

Planning, Preparation, Instruction, and Assessment

Abigail May

Regent University

### **Introduction**

The competency planning, preparation, instruction and assessment of learners requires evidence that the student teacher is completing all of the aforementioned aspects of teaching. For this competency I included a copy of two students formative and summative assessments, a copy of the grade sheet for both of my classes, two lesson plans (one which accompanies an assessment), and a Powerpoint presentation which accompanies the second plan. These artifacts show the collective unit that was taught.

### **Rationale for Selection of Artifacts**

The first artifact is a copy of the formative and summative assessment of two students. These assessments show the growth of the students in adding, kindergarten standard K.6. On the formative assessment there are four questions that go above the required standard. This was done to challenge the advanced students and also to gauge how well the majority of students could adapt to something new. When grading the assessments, I discounted those questions from the final grade.

The second artifact is a grading sheet for both of my classes. The sheet shows the grade for all of the students for three assessments given on standard K.6. At the bottom of the sheet is a summary of the results. The grading scale is: U-Unsatisfactory, N-Needs Improvement, P-Progressing, and S-Satisfactory. After having given the first assessment, analyzing the results, and finding them to be poor, I had to reflect and plan a better way to teach the topic. I then gave a second formative assessment, and saw marked improvement. From there, I continued to teach the subject in the more effective way, ultimately conducting a final assessment and seeing very positive results. I wanted to be sure that my students were learning to the best of their ability, so I sat down with the

results for the assessments that I had given my students. I realized that though I was not being effective at that point, I could improve the way I was teaching the lesson. The outcome of this thorough reflection is discussed below.

The lesson plans included show the planning and instruction process of this competency. One of the plans was a result of the reflection mentioned in the previous paragraph, and the second accompanies the summative assessment for this unit. These are important because they show how I planned and instructed this unit, ultimately leading to positive results.

The final artifact is the Powerpoint presentation that corresponds to one of the lesson plans. This presentation helped me to teach adding in a way that was easy for kindergarten students to understand. It goes step-by-step through the adding process, using tens frames, something with which the students were familiar. The students followed along using manipulatives that matched the presentation, so they could have a hands on understanding.

### **Reflection on Theory and Practice**

Designing a unit was not easy for me. I have only done it once before, and then I struggled. The subject is not a difficult one, but the understanding of the students was very minimal, creating a hurdle for me to overcome. It was difficult for me to teach to an audience with little to no background on the subject.

After creating a lesson plan that was not particularly effective, as seen in the results of the first formative assessment, I reflected on the Backwards Design model.

Though considerations about what to teach and how to teach it may dominate our thinking as a matter of habit, the challenge is to focus first on the desired

learnings from which appropriate teaching will logically follow. (Wiggins and McTighe, 2005, p.14).

Thinking about the subject and how to teach it was not working. I was not conducting effective lessons. Reflecting on the desired outcome, based on the summative assessment I had chosen, helped to ground the lessons I wanted to teach. The lesson plans now had a more specific purpose: for students to understand how to combine numbers through addition. Ultimately, it was the strength of the things I learned in a previous course that helped me to reach students I had struggled to reach.

When planning and preparing, I often think, “What is my ultimate goal outside of the learning objective? It is to show my students how much I care for them.” I remember that first and foremost I need to show these children love, and because of this love, I want them to learn and grow academically. It is my calling as a Christian educator to teach my children in a way that is effective, because I love them. Jesus was a teacher and often he had to be hard on his students, but he always showed them how much he loved them. I hope to emulate that as a teacher. A good Christian teacher should be as much like Jesus as possible.

References

- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.).  
Alexandria, VA: Association for Supervision and Curriculum Development.