

EDU 320 – Synthesis Paper

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## EDU 320 – Synthesis Paper

This class has helped me to understand many different components of teaching and given me so many tools to use in my future classroom. Before this class, I did not know near as much as I do now. I have learned the different forms of questioning strategies, how to understand my students, how to be an effective teacher, how to give good assessments, make good effective lesson plans, and so much more. All of these things I learned in this class and that are written in this paper will help me to become a better teacher.

### **The Effective Teacher**

#### **Description**

The effective teacher is one that knows how to implement all of the InTASC standards. The first category of the InTASC standards, the learner and the learning, states that an effective teacher will understand learner development which is understanding how students grow and develop. It is also recognizing patterns of learning in your students. Another component of being an effective teacher is understanding that your students will not all learn the same. As an effective teacher you must understand what learning environment best suits each student and the teacher must work to create that safe space for students. The second category is content knowledge. An effective teacher must understand central concepts, tools of inquiry, and methods of discipline. Making sure that the students are learning effectively and having good methods for discipline are a big part of what makes an effective teacher. The effective teacher also knows how to connect content so the students are engaged. The third category is instructional practice. Knowing multiple ways of performing assessments gives you more opportunities to learn what the students know and helps you become an effective teacher. It gives new ways to monitor the progress in your students. Making sure that you plan instruction that supports each student so that they can

meet their learning goals is part of being an effective teacher. The effective teacher knows many different strategies for instruction that will encourage students to learn. The last category is professional responsibility. The effective teacher is professional and adapts well to his or her students. Leadership and collaboration is a huge part of being an effective teacher. The teacher must be a good leader to lead his or her class in the classroom. It is also important for the teacher to take on responsibility for the student's learning. Another way a teacher can demonstrate this standard is by collaborating with students, their families, colleagues, school members, and community members to make sure students advance in their learning.

**Artifact**

I do not have an artifact for this because we discussed it in class.

**How Theme will be Applied in Your Future Classroom**

I will apply the theme of being an effective teacher by ensuring that I am efficient at lesson planning and getting it done. I will make sure that I have the tools to push students and connect concepts, so students are able to see the importance of learning what they are learning. I will take into account my students learning differences and try my best to accommodate all of them. I will also make sure that I seek out help or collaboration with parents when I need it or when they want it. By contacting parents and asking them the right questions to give me insight about their child it will make me a better teacher. I will also ask questions when I am unsure of what to do so that I can be a good teacher for my students. Being in this class I have found that there are many ways for me to assess students and I am sure I will be using each and every tool I have gained throughout the semester to accommodate my students and myself.

**Understanding Your Students****Description**

Understanding your students is a very important part of teaching. You must understand and know them to allow them to be comfortable in your class. There are many ways to understand your students. Firstly, you need to know their names and face, how they are academically, and something personal about them. This is important so students feel seen and welcome in your classroom. You must also understand how they learn and retain information the best.

Differentiation is a great way to help each student learn the most and it is important to know each of them and understand how they learn. It is also important to understand the student's needs, likes and dislikes. Understanding that some students will have food allergies is another example of how to understand your students. Making sure that the students is safe and does not come in contact with the food they are allergic to. Students have many things going on in their lives so you must understand that while they are in school in your classroom most of the day, they do have lives outside the classroom. Some students might be in sports or clubs. It is also important to know of their homelife as well so we as teachers can be there when the student needs us. To understand your students is to know how to engage them. You must know their interest/likes and dislikes to grab their attention and to keep that attention.

**Artifact**

See Appendix B for my Get to Know Your Student tool.

**How Theme will be Applied in Your Future Classroom**

I will apply differentiation to students as to make sure that each student gets the most out of what I am teaching. I will also use my Get to Know Your Student tool to learn things about my students come the first few days of school. One thing I want to do is keep a schedule of all of the events going on in the school such as sports, music, clubs, etc. to make sure that I do not

overload my students and perhaps if I am able, I can also go support my students at their sports games, club competitions, or concerts. I want each of my students to know that I value them and that they are important to me that is why I will get to know my students through various activities that invite conversations about interests, likes, and dislikes.

### **Goals, Standards, and Objectives**

#### **Description**

A goal is a general experience of our values that gives us a sense of direction. A standard is derived from a goal or goals. A standard is specific to what must be accomplished and who must do what in order to meet the goal. The standards are developed by the national academic standards and are written by local educators and consultants. This is because they want to ensure that the standards are accurate. The standards are also revised periodically as to keep them up to date. Standards are not mandatory, but they are aligned with state assessments, which means if the students do not do well on those assessments the school could be in trouble. An objective conveys the specific behavior to be attained, the conditions under which the behavior must be demonstrated, and the proficiency at which the behaviors must be performed. One way to think of an objective is to think of it as a few small goals to obtain an understanding of the standard. There are three major parts to an objective. The When which gives a timeline for when students should know the standard. The What which is what students need to know also known as the standard. Then the last part is the How which is how the students will demonstrate that they know the standard. Goals, standards, and objectives all have very distinct roles in the classroom. They each relate to each other and help the student find understanding, but they are also very different from each other in the ways they are used.

**Artifact**

See Appendix C for my lesson plan and look at the sections standards and objectives.

**How Theme will be Applied in Your Future Classroom**

I will use the state standards to as a guide through the curriculum in my classroom. It is important to set goals for students and that is what I have seen done in various classrooms for each student. I would like to make a goal for each student at the beginning of the year for them to reach by the end of the year. I will also use objectives to write my lesson plans and if I am teaching in a high enough elementary grade I can tell the students the objectives and so they will know what they are going to be learning and what they should be able to do or know by the end of the lesson.

**Unit and Lesson Planning****Description**

Taking the time to unit and lesson plan is crucial for creating an effective lesson plan that the students are going to get the most out of the lesson. Making sure that lessons connect with each other and flow together smoothly makes for an effective lesson. There are many things that go into creating effective lessons. Throughout the semester we have worked on one lesson plan that has many components. These components are those listed throughout this essay. Each component helps enhance the students learning and engages students.

**Artifact**

See Appendix C for the interdisciplinary lesson plan we did in class.

**How Theme will be Applied in Your Future Classroom**

I will apply this in my classroom while I am making my lesson plans and planning for the upcoming unit. I will make sure to include the components for an effective lesson because I want

my students to get the most out of what I teach them. It is also important for me to know the most important aspects of a lesson so as not to neglect them. I will be sure to do the most in order for my students to learn and be engaged while doing so.

### **Technology Integration in Instruction**

#### **Description**

Integration of technology in the classroom can help students be excited to learn and engage and learn more. The SAMR model shows us the levels of how technology can be integrated into the classroom. The SAMR model has two categories and four levels of integrations. The first one is substitution. Substitution acts like a direct substitute and gives no functional change. An example would be using a PowerPoint for notes instead of writing on the board. The next level is augmentation which acts as a direct tool substitute, but it does have some functional improvement. An example of this would be using programs such as Grammarly or IXL. These two levels are considered enhancement and the next two levels are considered transformation. Modification allows for significant task redesign. An example of this would be sharing paper with peers and giving feedback online. Then redefinition, which is the highest form of integration, allows for the creation of new tasks and it is unrecognizable. An example of this would be to take a story and have students make the story into a video. Tech integration is super important. It keeps students playing an active role in the classroom, has students critically analyzing content, and allows connections from the classroom to the outside world. The ISTE standards website is a great resource for teachers. It helps teachers to rethink traditional approaches in the classroom. The standards under the educator tab give teachers a deeper understanding of how to use technology in the classroom. Incorporating technology allows

students to build skills such as how to conduct themselves online and how to use the internet wisely and how to learn the most when they are researching.

### **Artifact**

See Artifact C to see my technology integration in my lesson plan.

### **How Theme will be Applied in Your Future Classroom**

I will use this in my classroom when I have my students research for projects. We will go over guidelines and how to be safe on the internet before we do the research projects. It is important for students to understand the importance of being safe and using the internet wisely. Making sure that you implement technology in the classroom to transform the lesson into something that gives the students more than the skills intended. I want to try my best to integrate technology in my classroom because it creates so many new opportunities for students to learn more than just content from. There are also just so many opportunities for completely new lessons and that is great because it keeps students engaged.

## **Questioning Strategies**

### **Description**

There are many ways to ensure that you as a teacher can have effective questioning. Some major ways are to grab your students' attention, ask open ended questions, and make sure that you do not think your students are simple-minded. As teachers, we often accidentally think our students are not as smart as they are and it just takes us teachers to push our students. The seven purposes of questioning are getting the students' interest and attention, diagnosing and checking such as observation, recalling specific facts or information, managing, encouraging higher-level thought process, structuring and redirecting learning, and allowing expression and affect. These seven



purposes help push students toward the learning goal set for them and also helps you as a teacher know where your students are at in understanding the content.

### **Artifact**

See Appendix C for Lesson Plan. Look for the bolded categories of the seven purposes of questioning throughout the lesson plan.

### **How Theme will be Applied in Your Future Classroom**

This theme will be applied in my classroom in all the ways I can. I will remember the seven purposes of questioning and use them in my classroom. I know that they are super beneficial and can help both my students and I. It is important to me that my students learn a lot and have fun while doing so. Engaging them with questions helps a ton with that and making sure that they are on the right track is also key to helping them grow in the right direction.

### **Teaching Strategies for Direct Instruction**

#### **Description**

Direct instruction is a group of strategies for teaching knowledge acquisition. The process of direct instruction is the teacher giving instruction to the students such as, examples or explanations. Then the students practice. This practice can look like a worksheet for example. Then the students are given feedback from the teacher. Direct instruction usually takes place in a presentation or a recitation format. Direct instruction has a type one learning outcome. This means that it is lower level of Bloom's Taxonomy. However, direct instruction usually happens when a new concept is being taught to the students.

#### **Artifact**

I do not have an artifact for this one because we taught a lesson to our peers in small groups. My lesson was on identifying characters, events, and places. I conducted a "class discussion" with

my peers in my group and we talked about the characters, what events happened in the story, and where the story took place.

### **How Theme will be Applied in Your Future Classroom**

I know that there is a time and place for direct instruction in the classroom. I will use direct instruction much better now than I would have before this class. I now know the precise reasoning behind it. I will make sure that my students have time to interact with the material so that they do not tune out the lecture or lesson I am giving them. I also think in an elementary classroom it would be wise of me to not do a bunch of direct instruction. I will need to break it up into small amounts according to my students' attention spans. Making sure the students have a base understanding before you move on to something harder or to something that builds on what they just learned is important and direct instruction helps with that if done right.

### **Teaching Strategies for Indirect Instruction**

#### **Description**

Indirect instruction taps into the interests and thinking abilities of the students. It begins with exploratory activities, such as PBLs, and leads students to discover a new concept. Indirect instruction has type two learning outcomes which means it is higher Bloom's Taxonomy. Students start to understand and comprehend concepts, patterns, and relationships. These learning activities should show each of the student's strengths. Indirect instruction is very inquiry-based and urges students to dive deeper and grasp new real-world concepts.

#### **Artifact**

See Appendix A for my PBL.

### **How Theme will be Applied in Your Future Classroom**

Just like I know that there is a time to do direct instruction I know that there is also a time to do indirect instruction. Before this class I had little to no understanding of what either of those met. I had a general idea but not near enough to make me an effective teacher. Now I know how to apply them both in my classroom and help my students learn. I think PBLs are fascinating and I really love the idea of doing some in my class. I know it will not be an everyday thing, but I think doing things hands-on for some students is the best way to learn and PBLs offer that. It allows for students to work on other skills not just academic but social and emotionally too. They problem-solve a real world problem and collaborate in PBLs. It is so cool to me! I will use indirect instruction in my classroom in many different ways, but PBLs are more or less my go-to because I just love the whole concept of it.

### **Assessing Learners**

#### **Description**

There are two major categories for assessing students. One of those categories is formative assessments. These kinds of assessments are used regularly throughout the lesson, such as looking around the classroom. They are not used for a grade and can assess both a student's strengths and their needs. In class we watched and talked about the video "My Favorite NO" which defines formative assessment beautifully. Homework can also be used as a formative assessment. However, there is very little benefit to giving elementary students homework. The other category is summative assessments these are actual tests to test what the student has learned from the lesson. The summative assessments are in fact graded. On a summative assessment, five types of questions should be on it. These types include true and false questions, matching questions, multiple-choice questions, completion, and essay questions. These five types

of questions make an effective test and helps the teacher evaluate what the student has learned and if they have reached the standard they should have.

### **Artifact**

See Appendix D for the summative assessment I created or Appendix B for my formative assessment in my lesson plan.

### **How Theme will be Applied in Your Future Classroom**

Both of these forms of assessment are crucial in the classroom. They have their similarities but also have their differences. I will use each of these in my classroom to gauge where my students are at and what I need to do to make sure they achieve the goals set for them. I will use formative assessments throughout the lesson to make sure that students are on the right track. I will do this by asking questions and urging them to dig deeper to gain a deeper understanding. I will use summative assessments at the end of the lessons to see what my students have learned altogether and if I need to go back and reteach or if we can keep moving forward. These assessments do not always have to look the same. Sometimes these assessments can be a project at the end of a lesson to see how much the students have learned and having them apply it is a great way for them to relearn the material without me having to teach it.

### **Conclusion**

I have so many takeaways from this class it is hard to name them all. I learned how to make an actual lesson plan and make it effective. I also learned the key components to becoming an effective teacher and understanding my students. There is so much I have learned from this class that has helped me to look at teaching in a more educated light. I see all the work that goes into teaching and it has opened my eyes. I am so much more grateful for my teachers than I every have been. I also can see issues that I have never seen before in some teachers I have previously

had. Overall, this class has helped prepare me for teaching. I want to teach in a public school because I know those students are the ones that need me. I know that it comes with a lot of risks but that is okay because this class has helped me learn so much. I would like to say thank you Dr. Cain for helping to solidify my desire to teach. You have done so much for me this semester and I have learned so much.

### References

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

## Appendix A

PBL run your own animal shelter.pdf

Appendix B

[Get to know ME! worksheet.png](#)



Appendix C

Lesson Plan.docx

Appendix D

Summative assessment.docx