Tracy Richter

Reflection 1.2

**1.2 Effective and knowledgeable teacher**

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

**Artifacts**

1.[ISTC 789 Science Fair Collaboration](file:///G%3A%5CSpring%202014%5CInternships%5CGlenwood%20Middle%5CScience%20Fair%20Collaboration.docx) & [Science Fair Portal Page](https://gmsmedia.wikispaces.hcpss.org/Science%2BFair%2BResources)

2. [ISTC 789 Fiction vs. Non-Fiction Lesson Plan](file:///C%3A%5CUsers%5Cdave%5CAppData%5CLocal%5CInternships%5CWestowne%20Elementary%5CGrade_K_Fiction_vs_Nonfiction.docx)

3. [ISTC 667 Unit of Instruction](file:///E%3A%5CISTC667_ISD%20Final%20Project.docx)

**Relevance**

 School library media specialists are in a perfect position to collaborate with other educators in their school in order to enhance students’ achievement in learning. They have access to numerous resources, which if used effectively, can create a meaningful learning experience for students. By partnering with their classroom teachers and other educators, the media specialists’ are exposing students to a seamless learning experience, where they can practice and develop their skills, in a variety of different contexts.

 In my middle school placement, I was able to co-plan, co-teach, and co-assess students learning experiences, with their science teacher. By collaborating together, we were able to determine an appropriate timeline for the science fair project research, evaluate which digital-age skills would be most important for students to acquire, and assess if our instruction was effective in meeting the students’ needs. Between the science teacher and me, our areas of expertise complemented the instruction and enabled the students to be successful in their learning goals. For example, I was able to provide students with print and electronic resources to help them determine a science project idea, and the science teacher was able to provide his science expertise to help the students determine if and how their topics would unfold, using scientific methods. Additionally, I was able to instruct students on how to use online databases, how to evaluate websites, and how to use scholarly search engines, in order to help them find appropriate resources for their research. This was a great way to collaborate with a classroom teacher because we were both able to plan a long-term project together, using our areas of expertise to enhance students’ learning, and to help them meet their objectives. In the future, I will surely team up with other classroom teachers to improve and complement their classroom instruction and provide students with maximum access to meaningful learning experiences.

 It is crucial for a teacher to know the needs and interests of the students that they teach. In my ISTC 667 course, we developed a unit of instruction and carried it out in a classroom. Being a full-time graduate student, I did not have a classroom of my own to implement this instruction with, therefore I searched for a Kindergarten class to use in order to instruct students with this series of lessons. Due to the fact that I did not know the students as well as their regular classroom teacher, I made sure to collaborate with their classroom teacher to learn all that I could about the students in order to create a needs analysis and develop my lesson appropriately in order to meet their needs. In the future, I believe this to be a great reason to collaborate with teachers with instruction. For example a classroom teacher might have found a great way for a particular student to be engaged in a lesson, and by sharing that knowledge with other educators, it will enhance that student’s learning experience, and will enable consistency throughout his instruction. Collaborating with teachers about students’ needs and interests is a great way for a school library media specialist to create meaningful and appropriate lessons for every student.

 In my elementary school placement, I created a lesson for Kindergarteners on how to identify if a book is fiction or non-fiction. In order to create my lesson, I needed to determine the extent of their knowledge about this topic, therefore I collaborated with the classroom teachers to discover the students’ prior knowledge. I was able to discover that students had not learned the specific terms “fiction” and “non-fiction” but they knew “real” and “not real.” I was then able to incorporate their prior knowledge into my lesson by using the term they knew (e.g. not real) and the new term (e.g. fiction) simultaneously so they could relate their previous knowledge to their new knowledge. Additionally, I encouraged the classroom teachers to start using the terms “fiction” and “non-fiction” more so that it would reinforce the students’ knowledge and apply their knowledge to their everyday classroom instruction with consistency. Collaborating with teachers on what the students already know and what they need to know is extremely helpful for a library media specialist. In the future it will let me to be consistent with what the classroom teachers are teaching in their classrooms, and allows teachers to reinforce skills that their students’’ learn with my library instruction, into their classrooms as well.