

Goal 3 Reflection

CI 690- Capstone Experience

Indicator 1: Effectively develop curriculum and plan instruction utilizing state and national standards that critically examine the central concepts, tools of inquiry, and structures of the discipline to make learning meaningful for students.

This assignment is from EDF 619, where we were tasked with creating a unit plan of our choice. We decided to develop a unit focused on building an engaging, welcoming, and organized environment for 2nd-grade students during their initial days of the school year. The primary goal of this unit is to ease the transition into a new academic setting, helping students feel comfortable while establishing classroom routines and expectations. By fostering a sense of community from the beginning, we aim to set a positive tone that supports students' social, emotional, and academic development throughout the year.

A key component of the assignment was aligning our unit with the West Virginia (WV) educational standards to ensure it meets the required learning outcomes. The unit integrates standards related to social-emotional skills, collaborative learning, and literacy development, providing opportunities for students to engage meaningfully with the curriculum from day one. Additionally, the plan highlights activities that encourage teamwork and critical thinking, such as class discussions, group projects, and problem-solving exercises.

To make learning more meaningful, we incorporated tools of inquiry—such as open-ended questioning, reflection activities, and exploration—along with structures of the discipline that promote deeper understanding. These elements were embedded in each lesson to support student engagement while encouraging curiosity and participation. Through this

assignment, we learned how to create an effective learning environment that not only meets academic goals but also nurtures the whole child, setting them up for success in the school year ahead.

Indicator 2: Implementing instruction that appraises differences in learning, creates instructional opportunities adapted to diverse learners and equips students with 21st Century skills.

Our unit plan implements instruction that acknowledges and appreciates differences in learning by incorporating a variety of teaching methods to meet students' individual needs. Lessons are designed to include visual, auditory, and kinesthetic activities, ensuring all learners can engage meaningfully with the content. For example, read-aloud sessions are paired with group discussions, hands-on tasks, and visual supports like anchor charts to address different learning styles. This approach helps ensure that each student, regardless of their preferred learning modality, can participate fully and feel valued in the classroom. The unit equips students with 21st-century skills by focusing on collaboration, critical thinking, communication, and creativity. Group activities encourage teamwork, requiring students to share ideas, listen actively, and solve problems together. The Lessons in the unit emphasize social-emotional learning and conflict resolution, preparing students to navigate both academic and social challenges—skills essential for lifelong success in today's interconnected world.

Indicator 3: Examines and implements a variety of formative and summative assessments of learners and supports continuous intellectual, social, emotional, and physical development.

The assignment is from CIEC 600. We were to create a short project of our choice, and I chose to design a project for a 5th-grade classroom focused on the 50 states. For the project,

students will use textbooks and computers to research and complete various activities, helping them learn about the geography, capitals, and key facts of each state. Additionally, students will practice and perform the 50 states song to reinforce memorization through a fun and engaging method. The assignments within the project are intentionally designed to implement a variety of formative and summative assessments, supporting continuous intellectual, social, emotional, and physical development.

The map labeling assignment provides a hands-on activity where students locate and label states, helping to strengthen their spatial awareness and geography skills while allowing the teacher to assess their understanding in real time. The post-video quiz serves as a formative assessment, offering immediate feedback on student comprehension after watching educational videos about the states. The PowerPoint assignment encourages creativity and collaboration, as students work individually or in pairs to present research on assigned states, building their technological literacy, communication skills, and confidence. Finally, the end-of-project assessment, combined with an assessment checklist, serves as a summative evaluation of student's overall learning, ensuring they have met key objectives. Together, these assignments create a well-rounded project that promotes critical thinking, fosters teamwork, and supports growth across multiple developmental domains.

Reflection on the MA Program

The program has provided me with a deep understanding of how to effectively develop a curriculum and plan instruction by aligning activities with both state and national standards. This foundation has enabled me to create engaging, developmentally appropriate lessons that meet the needs of all students. I now feel confident in my ability to design and deliver instruction that not only reflects academic expectations but also nurtures the whole child.

One of the most impactful aspects of the program has been learning to adapt instruction to meet the diverse needs of learners. Through coursework and practical experiences, I have developed strategies to create inclusive learning environments that celebrate differences and provide equitable opportunities for all students to succeed. I also feel equipped to implement a variety of formative and summative assessments, using the data to support continuous intellectual, social, emotional, and physical growth. Overall, the knowledge and skills I have gained throughout this program have prepared me to be a reflective, effective educator who is committed to fostering positive learning experiences for young children.