

EDU 320 – Synthesis Paper

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University of Mary

EDU 320 – Synthesis Paper

This paper is a culmination of the course. It discusses the importance of Instructional Strategies, the necessity of building relationships with your students, and the importance of goal setting through State Standards or Goals.

The Effective Teacher

Description: An effective teacher is someone that can make a difference in any student's life. Teachers are a role model for their students because students are in their classrooms for the majority of the day.

Artifact: See Appendix A to see what brought me to teaching and what that looks like.

How it Will Be Used in Classroom: In my classroom, I want to create connections with both the parents and the students. I want to be like the people I described in the paper because they were some of the greatest role models in my life.

Understanding Your Students

Description: Understanding anyone is a key aspect in building a relationship. For my students, I want to get to know a little bit about them, which builds a foundation for a great relationship.

Artifact: See Appendix B to see how I will get to know each of my students.

How it Will Be Used in Classroom: Using an inventor like the ones found in Appendix B, I can learn some of the simplest things in a student's life. This begins their trust and respect in myself as a teacher.

Goals, Standards, and Objectives

Description: Goals describe the general aim or direction of the curriculum, Standards are what students should know, and Objectives are what you expect students to do at the end of instruction.

Artifact: See Appendix C to see how I will use State Standards in my Lesson Plans.

How it Will Be Used in Classroom: Using Goals, Standards, and Objectives will be the primary ways I will know what content to teach and adapt that to what I want the students to learn.

Unit and Lesson Planning

Description: Lesson Planning is a crucial aspect in 1st and 2nd year teachers because it allows us to stay focused and really teach the content in the class.

Artifact: See Appendix D to see a Lesson Plan for students.

How it Will Be Used in Classroom: Like I said previously, teaching in the first couple years will be very stressful and having a backbone to rely on will be imperative for my own sanity and the students understanding.

Technology Integration in Instruction

Description: Technology is an essential tool in today's classroom. Students have technology at their fingertips, virtually 24 hours a day. The teacher who does not incorporate technology in the lesson is doing a grave disservice to the students.

Artifact: See Appendix E to see how I will integrate technology into the classroom.

How it Will Be Used in Classroom: I personally am not the biggest fan of using technology in the classroom setting because of the distractions from learning. However, to research and explore further learning in the classroom will be the most important ways I will use this in my classroom.

Questioning Strategies

Description: This gains interest of students and attention. It also is a great way to assess your students learning. It poses different questions in various forms gathering information about the class and your teaching.

Artifact:

See Appendix F to see what questioning strategies I will use to understand students knowledge.

How it Will Be Used in Classroom: Before and after every lesson I will be using a questioning strategy because it puts the least amount of pressure on students and also gauges where their learning is at.

Teaching Strategies for Direct Instruction

Description: This type of instruction takes place in a presentation or recitation format. It is also very organized and keeps the teacher active.

Artifact: See Appendix G to see how I will use Direct Instruction

How it Will Be Used in Classroom: For presenting new ideas or concepts to my students, I will use this as a baseline understanding of the materials.

Teaching Strategies for Indirect Instruction

Description: This type of instruction occurs when the students take the active role of instruction focusing on self-learning.

Artifact: See Appendix H to see how I will use Indirect Instruction

How it Will Be Used in Classroom: After students have learned the basics of the materials, I will use Indirect Instruction to focus on the Application process of Bloom's Taxonomy.

Assessing Learners

Description: Assessment is part of teaching and learning that will probably exist for the remainder of time. This can be done in written, verbal, or group varieties.

Artifact: See Appendix I to see how I will assess learners.

How it Will Be Used in Classroom: Obviously there has to be assessments, although I am not the greatest fan of these because of the negative connotations behind it. I will be giving several assessments throughout the year and only grading certain ones.

Conclusion

This class has been one of the best education courses I have taken thus far. I have learned so much about the different ways of teaching, the expectations an instructor has, and the value of teachers, in particular male teachers. Every assignment we have had pertains to teaching in one aspect or another and I think this was a great overview of teaching which made me realize how passionate I am about teaching in Special Education. My favorite assignment and the most influential was the Understanding Your Students because it focus on building relationships in the classroom. If I turn out to be a horrible teacher, the one aspect I know that I will have done well in is building relationships with students and other teachers.

References

L Borich, Gary D. (2017). *Effective teaching methods: Research based practice*. University of Texas at Austin: Pearson Education, Inc.

Appendix A

From a young age, I always knew somewhere inside of me that I wanted to help others in whatever I did. I looked to my teachers and neighbors for guidance, but the one person I looked up to most of all was my dad. He has always been the greatest role model in my life from sports, academics, and morals. One of the most important lessons he has ever taught me was that life is only going to be good if you do not help others, but it can be great if your goal is to touch everyone you meet. This has stuck with me since high school. I was a tutor for both the high school and the elementary grades. This is where I truly discovered my ambition and desire to not only teach, but to help those who are the hardest to educate.

The morals and ideals he instilled in me from such a young age is something I will never be able to replace. He was the first educator I have encountered and the one I have learned the most from. Without his prior knowledge or understanding of the individual, I am not sure I would be the person I am today. His influence not only on myself, but on those he touched in the schools he worked at, is something that I will never forget, and neither will they. My dad was not a teacher in the schools, he was an electrical engineer. Knowing that regardless of my major, that I could touch someone's life in the ways he has is incredible, and makes the desire to become a teacher much more prevalent.

My younger brother is also someone who helped me decide to peruse special education as my main major. He has autism spectrum disorder; however, he is very functional. From a young age, I saw him encounter many difficulties not only in academics, but also in social and behavioral difficulties. One outlet that he turned to was sports. Both he and I played soccer and basketball together which were some of the best times I can remember. Through these

experiences with him, I have learned how to not take things for granted especially education, and to not to judge someone based off their disability or other characteristics.

Finally, the teacher who inspired me the most was my high school Spanish teacher, who was also my advisor. She not only taught Spanish, but she also participated in the majority of my schools' events whether it was student government, service club, or pro-life club. One of the best pieces of advice she gave to me was that teaching is not something you can just pick up and do for the money. The goal of teaching is to develop students who are ready to face the world regardless of what the desire to do. She has taught me valuable life lessons which I will carry out into my classroom and without her, I would not have a model to look after in the teaching realm.

Appendix B

Name _____ Date _____

Read the following activities below and check in the boxes 1-5 (1 being the lowest and 5 being the highest) for how much you enjoy the activity. After completion, we will tally the points as a class, and then assess which styles each one of you has.

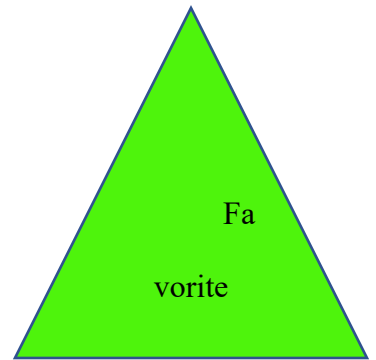
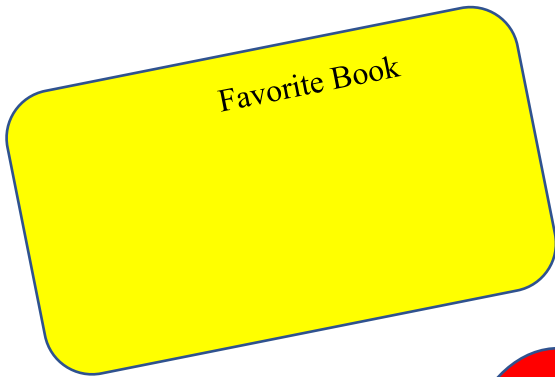
Activity	1	2	3	4	5
Playing outside					
Watching tv					
Reading stories					
Playing sports like basketball					
Reading about plants					

Exploring nature					
Playing with animals					
Doing word finds					
Solving math problems					
Reading about the weather					
Planting a garden					
Talking with					

Friends					
Writing a made-up story					
Drawing a picture					
Hanging out with classmate					
Building a model					
Helping family cook dinner					

I created an inventory for a younger grade level and an older level as well. Plus, this could double as an art project for younger students. I think the best way to learn a students dislikes is to see them in the classroom otherwise it is difficult to see this and help them.

Name _____



5 of my favorites are:

- acting/theater
- helping animals
- drawing
- playing sports
- planting a garden
- cooking
- music
- video games
- reading
- making new things
- playing board

Appendix C

Standard(s): Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Objective(s): After reading multiple books from classic literature, students will be assigned groups to discuss the time periods each were written (what kind of language is used.) This PBL will have students writing their own stories that could be compared to the same time period the original books were written. For this lesson, students will create time lines of their stories.

Bloom's Taxonomy Cognitive Level: Create, Evaluate, Analyze, Apply, Understand.

Appendix D

Grade: 5		Subject: English	
Materials: Pens, Paper, Books (The Secret Garden, The Hobbit, or Where the Red Fern Grows.)		Technology Needed: The movie The Secret Garden, The Hobbit, Or Where the Red Fern Grows.	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Direct instruction <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Guided practice <input type="checkbox"/> PBL <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Learning Centers <input type="checkbox"/> Modeling <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
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Objective(s): After reading multiple books from classic literature, students will be assigned groups to discuss the time periods each were written (what kind of language is used.) This PBL will have students writing their own stories that could be compared to the same time period the original books were written. For this lesson, students will create time lines of their stories. Bloom’s Taxonomy Cognitive Level: Create, Evaluate, Analyze, Apply, Understand.			
Classroom Management- (grouping(s), movement/transitions, etc.): Grouping the low fliers with the high fliers while also allowing them to choose the books based off their personal interests.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): The point of this PBL is to be interactive so I would encourage discussion on the topics but making sure each group stays on task by walking around. At the end of each day, each person will write an assessment on where their group is at and what they learned for the day.	
Minutes	Procedures		

25	Set-up/Prep: Grouping students together based off of common interests along with their academic abilities. (Also taking into account those who work well together and not.)
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): Asking students an open-ended question about the relationship between books and movies looking for small turn and talk with others around them.
5	Explain: (concepts, procedures, vocabulary, etc.): The purpose of reading the previous books was to make students aware that language and dialect has changed over time. After I set them into groups, students will be expected to discuss the book and make a time line of major events.
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) : Students will create a time line of the books they were given which they will present to the class.
5-10	Review (wrap up and transition to next activity): Giving a time limit of about 20-30 minutes of group work then after giving a countdown, each group will end at different times to help with chaos of walking and whatnot. Then asking them to have the next subject ready to go within the next 5 minutes.
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.: Walking around the classroom throughout work time as well as the presentation of their books to the class were all students will participate.</p> <p>Consideration for Back-up Plan: Have the students choose books to present as a Powerpoint, a play, or in a book report form.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: Students Will then be able to begin the second stage of the PBL which involves them becoming more familiar with the dialect of the time period their books were written.</p> <p>If applicable- overall unit, chapter, concept, etc.: This timeline will show me that they will be able to create a story that follows in a sequence as well as show an understanding of plot.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think that this sounds very good as a PBL, but not as an individual lesson. You should focus on one aspect of the PBL and tailor the lesson plan to that plan. I think you need to have more in the Behavioral Expectations. Overall, I really like this idea and would use this in my own class but focus on only one part of the PBL.</p>	

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Appendix G

Standards and Objectives:

- Use an appropriate strategy to solve word problems that involve adding and subtracting within 10.
- Represent addition and subtraction in a variety of ways
- This lesson is geared towards grade K, but could be used in many other grade levels.
- Students will be able to add and subtract with numbers 1-10.

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Lesson:

To begin the lesson I would make sure students have the knowledge of the numbers 1-10.

I would review basic understanding of addition.: If we take one apple and add another apple how many apples do we have? Continuing on.....

Next we would show in different ways what addition is using either their fingers or other objects around them. 3 pieces of candy and adding 1 gives me how many? 4

Giving them paper representations on how to add.

After, knowing that they understand this, I would have them gather into small group of about 3-4, having them ask each other how much each value is worth.

Walking around the room making sure they are understanding it.

After making sure they understand addition, we would move on to subtraction at a later date. Maybe introducing it to them in the same day.

Appendix H

Standards and Objectives:

- Use an appropriate strategy to solve word problems that involve adding and subtracting within 10.
- Represent addition and subtraction in a variety of ways
- This lesson is geared towards grade K, but could be used in many other grade levels.
- Students will be able to add and subtract with numbers 1-10.

Indirect Lesson Plan:

- After having the students continue to work on addition and subtraction in the classroom, they will work firstly in pairs, then moving to small group, trying to evaluate who can add numbers or subtract the most quickly. I would construct a bracket similar to that of March Madness, because it's March, and have students compete with one another finally to determine the winner. We would also have a consolation bracket, and for those that lost, they would still practice their skills in small groups. The winner would receive some sort of reward which would make the students try harder on memorizing/learning both their addition and subtraction facts. This would be very easy to facilitate throughout the classroom, and if there was any discrepancies, I would intervene with the group.

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After making sure they understand addition, we would move on to subtraction later. Maybe introducing it to them in the same day.

Appendix I

T/F: Write True or False next to the statements below. If false, make it correct. (Knowledge)

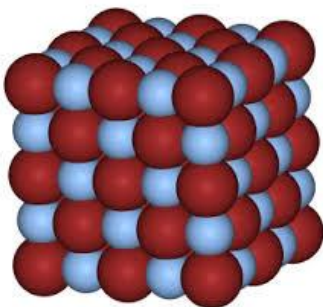
1. The molecules in liquid forms of matter are held together **very weakly**.
2. Matter is all around us.
3. The molecules in gas forms of matter are held together **very weakly**.
4. An ice cube is an example of a **solid**.

Matching: Match the following statements with key words. (Knowledge)

- | | |
|--------------|---|
| a) Gases | 1. Neutrally charged particles found in atoms. |
| b) Solids | 2. Substance flows freely but has constant volume. |
| c) Liquids | 3. Positively charged particles found in atoms. |
| d) Protons | 4. Negatively charged particles found in atoms. |
| e) Neutrons | 5. Substance will expand freely to fill the shape of its container. No fixed shape. |
| f) Electrons | 6. Firm and stable. |

Multiple Choice: Circle the best given answer. (Knowledge)

Which of the following best represents the picture below?



- a. Gases
- b. Liquids
- c. Solids
- d. Solids and Liquids
- e. Gases and Liquids

Which of the following have the **most** energy?

- a. Solids
- b. Liquids
- c. Gases
- d. Liquids and Solids
- e. All the Above

Solid particles have the _____ amount of energy?

- a. Most
- b. Least
- c. Middle
- d. All the Above

