

EDU 320 – Synthesis Paper

University of Mary

EDU 320 – Synthesis Paper

Throughout the semester, we talked about the requirements to becoming effective teacher. These requirements were backed up by assignments that furthered our learning on the subject. These assignments were extremely helpful, and I know I will be using some of them when I become a teacher. Throughout the semester, we learned what to teach, how to teach it, and how to assess it. The following paper is my takeaways from the semester.

The Effective Teacher

Description

In a very simplified definition, the effective teacher is someone who gets the students to learn the content needed. Becoming an effective teacher requires lots of planning, especially for the first year. There are ten total standards, put into four groups. The four groups are: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. An effective teacher is someone who knows how their students learn, knows the content, knows how to assess if the students know the content, and who maintains a professional standard.

Artifact

In class discussion.

How Theme will be Applied in Your Future Classroom

In a better definition, the effective teacher is someone who inspires their students to learn content. History might be one of the toughest classes to do this in, as most students come in with a preconceived notion on history. However, I want to make the content fun to learn, and relate what has happened before to things that are happening today. I hope by doing this, my students won't just memorize facts for a test, they will instead be eager for more history classes. When it comes to the INTASC standards, I know that I know the content and will maintain a professional

standard. When it comes to the other chapters, there is not one way to teach or test a student's history knowledge. I will make sure to be diverse in these two in order to be effective.

Understanding Your Students

Description

Getting to know your students is the first step to being able to have them learn. This must be started from the beginning of the school year. I have learned through coaching that this process can take some time for some students, and others will open up right away. By the end of each school year, I want to know something unique about each of my students.

Artifact

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

How Theme will be Applied in Your Future Classroom

Each student that walks through my door is an individual. There is no one way to know your students and to teach them. Each day, I want to have short, quick conversations with different students in my class. I will have an exit slip turn in on my desk, where I plan to do this. These short conversations will help achieve my goal of knowing something unique about each student. Along with that, I want to find out what kind of learners my students are. This is on my Get to Know Your Students tool, and will help me a lot in differentiating instruction to the different types of learners I will have in my class.

Goals, Standards, and Objectives

Description

Goals, standards, and objectives are designed to keep the educator on track, and make sure that the students learn what they need to. These standards are set by the state. As teachers, we are expected to reach the standards and not deviate too far.

Artifact

See Appendix C for lesson plan standards and objectives

How Theme will be Applied in Your Future Classroom

History is a class that can be taught in many ways. I think that every history teacher brings some opinions with them to their class. However, that is why there are standards. This will ensure the kids are learning what is important for them to learn, and not being indoctrinated or mislead. Each lesson plan that I teach as a teacher will have one of these three involved in it, and that is so I can give the most comprehensive view of history I can each semester.

Unit and Lesson Planning

Description

To be an effective teacher, you need to be able to plan a unit and lesson. Sometimes this is a 10-minute lesson, other times it can be an entire hour. Lessons stay within the same day, and help you prepare for a unit. Units take multiple days, weeks, or sometimes even months. Units are the big themes you see throughout the course. A key part of lesson planning that I have found out is to always allow yourself more time than you think you need. Another key part of lesson planning is knowing when something isn't working and being able to pivot from that to get into something productive.

Artifact

See Appendix C for lesson plan.

How Theme will be Applied in Your Future Classroom

Being a coach, I've experienced firsthand some "lesson planning." I think that has given me a unique understanding of how to effectively lesson and unit plan, because I have something just like it for five years now. In my future classroom, I will give myself more time than needed, and be adaptable/flexible in order to assure that my students are learning each day. Overall, lesson planning makes sure that a teacher is well prepared and show the students that the teacher is on top of things.

Technology Integration in Instruction

Description

Every student these days has a phone, computer, tablet, or some kind of technology they can access easily. I think there are two important things about technology integration in the classroom. First being it is something students are comfortable with; therefore, they are more likely to apply themselves to learning. The second reason is that we live in a world with technology integration everywhere, so the students will need to be technologically literate.

Artifact

See Appendix C for lesson plan.

How Theme will be Applied in Your Future Classroom

I plan on using Google Classroom for all my classes when I am a teacher. In lesson plans, technology integration in the classroom needs to be authentic. If a lesson or unit does not need technology, I will not just toss it in there in order to say I did. I think that talking to colleagues and seeing what technology they have/have not had success with is a great way to ensure whatever I bring into my classroom will be successful in helping my students.

Questioning Strategies

Description

Questions strategies are awesome because they have so many potential usages. You can ask a question to engage the students, you can ask some questions before a lesson to get a preassessment, you can ask some questions after a lesson to see where your class is at. The higher-level questions are the ones that have multiple possible answer or are open ended are called divergent questions. The simpler, one or two answer questions are called convergent questions.

Artifact

See Appendix C for lesson plan.

How Theme will be Applied in Your Future Classroom

Questions and history go along very well. I will use both convergent and divergent questions every day in my class. I do not want my class to be me just standing up at the board talking the entire class period. I would like to have some class discussions, and a great way for this to start is with me asking a divergent question and going off the answer(s) I get. I also want to ask convergent questions every day. By doing this, that will ensure the students are paying attention and understanding what is being taught.

Teaching Strategies for Direct Instruction

Description

Direct instruction is when the teacher is giving the facts to the students directly. This type of teaching is effective, especially in history. There are certain facts, people, places, etc. that the

students need to know. This type of instruction is used with Type 1 learning outcomes, where students acquire new knowledge.

Artifact: PowerPoint lesson, Artifact D

How Theme will be Applied in Your Future Classroom

Direct instruction will probably be used in my classroom just about every day. History classes need to have the facts taught. However, there is more than one way to do this, such as PowerPoints, experts from the field can come in, and guided practice are a few I plan on using. This ensure that the students will still learn the content, but it wouldn't be the same thing every day.

Teaching Strategies for Indirect Instruction

Description

Independent instruction is when the students themselves problem solve and work on their own authentic questions. A PBL is a great example of this. This kind of instruction works great with Type 2 learning outcomes, in which the students must analyze what they learn and apply that knowledge. Indirect instruction is also known as inquiry-based learning, as students ask the authentic question and then learn from their research on the topic.

Artifact: See Artifact E

How Theme will be Applied in Your Future Classroom

This may be a bit tougher to implement in my future classroom, but there are ways it can be done. This kind of instruction allows the students to think freely about a subject, and as much as the students may moan and groan, I believe that papers are a good way to do this. This paper

would be different than a report, as I would want the students to ask a genuine question about history. This allows the student to research a topic they like, and use the higher levels of Bloom's Taxonomy. I also think I will use PBL's in my future classroom. The 20th century is a great time period for this, as there was so much that happened during that time period.

Assessing Learners

Description

Assessment is how teachers see how they're doing, as well as how the students are doing. A good teacher would start with a pre-assessment, go into the lessons, and then the post-assessment. The pre-assessment should not be graded, as it is just to get a baseline of where the students are at. At the end of the unit, the summative assessment is what will get graded. Again, this can and should be done in multiple ways. This allows for the potential success of all the students.

Artifact: See Artifact F

How Theme will be Applied in Your Future Classroom

Assessments are ultimately how we as teachers find out if we were successful in teaching our students the knowledge they need to succeed. In history class, it may be tough to use pre-assessments for each unit, but I think a non-graded, comprehensive pre-test would be interesting and fun for some students. My idea is to write a "final" test but give it to the students at the beginning of the year. The students will not receive a grade for this first test, and then they will take it again at the end of the year. Their scores will be compared, and both the students and I can see how much they have learned. This final test could be graded or used for extra credit. I also plan on using your standard test/quizzes, as well as papers, and even projects as summative

assessments to assess the if the students have learned. This is so all students in my class have the potential to succeed.

Conclusion

In conclusion, all of the components listed above are what will make me a successful teacher. I do believe that certain elements are more important than others. This course, along with Dr. Lamb's class, showed me how important it is to connect with my students and their families. If students feel safe and have a professional relationship with their teacher, they are much more likely to apply themselves in class. Another important thing I learned is how to teach and assess in multiple ways. I have had some worries about this in the past, as I know that history is not everyone's favorite subject. I will have to be flexible in how I teach in order to get the students to learn. As a teacher, I want my students to be able to explore things they are interested in. That is why my biggest takeaway was the practice of direct and indirect instruction. I don't want to be the boring history teacher that stands up at the board all day, talking my students to sleep. I want them to be engaged in the content and have a say in what they are learning. That is why indirect instruction is one of my biggest takeaways from this class, and it is something I will continue to work on for the rest of my college days.

References

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

Appendix A

Appendix B

General questions about you:

- Name:
- Grade:
- Family members/Pets:
- What do you like to do for fun outside of school?
- Do you have a job? If so, where?
- Do you have a favorite sports team?
- Do you have a favorite video game?

Questions about you as a student:

- What kind of learner are you? (Visual, Read/Write, Auditory, Kinesthetic)
- Do you have a spot where you prefer to sit in class? (Near a window, front of class, etc.)
- What is one thing you like about school?
- What is one thing you dislike about school?
- Do you participate in any extracurricular activities?

Questions about yourself and history:

- Do you enjoy learning about history?
- What is your favorite period to learn about?
- What is something that confuses you in history?
- If you could have lunch with anyone in history, who would it be and why?

Appendix C

Lesson Plan Template

Grade: 12, 60 min	Subject: Econ
Materials:	Technology Needed: Laptop Website for student loan: Student Loan Calculator: Estimate Your Payments – Forbes Advisor Website for Federal Income Tax: Federal Income Tax Calculator (2022-2023) (smartasset.com) Budgeting Website: Free Budgeting Calculator (thebalancemoney.com) ISTE Standard: 1.3c SAMR Level: Modification
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling Explain:
Standard(s): Evaluate the elements of responsible personal finance. Benchmarks: 1-4 <ul style="list-style-type: none"> Evaluate career choices and the effect on the standard of living. Develop short- and long-term financial goals. Analyze the cost and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. Evaluate the effect of taxes and other factors on income. 	Differentiation Below Proficiency: Students will be able to ask questions as needed. Definitions for potentially troubling terms have been written on the board. The only math required to do by the students is simple addition and subtraction. Above Proficiency: Have students create their monthly budget “the old fashioned way”. Once the totals have been found, students can balance their checkbook and do the math by hand. Approaching/Emerging Proficiency: Students can choose their own level of scaffolding by asking the questions they need to know. Modalities/Learning Preferences: Existential, Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic, & Interpersonal.
Objective(s): Students will do the following: <ul style="list-style-type: none"> Choose college and degree (How much money will the student be in debt) OR student can choose to go into a trade Apply for a credit card (Cash back percentage/interest) Buy a car (Car loan) Buy a home (mortgage) Get a job (How much will the student make per year, based on where they buy their house) How much to save per month <p>After this, the student will create a budget for the month.</p>	
Bloom's Taxonomy Cognitive Level: Analyze/Evaluate	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in their assigned seats and work by themselves.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students turn their desks around so I can see all the computer screens and make sure they stay on task.
Minutes	Procedures
1	Set-up/Prep: Take roll, make sure everyone is where they should be
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

Lesson Plan Template	
	<p>Talk about students planning out their future, and emphasize the following:</p> <ul style="list-style-type: none"> • Apply for scholarships • Plan this stuff out now • Save whatever money you can • Everything costs more than you think
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Procedure will be as follows:</p> <ul style="list-style-type: none"> • Define terms that may not be known (mortgage, salary, cash back, interest, APR) • Up on the board/in a shared assignment, the following steps will be listed <ul style="list-style-type: none"> ▪ Where do you want to live once you've graduated college/trade school <ul style="list-style-type: none"> • Pick and write down a city to live in ▪ Get a job: Find out what your career makes in the area you've chose to live <ul style="list-style-type: none"> • How much will you make per year/salary • A website has been provided to help you figure how much of this income will be taxed by the gov't <ul style="list-style-type: none"> ○ After using the website, write down what your take home pay/income is ▪ What you need to buy: Car, House <ul style="list-style-type: none"> • What do you need to know about the Car: Cost of the car, monthly payment <ul style="list-style-type: none"> ○ CANNOT exceed 15% of income • What do you need to know about the house: Cost of the house, mortgage payment <ul style="list-style-type: none"> ○ CANNOT exceed 28% of income ▪ Monthly Expenses: Car payment, mortgage, student loan payment, groceries, utilities, gas, saving <ul style="list-style-type: none"> • A website has been provided to help you figure out your student loan payment • Figure out the average cost of groceries, utilities, gas in your area per month. • Saving should be around 10% <ul style="list-style-type: none"> ○ Emergency funds (your choice) ▪ After figuring out all of your monthly expenses, create your budget using the website, for the month by subtracting all of your expenses from your income. ▪ Apply for credit card (if need be) <ul style="list-style-type: none"> • Look for a credit card to help you cover what you cannot pay at the moment <ul style="list-style-type: none"> ○ Write down the cash back as well as APR
43	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will then work by themselves to find out their future budget. I will be walking around the classroom seeing if we have any questions.</p>
3	<p>Review (wrap up and transition to next activity): Share a couple of thoughts on what we've learned, see who in the class was the most over/under budget.</p>
<p>Formative Assessment: (linked to objectives): For this lesson, exit slips will be required for the students to leave the classroom. I'll give them about 2 minutes before the end of class, and</p>	
<p>Summative Assessment (linked back to objectives) End of lesson:</p>	

Lesson Plan Template	
<p>ask them to jot down what they think the most important thing they learned today was.</p> <p>Pre-Assessment: For this lesson, I think an effective pre-assessment would be a Kahoot game. It would be a short and simple one, maybe 7ish questions that I can think of off the top of my head.</p> <p>Consideration for Back-up Plan:</p>	<p>If applicable- overall unit, chapter, concept, etc.: There will be an overall test for the whole unit.</p>

Reflection:

- Figure out how to differentiate between students.
- Figure out a potential back-up plan.
- Better/more engaging opening to the lesson?

Appendix D

https://docs.google.com/presentation/d/10SKo_6oTWHD97FECikZ8ucfSJlaf3KHqVv5tc

-TAX_w/edit?usp=share_link

Appendix E

https://docs.google.com/presentation/d/1UZiC--QB-gY_u5wnO1tJe4uHd5_6rlfTPLQ9s1i3e_g/edit?usp=share_link

Appendix F

Name:

True or False. Circle T for True, F for False. 15 points

1. The Articles of Confederation were a strong, lasting piece of legislation. T F
2. The colonists known as "Tories" were supportive of the revolution. T F
3. Before the War, the colonists believed they held the same voting power as the House of Commons in Great Britain. T F
4. The battles of Lexington and Concord were the first true fighting of the war. T F
5. Crispis Attucks was the first American to die for the revolution. T F

Matching. Match the correct letter to the description. 15 points.

Commander in Chief of the Continental Army

Main person we think of writing the U.S. Constitution

Main person we think of writing the Declaration of Independence

Author of the pamphlet "Common Sense," which advocated for independence

Man who is partially remembered for his statement, "Give me liberty or give me death."

A. James Madison B. Thomas Jefferson C. Patrick Henry D. George Washington
E. Thomas Paine

Multiple choice. Circle the correct answer. 15 points.

1. During the Stamp Act Congress (1765), most of the delegates wanted
 - a. Protection from the French Colonies in the North
 - b. War with the King and Great Britain over taxation of tea
 - c. Compromise with the King and Great Britain
 - d. Punishment for those involved in the Boston Massacre
2. The Olive Branch Petition (1775) was intended to
 - a. Declare the love and loyalty to the King
 - b. Ease tensions with Spain over Florida
 - c. Solve the Virginia/West Virginia problem
 - d. Propose a solution to the Quartering Act

3. What is “The Great Compromise” of the Declaration of Independence?
 - a. The King accepts the colonies as independent, the colonies will only trade with Great Britain
 - b. The legislative branch of the government has two houses, one based on population, one based on equal representation
 - c. Spanish and American compromise over Florida and parts of Georgia
 - d. The Colonies will accept French help, in return the French can retain control of trading posts in the Colonies
4. What was one of the lasting impacts of The Articles of Confederation?
 - a. How to tax the states
 - b. How to raise a national army
 - c. What to do with Western Land
 - d. What to do with foreign powers on the North American continent
5. Why was the article condemning slavery not included in the Declaration of Independence?
 - a. Slavery was not viewed as wrong
 - b. The founding fathers owned slaves
 - c. Lincoln had not freed the slaves yet
 - d. The writers did not want to lose Southern states’ support

Completion. Complete the sentence. 15 points.

1. During the First Continental Congress, **ALL** of the colonies agreed that _____.
2. The colonists’ had the most problems with the British _____ before the war.
3. People who were known as “Patriots” primarily identified as _____ first, and _____ second.
4. The British believed that the colonists were represented in Parliament through “virtual representation,” which means that _____.
5. The Battle of _____ is famous for being the last battle of the Revolutionary War, in which the British army surrendered to the Continental army and its French allies.

Essay. Write your answer, with **two** examples to support your argument. This should be 1 paragraph, minimum. 40 points.

Was the War for American Independence inevitable? Why or why not.