Reflections on Professional Meetings & Conferences

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ED 102-2

12 September 2013

PPD Reflection: Meeting of the Majors

I attended the Meeting of the Majors PPD. In this PPD, the speaker, Donna Hedgepath, discussed many of the upcoming steps for education majors. She gave out a lot of useful information and helped to inform me about what the upcoming years of college for an education major would entail.

She detailed out the candidate assessment points (CAPs), the objectives, student teaching, and the critical program requirement. I also learned how long student teaching typically takes. She explained that there was an exam for admission into the program. This exam is the Praxis 1. This test covers math, writing, and reading. There are minimum scores that must be attained in each of these sections for acceptance into the program.

Mrs. Hedgepath also told us a little bit about her first year of teaching. She explained that when she graduated from college she was extremely excited about getting her first job as a teacher. However, she did not get the job that she wanted immediately. She was offered an administration job at CU; however, she turned this offer down because her desire was to teach. After a recommendation was written for her, she got a job. She informed us that her first year of teaching was emotionally draining, and that there were many nights when she would go home a cry. She encourages first year teachers to persevere, and to give it three years before deciding to quit.

I really enjoyed this PPD because the speaker was very interesting. I would not change anything about this presentation because there was not anything that I disliked. It was organized extremely well and was very informative. From this presentation, I learned about the differences between Caps 1, 2, 3, and 4. This presentation enhanced my knowledge and helped me better understand the requirements of an education major.Emily Hunter

Mrs. Dottie Davis

ED 102-2

18 November 2013

PPD Reflection: KDP PPD

This PPD had numerous professors who discussed their first year teaching experiences. They discussed some of the difficult situations that they were put into, how they handled these situations, and what the outcome was. They also discussed how discouraging and tiring the first year of teaching can be. I really liked this PPD because the professors were really honest about what they experienced. They gave real life examples of situations that they had been through. It really gave me a taste of what teaching is going to be like.

Dr. Hedgepath talked about how she did not get a teaching job right away. Once she found a job, she found it emotionally draining. She would spend many late nights planning for the upcoming day. She also spent many nights crying at home. She gave us the advice that when we get discouraged during our first year that we should not give up, but give it three years. She says that kids just want you to give them a chance and love them.

Dr. Spaulding ended up getting her first teaching job in a school that she had gone to. This meant that some of her fellow colleagues used to be her teachers. Eventually, she was moved to a room with twenty-six special education kids. She was shocked how some of these students were almost her age. Through this experience, she learned that you can do anything that you set your mind too. She said that what you think it is going to be like will most likely not be what it is like. Thus, a teacher needs to be prepared for everything and by flexible.

Dr. Allen had a hard time finding a job as an English teacher. However, she decided to interview for the job even though a position was not available at the moment. Soon after this interview, an English teacher retired, and Dr. Allen got the job. She was very sheltered as a child so teaching in this school was quite a culture shock. She encourages first year teachers to start out tougher that they have to be and to have a tough skin because students can say some pretty hurtful things. She also says that first year teachers need to learn to take constructive criticism well and to discuss issues face-to-face when there is an issue that needs to be addressed.

When Dr. Hamiton first started teaching, he was committed to numerous different jobs at the school. He encourages first year teachers to not coach a whole bunch of things at once and to tell the boyfriend/girlfriend, best friend, etc. that you will not be available for a year. He encourages the first year teacher not to hang out in the teacher’s lounge because these are the lazy teachers who complain and talk bad about others. There negativity will bring a first year teacher down. He says be prepared to be exhausted because a first year teacher will get asked to perform the jobs that no one wants to perform and teach the classes that no one else wants to teach. He asserts that a teacher should never humiliate a student. Dr. Hamiton stated that life does not always happen as planned so a teacher needs to be flexible.

Ms. Wheat taught in both a one-room school as a substitute and in three different school districts. She said that if God has placed teaching on your heart then He will make a way for you to teach. Ms. Wheat taught special education students during the school year and worked at CU in the summer. She encourages first year teachers not to give up on their dreams and to always remember that how an individual treats another person changes how that person will act.

Dr. Magruder was a mom at the same time that she was starting her first year of teaching. She said that it was really hard to be a new teacher and a mom. She taught 7th and 8th grade math. She says that a math teacher will never have a problem finding a job. She encourages first year teachers to set standards and stick with them.

Dr. Garrison worked at a Navajo boarding school in New Mexico. Here she was introduced to Navajo culture. She experience culture shock while working. The children were given only two outfits and one pair of shoes. Dr. Garrison once had fifty-four football players in one class. She found this class to be very challenging.

I learned so many lessons from listening to experienced teachers tell personal stories about their first year of teaching. I cannot wait to apply some of these lessons when I become a teacher. I would not change anything about this presentation. The material that was covered was very helpful and informative while still being interesting. It was a great PPD, and I am so glad that I decided to attend.

Emily Hunter

Mrs. Dottie Davis

ED 102-2

4 December 2013

PPD Reflection: KDP Movie Night & Christmas Party

During this PPD, we watched the movie *A Smile as Big as the Moon*. The main character is Mike Kersjes. He is a high school special education teacher and football coach. He desires to take his special education students to Space Camp. Kersjes says that a teacher should treat special education students the same way as he would treat other students. Kersjes believes that special education students can accomplish anything that they set their minds too.

There is a picture of Albert Einstein in the classroom. This is because Albert Einstein failed out of school when he was younger; however, he became one of the greatest scientists ever. Einstein believed that it is about imagination not knowledge. Kersjes tells this to his students when they are concerned as to whether they are smart enough to attend to Space Camp.

When Kersjes goes to visit the Space Camp, he notices how difficult it will be for some of his special education students to complete certain tasks. He is afraid that one of his students will have a panic attack from the siren in the simulator. He is also nervous about them trying to swim and build a tetrahedron underwater. He sets out to teach these students what they need to know to be prepared for Space Camp. In the movie, it states, “Geniuses take something complicated and make it into something simple.” This becomes Kersjes’s goal.

Sometimes when you ask a lot of a special education student, they can surprise you. One of Kerjes’s students built an extremely complex space model. Another student made a very complicated board game. At first Kersjes’s football team bullied the special education students. They called one of the girls Sasquatch and shoved her to the ground. However, after Coach Kersjes gave a speech about looking out for these students at school and recognizing them as fellow human beings, the football team started supporting these students.

The class had been trying to raise money for the trip by holding bake sales, car washes, and asking for donations. However, Kersjes was still having a really difficult time trying to raise $50,000. Fortunately, he received a $50,000 donation from Big Dan’s Burger Shed. This money helped the students attend Space Camp. They achieve many accomplishments such as getting the best time of the day while building a tetrahedron underwater.

During the Space Camp, there were some squabbles between the students, but Kersjes reminded them that they need to be patient with their teammates. When you are a team, no one can take that away from you. He encourages them to work together. The students decide to work out the issues on their own, and they say that they do not need the teacher anymore. Kersjes seems upset by this comment, but someone in the movie reminds him that this is what is supposed to happen. Teachers are supposed to teach the students the information so that each student can perform a task on his own. This should be a goal of every teacher. I love how at the end of the movie, Scott cuts up the ribbon of the medal that he received and gives pieces of it to each of his teammates and his teacher/coach.

All in all, *A Smile as Big as the Moon* was a great movie. I enjoyed watching it, and it gave me a different perspective on teaching. It was very inspirational. When I become a teacher, I want to go above and beyond the call of duty just like Kersjes did to help my students have the best possible education.

Emily Hunter

ED 210 (02)

PPD Reflection

17 January 2014

PPD Reflection: Native American Experience

I loved the PPD session that I attended. It was on the topic of Native Americans. Learning about Native Americans was extremely interesting, and being part Native American myself made the lecture all the more enjoyable. However, I do not know much about them because Native American culture is not a huge part of my heritage. There is also a lack of authentic books and material concerning Native Americans available, and unfortunately, much of the information that is available is outdated. Because of this lack of education, many people tend to lump all Native Americans together. Most people are unaware that there are over 550 recognized Native American tribes.

In this lecture, I learned that the Navajo nation is located in Utah, Arizona, and New Mexico. I also learned that Navajo means “planted field” or “farmlands.” The Navajo nation covers 27,000 square miles of land. Approximately 175 American Indian languages are still spoken in the United States today. There are roughly 150 public, private, and BIA schools. Navajo students can also go to school at boarding schools. These students stay in dorms while the teachers stay in homes within the complex.

Dr. Garrison, the speaker of this PPD, worked at a Native American boarding school in Crownpoint, New Mexico. She was a teacher to these Navajo children. She explained her experiences with these students. It shocked me that the children only received two outfits for the entire school year. Once a month, the students had the opportunity to attend dorm parties. There was not much for Dr. Garrison and her husband to do during their free time while working at the Navajo school. The closest store was hours away. Listening to her explain about her experience teaching Navajo children made me think about how awesome it would be to one day work with Navajo children or possibly other students who speak another language and are from a different culture. I hope that one day I will get to work with students from another culture who speak a different language.

Emily Hunter

ED 210 (02)

PPD Reflection

16 April 2014

PPD Reflection: KDP Movie Night - Freedom Writers

I absolutely loved this PPD session. They showed an extremely entertaining movie! It was about a teacher, Erin Gruwell, who is starting her first teaching job in a school with an integration program. At first, she has a difficult time controlling her students and controlling the classroom. However, as the story progresses, Gruwell begins to gain the students’ trust, and they begin to respect her and enjoy her class.

Many of the children in her class are involved in family gangs. Most of them have lost someone in a gang fight. This violence makes it extremely difficult for them to function at their highest potential in school. Gruwell realizes this when she gives them an assignment of journaling. She has them write down everything that happens to them each day. She then gives them the option to have her read it. The students start opening up to her and having her read their journals. Gruwell works extremely hard to give her students the best education that they can possibly have. She starts raising money for her teaching job by working another job. However, her husband does not like that she is not spending enough quality time with him, and she ends up losing him in the end. Teaching takes a lot of hard work and a lot of time. That is why teachers need to thoroughly prepare their significant other, friends, and family before they begin their first teaching job.

I really enjoyed this movie because it showed a teaching job similar to the one that I want to have in the future. I want to work as a teacher in a prison or with the children who are more difficult to teach. I want to show them that somebody really cares about them, believes in them, and wants to see them succeed in life. This is what the teacher in the movie did, and I want to be just like her. I would not change anything about this PPD. It went extremely well, and I really enjoyed watching this movie while also learning a lot about becoming a future teacher. Someday, I hope that I will be as good of a teacher as Mrs. Gruwell, and that I will do everything in my power to help my students succeed in school as well as in every area of their lives.

Emily Hunter

Professors: Hamilton and Wheat

ED 300 (02)

4 November 2014

PPD Reflections

I really enjoyed the PPD sessions that I attended this semester. Two of them were very informative, and I learned a lot through attending them. The other PPD, I would not say it was very informative, but I would say that it was very interesting and enjoyable so I am glad that I attended it.

**PPD #1: Meeting of the Majors**

**9/22/14**

The first PPD session that I attended was the Meeting of the Majors. This PPD discussed the different CAP processes. It was a very good overview of numerous tasks that education students needed to complete to become a teacher. This PPD also dealt with some other topics such as how to use the school of education website, MAP works, and fill out the newly added sources of evidence. The presenter of this PPD informed us that the tasks were now being replaced with these sources of evidence. Dr. Hamilton explained that even though they were switching over to this new system, some of the students who were already near the end of the education program would stay with the old tasks since that is what they learned their first years in the education program. Since there are numerous SOE advisory groups, we discussed the different ones such as TEC and KACSA Council. Dr. Hamilton discussed the conceptual framework, attendance policy, and dispositions procedures. He also discussed the first year of teaching in KTIP. He explained that the Candidate Assessment Points (CAPs) is a continuous assessment system required for all teacher preparation programs in Kentucky. Campbellsville has four CAPs:

CAP 1: Intent to enter the teacher education program

CAP 2: Admission to the program

CAP 3: Application to student teach

CAP 4: Exit from the program/student teaching

He discussed that in order to complete CAP 2 we need to pass ED 102, pass ED 210, pass the Praxis 1, have a certain GPA, pass MAC 140, and fill out some paperwork. We also cannot have a D in any of our major classes. In CAP 3, we will have to pass the second round of praxis tests that are in our content area. We also have to pass the PLT Praxis exam. He discussed that for student teaching, they try to get you within a sixty-mile radius of Campbellsville. These placements are sixteen weeks long. CAP 4 is where we will complete the checklist and make sure that we have completed everything before exiting the program. In order to exit, we must have the four CAPs completed, 200 field hours, and 30 PPD hours. The presenter encouraged us to get a flash drive and to save everything that we do in our education classes onto that flash drive.

The presenter reminded us to look at our dispositions that teachers have filled out about us. I really appreciated him reminding me of this because I completely forgot that these teachers even filled out dispositions, and I did not know that we were even allowed to see them. However, I think that it is really important for me to look over these dispositions so that I can see my strengths so that I can continue to further develop them as well as my weaknesses so that I can come up with a plan to improve them. He discussed KFETS and how we are now required to document our hours through this website. He also reminded us that there is a research center for teachers downstairs in the library.

This PPD presented so much important information that was very helpful to me. The PPD was extremely interesting, and the presenter did an excellent job presenting the material. I would not change anything about this PPD session. I can use all of the information that I learned in this PPD as I am going through the education program. All in all, I am very glad that I attended this PPD.

**PPD #2: Pre-Professional Growth**

**9/22/14**

At this PPD, we started off by looking at the resources and forms that the school of education website has available for education students. We looked particularly at the Disposition (Self-Evaluation), Self-Assessment (10 KTS), PPGP: PGES Domains, and PPGP. This PPD was mostly about developing our pre-professional growth plan which is a road map for us so that we can identify our strengths and weaknesses. Then, we can develop a plan to improve these strengths and weaknesses. Once we are further down the road, this growth plan will give us the opportunity to reflect on how we have grown since entering the education program. By creating and reflecting on this plan, it will help us develop as a professional.

Since the presenter was Dr. Hamilton (who also presented the PPD, Meeting of the Majors), he went over some of the same information. He did add that we could find our dispositions in his office up until we are admitted into the program. After we are admitted, Dr. Hamilton says that the file will be moved to Mrs. Sampson’s office. He reminded us that when we are observing that we should never sleep, text, or dress inappropriately. He encouraged us to even leave our phones in our cars so that we are never tempted to use them.

Dr. Hamilton discussed the domains and SMART goals. After this, we started developing our growth plan during this PPD. After explaining how they wanted us to fill out each document, the two presenters went around the room and helped answer any questions that we had when filling out the documents. This was very helpful because it helped me to figure out exactly what each document was looking for. It is hard to ask questions about an assignment until you have actually started working on that assignment so this allowed us to actually get into the assignment and ask legit questions that we had.

This was a great PPD because it was extremely informative. After the information was presented, it was perfect that we were given time to actually apply what we had learned by starting to fill out the documents. The presenters definitely knew what they were teaching, and they were great at answering questions. I would not change anything about this PPD. I am very glad that I was able to attend because it helped me tremendously with completing my growth plan as well as completing CAP 2.

**PPD #3: FEA Conference**

**10/31/14**

This was a very interesting PPD. When we first arrived, there was music being played on stage. The music had an island feel, and it was good at first; however, after it was played for fifteen minutes or so it got a little annoying and repetitive. At the start of the conference, President Carver gave an excellent speech about teachers that was very interesting and to the point. Dr. Hedepath gave a brief introduction and prayer. Dr. Allen introduced the speaker. According to her, the speaker is the education program’s link between Belize and Campbellsville. Her speech was not very informative, but it was entertaining to listen to. She discussed how teachers mold us and are like our second parents.

When the speaker was young, a boy called her a maid so she decided to study hard so that she would be more than a black maid. She says that it was hard for her at the time, but looking back she is glad that this boy pushed her to succeed in life. She explained how once you have God in your life you are rich. She discussed how her son’s dream has been to come to Campbellsville, and now they have accomplished that dream. She encourages us to dream big as well!

She discussed how it is important to know what you want, to manage your time, to spend time in prayer, and to seek the kingdom of God first. She said that she does not think that she is better than us, but she wants us to view her as a friend who has lived and learned. She compared our life to an ant’s life. She asserted that an ant only lives for a short period of time, but during this time, the ant lives a life of purpose. The ant’s entire life is dedicated to advancing its colony. She encouraged us to live a life of purpose that we design and discover ourselves.

She closed with the fact that all she needed to learn, she learned in kindergarten. She learned that imagination is better than knowledge, love is stronger than death, laughing is the best cure, and loving people is one of the most important things in life. She said that in order to live a happy life that we should always say that we are sorry, live a balanced life, sing, dance, and take a nap every afternoon. She stated that the theme of this conference was: Teach, Reach, Lead.

I did not like that this PPD started late, but other than that it was very enjoyable. It was very inspirational, and it encouraged me to work hard in life and make my life my own. I think that the speaker has learned a lot throughout her life, and it was great to connect with her and learn from her experiences.

Emily Hunter

Professor Cheatham

ED 310 (02)

30 January 2015

PPD Reflections

**1/30/15 (1 hour)**

**Google PPD**

The presenters started out by explaining that Google helps students who are difficult. The presenters taught us how to use a Google drive which I thought was really great to use. I never realized how useful it could be until my computer crashed, and I almost lost everything. Now I realize how important it is to back up everything, and when it came time to do that (actually yesterday) I was able to think of Google Drive because of this PPD.

The presenters showed us how Google allows you to have a collaborative document where you can have multiple people typing at one time. This is great for group projects because multiple people can be working on writing an assignment when they are at home or at school. The document also records who did what so the teacher can make sure that one students is not doing all the work and that all students are equally contributing. As a teacher, you could also use this to allow the students to take a group set of notes so that if one student misses something during the class, they have it in the notes.

Google also has a feature where you can have a collaborative PowerPoint as well. This works the same way as the collaborative document. Students can work on their projects from home at the same time without having to email it back and forth from one another.

Google Forms allows teachers to segregate data. This is a great tool to use when you have to create a behavior observation form. You can type into this form real time and thus save yourself typing pages of information when you have to show it to someone else. This could be used to help teachers give students a quiz, take a survey, plan an event, collect information easily, etc.

Google maps is another tool that we learned about at this PPD. It is a tool that teachers can use to teach students about the world and other countries through virtually seeing the area. For example, if you are teaching about Egypt and what it looks like you can type that into Google and see it via satellite. I think this is an exceptional tool for a history or science teacher, and I really wish that I could somehow integrate this technology into the math classroom. There is a part of Google maps that is perfect for math teachers. These teachers can have the students answer problems and if they get the answer right, they get a country. If they get it wrong, they do not get the country.

This PPD provided me with a lot of useful tools. I did not know that Google had all these features. I look forward to using them and to discovering even more about the unique features that Google offers.

**4/13/15 (2 hours)**

**Movie Night Reflection**

At this PPD, we watched the movie Front of the Class. The movie started with a fight scene. A boy with Tourette’s syndrome was getting beat up. It then moves forward to when this man is about thirty years old when he is interviewing for a teacher job. The recruiter does not seem to want to let him do the job, but Jimmy, the main actor, points out that the American’s with Disabilities Act entitles him to a chance. People kept telling Jimmy’s mom that all he needed was some self-control and that this behavior was totally unacceptable. Jimmy felt that on the baseball field he fit in because everyone made weird noises and motions. The dad hit him when he kicked or talked crazily. Jimmy had trouble concentrating during tests, and he was a distracting to the class. Jimmy ends up hating schools because the teachers do not understand that he can not help his behavior because he has a disability. When the parents understand, they feel bad. The mom made him go to a support group to learn how to act natural in public. Jimmy decided he did not want to be like them.

Throughout the movie, Jimmy jumps over numerous hurtles and eventually becomes a teacher. He even gets awarded teacher of the year at the end of the movie. This movie really made me empathize with a child who has Tourette’s syndrome. It was a very inspirational movie. Jimmy said that he was never going to let Tourette’s win which is such a great statement. It made me think that I should be very thankful that I do not have a disability like this. Sometimes, I feel like I cannot complete a task, but I should be so thankful that I do not have a disability that makes me life a lot harder.

In the movie, the principal has Jimmy come up in front of the whole school and asks him multiple questions. The final question is the principal asks what the school can do to help him. Jimmy answers that he wishes he could be treated like everyone else. Jimmy had a dream, and he followed that dream. He became a teacher even when the odds were against him. He became the teacher that he wished he had had when he was in school - a teacher who accepted everyone’s differences and did not judge his students. This movie made me think about how much we take for granted that we can become teachers without these challenges. Sometimes trying to handle a math major, secondary education minor, middle school math education major, and trying to swim on a swim team all at one time is a lot to handle, but I do not have to handle what this guy has to go through so I am very thankful. Near the end of the movie, Jimmy’s stepmom makes an excellent point about why Jimmy makes an excellent teacher. She states, “It is not in spite of your Tourette’s but because of it.” This just reminds each of us to never let anything keep you from your dreams and keep you from living your life like everyone else.

Emily Hunter

Professor Lawler

ED 361 (01)

27 January 2015

PPD Reflections

**3/20/15: RTI in the Classroom (1 hour)**

This PPD was about RTI in the classroom. It talked about how important response to intervention is. This is something that you should so for all students/. As soon as a teacher identifies an area where the students are struggling, she should go back and reteach that area to the individual, the small group of students who do not understand, or the entire class.

The PPD was also about RTI and how it relates to the classroom teacher. RTI is a multi-tiered approach to help struggling learners. The students will have their progress closely monitored at each stage of the intervention to determine the need for further research-based instruction and/or intervention in general education or special education.

It is very important that all interventions are research-based. This means that the research has been done in an actual classroom. Whereas, based on research means that they used strategies to base the research. No research was actually done when it says based on research. That is way it is crucial that all interventions be research-based. I found this point extremely interesting because I did not know the different between these two terms, and I definitely did not know that based on research did not have any research to back it up. That just does not make sense to me.

There are multiple tiers to monitoring the progress of a student. These tiers have to do with how often the progress of a student is monitored. Tier 2 is when a student works on his subject extra every couple days and his progress is monitored every other week. Tier 3 students have to meet every day to work on each subject for fifteen to twenty minutes. Tier 3 students have their progress monitored every week.

One thing that I really liked that the presenter said was how she does not like to retain students by holding them back. She says that students who are held back tend to have a higher percentage of dropping out. She said many of them drop out around the age of thirteen and end up living on the street. Also, those students who drop out of school have a higher chance of ending up in prison because they are not getting an education to improve their standard of living. I am glad that I got to attend this PPD cause the presenter had some great points.

**2/25/15: 7 Habits of Highly Effective People (1 hour)**

The presenter, Kelly Milburn, has had thirty years of teaching from the elementary grades already up to the seniors. She started by discussing a really great character trait called Grit. Grit stands for the following:

* Goal Driven
* Resilient
* Influential
* Teens

We all have habits. Some are bad, and some are good. The important thing is what you do with those habits. The seven habits of highly effective people are:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand. Then To Be Understood.
6. Synergize
7. Sharpen the Saw

She then talked about the first three habits in detail. For Habit #1, she gave a really cool analogy of how we should be as a teacher. We should try not be reactive like a bottle of soda when it is shaken. Instead, we should be like a bottle of water. As a teacher, we have a choice so we need to learn to make the better choices. When things do not go our way and we are not happy about it, we need to stay calm and not react. Because otherwise, we will end up saying something or doing something we regret causing us to feel like idiots later. We also have to make sure that we are not making a situation more complicated than it has to be cause we can be our own worst enemy.

Habit #2 discusses how the teacher should begin with the end in mind. I think this is crucial in teaching because you cannot begin without knowing where you are trying to get to. The presenter said it is important for all of us to have a personal mission statement. I have made one of these in the past, but I probably should revise it and make it up to date.

Habit #3 is about putting first things first. We need to figure out what our priorities are and then meet those priorities. She then gave the example of rocks and how you have to put the big rocks into box first and then the smaller rocks. That way you can fit more. If you fill up the lecture with the little stuff, you will not have room for the big stuff. I think this is a great analogy, and I have seen presentations where people have done this as an example.

**3/24/15: Digital Stories & Global Curriculum (1 hour)**

This was one of the most fun and interesting PPD’s that I have ever attended. This PPD was all about digital storytelling. One example of digital storytelling that this PPD discussed in detail was a Photostory. This is a technology that a teacher can use in the classroom. It is extremely useful and makes the material that the students are learning at the time more interesting!

A Photostory is a tool you can use to create almost like a slideshow by uploading pictures in order. You can add words to these slides and then you can either upload a song to play during the slide show or you can record a message that goes along with each picture. I think this would be a great method to use in a math lesson. You could work out a problem step by step and have picture of each part along with a description of what you are doing to get from step to step. You can have music playing in the background so that it is not just your voice playing over the speaker. I think this would add a different variety of technology to the classroom as well as have them read and listen at the same time. This could incorporate visuals into the lesson as well as reading and listening.

During the PPD, we got to watch multiple Photostories and also create a Photostory together as a class. This helped me learn how to use Photostory. This worked out extremely well because for my ED 310 class I had to create a Photostory that was due the next week so I got an introduction on how to use Photstory prior to completing this assignment. Photostory is also extremely easy to use, and creating a Photostory for my ED 310 class was much easier after I saw how it was done during the PPD. I think I will definitely use this technology in my classroom when I am a teacher.

Emily Hunter

Professor Bartlett

ED 325 (01)

15 September 2015

PPD Observation Hours Reflection

**9/4/15: Confidentiality – Mandatory PPD (1 hour)**

This PPD started by discussing the applicable laws to confidentiality. These laws include the Family Educational Rights and Privacy Act (FERPA or Buckley Amendment), Individuals with Disabilities Education Act (IDEA), and the Kentucky Safe Schools Legislation (HB330). According to these laws confidentiality requirements apply to teachers discussing all identifiable data, information, and records used or kept by the school district about a student. This includes, but is not limited to the following:

* Discussions about a student and student’s records
* Behavior notes
* Medical records
* ID number
* Social Security number
* Disability information
* IEP information
* Birth date
* Personal/Family data
* Evaluations and test data
* Medical, psychological, and progress reports
* Written accounts of conferences
* School-related discipline reports

Because all of these are confidential, it is important as a teacher to not give away data that will identify a student unless the parents give permission. This also includes talking in the workroom about a particular student. This is a breach in confidentiality. There should be no disclosure of personal data orally or through writing, phone, email, etc. Something that personally identifies a student should never be mentioned such as personal characteristics (whether physical or personality-wise), student’s race, an assistive technology or tool such as a microphone or wheel chair, etc.

Only the teacher who is currently teaching a student has access to the records of a student unless a parent gives you permission. If you have taught this student in the past or are interested in this particular student, you cannot see the records unless the parents allow you to be able to see these records. The school district is responsible for seeing that confidentially is ensured.

I learned through this PPD that teacher’s notes are private unless the teacher is caught talking about them. Then, they become public record. It is crucial that a teacher not talk about particular students outside of the classroom because you never know who is listening, and it is a breach of confidentiality to tell another person about a particular student. This is something that I definitely need to remember in the future because I do not want to get in trouble for discussing information about a student even when I am talking with someone I trust in an effort to help a student. I learned that it is important to ask a teacher if you can film or take photography in her classroom. This PPD was very interesting, and it helped me understand the importance of confidentiality and how it is a serious matter.

**9/18/15: How to Hook Students (1 hour)**

This PPD was all about getting the students interested in the material and differentiating learning. Ms. Blevins was the speaker of this PPD, and she did a great job presenting the material. She discussed numerous techniques that a teacher could use to help her students dive into the material.

The first technique is called round table. In this activity, a group of students are given a piece of paper and marker. There is a question posted on the board, and the students have to answer the question on the piece of paper and then pass it to the next student. They all take turns answering the same question multiple times until the teacher calls time. This is a Kagan strategy that encourages cooperative-learning and helps whet the students’ appetite for what they are studying.

Shake n’ Share is a method a teacher can use to help encourage student discussion. It is very similar to speed dating. The students line up in two lines. Each student talks about a particular question with the student across from him or her. After a particular amount of time, the teacher has each student move down the line to the next student. This way a student gets to talk to numerous students and receives different perspectives on a topic.

I really loved how the speaker discussed that brain research supports differentiation. The presenter discussed how our brains work best through differentiation. It is important to pose material that is challenging, but still in reach for the student. You want him to have to work in order to achieve. The more connections a teacher can make to the real world, the better the teacher can foster learning. Allowing choice is also a great way to help students apply their brains and stay interested in the material. The presenter discussed some activities a teacher could use in the classroom to allow choice such as entry points, allowing students to choose how to respond, concept invitation, anticipation guides, Tea Parties, etc.

When Ms. Blevins discussed how a teacher could promote choice through the example of Charlotte’s Web, I found this to be a phenomenal idea. For example, after reading a chapter in the book, the teacher gave the students the following options:

* Draw what Charlotte looks like
* Create a Venn Diagram to compare Charlotte and Fern
* Describe the farm including items, people, buildings, etc.
* Write a paragraph describing why Charlotte is a good friend
* Predict what will happen in the next chapter
* Use comic strips to tell what happened in this chapter.

This type of assignment allows the students to respond using the method they prefer. It allows them to have a choice in their homework. Also, once the teacher gets all of these assignments, she can have the students show/present them to the class and this will help the students get a more well-rounded view of the chapter and see it in different ways even if they did not choose the same method for their own assignment. I really enjoyed learning about these ideas, and I hope to use some of them in my future classroom.

**10/8/15: Differentiation/Accomodations/Modifications (1 hour)**

This PPD was about differentiation. The presenter Dr. Fulks stressed that you should “never, ever, ever, ever…” put an N/A under differentiation. She said before you can differentiation, you have to know your kids. You have to look at your student through an academic way as well as a relational way.

A teacher should make sure that he calls every single parent within the first week of school because a teacher wants the first contact to be positive. The teacher’s job is to figure out what each student likes. When you call the parents, they will talk about all their child’s problems. Finding the student’s problems should not be the teacher’s focus, but determining their strengths. Dr. Fulks had a page on each student. According to Dr. Fulks, knowing your students makes it a lot easier to get them interested in the material. Dr. Fulks made a cheat sheet for what each student liked. She then recorded how they performed in each class. She put a check, a dash, or a blank. She never wanted to put a negative sign because if someone went through her records she would not want someone to see that.

We watched a very interesting video. It had great music and great ideas for the classroom. This led perfectly into her presentation on differentiation. There are four main ways you can differentiate: content (what students learn), process, product, or learning environment. You can differentiate your content by allowing students to choose from a menu for daily learning, layering your content, using reading buddies, using spelling or vocabulary lists at readiness levels of students, using reading materials at varying readability levels, presenting ideas through both auditory and visual means, meeting in small groups to re-teach and idea for struggling learns which also extends the thinking or skills of advanced learners, and by differentiating using technology choices when possible.

You can differentiate the process as well. You can use different groups, multiple intelligences, direct instruction, individual instruction, rubrics, etc. You can instruct students to either write or draw. This is a good idea so that you do not have to individually tell each student whether you want him to draw or write.

The presenter discussed how some students thrive in a cluttered area and others thrive in a clutter free area. Thus, a teacher should have both in his classroom. He should keep a cheat sheet on all students, lesson plan book, and grade book with him. He should use a graphic organizer to show how he is addressing your students’ needs. All teachers have strengths and challenges so they should plan together to encourage and strengthen each other. All in all, I really enjoyed this PPD and gained a bunch of good ideas about differentiation for my future classroom.

Emily Hunter

Professor Davis

ED 351 (01)

7 March 2016

PPD Reflections

**3/7/16 (1 hour)**

I attended the PPD on the Praxis II Prep for Reading and Language Arts which was presented by Dottie Davis. She went over a lot of useful information such as the passing score required, test centers, and the code you need for the test. She explained that a perfect score is a 200 which is always good to know. Even though I will not have to take this test in the future, it is good to learn about it so that I know what other teachers have to go through. Also, some of the processes that the presenter discussed can still be applied when I go to take my Praxis Math test.

She encouraged us to know what is on the test as well as assess how well we know the material. She said it is important to collect study materials. She explained how we should plan and organize our time appropriately. Developing a study plan can help as well. We should definitely keep all of our notes from previous education classes. Practicing explaining key concepts can help improve our knowledge as well.

I really liked how she printed out and gave us the information on the test itself. It was great to have a quick glance at the test. This information informed us how to prepare. According to Professor Davis, “Preparation is key to your success!” Thus, it is important for a student who is taking this exam to thoroughly prepare. A student can do this by looking over the test questions as well as scanning over the answer choices prior to reading the passage. It is also good to read for purpose, keep track of the time, skip difficult questions (and go back later), and practice often with sample tests.

Something that is extremely important is to be confident on test day. By preparing ahead of time, a student can be confident. This preparation will help an individuals score. The professor helped us prepare for the test by having us take a sample test. This was very helpful because it gave us an idea of what to expect on the test. The presenter encouraged us to practice even more in the future.

I really enjoyed this PPD. I learned a lot. It was very informative, and though I am not taking this particular test, I will be able to take the skills that I learned in this PPD and use them when I take similar tests.

**4/1/16 (2 hours)**

During this PPD, we watched the movie *Akeelah and the Bee*. This movie was about a student who named Akeelah who was very advanced in spelling for her age. She did not miss even one word on her spelling test even though she had skipped a grade. However, how she talked to those around her and her language skills were not very advanced. She also had numerous absences at school. Even though Akeelah is good at spelling, I do not think she is a gifted learner in all subject areas. She is gifted in spelling, but she is not a gifted learner in other subjects. She has to go to summer school to make up the work she missed in her other classes. I thought it was sad when her brother told her that she was “going up against some rich white kids.” It is sad that the stereotype for high achievers is just the rich white kids. I want all of my students to have the same opportunity to become high achievers despite the background from which they come.

Akeelah worked very hard to learn new words, and she used many instructional strategies to learn. Akeelah used the dictionary and sticky tabs to learn words. I really liked how the kids learned words by either spelling the word or if they could not spell the word they had to take a shot at a basketball hoop. It made the learning more fun! She learned words by breaking them down and learning the small words that made up the bigger words. Her trick to spelling these words was tapping her hand which helped her keep time. Thus, her teacher made her learn to spell words while jumping rope. Dr. Larabee, an expert in the field of spelling, assisted her in learning new words. Akeelah learned the synonyms and antonyms of words. She also learned the meanings of affixes and root words. She did this through memorizing flashcards. She had to learn the origins of certain words which included learning the cognates of these words to help broaden her vocabulary.

I found it interesting how her mom did not want her to do the bee because of th fact that there is one winner and 199 losers. That is a very good point. Only one person gets to be the lucky winner, and it must be discouraging to lose. Near the end of the movie, everyone around her was helping her learn to spell new words. Akeelah used many of the twenty-four techniques for teaching words. Some of these included creating memorable events, determining shades of meaning, exploring word histories, using word experts, speaking, introducing new words, and assessing vocabulary.

I really admired how hard Akeelah worked to achieve her goals. At first, Akeelah did not want to compete in the spelling bee. She was bored and thought the idea was stupid. However, once she took ownership of her own learning, she started to improve so much more. I think that as teachers, we need to instill in them this ownership. They need to feel like it is their job to learn and that they must work to achieve the goals that the teachers have in mind. I hope to one day work with my students on creating the goals. If my students are a part of creating the goals, they will be more likely to desire to achieve them.

Another thing that I thought while watching this movie is how a lot of problems could have been avoided if the mother had known what her child was trying to accomplish. As teachers, we need to make sure that we are communicating with the parents directly. Because students can easily forge their parents signatures and might never know what their students are doing in school. If the mother had known what Akeelah was doing and how it could truly impact her future, she might not have been so against it. Also, as soon as the mother understood and saw her daughter’s talent, she was able to support Akeelah appropriately. This helped Akeelah learn at a much higher level. Thus, I will try very hard to make sure that I have a very high parental involvement in my future classroom. My parents were extremely involved in my education, and I know that is why I am in college today. Their constant support and teaching has allowed me to succeed in the classroom as well as in all areas of my life, and I want the same for all my students.

I really enjoyed watching this movie! It was very interesting, and it grabbed my attention. I learned a lot through this PPD, and I connected with the character Akeelah. This movie made me realize that someday I will have students in my class who cannot perform at their highest potential due to their home life. I hope that one day I am able to help a student like Akeelah reach and demonstrate his or her maximum potential.

Emily Hunter

Professor Blevins

ED 311 (01)

6 May 2016

PPD Reflections

I attended multiple PPDs this semester. These experiences helped me to develop professionally. They gave me ideas to use in my future classroom as well as contributed to my PPGP.

The ED 310 Technology class presented the first PPD that I attended. It was on numerous useful websites, apps, and 3D printing which are tools we can use in the classroom. There were numerous websites and apps that the students from the ED 310 class presented to us/demonstrated for us. They showed us pictures of objects a 3D printer can make.

I was very excited about this PPD because I have kept a list of websites, apps, etc. that I can use in my future classroom and even for my own learning. There were so many websites and apps that stood out to me. Some of them, such as Read Works, MathAids, and ST Math, I had used before in some of my lessons. However, some of them, such as Rewordify, Mark Up, Scannable, and Quick Key, I had never heard of.

I will definitely use Scannable and Quick Key in the future because they allow you to turn your turn your phone into a scanner. This is a very useful tool that I can use in the future. Technology is something that needs to be incorporated into every classroom so that students can have an atmosphere that promotes learning. This PPD helped me improve my PPGP Domain 2B which discusses how a teacher must establish a culture for learning. Technology is a tool that I can use in the future to engage my students (Domain 3C) in learning. This PPD was especially helpful in the KTS Standard 6 which is all about the implementation of technology.

On February 19th, I attended my second PPD, “Differentiating Instruction.” This PPD was about the ways a teacher can differentiate her formative and summative assessments. It discussed how assessing is an ongoing process where the teacher gathers information to better facilitate learning. The presenter went over numerous examples of formative assessment, some of which I will definitely use when I am a teacher.

This PPD helped me improve my PPGP Domains. It particularly helped me with ideas on how to design student assessment, which is Domain 1F, as well as how to use assessment in instruction (Domain 3D). This PPD discussed that a teacher needs to have knowledge of her students in order to differentiate (Domain 1B). It also can be related to the KTS 4.2 which discusses how a teacher must implement instruction based on the diverse needs of her students and the assessment data that she gathers. It can be linked to Standard #5 of the KTS which is on assessing and communicating learning results.

This was the perfect PPD for me to attend because it went along so well with my assessment class that I am taking this semester. I think that it is very important that I make sure I am proactive and not reactive in my future teaching. This is something that was discussed at the PPD. She said it could be hard to assess all students thoroughly in one day, so she tends to pick five students to assess each day. In my reading methodology class, we had talked about how it can be hard to communicate with every student (in each subject area if you are an elementary teacher) each day. Therefore, I think this strategy can be related to that kind of formative assessment as well. The presenter gave out a list of formative assessments to choose from, so I will keep this list to help me in the future when I am a teacher.

In the PPD “Parental Involvement,” it discussed the importance of getting the parents involved and how we as teachers need to work very hard to get our students’ parents involved. This involvement will in turn help the students succeed at a higher level, and this will help teachers because they want their students to learn and succeed on standardized tests.

This PPD really connected with me, and I understood the importance because I was homeschooled. My parents played an enormous role in my education. I agreed with all the research conducted on parental involvement that the presenter discussed with us.

This PPD mainly related to the PPGP Domain 4C which is on communicating with families. I feel that it can also be related to Domain 3A and Domain 1B because a teacher must communicate and know her students in order to determine the amount of parental involvement. This PPD also was linked to Standard 8 of the KTS because this standard is all about collaborating with parents.

Something that stood out to me was that she said “Across all social classes, families paid close attention to their children’s education.” This was shocking because I would have guessed one class would have paid more attention than the others. It broke my heart that families from poorer families had to hear more prohibitives than affirmatives per hour (5 affirmatives to 11 prohibitives) as compared to the professional family (32 affirmatives to 5 prohibitives). This has to make a huge impact on a student’s self-confidence, and it makes me want to love and affirm these students as much as I can.

During the last PPD that I attended this semester, we watched the movie *A Smile as Big as the Moon*. The main character is Mike Kersjes. He is a high school special education teacher and football coach. He desires to take his special education students to Space Camp. Kersjes says that a teacher should treat special education students the same way as he would treat other students. Kersjes believes that special education students can accomplish anything that they set their minds to.

When Kersjes goes to visit Space Camp, he notices how difficult it will be for some of his special education students to complete certain tasks. He is afraid that one of his students will have a panic attack from the siren in the simulator. He is also nervous about them trying to swim and build a tetrahedron underwater. Despite these odds, he sets out to teach these students what they need to know in order to be prepared for Space Camp. In the movie, it states, “Geniuses take something complicated and make it into something simple.” This becomes Kersjes’s goal. This should be the goal of all teachers because when I have my own classroom, I want to take a complicated math concept and explain it in a way that my students can understand.

In the past, I have always wanted to work with special education students. This movie made me want to work with them even more. I was very impressed by how the main character, Mike, worked so hard to fight for these kids. I believe all teachers should fight this hard for their kids. Teachers also need to have high expectations because students can do more than we could ever imagine.

Sometimes when you ask a lot of a special education student, they can surprise you. One of Kerjes’s students built an extremely complex space model. Another student made a very complicated board game. These students were able to complete the building of the tetrahedral underwater faster than any other team which was something that their teacher would have never expected. Kersjes’s hard work to provide them with the skills they needed and his belief in them helped these students succeed. When I am a teacher, I want to set my expectations high for my students with disabilities and support them in reaching these learning targets.

This is such an inspirational movie for a teacher, and it will definitely encourage me in my future. It broke my heart when one of the special education students cried, “Why do people have to be so mean?” It is so sad that some kids feel like they can pick on others just because they are a little different. Thus, I want to make sure that when I am a teacher, I work to help protect these students and encourage other students to do the same. Even though I may not be given the opportunity to work with a solely special education class, I can still help by teaching my students about diversity and encouraging them to treasure it instead of demeaning it.

This PPD gave me some ideas to help me with my PPGP such as the importance of communicating with students (Domain 3A). This teacher was very proficient at engaging students in learning (Domain 3C), and I hope to be just as proficient when I am a teacher. He was able to engage these students because he knew his them, and this is a great example of Domain 1B of the PPGP. He also had a skill for managing student behavior (Domain 2D) which was both very important and challenging in this particular classroom.

During Space Camp, there were some squabbles between the students, but Kersjes reminded them that they needed to be patient with their teammates. When you are a team, no one can take that away from you. He encouraged them to work together. The students decided to work out the issues on their own, and they say that they did not need the teacher anymore. Kersjes seemed upset by this comment, but someone in the movie reminded him that this is what is supposed to happen. Teachers are supposed to teach the students the information so that each student can perform the specific task on his own. This should be a goal of every teacher.

All in all, *A Smile as Big as the Moon* was a great movie. I enjoyed watching it, and it gave me a different perspective on teaching. It was very inspirational. When I become a teacher, I want to go above and beyond the call of duty, just like Kersjes did, to help my students have the best education possible.

My PPD sessions this semester gave me a lot to think about and many ideas to implement in my future classroom. I am very thankful for these experiences which allowed me to learn more about how to become the best teacher that I can be. They helped me develop professionally and become a better, well-rounded individual.