

Standard 7

Instructional Planning: Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Group Project: Instructional Strategy- Inquiry Based Learning
March 22nd, 2011

Description of Artifact

For this project our class was divided into four different groups leaving three or four people per group. I was in a group with three others to work on this Inquiry Based Learning project. We had to make either a power point presentation or a poster board with information describing this topic. My group worked really well together, we split up different tasks for each person and then put it all together as a group. I worked on the power point with another group member, while someone else made the lesson plan and the other person brainstormed questions to ask the audience while we were presenting.

Alignment Reflection

Wisconsin Teacher Standard Alignment

I feel this artifact best aligns with *Standard 7- Instructional Planning: Teachers are able to plan different kinds of lessons.* I feel this best aligns with this standard because we worked really well as a group and assigned different tasks for each person. Once the jobs were done individually we put the remaining parts of the presentation together as a group. Even when we weren't working all together we were emailing each other with questions or suggestions. I feel this is a good preparation for our future when we possibly will have to work with a special education teacher or another teacher to team-teach a lesson.

UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment

This artifact best aligns with **KS3.b. Uses Questioning and Discussion Techniques.** I think this aligns well because during our presentation and presenting our lesson we took time out to ask the class questions to keep their interest and help them understand more than just by reading the slides and listening to us talk. We had a KWL chart, which is "things I know, things I want to learn, and what I learned." We asked the class to come up with some questions to find out what they already knew, then asked what they wanted to learn and then at the end we discussed what everyone learned.

Secondary KSD Alignments:

KSD.1.c. Selects Instructional Goals

KS1.e. Designs Coherent Instruction

Personal Reflection

What I learned about teaching/learning from this experience:

I learned when planning a lesson on a topic that is relatively popular to try and find some very uncommon facts possibly that the students wouldn't know yet, so they would learn something new! I also learned to have students tell you what they know, or want to know about the lesson helps make the lesson go smoothly as well, because then you can skip over things they already know and make sure to talk about the facts they don't know.

What I learned about myself as a prospective educator as a result of this experience/artifact:

I have learned to always make things interesting! It's much easier to keep students' attention when you have a fun fact to go along with the lesson you are teaching. I will always try to find out what the students are interested in learning and make sure to focus some lessons around facts they want to learn about or incorporate something new into an everyday subject.