

**Valley City State University**  
Teaching for Learning (TLC) Template

<b>IMPLEMENT – Instructing and Engaging Students in Learning</b>	(connects with Rubrics 5, 6, & 7 in Implement Section)
<b>Purpose:</b> Demonstrate how you facilitate students' developmental understanding of the content you are teaching. You will provide evidence of your ability to engage students in meaningful learning, monitor understanding, and use your responses to students to guide their learning.	
<b>A. Implementation Commentary</b> - Identify and explain strategies applied for instructing and engaging students in learning.	
1. Cite and describe examples of situations in which you scaffolded language development.	(connects with Rubric 5 in Implement)
<p>Scaffolding academic language was a highly considered component as I planned my lessons. This unit is based around the vocabulary terms, what they mean, and how they can be seen in everyday actions. I scaffolded academic language during every lesson of the unit. Before introducing the vocabulary terms, I would ask the students what they know about the term. Then I would allow the students to share their prior knowledge. Doing this allows me to discover what they know about the term, and allows me to connect new information to their prior knowledge. Review activities such as flashcards, buzzer-beater, and headbands were used to review the vocabulary terms. This is an active class, so I wanted to include vocabulary activities that were engaging for all students. The students were also given a T-chart (one student was given a modified T-chart) where we recorded definitions of the vocabulary words after each lesson. I would have the students think to themselves, talk with a partner, then share how they would define the vocabulary term. The students would follow the T-chart that was projected and write down the definitions. I would allow the students to add diagrams or extra words to their definition boxes to help them remember the vocabulary word.</p> <p>In the first video clip, I was scaffolding language development by having the students brainstorm definitions of the vocabulary words introduced during the lesson. I called on students to describe the vocabulary word. I had the students add specific words to their descriptions to guide them towards the correct definition. Once the students covered the main points of the vocabulary word, I had the students place their finger on the vocabulary word on their T-chart to make sure they were writing the definition in the correct box. I placed a T-chart under the projector, stated the definition, and spelled out every word so the students had the correct spelling. I also enlarged the T-chart so the students in the back of the classroom could see it.</p> <p>In the second video clip, the class was playing the buzzer-beater warmup game. To play this game, the students need to know the vocabulary terms that have been introduced. Before we started the game, I wrote the vocabulary words on the whiteboard and we discussed each one. I kept the vocabulary words on the whiteboard for the students to reference throughout the buzzer-beater game. I noticed that throughout the game the students did not reference the words on the board, which showed me that they knew the words automatically. In the video, I drew two name sticks and the students walked to the front desk. I instructed the students to place their hands behind their back and stated that the crowd should be quiet. I read a definition once the audience was quiet. Once I read the definition the first student to tap the buzzer guessed the vocabulary word. The students clapped for their classmates and did a drum-roll when I was drawing the name sticks. All students got a turn to play the buzzer-beater game. This vocabulary activity worked on building the student's awareness and recognition of the vocabulary words.</p> <p>In the third video clip, the class was participating in a vocabulary review headband activity. We completed this activity as a review before the post-assessment. I chose to include this activity because it involves all students. The audience needs to know the vocabulary term's definition to give clues, and the student wearing the headband needs to know the terms and definitions to guess the correct word. Before we played, we reviewed the vocabulary terms so they would be fresh in the student's memory. In the video, I draw a name stick and that student stands in the front of the class and I place a vocabulary headband on them. The student then calls on three classmates to describe the vocabulary using one word, a short phrase or showing a demonstration. To build the student's language development outside of the classroom, I instructed the students to bring their headband home and teach their friends and family about their vocabulary word.</p>	
2. Cite and describe examples of situations in which you utilized effective classroom management. Explain how effective classroom management contributed to student learning.	(connects with Rubric 6 in Implement)
<p>Classroom management was an important consideration to ensure that learning time was maximized. I used many forms of classroom management throughout the unit. I used a seating chart to organize the students around the classroom. I consistently monitored the classroom before, during, and after each lesson to make sure that there weren't materials on the floor that could cause injury from a trip or a fall. I also used a variety of transitions to control movement throughout the classroom. I called students to and from the carpet by rows. I had the students do an action when returning to their desks from the rug. This added an element of fun into the lesson and allowed the students to release some energy as they moved to their desks. When I had the students take out materials, I would have them repeat the materials in a talking voice and a whisper voice. Having the students repeat the materials twice prevented the chance of them forgetting what materials to take out or asking what materials to take out. Another classroom management strategy I used was giving clear and concise directions. Using short, to the point directions eliminates the chance for students to be confused. I also had the materials prepared and ready before each lesson began. This was extremely helpful because it allowed me to utilize the whole science block to</p>	

teach and not spend time searching for materials during the lesson. Turn and talks were another classroom management tool I frequently used. Turn and talks involve all students and build their listening and speaking skills. I would have the students turn and talk, or whisper turn and talk, then turn and talk with another classmate. Turn and talks allowed me to listen to the conversations, guide students who need an additional prompt or need the question restated, and ask higher-level thinking questions to partners to challenge their thinking. These classroom management strategies allowed me to ensure that learning time was maximized. Having the students complete tasks in an orderly fashion reduced questions, chaos, and side conversations.

In the first video clip, I called students by desk rows to come to the carpet. The students did an excellent job coming to the carpet quietly. Next, I had the students think to themselves, what is a push? I had the students think to themselves so they could gather their thoughts before sharing. Then I had the students turn and talk with their neighbor to define a push. I used a countdown of 3, 2, 1 for the students to wrap up their conversations. I had one student share what a push is. Then I had the students repeat the process for the vocabulary word, pull. During this turn and talk, I visited with one student in the “magic seats” row about what a pull is. When the students were describing the word pull to the class, I asked if a student could describe it in another way. This strategy encourages the students to describe it using different words. Then I had the students show the motion of a pull with their hands.

In the second video clip, I called the students by rows to go back to their desks and grab their slate, a marker, and an eraser. Then I had the students repeat the materials using a talking voice and a whisper voice. Next, I dismissed the students by rows to go to their desks and get the materials. I had the blue row tiptoe to their desks and had the green row do bunny hops back to their desks. Having the students complete an action while moving to their desks allowed them to release energy and ensured that they were closely listening to the directions. I also gave positive reinforcement by thanking the students who were following the directions. Then I gave a countdown from 5, 4, 3, 2, 1, ½, 0 for the students to be back at the carpet with their materials.

### 3. Cite and describe examples of situations in which all students were engaged in meaningful, standards-based learning. (connects with Rubric 7 in Implement)

Each lesson was aimed at teaching one of the targeted standards. In the video, the students are interacting with the NGSS, Grade 3, Physical Science, PS2.B: Types of Interactions: Objects in contact exert forces on each other (3-PS2-1). In the beginning of this activity, two students are demonstrating balanced and unbalanced forces using their hands. As the two students are demonstrating these forces, I asked the audience questions about the forces. Then, I had one of the students exert a stronger force than the other student. Next, I had all students stand up and find a partner. I instructed the partners to put their hands out like they were giving their partner a high five. As the student’s hands were in contact, I asked the students if they were demonstrating a balanced force or an unbalanced force. Then I asked the students what the net force of their hands in contact would be. Then I explained that they were exerting the same force on each other’s hands, making it a balanced force. Next, I instructed the taller partner to exert a stronger force. As the students changed their forces, I asked what kind of force they were representing and if the net force would still be zero. Then, I had the students change their forces to show me a net force of zero. This activity allowed the students to apply the concepts we have been learning about and recognize how the concepts are tied together. I was very impressed with the student’s participation during the activity and how they used vocabulary terms and concepts in their responses.

### **B. Video Clips – include a brief description of the video content in the portfolio implementation section - 3 videos of 90 seconds or 1 video of 5-8 minutes**

1. Collect permission forms from parents or school to prepare for filming.

2. Capture video during TLC lessons, then edit to three individual clips or 1 clip that covers the following areas:

a. Identify the clip that you feel best demonstrates how you scaffolded language development. (90 seconds) (Rubric 5 in Implement)

b. Identify the clip that you feel best demonstrates effective classroom management. (90 seconds) (Rubric 6 in Implement)

c. Identify the clip that you feel best demonstrates students engaged in standards-based learning (90 seconds) (Rubric 7 in Implement)

3. Provide a copy of writing on the board, overhead, walls or computer used in instruction that is not visible on the video.

### **C. Overall Reflective Commentary on Implementation**

1. Communicate what you learned about making adjustments while teaching.

On day one I learned that a lesson plan may not follow the correct order. First, I was substitute teaching for my cooperating teacher on day one. We were supposed to start the day with art, but I got a call from the secretary five minutes before school started that the art teacher was absent so art would not be held. I quickly adjusted my lesson plan and administered the pre-assessment to the students during their art block. We continued the lesson that afternoon. From this experience, I learned that I needed to be flexible and adapt to sudden changes. I also learned that it is important to follow the lesson plan, especially asking the questions that you had planned to ask throughout the lesson. But, I learned that a lesson plan will need to be tweaked throughout the lesson to match the students learning. While teaching, I would spend extra time on challenging areas by asking additional questions, explaining concepts in another way, or adding visuals or demonstrations to enhance learning. I would also briefly touch on the topics that the students understood. Altogether, I learned that I was constantly brainstorming ways to improve instruction to benefit student learning.

## 2. Communicate what you learned about the relationship between planning and implementation.

Throughout this unit, I learned so much about effectively implementing the lesson plans. I learned that I teach best when I have a detailed lesson plan. While creating detailed lesson plans, I can envision possible scenarios that will take place throughout the lesson. I also learned that it is helpful to highlight the questions you plan to ask on the lesson plan. I had the lesson plans memorized but I had the lesson plan printed out and nearby as I taught the lessons. This allowed me to glance at the highlighted questions as the students engaged in turn and talks or were working independently. Another considerable thing that I learned about the relationship between planning and implementing, is that planning takes a vast amount of time while the lesson goes by in the blink of an eye. I learned that reflecting on the implementation allows the teacher to review what went well, what needs adjustments, and what can be done differently next time the lesson is taught. The last thing I learned is that a lesson might not go as planned, which is where flexibility and adaptability need to be demonstrated. But, when a lesson does go to plan, it is the greatest feeling of accomplishment. Altogether, I learned that the time spent planning can never outweigh a classroom of students engaged with the content.