimistic. I kept thinking of things that would possibly go wrong as I taught. But, I also learned that it is okay to think of things, but something always happens that isn't planned. Expect the unexpected. I was very pleased at how well I dealt with classroom management and problems that occurred during the lesson. I saw certain students talking and I just walked on by them and stood by them as if to let them know I was there! The tactic really worked. I was also pleased at the activities I had planned. I remember drawing out the actual lesson and thinking, "this isn't very good." I was very wrong because the students really enjoyed the tasks I had them doing. They were very eager to learn and be taught.

I was also pleased with their overall attention span. They always had their eyes on me. Although there were a few kids who weren't paying attention here and there, overall, the attention was great!

One final idea I learned from this experience is optimism. I have been told and I also know that I am a very pessimistic person. I am currently working on my attitude towards things in general. But, I also noticed that my attitude toward teaching and lesson planning has changed drastically. I never wanted to do lessons because I didn't think my ideas were good. I didn't really want to teach either because I didn't have the self confidence to do it, but I am so much better now! I have such a better outlook on teaching and lesson planning. I do think my ideas are good. If they weren't good, the children wouldn't like them and they do enjoy the lessons I teach!

Overall, I am very excited to have made these discoveries about myself and my teaching. I am only more excited to teach more and become more acquainted with the students and with the teachers.
Tricia Stammen

**October 9:** Gave spelling pretest  Introduced vocabulary and began to read the story

**October 11:** Kate taught a lesson  Read *The Twits*

**October 13:** I taught a lesson on sequencing  Read *The Twits*

**October 16:** Gave spelling pretest  Introduced vocabulary and started to read story

**October 18:** Reviewed the story  Explained comprehension pages  Read *The Twits*

**October 20:** Gave spelling test  Taught work skills workbook pages  Read *The Twits*

**October 25:** Observed (substitute teacher)  Read *The Twits*

**October 27:** Gave spelling test  Taught art lesson  Read *The Twits*

**Goal:** *I want to improve on my classroom management. A lot of times, I do not think I am very fair (after I think about it). I need to work on consistency.*

**Reflective Comments:**

I feel great every time I write a reflective journal. Even though I dislike writing about everything I did, when I sit down to actually do the paper, it makes me feel good about my experiences thus far. I am really impressed with how much I have been learning, not only from the classroom experiences, but also from the class that we have. The assignment that we had involving the *Phonics the Use* book really helped me. Not only did my activity help me with ideas, but so did the other people in my group. I learned such good ways to teach new vocabulary...I also learned techniques that I didn’t care for so much. Katie Rhodes had a technique called “Rivet.” This technique involved a hangman sort of situation where you start to spell out the word and the children have to guess what it is. I think this would be a good technique for smaller children, but I wasn’t too fond of it for older children. I didn’t grasp the concept of the whole activity. I thought it was kind of dumb (sorry!). But, I enjoyed Michael’s technique. His involved showing a word and then having the children find other words that sound like that word. I thought it was fun and very instructional, too!
I also realized the importance of chapter 5 of Cooper in my teaching. (how practical!) I read through the chapter and I can remember coming across the part where the author is emphasizing the importance of determining the list of words of importance BEFORE you read the text. I was teaching a lesson on a story called “The Great Yellowstone Fire,” and I had vocabulary words that were listed in the teacher’s manual to use. I showed these words to the children and we figured out the meanings to these words and then we read the story. While we read, however, I found that there were a few words that the children didn’t seem to know the meaning. I wished I would have viewed the reading more carefully before having the children read the story. Then I could have picked out more words that I would have thought the children wouldn’t have known. The words that were chosen through the teacher’s manual were also words that the children didn’t know, but there were others that needed to be included. So, next time, I need to be more thorough.

I have also enjoyed my past two teaching experiences. The first lesson I taught is this reflections time session was with Mrs. Lind observing. I did a lesson on sequencing and how it relates to writing skills. I made the entire lesson on my own. The students really enjoyed it, too. They liked the fact that it wasn’t straight from the text and that it was inventive. The children were active in their participation. They were also very inventive. Throughout the lesson, we learned how to insert words in from of sentences to make the passage flow. For example, First, I went to the grocery. Then, I bought some lettuce. Etc. They did activities where they had to move and come up to the board and do interactive activities. Then, at the end of the lesson, I had them play a game where they were given five sentences and each person has to hold one and put their sentences in the correct order. Then, they had to insert a sequencing word that helped make the passage flow. They were all wonderful at this game. They really enjoyed the lesson and I was ecstatic about the feedback I received for it. Mrs. Lind even complimented me numerous times on the lesson I prepared.

The next lesson I did was this past Friday on Art. I used a lesson that I has previously used in my ARTED 300 class. I remember taking the class and thinking, “What a waste of my time. I will never teach this stuff to my students. I am not an art teacher.” I ended up loving the course and doing really well in the class. I was excited
that Mrs. Lind asked me to do a lesson in art. I took out my art file folder and found that I had a lesson that I wanted to use with the kids. I used a lesson on George Seurot’s technique of pointilism (making tiny dots to appear as a picture). The kids loved it and I used the theme of Halloween to get them motivated even more!

The only thing I am having a problem with now is classroom management. I think I am good at motivating the children and getting them to work without talking or any distractions, and I never have much of any problem. But, when I do (which, in most cases is the smallest detail with a child being fidgety and distracting the classroom), I do not handle the problems with consistency. I will sometimes take the pencil or whatever he is messing with away. The, other times, I will ignore it. I know it is a minute problem, but I need to figure out a consistent punishment or reward for this behavior. I am going to try to take the object he is messing with away on the second time. The first time will be a warning. If he still doesn’t listen, it will be in my possession. I think I just need to figure these problems out before I act upon them.

I am gaining more self confidence, which was one of my main goals, as I go along throughout this teaching experience. It is a fun learning experience and I almost feel as though I already have my own class, even though it is only for two hours!!!
EDEL 300 Evaluation

Name: Tricia Stammen  Semester: Fall 2000
School: St. Mary  TC Supervisor: Dr. Bottomley

Levels of Performance:
**Distinguished:** The preservice teacher has demonstrated an exemplary ability to create a community of learners with students highly motivated and engaged and assuming considerable responsibility for the own learning. The preservice teacher is prepared to be an outstanding first-year teacher.

**Proficient:** The preservice teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. He/she should be successful as an independent teacher in this area.

**Basic:** The preservice teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area.

**Unsatisfactory:** The preservice teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area.

Note: Most preservice teachers will perform at the Basic and Proficient levels.

INTASC Principle #1: The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

<table>
<thead>
<tr>
<th>Knowledge of Content</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Makes content errors, does not correct errors of students or self, or lacks initiative to research content.</td>
<td>Displays basic knowledge but cannot articulate connections with other parts of the disciplines or with other disciplines.</td>
<td>Displays solid content knowledge and makes connections between the content and other disciplines.</td>
<td>Takes initiative to locate and teach information beyond the traditional text. Seeks to keep abreast of new ideas and understanding in the field.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: Basic Level
Final Evaluation: Proficient Level

INTASC Principle #3: The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

<table>
<thead>
<tr>
<th>Teaching to Individual Learning Abilities</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.</td>
<td>Is aware of the need for adaptations in assignments time allowed, response modes, etc. and occasionally accommodates these needs for different learners.</td>
<td>Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.</td>
<td>Articulates clearly individual goals and expectations. Individualized instruction allows for most students to succeed and be challenged.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: Basic Level
Final Evaluation: Basic Level
INTASC Principle #4: The preservice teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

<table>
<thead>
<tr>
<th>Principle 4</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting Resources for General Instruction</td>
<td>Utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials or resources included.</td>
<td>Displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Occasionally uses supplemental materials.</td>
<td>Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning.</td>
<td>Seeks out and uses resources from professional organizations or through community speakers, study trips, etc. These resources are not just &quot;add-ons&quot; but are fully integrated into a comprehensive curriculum.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Proficient** Level
Final Evaluation: **Proficient** Level

<table>
<thead>
<tr>
<th>Principle 4</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Practice: Multiple Teaching Strategies, Active Learning, Modeling</td>
<td>Relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling.</td>
<td>Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged at least one half of the lesson. Some evidence of modeling.</td>
<td>Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students.</td>
<td>Facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Proficient** Level
Final Evaluation: **Proficient** Level

<table>
<thead>
<tr>
<th>Principle 4</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Teacher Role in Instructional Process</td>
<td>Primarily serves as &quot;giver&quot; of information in an authoritarian model of instruction.</td>
<td>Occasionally facilitates small groups but steps in to problem solve for the students.</td>
<td>Role varies depending on student activities. Expects students to self-direct and problem solve as needed. Facilitates learning.</td>
<td>Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Basic** Level
Final Evaluation: **Proficient** Level
### Principle 4

<table>
<thead>
<tr>
<th>Use of Media and Technology</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited use of media and/or technology to enhance learning.</td>
<td>Some media and/or technology used, but is inconsistent or of limited quality.</td>
<td>Lessons consistently use media and/or technology to add instructional impact and increase learning.</td>
<td>Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale and Support:**
- **Midterm Evaluation:** Basic Level
- **Final Evaluation:** Proficient Level

### INTASC Principle #5A

The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### Principle 5A

<table>
<thead>
<tr>
<th>Management of Transitions</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.</td>
<td>Transitions are sporadically efficient, resulting in some loss of instructional time.</td>
<td>Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.</td>
<td>Transitions are seamless with students assuming some responsibility for efficient operation.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale and Support:**
- **Midterm Evaluation:** Basic Level
- **Final Evaluation:** Proficient Level

### Principle 5A

<table>
<thead>
<tr>
<th>Management of Time and Materials</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and management are inefficiently handled, resulting in loss of instructional time.</td>
<td>Time and materials are handled moderately well.</td>
<td>Time and materials are handled smoothly with little loss of instructional time or interest.</td>
<td>Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale and Support:**
- **Midterm Evaluation:** Basic Level
- **Final Evaluation:** Distinguished Level
<table>
<thead>
<tr>
<th>Principle 5A</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions and Procedures</td>
<td>Directions and procedures are confusing to students.</td>
<td>Directions and procedures are clarified after initial student confusion or are excessively detailed.</td>
<td>Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding.</td>
<td>Directions and procedures are clear to the students. Anticipates possible student misunderstanding, plans, and monitors for it.</td>
</tr>
</tbody>
</table>

**Rationale and Support:**
Midterm Evaluation: **Proficient** Level
Final Evaluation: **Distinguished** Level

**Principle #5B:** The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Principle 5B</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Climate for Intrinsic Motivation</td>
<td>Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.</td>
<td>Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards are offered.</td>
<td>Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.</td>
<td>Teachers helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate or openness, mutual respect, support, and inquiry.</td>
</tr>
</tbody>
</table>

**Rationale and Support:**
Midterm Evaluation: **Proficient** Level
Final Evaluation: **Distinguished** Level

<table>
<thead>
<tr>
<th>Principle 5B</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Student Misbehavior</td>
<td>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</td>
<td>Attempts to respond to misbehavior but with uneven results.</td>
<td>Response to misbehavior is appropriate, successful, and respects the student's dignity.</td>
<td>Response to misbehavior is highly effective and sensitive to students' individual needs. Assists students in making appropriate behavior choices.</td>
</tr>
</tbody>
</table>

**Rationale and Support:**
Midterm Evaluation: **Basic** Level
Final Evaluation: **Proficient** Level
Principle #6: The preservice teacher uses knowledge of effective, verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<table>
<thead>
<tr>
<th>Principle #6</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and Written Language</td>
<td>Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.</td>
<td>Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.</td>
<td>Speech and written language are clear and concise. Vocabulary is appropriate to students' ages or backgrounds.</td>
<td>Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Proficient** Level
Final Evaluation: **Distinguished** Level

<table>
<thead>
<tr>
<th>Principle #6</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning and Discussion Techniques</td>
<td>Questions are usually of poor quality, low level thinking or one word responses are accepted. Interactions are predominately recitation style with the teacher mediating questions and answers. Only a few participate in the discussion.</td>
<td>Questions are a combination of low and high quality. Wait time is inconsistent. Makes some attempts to engage students in a true discussion but with only limited success.</td>
<td>Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas. True discussion. All voices are heard.</td>
<td>Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and stimulation of curiosity. Students learn to question. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Basic** Level
Final Evaluation: **Proficient** Level

Principle #7: The preservice teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.

<table>
<thead>
<tr>
<th>Principle #7</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-and-Long-Term Planning</td>
<td>Thoughtful planning is not evident in lessons. Lessons are not prepared in a timely fashion.</td>
<td>Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.</td>
<td>Long-term planning with connections to past/future teachings is clearly evident and prepared in advance of teaching. Plans are linked to students' needs and performances.</td>
<td>Evaluates plans in relation to short-and long-term goals. Has a clear understanding of the &quot;big picture&quot; for planning.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Basic** Level
Final Evaluation: **Basic** Level
Tricia is very kind and caring with the students.

<table>
<thead>
<tr>
<th>Principle 9</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on Teaching</td>
<td>Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.</td>
<td>Generally accurate impression of a lesson's success. Offers vague general suggestions for improvement or is dependent on supervisors for ideas. Open for suggestions.</td>
<td>Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Welcomes constructive criticism.</td>
<td>Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternate actions complete with probable successes with different approaches. Actively seeks constructive criticism.</td>
</tr>
</tbody>
</table>

Rationale and Support:
Midterm Evaluation: **Proficient** Level
Final Evaluation: **Proficient** Level

Additional Comments:

I have seen a lot of growth take place. Tricia has confidence in herself, and she is really doing a good job. She wants to do many different things, and she has many good ideas.

Tricia is very creative in the lessons she teaches. She is enthusiastic so the class responds with enthusiasm. She has done her lessons with many uses of technology in many firms. She'll be a great teacher.

Tricia relates well to children and adults. On her off hours she is doing a play with the children from several different classes. She has talked to each of their parents.

She is industrious and does take initiative in her lessons, ideas, and management of the class.

She is very organized. Lesson plans are on time and written well. She is punctual and reliable. Tricia makes good decisions based on knowledge of her subject and the class.
Reflection on my Practicum

As I dawned on the fact that I would not be teaching at St. Mary School and would be moving on to a different school and a different teacher and a different class, I began to feel sad. I had grown so attached to these children that I didn’t want to leave. I had grown so much with these children and with Mrs. Lind. I didn’t feel like my time was up with the class, so I made a decision to volunteer for one hour a week in the spring.

As the semester began, I realized that one day wasn’t enough to spend with these children and I needed something more from the volunteer experience. I didn’t have a Ball State professor giving me my requirements and I didn’t have an agenda. I basically just came in every Friday and did an art project or writing project. I liked to do an art project with the children because they did not have a separate art class and I thought it would be a good idea to introduce them to different styles of art. I used a writing activity to allow them to be creative. Basically, during this volunteer time, I was working to move the children to be more creative. This is when I decided to make my own agenda by creating a thesis out of this experience.

Now, instead of not having an agenda, I came in three times a week and taught a creative project to the children. I also took photographs of the children in action.

So, this is what came about after I missed the children from my practicum.

For my volunteer experience, I didn’t do a formal lesson plan as I did for the practicum. Most of the lessons I taught involved art or writing. Although I knew what I was going to do every week, I usually didn’t write it down on paper. I felt this kept me on my toes and helped me to see the classroom experience as the actual teacher. Because
Mrs. Lind was so cooperative, she would let me teach on my own for the remainder of the day (I came Monday, Tuesday, and Friday for the last hour of the day).

In the following section, I included a description of the lesson, a write-up on the INTASC principles involved, and, in some cases, a sample of a child's work and a photograph.
Volunteer Experience #1: Spelling Tests

This was one of the first tasks I did for Mrs. Lind while out of my practicum. Every week, the children would take a spelling test. However, there were no spelling books, so Mrs. Lind used a spelling list she had in another binder. Each child was not on the same level, so in order to meet individual learning differences, she would have me give one test with difficult words to about seven or eight children. Then another list with easier words would be given to the rest of the class. I gave these spelling tests on one day while I was volunteering. I felt this was an excellent way to discriminate between Individual Differences, INTASC principle number 3. Every child obviously does not follow the same learning pattern and every child does not have the same vocabulary. Giving the kids their spelling tests in two different groups with two different lists helps the children concentrate on the level they need to be concentrating on and not above or below it.
1. receive
2. siege
3. height
4. leisure
5. shriek
6. reign
7. lie
8. pies
9. retrieve
10. died
11. vein
12. perceive
13. sleigh
14. eight
15. believe
16. shield
17. piece
18. brief
Joe
1. bubble
2. settle
3. baffle
4. rattle
5. pebble
6. giggle
7. cattle
8. settle
9. bottle
10. katte

Differences between individuals
Volunteer Experience #2: Matisse Collages

This was an actual lesson I had in my art file that I created in an art class I took previously at Ball State. It involved the artist Henri Matisse and the collages he used to make while he created how he felt. I took an adaptation of this lesson and used the materials we had in the classroom. Before we even started, I had the children get out a piece of scrap paper and write down three words, symbols, and colors that described them on that particular day. Then, we used one large piece of construction paper and three other colors of construction paper. The three colors matched the colors they picked to describe themselves. Then, I had them cut out shapes to resemble how they felt on that particular day. Most of the collages turned out with their symbols and words of their feelings, which was fine, too. They glued those shapes onto the large piece of construction paper.

I felt this activity helped to broaden the children's horizons. Since they didn't have art as a usual class, they enjoyed the lesson. I felt this lesson showed my competence in Individual Differences, INTASC principle number 3. Children were able to show how they felt in a different manner. No two collages were the same. There were no stipulations on how to do the collage, so the children were able to freely communicate how they felt through their artwork.

I also felt this lesson was a good example of Manages and Motivates, the fourth INTASC principle. I was able to manage the class for the allotted hour of time and I motivated them enough to be excited while doing it. I was also able to manage the classroom while clean up occurred. I took over the actual teacher duties and finished the task with much excitement from the children.
Matisse Collages
Volunteer Experience #3: St. Patrick’s Day Test

I had an assignment for another class that I was to make a test grade level appropriate for whichever grade I chose. I chose fourth and decided to try the test out on this class. But, instead of actually giving them the test on paper, I wrote each of the answers down on index cards so that they could answer the questions. For example, I wrote a True/False question that read, St. Patrick was born in Wales. I had an index card that read, St. Patrick was born in Wales. Each child received one card, some children receiving more than one card. Then, everyone got a copy of the blank test and was required to walk around the room receiving as many answers as they could from their classmates’ cards and their own cards. Three or four students answered every question correctly.

The children loved this activity because it was a test with a twist. They didn’t feel threatened or nervous to take it. They had everyone in the room to help. I felt this was a good reflection of INTASC principles 2, 5, and 6. First off, with principle two, I showed competence in Understanding Development because I provided an opportunity for the children to learn something that would help them understand a holiday. I also provided a new and interesting way to learn about the holiday of St. Patrick.

Secondly, I Designed an Instructional Strategy because the children were learning while doing. The children weren’t just writing down the answers, they were making comments, such as “Wow! I didn’t know that!”

Lastly, I had to Communicate in order for the children to understand what to do with the test. They, of course, weren’t prepared to take a test, and they weren’t expecting to use their friends to help with the answers. I really had to concentrate on explaining
every detail, such as, "Keep your original index card with you at all times!" This proved to be a very interesting, informative, and fun activity.
Fourth Grade St. Patrick's Day Test

(This would have been given after a study of the holiday, but you may use the sites:

http://www.wilstar.com/holidays/patrick.htm

http://www.st-patricks-day.com

or any other site you may find)

True/False

1. St. Patrick was born in Wales.  T or F
2. There are snakes in Ireland.  T or F
3. St. Patrick died in 1902.  T or F
4. St. Patrick began the Catholic monasteries of Ireland.  T or F
5. The shamrock was once called the “seamroy.”  T or F

Multiple Choice

6. Which of the following is not a Celtic country in which St. Patrick traveled?
   a. Brittany                      b. Cornwall
   c. Scotland                     d. London

7. Which of the following is a factual character/idea when it comes to St. Patrick’s Day?
   a. Shamrock                     b. Leprechaun
   c. dwarf                        d. Fairy

8. Patrick is most known throughout the world for driving out...
a. snakes       b. horses

c. leprechauns  d. goblins

9. The shamrock represents...
   a. peace         b. equality
   c. the cross     d. the snakes

10. A shamrock's leaves form...
    a. a foot       b. a triad
    c. a tulip      d. fingers

11. St. Patrick's given name was...
    a. Albert       b. Maewyn
    c. Saint        d. Sonny

12. St. Patrick was sold into slavery at the age of...
    a. 16           b. 12
    c. 29           d. 90

13. St. Patrick's calling was to...
    a. tell everyone about slavery  b. kiss the Pope and his wife
    c. convert the pagans to Christianity  d. study the pagan ways of travel

14. The St. Patrick's Day custom came to the United States in
    a. 1492          b. 1620
    c. 1776          d. 1737

15. In the United States, what city first celebrated St. Patrick's Day?
    a. Charleston   b. Muncie
c. Boston       d. New York City

Matching

16. Wales   A. The place where St. Patrick was buried
17. Snakes  B. Another name for the color green
18. Downpatrick  C. Illustrates the trinity
19. Shamrock   D. St. Patrick’s birthplace
20. 431 A.D.  E. Animals in the heart of Ireland
              F. St. Patrick was ordained as Bishop
              G. St. Patrick drove them out of Ireland

Fill in the Blank

21. St. Patrick was a __________ for six years.
22. St. Patrick converted __________ to Christianity.
23. St. Patrick was first ordained as a __________ in Ireland.

Short Answer

24. Why is St. Patrick’s Day celebrated on March 17th?

_____________________________________________________________________

_____________________________________________________________________

25. Why was the shamrock a good model to use to illustrate the Holy trinity?

_____________________________________________________________________

_____________________________________________________________________

Essay:
26. Name two facts of why St. Patrick was an important figure in Ireland and give explanations as to why they are important.
Volunteer Experience #4: What trip would you take?

This was a writing activity I planned for the students to do. I put questions on the board to direct them with what to do.

Write 1 to 3 paragraphs about a trip you would like to go on:

INCLUDE:

Where you would go, Who you would take, Why you would go, What you would pack, and What sites you would visit. Include anything else you want.

The children really enjoyed this lesson because they were able to say exactly what they wanted and be imaginative with the assignment. One child even wrote about going to Jupiter.

I felt this lesson was a good example of Plans and Integrates, INTASC principle number 7. I planned this lesson so that the students could practice their writing and use their imaginations. This lesson helped to do both. I also integrated the lesson into the actual curriculum, considering one of the state standards deals with writing.

I also felt this was a good example of Understanding Differences within the classroom. Each child was given the freedom to write about whatever they wanted within the limitations given. Some children wrote more, some wrote less. I felt this was a learning opportunity that guided every student at whatever writing level they were because they were able to freely write.

The students truly enjoyed this writing activity, as shown through the writing examples I included. They learned how to be creative in their writing through writing without many rules or stipulations.
Joe

I want to go to Jupiter. And I want to go there because I want to be the ruler of the biggest planet in the universe. I will pack a spacesuit, a lot of oxygen, food, water, a camera, regular clothes, and a lot of fuel. I would bring a 20 man crew, my whole entire family, and Pet, my dog, and I fish. I would make my brother, Ben, my assistant ruler, for important situations.
I am going on a trip to Hawaii. I am taking Joe, and my sister Emily. I want to go because I like to get tan and go surfing. It would be cool and you can go shopping. I love shopping. I could shop all day in Hawaii.

I am taking shorts, tank tops, hair stuff, toiletries, sandals, one pair of tennens, shirts, and money. I want to see the ocean and look for sea shells.

By Charley Yancey
Volunteer Experience #5: YOU collages

This was an activity that I had planned to allow the children to show their personality. I had them include their name, birthday, age, future job, favorite color, favorite TV show, favorite movie, and favorite book. They were allowed to add more as long as they included the requirements. I did an example on the overhead, which I included, to show the children what I was asking. My examples were: Miss Stammen, age 20 (at the time), 7/24/80 birthday, blue scribbled as my favorite color, an apple to symbolize me being a teacher, a Christmas tree to symbolize my favorite book, written in orange were my favorite movies, six stick figures to symbolize the TV show Friends, and an added cross to symbolize my faith. I thought the children understood the assignment, especially after I did an example, but some of the children didn’t understand. I had asked that they include as little writing as possible and many children included all writing. Although I was a little upset that no one seemed to be able to do this task, I figured that the lesson still worked, considering I wanted to children to express themselves and they did, just with all writing!

I felt the INTASC principle that is most applicable to this lesson was number 9, Reflects on Practice. I went home and really thought about what went wrong. I decided that the reason most children could not express themselves without words was because they aren’t usually given activities or tasks where they can freely express themselves without boundaries more than what I had given them. I decided that whenever I gave the children a task from then out that I had to be more specific and adapt to what they were used to doing in their classroom.
Miss Stammen.

20

[Drawings of people, an apple, and a notebook]
Volunteer Experience #6: Business Cards

I planned this lesson after I reflected on the previous lesson. I decided to allow the kids to have more freedom in their work, yet give them more stipulations so they could follow the instructions.

I had the children get a piece of construction paper that I cut down to a business card size. They had to include a name that they could make up, their business title, an address, phone number, a coaxing line to persuade the customer, and a logo. The children were all able to do this with no problem and were also able to express themselves through their creativity. After they finished their cards, I had them jump outside their boundaries and grade themselves. I asked them to get a sheet of paper and write what they learned and what grade they would give themselves. This proved to be somewhat interesting. Some children were able to give themselves an A plus, and others were a little more hard on themselves.

The most overriding INTASC principle I felt this assignment proved was Evaluates, number 8. I used a different form of evaluation by having the children themselves designate a grade, but still received the same outcome. I agreed with most of their grades they gave themselves. I felt some were a little hard on themselves, though. I think this was an excellent way of giving the children confidence in themselves and at the same time, allowing an evaluation process to take place.
Kelly

Business Card

I learned how to make a business card and what information to include. It will help me make good business cards in the future.
I learned from making business cards that there allot of info I will have to give out for people. But it will help me in later years to know how to make them and what type of info I’m going to what to include on it.

If I were grading myself I would give me an A0. Not an A+, just an A0 because I don’t think mine was great enough to get an A+. 
Volunteer Experience #7: Reflection/ Prediction on

*Regular Guy*

I decided to start to read to students again. I had read *The Twits* during the first semester and it was a great success. But, I thought, instead of just reading to them, I would have them reflect and predict through writing to help their writing skills. I read the first chapter to them and then I had them reflect on the story and predict what might happen in the course of the story.

I felt this touched upon two main INTASC principles, Understands Content, number 1, and Designs Instructional Strategies, number 5. I know that it is a great idea to read to your classroom. But, I also think it is important to tie in important key concepts involving language arts, which is why I decided to work on predictions. This is one of the standards listed in the Indiana standards.

I also believe that this lesson was effective because it was instructional, yet interesting. The kids really enjoyed the story and liked the fact that they were able to predict what was to happen and it was okay if they weren’t exactly correct.

This was a mini lesson that the students really enjoyed. It was very low key, yet exciting.
I think that Buzz's mom is Guy's mom. Also, that Guy's mom is Buzz's mom. They were switched at birth. Their parents wanted the other parent's kid. That's the reason they are friends. I think this because he doesn't seem like a alien. He doesn't seem like a alien. Also, Guy looks like Buzz. Mom and Buzz look like Guy's mom.

reflection/prediction

REGULAR GUY
I think that they're parents are not his real parents. Because that's what everybody is talking about. It's in the book. I also think that they are. Because you can have parents that look almost nothing like you. So I don't now. But if I had to chose I would probably say their not his parents.
Volunteer Experience #8: Eulogy

Memorial Day was coming up and I thought it might be a good idea to teach the children what the holiday entailed. I know that I wasn't completely sure what the celebration was about, other than honoring the soldiers of the wars. So, I wrote out a lesson and divided everyone up into four groups. I gave each child a specific task, according to their ability. After a review of what Memorial Day was about, I had the children form their groups and act as if we were act a funeral for a war victim.

This activity was fun for the students because, again, it was something they didn't normally do in an everyday school day. They enjoyed themselves as they prepared their eulogies and acted “dead” and designed the tombstone. Although most of the children laughed as they each presented their funeral, they were learning at the same time.

I felt that two INTASC principles stood out in my mind as I prepared this lesson. One, of course, was Plans and Integrates, INTASC principle number seven. I felt the need to teach the children about Memorial Day, but I knew I didn't know enough about the day to teach the children. So, I had to delve into some books and Internet resources. Then, I divided each of the fifteen children into groups of three or four and assigned each child a task, according to their strengths. For instance, Jordan was a very good artist and loved to draw, so I put him as the artist for the tombstone.

Another INTASC principle that really fit into this lesson well was Manages and Motivates, number four. I had to make sure, while the children were split into groups, that everyone was on task and doing well with time. Some of the groups had trouble getting started and some couldn’t figure out what to write or draw. As I was walking around, monitoring the classroom, I was there to help.
I thought this was an interesting lesson that the children learned from and that proved to be a worthwhile time for everyone involved. Mrs. Lind and I really enjoyed watching the children as they performed the services.
I bought in the last 50

... she realized there was no more

she died while she was thinking about it. She died

hit by a car.
This man died at the age of 17. He was my enemy, but when he left for war we all missed him. Todd Blee was killed in the battle of Flamingo. He was close to pieces by a bomb. He was one of two soldiers before he was killed. He fought for us northerners. Now, I don’t mean that he was right running away from home to fight in the war but he helped us northerners to find courage in what we need to do. Now, I want you all to go home and to remember Todd Blee and what he did for us.
RIP

Todd Blee
died 1862 in

FIAMINGO BATTLE
The Last Battle

Kelly Ann Grider
1838 — 1865

A Loyal Soldier
Katelyn Bergdoll

1844 - 1862

RIP
Volunteer Experience #9: Nutrition

I used some food nutrition cards I had ordered in order to do a lesson. Although this did not correlate with their curriculum, I felt the children would enjoy themselves while learning about nutritional value, something that everyone needs to know. Each card had a picture of a food or drink and on the back, had information about calories and fat, etc. I passed out twenty cards to each group and had the children plan out a day of meals without going over the allotted amount of fat grams. We made an imaginary person up, saying that the person weighed 100 pounds, so he could only have 50 fat grams in a day.

The students had a lot of fun doing this lesson while they learned about nutritional value. They enjoyed trading food cards and understanding how many fat grams a person could have in a day. Some humorous experiences occurred when we found out at one point one group had over 100 fat grams in a day!

I really felt like this lesson included INTASC principle number one, Understands Content. The children need to know about foods and what they need to be eating to be healthy. I believe they enjoyed the lesson because it was interactive and they weren’t just sitting at their desks writing notes. Instead, they were up trading and counting how many fat grams were included in the person’s diet.

I also felt this lesson provided a good follow-up/evaluation method. I had the children record what they ate for the next 24 hours and they were required to bring it in to show on a piece of paper. It was interesting to see what the children ate and how differently they viewed eating after the lesson. I felt this was a good example of Evaluation, INTASC principle number 8. This was a fun and innovative way to help the
children actually understand and put into practice what they had learned. I have always felt that the best way to evaluate a child’s performance is to put the content in real-life terms and see what they do with it.

Overall, the lesson was a success and the children really enjoyed learning about their health and how to stay healthy.
Volunteer Experience #10: Funny stories

For this activity, I wrote two stories where the children had to fill in the blanks with a noun, verb, etc. I told the children to think of any noun that they wanted and write it down on a scrap piece of paper. I then did the same for the rest of the words to fill in blanks in the story. The children didn't hear the story until after they had finished writing all of their words down, then I went around the classroom, reading the story and filling in the blanks. The children thought the stories were hilarious. But, at the same time, they were reviewing their basic English skills.

I felt two INTASC principle were prominent in this lesson. One was Designs Instructional Strategies. I felt that the children needed to practice their English skills. Although they knew the definition of a noun, verb, etc, I wanted to see if they could put it into practice without knowing what was to come. I felt that this was a good test to see if they knew what they had been studying all year and it was a good way to loosen the children up to see that learning is fun.

I also felt that the INTASC principle, Communicates played a valuable role in this lesson. I had to communicate in an effective way in order for the children to understand what I wanted them to do. Since the children did not have me in the classroom every day, they would have a difficult time loosening up to what I wanted them to do at times. I had to make sure that the children knew that there were no inhibitors and that they could write whatever they wanted as long as it fit into the word category.

Overall, I felt this was quick and easy to review a concept that some children lose sight of once they aren't using the terms anymore. The children enjoyed hearing their words put into action through the stories.
Kathryn & Katelyn are ready for art!
June 28, 2001

To Whom it May Concern:

It is with a great deal of pleasure that I am recommending Miss Tricia Stammen for a teaching position in your school. After being Miss Stammen's supervising teacher during her internship here at St. Mary's School in Muncie during the fall of 2000, I know she would uphold the mission of your school, create a special atmosphere for learning, and foster self-discipline and respect for others and property while attaining academic excellence.

Miss Stammen taught in my fourth grade class. She quickly learned the strengths and weaknesses of each student. She was able to devise a plan for each student to gain academic strength and to work to his potential. Having a caring, gentle manner with the students, she enabled the students to take risks and do their best. She was a motivator. She was innovative and enthusiastic. Her positive attitude rubbed off on the students, and it showed in the work they produced. She was an excellent role model.

Besides her work in the classroom, Tricia was involved in plays at Ball State University and the Muncie community. Several of the third and fourth grade pupils became involved in a play, "The Children of Eden", that Miss Stammen choreographed. Because of this introduction to the arts, some children went on to do other plays in the community during the rest of the school year.

Even with a very busy schedule of classes in during the spring semester, Tricia found time to come back to our classroom to teach art, reading, history and English. This was a special time for the children. Tricia enjoyed doing this and the children enjoyed this as well.

When thinking of filling a teaching position, I hope that you will give Miss Tricia Stammen every consideration. She would do a remarkable job.

Sincerely,

Mrs. Kathleen Lind, Fourth Grade Teacher
St. Mary's School, Muncie, Indiana
Dear Parents,

Hello!

This is just a quick note of thanks for the year and experience I have had working with your child. If your child has not informed you, I finished my practicum with Mrs. Lind’s class in December. However, I miss the kids and the experience so much that I couldn’t stay away! To make a long story short, I have decided to do my thesis for the Honors College on my experiences at St. Mary School. I have been coming to Mrs. Lind’s classroom three days a week, guiding and teaching fun activities. I wanted to thank you and your child for helping me to finish this project and for giving me the opportunity of great worth. I wish you all the best of luck with future fifth grade endeavors.

- My thesis will be on file at Bracken library at Ball State after January 2002, in the thesis section, Honors College, if you would want to review it.

Thanks so much,

Miss Tricia Stammen
Conclusion of my Experiences

What a learning experience this proved to be! I thoroughly gained from every experience I shared with these children and at this school. This experience has proven to me that I will be a good teacher and that I can take charge of any class.

The INTASC principles were a driving influence in my experiences at St. Mary School. In every lesson I prepared and in every function I attended, I found that one or more INTASC principles were prevalent. The ten principles guide the very being of a good teacher. If there is one thing I have learned during all of this time, it is that every teacher needs to have these principles internalized in order to truly be a good teacher and understand what every child needs.

As I look back on the past year, I can see my growth as a teacher in every aspect of the INTASC principles. Where I once thought Understanding Content knows what to teach, I now know that the teacher has to truly understand and want to teach what he/she is teaching. This is the principle that one has to be prepared for in the everyday classroom. There are always questions that will be asked and the teacher needs to be prepared for them at all times. This proved that understanding content is more engrained in the teacher’s mind that on a sheet of paper that gives the answers.

I also see that every child develops in a different way and at a different time. While at the beginning of my practicum, I considered every child to be along the same lines of every subject, I now see that things need to be adapted in order to meet every child’s needs. This may occur in every subject, but it is necessary. Where some children may be on a sixth grade level in math, others may be on a second grade level in math and both children may be in the same class. It is the teacher’s job to know and understand the
individual differences so that he/she can adapt any lesson to meet the needs of the children.

I now see that managing a classroom is more than just having rules. A teacher always has to be expecting the unexpected and be able to quickly react to any change that may come along. It is also important to manage a classroom when individual work is occurring or when reading is occurring. One may never know the strengths and weaknesses of a child unless the teacher is monitoring and noticing all changes that occur.

I also feel that Communication, Designing Instructional Strategies, and Planning and Integrating are all related. Although each principle has its separate entity, each one revolves around the other. You cannot successfully plan and integrate without having instructional strategies and communication. None of these principles would survive without the other.

Evaluation methods are also much more important than I had ever considered. While I grew up thinking the best way to evaluate was through a pencil and paper, I now see that these methods to not fit every child and the evaluation processes need to be adapted. For instance, it is okay to have the children spell with shaving cream on their desks or in the sand as a way to test their spelling. It is also beneficial to bring in real-life settings, such as having the children record their fat intake when we did the nutritional lesson. I have learned that evaluation is much more than a red percentage on top of a paper, it is about truly understanding what the child has learned and is capable of.

Reflection used to be something that I would groan about when used as an assignment. I now reflect on every lesson I teach and every function I attend. While I
don't always write everything down, I know how to reflect and how to know what was
good and what didn't work. I was once told that reflection and organization are the key
elements to being an outstanding teacher. I know now that reflection is an integral part to
teaching and is necessary in order to provide the students with the best learning
opportunity.

I have also learned that if a teacher attends a function outside of school for a child
in their class, they are admired forever. Children need to know that someone cares.
Teachers are the third most influential person in a child's life, so it would only be fitting
that they attend as many functions as possible outside of class. I have also learned that is
important to be involved professionally, even as a pre-service teacher. This earns respect
from other teachers and parents.

Moreover, I have learned that the INTASC principles need to be the guiding light
in a teacher's path. While it is important to plan and smile and dress appropriately, I
have learned that no teacher would be successful without living the INTASC principles
daily.
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