

## ITL528 - TPE Reflection

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**1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

Assignment: Week 1 - Narrative: Knowing your learners that highlighted 3 pre-assessments intended to collect students funds of knowledge for individual student profiles and class profiles.

Concept: Creating activities, and assessments to build class profile, learn about the students' funds of knowledge, and assess prior knowledge for the content within the lesson.

Evaluation: The activities highlighted in my [Narrative: Knowing Your Students](#), are activities that can be used throughout the course of the year to create student and class profiles. By placing activities and assignments that continue to inform you about your students and logging that information into student and class profiles, the teacher is able to apply the knowledge of their students to their learning plans and instructional strategies. I chose intentional activities and assessments that would be provided throughout the year to continue to build upon the pre-existing profiles. This will allow all the students to share new information about themselves highlighting a more comprehensive and accurate profile of who they are. The more accurate and comprehensive the profile, the more intentional the teacher can be to build upon the students' funds of knowledge and target specific learning needs. Two areas where I would want to grow in this category is through the application and assessment of these strategies. As I apply these activities to real students and build real student profiles, I will be able to evaluate the effectiveness of the activities in how they provide information about the learner. Being able to evaluate the effectiveness of the activity can only be done after you have applied it to real world situations. I would then want to assess the activities in how they benefit my class profiles and the learners' experience with them. I would like to eventually provide assignments that allow students to share their funds of knowledge, to build upon their student profiles, and for them to connect with myself and their peers expanding their understanding of each other.

**1.7** Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

Assignment: Week 2 Discussion Board about including interdisciplinary content standards and week 3 - Summative assessment - Choice Board with creative choices and evaluation choice.

Concept: Incorporating Visual and Performing Arts content standards into my weeklong plan, specifically within the final summative assessment, to increase engagement and access through interdisciplinary content standards and creative expression.

Evaluation: As mentioned in the Week Two Discussion about interdisciplinary content standards within your subject planning, science is built from a foundation of other core subjects like literacy and math. The inclusion of the VPA standards offer access to the content for students to engage with the curriculum regardless of the reading, writing, or math proficiency. Visual and Performing Arts are closely linked to science and engineering through the design process and visual exploration of the natural world. I leveraged this connection throughout the [Week-long Learning Plan](#) through digital design work, and a summative assessment built around creating a design through a medium of the students choice. By providing choice and many opportunities of creation, the students are able to connect to the content within their learning zone without being pushed to the excessive risk zone. The two areas of growth I would like to work on are addressing the interdisciplinary standards in more specific ways and offering more moments of freedom of expression for students to connect to the content. When choosing an interdisciplinary standard that aligns with my content, like a math standard, I want to choose activities that directly connect to the standard and align with the students yearly proficiency goals within their grade. I would also like to offer more freedom of expression through the VPA standards by encouraging students to be creative without it directly connecting to the engineering process or science standard. There are more ways science can inspire art without being intended for scientific application.

**4.3** Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

Assignment: Week 2 discussion board about including interdisciplinary content standards and week 3 - Summative assessment - Choice Board with creative choices and evaluation choice.

Concept: Incorporating different interdisciplinary standards, including math and literacy, into the content standard driven learning plan.

Evaluation: Throughout the creation of my [Week-long Learning Plan](#), I was able to incorporate different standards into the lessons while still focused on the content specific standard. I included math and VPA standards into the lesson which was supported by differentiated instructional techniques and student interactions with the content. The interdisciplinary standards expanded my lesson to offer more ways for the students to interact and engage with the content. One area of growth I would want to work on is identifying the literacy standards being used alongside the math and VPA standards. All three disciplines were present within the plan but the literacy standard was not identified up front. I feel that I need more guidance on how a lesson plan is structured when including multiple interdisciplinary standards. I would also like to be more intentional within the choosing of the interdisciplinary standards to align with the core courses and yearly goals for the other subjects. Having conversations with the other teachers about what they are focusing on, and then aligning some of their standards up with my content will create a stronger bridge to other disciplines and support students' connection to the content and progress towards mastery.

**4.8** Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Assignment: Week 2 and 3 Week-Long learning Plan. Throughout the week-long activities and the summative assessment plan, digital resources and tools are present to further engagements and access to the learning goals.

Concept: The use of digital tools and resources for students to interact, manipulate, and engage with. Digital tools were used to provide scaffolding, interaction, access, and to provide a creative way of expression.

Evaluation: Science and technology are interconnected as they evolve and expand together. Within my [Week-Long Learning Map](#), I aimed to include multiple digital tools for students to interact with that are directly connected to the content. I also included digital tools that were aimed at increasing access for students to express their ideas, thoughts, and opinions. Digital resources that supported the content were interactive simulations, digital models, and digital tools for creating. Digital resources that increase access for the students to express their ideas were through digital media creation resources like padlet, google slides, and wakelet. I hope by providing multiple digital tools with variety in interactions and purpose, the students are expanding their digital literacy while also expanding their science-digital literacy. One area I

would like to grow in is providing more specific digital tools to support ELL students as they learn and connect to the content. I would also like to expand my understanding of how digital tools are used inside the classroom to support structure, routine, and differentiation as opposed to how they are used through a digital learning platform. I want students to utilize the various resources we have through technology while continuing to connect with the person sitting next to them.

**5.1** Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

Assignment: Week 3 Discussion Board about equitable grading practices and standards-based rubrics alongside the Summative assessment and evaluation of the Learning Map.

Concept: Using a variety of assessments to support, inform and promote mastery of the content through an equitable and inclusive approach.

Evaluation: Interweaving the different assessments into my [Week-Long Lesson](#) plan expanded my lesson plan and aligned my learning goals to attainable and achievable goals. The discussion boards from week 1 and 3 evaluated the use, and purpose of the different assessments while also discussing how to apply equitable grading practices. The rubric I created was based on these conversations and represents a standards-based grading system that will be used for both the formative and summative assessment. The scaffolding of the lesson is then directly supported and driven by the content standard. The student expectations are aligned with the learning goal and standard, which then creates opportunities for self assessment. This created a more transparent grading system that provides a direct path towards mastery of the standard. One area I would like to work on growing in is including more intentional pre-assessments that collect students funds of knowledge and prior knowledge. I would also like to include more formative assessments for students to self assess their own progress, and place themselves into groups to align their needs to intervention strategies. This would require slowing the pace down and allow more time for students to self assess and progress towards mastery.