

Standard 1 Learner Development: Teacher Candidate Work Samples

Teacher candidates work to build positive professional relationships to enhance the development process of their learners. Teacher candidates consider the learning environment, the differences among their learners, and encourage a growth mindset for each learner.

Teacher candidates apply what they have learned in their professional education sequence and methods courses to understand their learners and make efforts to impact student learning. During the Teaching for Learning Capstone (TLC) unit, teacher candidates display how they consider the needs of their learners. Teacher candidates use assessments to inform decisions about where learners are at in meeting learning targets, and then make plans and provide feedback to impact learner development.

Developing an awareness of the learners:

Examples of work displayed by teacher candidates in their TLC units.

Number of students in the class:	
Total	<u>23</u>
Males	<u>10</u>
Females	<u>13</u>
English language learners (ELL):	<u>0</u>
Identified as gifted and talented:	<u>5</u>
Individualized Education Plans (IEPs) or 504 plans:	<u>4</u>
Federal School Lunch Assistance:	<u>7</u>
Racial/Ethnic Distribution	
White	<u>20</u>
Black	<u>2</u>
American Indian/Alaskan Native	<u>2</u>
Hispanic	<u>1</u>
Asian/Pacific Islander	<u>0</u>
Other (Mixed Racial/Ethnic)	<u>0</u>

2. Describe what you know about your students.

a. Describe what students know, what they can do, what they are learning to do (e.g., prior knowledge, key skills, developmental levels). The students have not been taught about forces and interactions in third grade, therefore I will need to find out what their prior knowledge is before I begin instruction. Their prior knowledge may have formed in past school years or from past experiences outside of school. Administering a pre-assessment will give me valuable information about what the students know and what they do not know. The students have heard the terms force, push, pull, and gravity, but may not be able to define them. The students know how to push and pull objects, but they will learn that there are forces acting on the object as it moves. The students might be unaware that there are forces acting on objects when they are still, so instruction will take place to teach them about that concept. Students will also learn how to draw diagrams to represent balanced and unbalanced forces. The students will learn through demonstrations and hands-on learning experiences that every force has a strength and a direction and that forces can change an object's speed and direction. The students will learn that the net force is the overall force acting on the object.

b. Describe your students' language development, including abilities to understand and produce oral and written language in English. All 23 students can speak and write the English language. One student has a language-based learning disability. In whole group settings, the paraprofessional will often scribe for the student. Individually, the student needs an extended amount of time while writing. One student receives speech services. This student's pronunciation of letter sounds has increased tremendously after starting with speech services. The student can produce words orally but encounters difficulties producing some letter sounds. By the end of the third grade, all students are expected to be able to write three paragraphs about one topic. The students have been building their writing strategies by writing opinion and informative pieces using reasons and facts to support the topic. The students have been working on rephrasing information from a source to avoid plagiarism. Most students are reading at or above grade level. The students can recount details from written text. The students have been working on building their comprehension strategies as the North Dakota State Assessments are approaching. The students have been learning to write in cursive throughout the third grade. Although it is not required to write in cursive for assignments, some students choose to do so.

c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self-expression, collaboration, etc.). This is a friendly and active class and the students get along very well. The students are finding out what individual traits they have that make them unique. The environment of the classroom is very welcoming. This is recognized as soon as the students enter the classroom and they are greeted by the teachers. Every day during morning meeting the students greet one another with a wave. The students are then invited to share their weekend plans, exciting news, or what they have coming up. As the students share one by one, the audience is quiet and attentive towards the student sharing. On Fridays, the students are allowed to bring an item for show-and tell. This builds their self-expression as they must share the item and explain why it is meaningful to them. Every so often during morning meeting, the students get a plastic plate. There are plates in the center of the circle with emotions written in the middle of the plate. When it is their turn, they place their shape on the paper plate with the emotion that they are feeling. They must then verbalize to the class why they are feeling the way that they are. This is a very open class and they are truthful and express how they are feeling that day. This activity builds sympathy toward one another and allows the students to recognize that their classmates come to school with different emotions than them. The students in this class are very encouraging and kind to one another. They clap and cheer when a student answers a question correctly, is identified for good behavior, or is presented with an award. The students are very good at making sure everyone is included. If the students are instructed to find a partner or form groups, everyone has a partner or a group in a matter of seconds. Many students are excellent problem solvers, so when there is someone without a partner they collaborate and form a group of three or switch partners to make it work. In this class, there is a bit of separation between the girls and the boys. At recess or during snack, the boys can be seen playing and talking together, while the girls can be seen playing and talking together. But during instruction, there is not much separation between the girls and the boys. They form partners and discuss with one another. The students also work well in groups as they collaborate with their peers. If groups are planned beforehand, students may be separated from one another because they may distract one another. The students are not separated from one another because they do not work well together.

d. Describe family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources). Most of the students come from middle-class two-parent families. There are four students in the class that come from low-income households. Most of the students live in houses and some live in apartments. Most of the students live with both of their parents, some live with one parent, some live with step-parents, and one lives with their grandparents. Most students come from families with siblings. Some students come from families with step-siblings and half-siblings. A few students are the only child in their family. Parental involvement is shown through a 100% turnout rate for conferences, classroom support for parties, signing the student's planners every day, and tracking minutes spent reading at home to hit the monthly goal. Seven students receive Federal School Lunch Assistance. The students are very interested in sports and music. The most involved sports are hockey, football, soccer, gymnastics, and taekwondo. The students are also rehearsing for a musical coming up later in the month. The students often rehearse their lines for the musical to one another. The students also like completing arts and crafts projects, creating dances at recess, playing Legos, coloring, reading, and playing word games such as hangman. The students like to share weekend plans, highlights from past trips and vacations, and news about their families. The students are currently completing a research project about their cultural background. They are intrigued to learn where their classmate's ancestors are from, as some of the student's parents were born in another country.

e. Describe subgroups and individual requiring differentiated instruction (SPED, Title 1, ELL, Gifted and Talented, etc.). Five students are identified as gifted and talented and leave the classroom daily to receive services. To challenge the gifted and talented students, I will ask higher-level thinking questions, implement leadership skills, and modify by having the students complete a different task. I will also utilize turn and talks so I can observe their conversations and ask more challenging questions that stimulate their thinking and enhance curiosity. One student has a speech impairment and receives speech services during the school day. I will have more one-on-one conversations with this student and make sure they are comfortable and confident to talk in a group setting. Two students have language impairments and they receive services during the school day. I will make my directions clear and ensure that all written tasks are not wordy and laborious. Five students receive reading tutoring services. I will ensure that all text is large enough for students to view while being projected on the screen. I will also read the directions and each question on the pre-assessment, post-assessment, exit-slips, and T-chart. Two students have paraprofessional support. There is one paraprofessional that is in the classroom from 8:20 a.m. to 10:50 a.m. and another paraprofessional in the classroom from 12:45 p.m. to 2:30 p.m. I will be in constant communication with the afternoon paraprofessional about the unit and what is to come. I will have materials ready and explained to the

paraprofessional before the lesson begins. I will visit with the paraprofessional throughout the lessons to ensure that the student is understanding the content and following along. I will also be available for both the students and the paraprofessionals to ask questions before, throughout, and after the lessons.

3. Describe how this knowledge influenced your planning.

a. Describe how this knowledge influenced your choice of strategies to engage all students. Knowing that this class is full of energy and enjoys hands-on learning experiences greatly influenced my choice of instructional strategies. Their personalities and learning preferences influenced me to create lessons that included manipulatives and games. I planned for most instruction to take place while the students are at the rug. This is where their concentration levels are the highest. The students tend to get fidgety if they are seated at one spot for too long. This being so, I planned for movement during the lessons by having the students travel from the rug to areas around the room, and eventually to their desks. To ensure that students have confidence while completing a task independently, I will follow the gradual release of responsibility model. I will use the I do, we do, you do framework to introduce a new topic. The lesson will start with me teaching and explaining a topic, collaborating with students about it, then releasing the students to complete the learning independently. Another strategy that works well to get every student's attention is using inflection in my voice while I teach. Talking quietly gets the students listening closely and talking with enthusiasm gets the students excited to learn.

b. Describe how this knowledge influenced your choice of strategies for scaffolding academic language.

(Rubric 4 in Planning) Knowing that all of the students in this class can write (with the assistance of a paraprofessional for one student) I decided to create a T-chart for students to record the definitions of the vocabulary terms introduced throughout the unit. I will introduce new vocabulary terms daily throughout the unit. At the end of every lesson, I will place a T-chart under the projector, instruct the students to discuss the new vocabulary words, and then write the definitions together. I will keep the T-chart under the projector for the students to copy from. After writing the definitions, I will allow the students to add illustrations, words, or phrases to the definition if they think it will help them remember the term. I chose to introduce small groups of vocabulary words at a time. I chose to use this strategy because I do not want to overwhelm the students with multiple terms and definitions at once. I planned for every lesson to start with a vocabulary review. I planned to make the review activities engaging by using games, manipulatives, and flashcards. To scaffold the academic language in this unit, I planned to have students interact with the terms through demonstrations and actions. Having the students interact with the terms and concepts is a great way for the students to learn the content.

c. Describe how this knowledge influenced your choice of activities for differentiating instruction. I plan to discuss each lesson with the paraprofessional before the lesson begins. I will explain what we will be doing and at what points of the lesson the student may need guidance or assistance. As for the activities, I plan on implementing turn and talks so I can reach all students. As the students are conversing with one another, I can talk with students who need an additional prompt to get their thinking started. I can also restate the question with simple student-friendly terms. Turn and talks also allow me to observe conversations and ask higher-level thinking questions to challenge the students. This class has a wide array of learning levels, so I also plan to implement games where I have control of the questions being asked. I will meet the learning needs of my higher students by asking them questions that challenge their thinking. Being in control of the questions also allows me to meet the learning needs of my lower students. I will match their learning level by asking them questions I know they can solve, while still challenging their thinking. I will also pair the students up by learning levels when they play the buzzer-beater game. This allows me to choose vocabulary words with either complex or simple definitions, depending on their learning level. Implementing movement into the lesson benefits kinesthetic learners. I will read the directions, questions, and answers of the pre and post-assessments to the students. This is beneficial to students with learning disabilities, students who are auditory learners, and students that benefit from concentrating on one question at a time.

Using assessments to inform instruction:

Explain your thought process for planning a post-assessment, a pre-assessment, and at least one formative assessment within the learning segment. I created the pre and post-assessments after constructing my lessons to ensure that the students would be tested on material that was explicitly taught throughout the unit. I decided to create the same assessment for both the pre and post-assessment. By doing so, I will be able to evaluate each student's academic growth from the pre-assessment to the post-assessment. Assessing the pre-assessment will give me information about the student's prior knowledge about the content. The pre- and post-assessment consist of matching, multiple-choice, drawing diagrams, and fill in the blank questions. These assessments test vocabulary terms and concepts that will be taught throughout the unit.

I decided to include multiple forms of formative assessments to monitor student learning, provide feedback, and modify instruction. I will use on the spot formative assessments such as thumbs up or thumbs down, fist of five, observations, questioning, and discussions to get a quick evaluation of student comprehension. To provide feedback for these assessments, I will ask the students why they gave a thumbs down, ask for questions, and clarify any confusion the students may have. I will provide time for feedback to ensure that the students comprehend the content before moving on. I will distribute a T-chart to every student that we will use to record definitions of vocabulary terms throughout the unit. I will informally assess what students have learned during the lesson by having them converse with classmates about the definition before we write it down as a class.

I created three exit slips that I will use to monitor student learning after lesson #2, lesson #3, and lesson #4. To evaluate student learning after lesson #2, I will distribute a sticky note to each student. I will place a sticky note under the projector and demonstrate where they should write their name and how they should place the numbers 1-5 down the left side of the sticky note. I will place a sheet of paper under the projector that has five questions. I will tell the students to place the answer to each question on their sticky note. This formative assessment will allow me to assess what the students learned throughout the lesson. Analyzing the exit slips will allow me to evaluate what questions the students got incorrectly. I will discuss the exit slip with the students before the next lesson to answer questions and clarify confusion.

To evaluate student learning after lesson #3, I will have the students complete an exit slip. During today's lesson, the students will learn how to draw diagrams to represent balanced and unbalanced forces. The two questions on the exit slip require the students to draw a diagram for a balanced and unbalanced force. This is an important formative assessment because the students will be instructed to draw these same diagrams on the post-assessment. Analyzing the student's diagrams will give me information on what the students learned throughout the lesson. I will provide feedback to the students who drew incorrect diagrams. If five or more students draw incorrect diagrams, I will teach a mini-lesson on how to draw the diagrams before the next lesson begins. To revisit the diagrams once more, we will have a whole group review before the post-assessment where the students will practice drawing the diagrams.

The last formative assessment I plan to administer is an exit slip that has the students evaluate their learning and confidence level going into the post-assessment. The students will compare their feelings to a stoplight, red being confused, yellow having questions, and green feeling confident. The second part of the exit slip requires the students to answer one question regarding the content that was covered during the lesson. This exit slip gives me valuable information about how the students rate their confidence and knowledge of the unit. The exit slip also shows me what the students learned throughout the lesson. This exit slip will determine how much time is spent reviewing this concept before the post-assessment.

Thoughts shared by another teacher candidate at the secondary level:

1. Explain your thought process for planning a post-assessment, a pre-assessment, and at least one formative assessment within the learning segment. I don't know if these students have really been exposed to matrices, so I do not expect a lot of prior knowledge. However, the general operations of addition, subtraction, and multiplication still apply, so students should be able to use that knowledge on the pre-assessment. I will give the pre-assessment in class on the day before I start teaching this unit. The post-assessment will measure how well they grasped the operations of matrices, the terms used, and how to apply matrices to different types of data all while addressing the ND state standards on matrices for algebra I. I am really hoping that it gives them a good base for algebra II and pre-calculus. I also will be giving students an accuracy quiz. Students will do a short quiz and keep correcting their quiz until they receive 100% on it. This way, I can see what students are struggling with and give them feedback to help them learn the content. My cooperating teacher does this sometimes when she wants to make sure that they are grasping the key objectives before she advances on too far and it's too late to go back. I also will have homework every day for students to apply and practice what we covered that day.

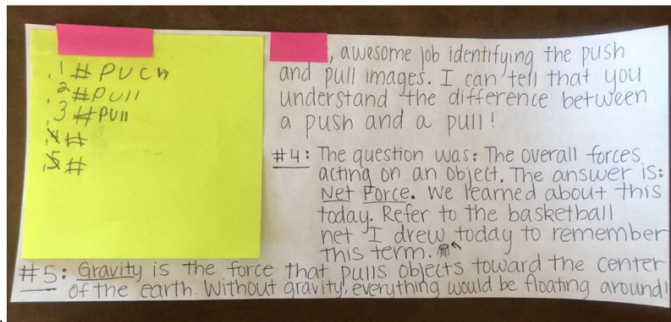
Providing feedback to make progress towards the learning targets:

Thoughts shared by a teacher candidate at the elementary level:

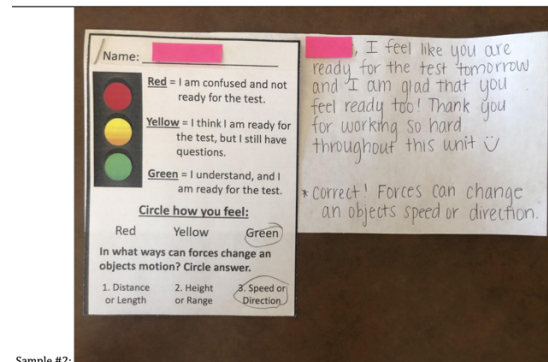
Student B: Sample #1: For success feedback, I pointed out how the student successfully identified whether the image showed a push or a pull. I added that I can tell that the student understands the difference between pushes

and pulls. The student did not write down an answer for questions 4 and 5. These were challenging questions because I projected a definition and the students had to write the term without options given. In my feedback, I provided the question and the answer. Then, I gave next-step feedback by having the student connect the term net force to the diagram of a basketball net. For number 5, I provided the term and the definition that was projected. Then I added that without gravity, everything would be floating around. Before giving this student the feedback, I asked the student what the force is that pulls objects toward the center of the earth. Right away the student said gravity. The student said that they blanked and could not remember the term when they were completing the exit slip. Sample #2: This exit slip instructed the students to indicate their confidence level going into the test and answer one question. This student also responds well to positive feedback, so I made sure to include success-feedback to boost their confidence before they take the test. I wrote that I think they are ready for the test and that I was glad to see that they think they are ready for the test. I also added a thank you comment to say that their work ethic does not go unnoticed. I also added that the student got the question correct. For this formative assessment, next-step feedback was not necessary.

Student B:



Sample #1:



Sample #2:

Thoughts shared by another teacher candidate at the secondary level:

Communicate what you have learned about assessing student learning and the role of feedback in teacher effectiveness. Feedback is huge. Whether the feedback is supportive and encouraging or given to seek improvement, students need feedback. If I were to just circle the problem that they got wrong, students would be so confused and not know what they did wrong. When I actually made comments like circling their error in their work or saying look over notes from scalar multiplication and remember to distribute the scale factor to each number, I saw looks of realization that they actually made a silly mistake. Sometimes I still got blank looks after I gave verbal or written feedback, and I knew that I had to check on that student during homework time. If you don't give any feedback, then students will not know what they did wrong and will not learn from their mistakes. Instead, they will just see, I got this question wrong and not look to see why. They will continue to make the same mistakes over and over again. I also made it crucial to write "good job!" or "awesome!" on student's papers who did well or that I saw improvement from. I think that this helped because students would get their tests back and read that and smile or say "yes!"

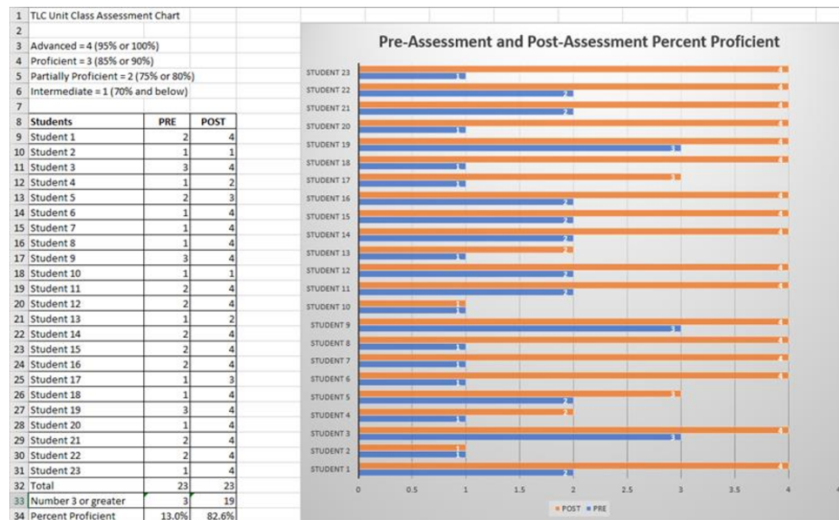
Example of feedback shared by a K-12 teacher candidate in physical education:

After the student could not make the first height on the high jump, I told the student "Make sure you are jumping up and punching the sky and remembering to land on shoulders". The student was jumping out and not up. "I said "Great approach and great take off, just need to work on the jump and you will do great". For the long jump I had to stress to land on two feet. The student forgot to point their feet forward and land on two feet and this resulted in the back foot not making it very far. I pulled this student aside and told them to make sure to point their feet forward and land on two. I had them stand by me and I made them watch another student to see how it was done.

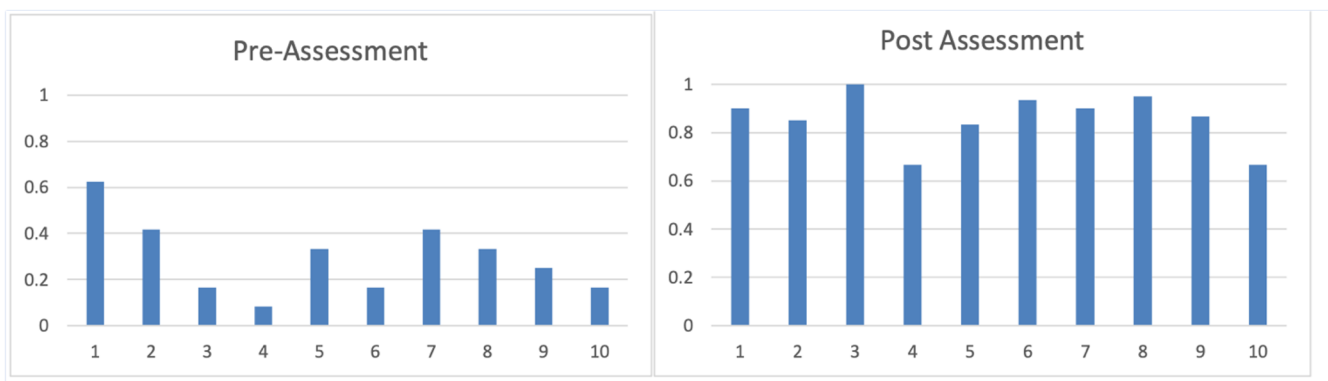
Reflecting on growth and development:

Thoughts shared by another teacher candidate at the elementary level:

Pre-Assessment and Post-Assessment Percent Proficient



Thoughts shared by another teacher candidate at the secondary level:



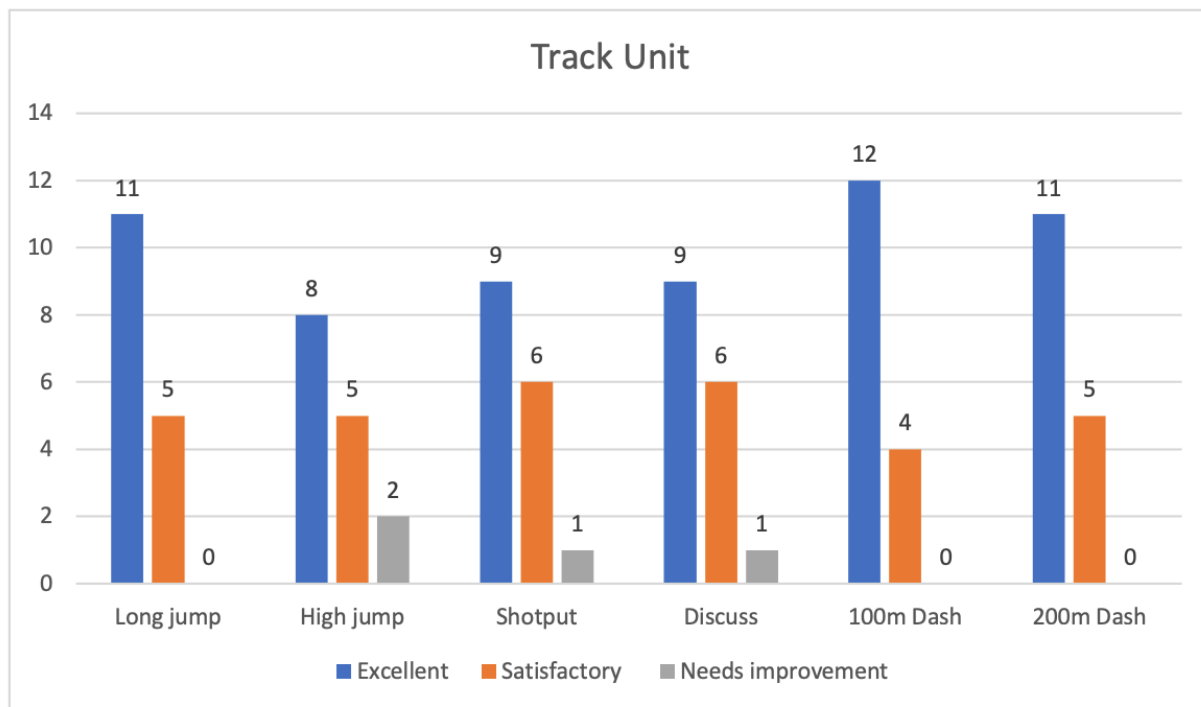
1. **Communicate the extent to which the whole class met the standards/objectives. Summarize student performance in narrative and/or graphic form. Discuss what most students appear to understand well, and any misunderstandings, confusions, or needs.** These graphs show my ten students' grades on the pre-assessment compared to the post-assessment. As you can see, all students improved their score by at least 25 percentage points. Some students improved as much as 80 percentage points. My questions were divided into these sections that we covered in our lessons:

- Parts of a matrix (4)
- Addition (3)
- Subtraction (1)
- Scalar Multiplication (1)
- Subtraction and Scalar Multiplication (2)
- Multiplication (2)
- Organizing Data (2)

The learning objective/questions that students did the best on were parts of a matrix, addition, subtraction, and scalar multiplication. The questions that students missed the most were #10, #13, and #15. #10 was a multiplication problem that 3/10 students multiplied corresponding positions rather than rows x columns. However, two of them fixed their mistake in the second multiplication problem. #13 involved finding the missing element to make the matrices true. 3/10 students forgot to use scalar multiplication before the subtraction happened. Finally, #15 used putting two linear equations into matrix form and then using scalar multiplication which we have done on previous assignments. 3/10 students got this problem wrong as well as they either combined the lines together by adding them or forgot to use scalar multiplication. Overall, I didn't see one common learning objective that students struggled to meet. It was scattered as small mathematical mistakes or

missed one question on that standard, but not the other one. I think if I would have had students take the test without that extra multiplication day, I would have seen more students making mistakes on both of those multiplication questions.

Example shared by a K-12 teacher candidate in physical education:



Teacher candidates reflect on their teaching and their students' learning as a part of the process of continuous improvement.

A. Overall Reflective Commentary 1. Reflect on what you would do differently if you taught this unit again. I wish I would have been more aware of the outside factors that can affect a lesson. Before teaching the first lesson, I did not consider daylight savings, a new seating arrangement, the classroom teacher being gone that day, COVID-19 speculations, and Friday the 13th approaching. Looking back, I am not surprised that the students were out of whack when the lesson began towards the end of the school day. I was a bit hard on myself after the lesson, wondering why it did not go to plan and why the students were having difficulties listening and following the directions. Once I put the outside factors together, I became aware that they played an extensive role in the outcome of the lesson. Learning from this experience, I would have spent more time on the first day explaining my expectations for student behavior and participation. If more time allowed, I also would have included a brain break or meditation before we started the lesson. A brain break would have allowed the students to gain control of their bodies and voices. I should have allowed more time in the lesson plan to deliver the student's exit slips from the previous day. I did not include this in my lesson plan, and I wished I would have had more time to talk one-on-one with the students about their exit slips. I ended up discussing the exit slips with the students during snack break or after the lesson. Incorporating time to provide feedback about the exit slips to the students is something I will add to my lesson plan next time I teach this unit. A teaching strategy that I was working on throughout the unit was to point out when students were demonstrating good behavior. I could have focused more on this strategy during day one of the unit. Doing so may have eliminated the disruptive behaviors I was noticing. This is a strategy I will continue to work on while I teach.

2. Reflect on this unit as a whole and highlight specific examples of what you have learned. Consider what you have learned about teaching, about learning, about students, and about yourself. The most important piece of information I learned throughout this unit is that multiple outside factors can affect a lesson. I was faced with this challenge during day one of the unit. I felt a bit discouraged with how the lesson went. I knew that I needed to make changes that would consider these outside factors. I learned that implementing brain breaks,

meditation, and breathing strategies into the lesson can greatly change student behavior. I learned that spending a few minutes having the students get control of their bodies eliminates disruptive behavior during the lesson. This was the first time teaching where multiple outside factors affected student learning. I learned that I needed to address the factors, allow the students to recognize how these factors may affect them, and implement strategies to help the students gain control of their bodies. I am very proud of myself for creating a unit with engaging activities for 23 students of various learning levels. I learned that planning a unit is a bit stressful, but when it all comes together it is a great accomplishment! I learned how to create lessons from standards, and create assessments to measure if the standards were met. I am also glad I reflected on each lesson after teaching it because it articulated my initial reaction to the lesson. I am very delighted with the student's post-assessment scores. I learned how to create a grading scale, enter scores into Excel, and determine what percent of the class was proficient on the pre and post-assessments. Before teaching this unit, I had not evaluated student's scores in a detailed manner, and I am very glad I had the opportunity to do so during this unit. Lastly, I learned that you never know when you will be able to see your students next. I finished my unit the Friday before Fargo Public Schools turned to online learning due to COVID-19. I wish I would have been able to hand back the pre and post-assessments to the students to celebrate their successes.

Thoughts shared by another teacher candidate at the secondary level:

A. Overall Reflective Commentary 1. Reflect on what you would do differently if you taught this unit again.

If I taught this unit again, I would definitely spend more time on multiplying matrices. It is a hard concept to grasp after doing addition and subtraction, because you apply those to the elements in their corresponding positions, where multiplication you have to do a different procedure. I think a slower pace with matrix multiplication would have helped a lot. I would also try to find more activities. I created pretty much all of my notes and assignments by hand. I searched for activities to do, but there wasn't much out there for matrices. I spent a lot of time putting together the worksheets and activities that next time I will already have them prepared and can edit them as needed. There wasn't a matrix unit in our textbook, so students didn't have a physical reference other than our notes to use for help. Also, I think I would have recorded my lessons from the SMART Board video, so students who missed could still listen to that lesson rather than just using the already made notes. This could have helped my students catch up faster and is a useful tool for those who might need to re-watch the examples we did together.

2. Reflect on this unit as a whole and highlight specific examples of what you have learned. Consider what you have learned about teaching, about learning, about students, and about yourself. I learned that students learn certain content faster than other content. I had to have things prepared to meet student's IEPs and level of prior knowledge. I was very impressed with my students and how much they grew in the three standards that I addressed in those two weeks. I was really impressed with their work ethic even though I held them to a high standard, they met my expectations of turning in assignments on time and completed. They also kept an open mind to learning this new material that they had never done before and accepting me as their teacher. I learned that I am capable of putting together good notes, assignments, and assessments by hand, and that I can find helpful activities on online teaching sources. I learned that actually grading each person's paper and providing meaningful feedback takes a lot of time. I spent countless hours correcting 60 papers from 3 periods every night. I learned that maybe my method of grading homework isn't the best and that I can try different things until I find a method that fits me and my students. I found that once you identify the standards that you are going to address and make learning objectives, the test, assignments, and notes, kind of make themselves. You have a clear target of what you want students to learn and stick to it. I had three standards which seems like a lot for one unit, but I covered those three standards in two weeks, which is typical for most algebra classes because there are so many ND standards in algebra and only so many days of school. I learned that you always need to stay ahead of the game. Students are going to be gone for sports, activities, vacations, and so on. You need to have things ready so that you can give students assignments for what they will be missing in advance. Also, keeping track of each assignment is huge. I used an excel spreadsheet to mark down when students handed in assignments and what their grade was so that I always knew who owed me which assignments. We also used PowerSchool to keep parents, students, and administration aware of how students are doing in each class. Keeping track in more than one place is nice in case something happens to one of them, you can go back and check on the other. This happened to me when my excel sheet froze and I had to restart my computer. I lost the grades of one assignment from my last period's class and had to go back and check on PowerSchool. Students will quickly grasp the concepts of the parts of a matrix, addition, subtraction, and scalar multiplication. Students will need extra time on multiplication and organizing

tables into data then manipulating it. Students could recognize that data in a table is similar to data in a matrix, but when asked in a word problem, students suddenly forgot how to add, subtract, and multiply matrices. Word problems are challenging because they are not cut and dry which students are used to in math. They actually have to think and be challenged which is awesome! I have tried really hard to strengthen my students critical thinking and common-sense skills.

Thoughts shared by another teacher candidate at the K-12 level:

A. Overall Reflective Commentary 1. Reflect on what you would do differently if you taught this unit again.

In the future, I would make the unit longer and add a couple events. I would add a couple fitness events or maybe some fun events that are not in a track meet. For example, a softball throw, twister, sack race or a three legged race. I would like to add a couple more things to bring some fun and some enjoyment into the lesson. This lesson went great, and the kids enjoyed it but I felt at times the events were complex and the kids thought a lot. Also saw a lot of the same kids win the events and be at the top half, and the same kids finished towards the end in each event. I think if I could have some other events that you do not need to be the most athletic will give everyone a chance to do well. One more thing I would do would make it an Olympic track meet. It would be very interesting and fun to have Olympic trials and then split the kids into countries. It would be a different way to set up the track meet but would also be a great way for kids to look into and study all of the history in Olympics and within different countries. The sky is the limit on what you can all do with an Olympic unit.

2. Reflect on this unit as a whole and highlight specific examples of what you have learned. Consider what you have learned about teaching, about learning, about students, and about yourself. This unit taught me a lot and was very beneficial from my development as an educator. I learned about teaching, about learning, about students, and myself. The biggest take away I got from the lesson was the elements behind planning and preparation. I learned teaching a lesson takes a lot of preparation and you can never ever be prepared enough. There is more to planning than just the daily lesson plans. I learned you have to be prepared for everything, for things that could be in the gym, technology not working, weather, kids being gone, and much more. I do not think you will ever be 100% prepared and to be as prepared as you can be you have to think about every scenario your head and have an idea what you would do. I also found out the more prepared you are the more efficient of a teacher you will be!

Another thing I found out is how different every kid learns and picks up on things. Kids learn at such a different rate and you have to be so careful to not leave anyone behind or let students get bored and not challenged. It is very important to differentiate instruction and give proper feedback to get every kids performing the skills at a proficient level.

One more thing I learned that is teachers learn just as much if not more from the students, than the students do from them. During this unit the students helped me learn about the skill, about what students can do well, what students struggle at, how kids think but also learned a lot about myself. I found out that the more caring and effort you put in the more the kids can trust you. Also learned that the better atmosphere you can create in your classroom the more learning that can happen.