

Danielson 1B: Planning & Preparation - *Demonstrating Knowledge of Students.*

INTASC 1: Learner Development - *Teacher understands how learners grow & develop cognitively, emotionally, linguistically, socially, etc.*

Title: Read to Succeed Reflection 10/10/23

Description: This reflection focuses on my observations from tutoring middle school students who are challenged at reading. I observe their behaviors and their skill levels when asked to read aloud. I ask them questions regarding the articles and assess how well they paid attention and if they struggled to read the content.

Rationale: This demonstrates my knowledge of students because I am documenting what I have learned from helping these students. I write down what I see in them and their actions towards what we do every day in the readings and the assignments they need to do as well. I learn what works best for the students and try to adapt what I do to accommodate for them and help them anyway that I can.

10/10/23

Summary: This was the first day of the read to succeed after school program at Greensburg Salem middle school. The two teachers who oversee this program introduced the program to the students. They went through the power point and told them what was going to be expected of them throughout this program. We then introduced ourselves to the students and where we went to school. Once we did that, the students then spent the remainder of the time filling out an all about me sheet, where they put their favorite books and some things about themselves down for us to get to know them better. We walked around the library and helped the students when they needed it, until it was time for them to pack up and leave.

Reflection: I believe this was a good introduction to the program that gave the students a good insight on what was going to happen when they got there. The students were respectful during the presentation, until it was time to work on the sheet. They began to talk with their friends and didn't really complete what was asked of them until we came around and helped them along with their sheets. The two teachers didn't do much to stop the students' behaviors, they sat and occasionally, they would tell the students to work on their own papers, but that was really it. I learned quickly that middle schoolers are very rambunctious and like to mess around when they are asked to get work done. This was only the first day, but I took this as a sign of what was to come and prepared myself mentally for the challenges these students would bring.

Danielson 1B: Planning & Preparation - *Demonstrating Knowledge of Students.*

INTASC 2: Learning Differences - *Learning differences. Teacher uses understanding of differences & diverse cultures to enable individual learning.*

Title: Essay on diversity

Description: This essay focuses on my knowledge of intelligence, diversity, and understanding of students. I was given a scenario where a teacher needed help and I had to give them some assistance on how to improve their ability in these areas. Using my previous knowledge of the topic, I had to write a letter in response covering all aspects I felt were wrong and how I would personally deal with these issues.

Rationale: This demonstrates my knowledge of students and diversity because I had to decide what exactly this teacher was doing wrong and why his students weren't succeeding. Once I figured out what was wrong, I then needed to write down what I would do to fix it, thus proving my knowledge of the main area of concern.

Dear Mr. Fitch,

I have gone over what you have described to me and have found some ways to possibly help benefit your students with their success in your class. The first thing I can suggest is to be humbler. There is always room for change and improvement in our ends as teachers, so maybe your lesson plans from five years ago are no longer the best course of action for these students. Students now a days are different than they were ten years ago, and the demographic of said students is different as well. So always be willing to change if it is in the best interest of the students. Another suggestion is to switch from individual projects and maybe incorporate some more group activities. It has been proven that students who are Latinx and African American work better in groups as opposed to individual activities. Having them work on their own to compete against each other is not in their best interest; they prefer to cooperate instead of competing. Yes, those individual activities are good to have as well for the other students who prefer those, but adding group activities will give some variety that will have benefits for all. It's also been proven that diverse students prefer to have structure in the classroom and less freedom. Telling them exactly what is coming and giving direct instructions will appease your Latinx and African American students better and will help them bring up their grades as well. Right away if your students do not care about their success in class, and neither do their parents is a big problem as well. Just because they are failing and are of color, does not even remotely mean they do not care. You don't know what those students are going through at home or what personal issues they have, so it is not okay to assume they don't care for school. You need to be more considerate of students' personal lives and communicate with them. Check in on them. Ask how things are and why they might not be succeeding in your class. Students have also been proven to perform better in class when they have an established connection with their teacher. If they see

that you care about their education and them personally, they will be more inclined to do better in your class. Yes, it is true that you can lead a horse to water, but you can't make it drink, but you can give it a boost on its way to drinking. Helping your students with their classroom issues is a great place to start, then build from there. If you consider everything, I have suggested to you, I believe your students will have much better success in your classroom.

With thanks,

Mr. Tyler Litts

Danielson 1C: Planning & Preparation - *Setting Instructional Outcomes.*

INTASC 7: Planning for Instruction - *Teacher plans instruction that supports rigorous learning multiple sets of knowledge.*

Title: Project for Students

Description: This artifact is a project that I needed to make to be graded if I used it in a classroom. The requirements were that I needed to make up a higher-level thinking project that used a variety of disciplines and allowed for the students to be the ones to put most of it together. I would give them the basic knowledge and they would pick it up and run with it, leaving the creation process strictly to them. I would give them the instructions and they would follow the instructions while they were doing the project.

Rationale: This project demonstrates my ability to make an assignment, a rubric for the assignment, and be able to grade the students based on what was being asked of them. Being that the students were given the instructions before the assignment was given, it gives the students the opportunity to make the project fit the instructions, therefore they will not be surprised by their grade when they turn it in.

Project for Students

Students will create a town on a given area of land. The students will be given 100 acres of land for a town, and they will need to create roads and bridges to connect the homes and buildings.

The problem is that the land is filled with hills and valleys and the roads will need to accommodate for the layout. Students will need to angle the roads and make bridges for any hill with a degree higher than 5 degrees.

Objectives:

After learning about degrees and angles, the students will create a town layout using the information they already know to be graded on the rubric.

After direct instruction, the students will make roads and bridges to connect the buildings in the town to be graded on the criteria on the rubric.

Assessment:

Students will be assessed on the rubric, in which there will be 30 total possible points.

Danielson 1E: Planning & Preparation - *Designing Coherent Instruction*.

INTASC 7: Planning for Instruction - *Teacher plans instruction that supports rigorous learning through multiple sets of knowledge*.

Title: Percents and Fractions Lesson Plan

Description: This lesson plan focuses on the relation between percents and fractions and how they transform from one form to the other. It includes the students working on practice problems throughout the duration of the class. After they are given instructions on how to come up with the answer, they will then have problems written on the board for them to solve.

Rationale: This lesson plan demonstrates my ability to design coherent and clear instruction. Specifically in this lesson I have students practice example problems on the board and I make sure I explain thoroughly how to get to the answer, so the students are aware of what is being asked of them. After giving the students instructions in class and explaining how to get to the answer, they will then be put on their own to work it out for themselves.

Direct Lesson Plan

Title: Percents and Fractions (7.1)

Grade Level: 7

Content Knowledge:

Skills: Students should be able to detect what a fraction and a percentage looks like and how they relate to each other.

Content: Students will be able to look at a percentage and be able to transform that into a fraction, and vice versa. They will also be able to read a word problem and deduce what is being asked and solve the problem to completion.

Rationale: Students will be able to make percentages, fractions and fractions, percentages. They will be able to recognize how much a percentage is of a number so they can understand and figure out percentages they see in the real world. Whether that be in the store or at a restaurant. They will use this concept in many ways throughout life, therefore I believe this is an important concept to learn.

Standards: C.C. 2.1.7.D.1, analyze proportional relationships and use them to model and solve real-world and mathematical problems, is the only standard used throughout this lesson, but is used every day in the classroom when dealing with percentages.

Goal: Students will be able to analyze the relationship between percents and ratios and understand how it's used in real life.

Essential Question: How do you calculate 20% of the tip at a restaurant?

Objectives:

1. After direct instruction, students will be able to convert fractions to percentages on a worksheet at an 8 out of 10 success rate. (Cognitive)
2. After working in pairs on a worksheet, the students will be able to identify the percentage of any given number at a 9 out of 10 success rate. (Cognitive)

Formative Assessment:

1. The teacher will look over the problems the students are completing on the whiteboard.

Instruction for during class:

1. Attendance and Warm-up (5 minutes)

- a. As the teacher takes attendance, the students will complete the 5 problems on the board about simple percentages. The first problem will be what is 25% of 50. The second problem will be what is 20% of 80. The third problem will be what is 15% of 200. The fourth problem will be what is 12% of 160. The final problem will be what is 18% of 70 + 75% of 250. These are meant to get their brains working but nothing that is going to require serious thinking.

2. Present lesson to students and have students answer questions (25 minutes)

- a. I will begin by giving the students the definition of a percent, which is a ratio whose denominator is 100. I believe the only way to learn math is to practice, so that is what most of the class will be every day, and this lesson will be no different. I will start off by writing simple percentages on the board as fractions and will ask for the student's answers. I will ask the students what 18% is, in

which the correct answer is $18/100$. I will then ask them a few more examples such as 37%, which is $37/100$, and 62%, which is $62/100$. Once the students can answer these basic questions, we will switch from the fractions to percentages. Giving them easy examples such as $18/100$, which gives you 18%. A couple more simple examples such as $27/100$, which is 27%, and $50/100$, which is 50%. After these basic examples, I will get into the other fractions in which the denominator is not 100. Such as $25/50$, which equals 50%. I will explain to them how you take the fraction and figure out how to multiply the denominator to get it to 100, and what you do to the top you must do to the bottom as well. So given the example of $25/50$, you need to multiply 50 by 2 to get 100, but you also need to multiply the numerator by 2 to keep it proportional. So, $25/50 = 50/100$. I will then give them a few more examples, such as $6/20$, in which you multiply the numerator and denominator by 5 to get the fraction $30/100$ which equals 30%. Another example will be $4/5$, which would need to be multiplied by 20 to get $80/100$, which is 80%. Then to find a percent of a number, I will explain to the students how you need to write the percent as a fraction, multiply and then simplify the number. So, I will give them the example 40% of 15. So, 40% as a fraction is $2/5$, so you multiply $2/5$ times 15, which gets you $30/5$, which then gets you your answer of 6. I will then have them do the example of 30% of 28, which they would start by changing 30% to $3/10$, they would then multiply $3/10$ times 28, which would give them their answer of $84/10$, which gets you 8.4.

3. Student Practice (20 minutes)

a. The students will now complete problems that I will put on the whiteboard for them. I will put 4 problems on the board at a time and the students will have to solve them in their notebooks and then go to the board and solve them on the board, showing all the steps they used to get to the answer they got. The first 4 problems will be $\frac{2}{25}$, $\frac{3}{10}$, $\frac{1}{2}$, $\frac{5}{40}$, so once the first 4 students get the answer, they will go to the front of the board to solve the problems, showing all their work. The next round of questions will be $\frac{6}{8}$, $\frac{12}{13}$, $\frac{24}{30}$, $\frac{3}{7}$. Once the next 4 students get those answers, they will go to the whiteboard and solve the questions, by showing their work of course. If any of the students answer it incorrectly, I will go over the question with the class to make sure they understand how to get it correctly. The next round of questions will be 20% of 50, 38% of 72, 30% of 50, 40% of 150. Once the students solve these problems, they will once again go to the whiteboard and show all their work and how they got the answer. For the final round, I will test their ability to think even more critically by adding some algebra into the mix. I will put that $x = 25$, and the four problems will be 5% of x , $(50-x)$ % of 100, 50% of $(x+15)$, x % of 200. This will take some extra thinking, so I will walk around the class providing help for the students who need any help getting the answers. Once those problems get solved on the board, then the students will be done for the day.

4. **Hand out homework worksheet and conclude the class** (5 minutes)

a. I will then pass out the worksheets the students have to do for homework, explaining what I will be requiring of them for this worksheet. There are 5 questions on this worksheet about what we did in class, a question about percents

to fractions, a fraction to percent question, finding the percent of a number, and 2 questions about adding variables like we did at the end of class. They will need to complete all 5 of the questions, but I will not be grading the homework, it will be based off completion. It is up to the students if they want to attempt it to better themselves or not. I will then explain what tomorrow's class will bring, and that will conclude my class.

Danielson 1E: Planning & Preparation - *Designing Coherent Instruction*

INTASC 7: Planning for Instruction - *Teacher plans instruction that supports rigorous learning through multiple sets of knowledge.*

Title: Unit Overview

Description: The unit overview is an overview of the lesson that will be taught during the year.

The overview shows the number of days that the lesson will be taught, it also shows the content for each day of the lesson. It also includes the materials needed for the day, as well as the assessment, or homework, due for the next class period.

Rationale: This demonstrates my ability to plan instructions by showing the layout for a possible unit in the future. Proving my ability to map out the days necessary for the content, as well as what will be taught on what days. Being able to plan out a unit from a lesson I had made up from an old textbook demonstrates the multiple sets of knowledge such as the different homework assignments, as well as the different methods of teaching on each day.

| Day | Content | Activity | Materials | Assessment |
|-----|------------------------------|---|--------------------------|--|
| 1 | Introducing Unit | Worksheet to assess students' knowledge of percents | Pencil, worksheet | Know one-way fractions are used in real life |
| 2 | Percents and Fractions | Lecture and example problems on white board | Pencil | Complete 5 problems on worksheet handed out at end of class |
| 3 | Percents and Proportions | Lecture and complete problems 1-20 even in class, pg. 337-339 | Textbook, pencil, paper | Finish in-class work, complete 30-42 even in textbook, pg. 337-339 |
| 4 | Percents and Decimals | Lecture and have students do practice problems with partner | Pencil, paper | Complete problems 1-35 odd on |
| 5 | The Percent Equation | Explain and have students work in groups to solve practice problems | Pencil, worksheet | Review section 7.1-7.4 for Quiz |
| 6 | Review Day | Have students ask questions and review all class | Pencil | Review for Quiz |
| 7 | Quiz | 20 question quiz on first 4 sections | Quiz, pencil, calculator | Preview textbook for upcoming section |
| 8 | Modeling Percent of Change | Lecture and complete worksheet with a partner | Worksheet, pencil | Finish whatever wasn't finished in class |
| 9 | Percent Applications | Have students discuss the worksheet handed out during class with each other | Homework sheet, pencil | Complete problems 1-40 odd on pg. 359-361 |
| 10 | Simple and Compound Interest | Lecture and get in groups to work on practice problems | Pencil, paper | Finish whatever wasn't done in class |
| 11 | Chapter Review | Complete chapter review questions in textbook | Pencil, textbook | Study for Unit test |

| | | | | |
|----|-------------------------------------|--------------------|-------------------|---------------------|
| 12 | Have Students answer EQ, check goal | Answer EQ in class | Paper, pencil | Study for Unit Test |
| 13 | Review Day | Kahoot Game | Computer or Phone | Study for Test |
| 14 | Unit Test | Unit Test | Unit Test | Unit Test |

Danielson 1E: Planning & Preparation - *Designing Coherent Instructions*.

INTASC 4: Content Knowledge - *Teacher understands central concepts, tools, and structure of discipline, making it accessible.*

Title: Essay on Planning

Description: This essay was written for a scenario made up about a teacher who was having trouble with planning out their year, so I needed to respond to them and give them suggestions based off my knowledge about planning out a year.

Rationale: This demonstrates my ability to plan for the year and design instructions for how I would approach the year coming up using my knowledge of different methods to use to do so. I needed to use the information the teacher had given in this fake scenario and decide the best ways to plan for the year coming up that would be easy to read and understand for the teacher to understand and navigate through for the year.

Dear Mr. Muench,

You have come to the right place. My college professor has prepared me well in this area of teaching to ensure we all were not in your position. The first thing I can suggest to you is to do a year's overview. Make a chart that has three columns, in those three columns you will put the section your teaching, the number of days you are teaching it, and the standards being used in this unit. I would suggest putting down all the units first and then the standards in each unit and then the number of days. That way you can see every lesson you need throughout the year and then decide how much time each unit will need. Having this all written down and in front of you will ensure when you make your lesson plans, you know how many days you must plan for. For the individual lessons I suggest making what is called a "CAMA" chart. This has four columns, the first is content. It's what you are going to be instructing for that day, the general idea you're presenting to the students. The second column is activity. It is what will be done during that class. Will you give direct instruction, will they work in groups for the whole class, that is for this column. The third column is materials, what they will be using during the class. Will they be using textbooks? Pencils? Worksheets? This is where you put what will be required for the day for the students to use. The final column is the assessment of what the students will have to complete for the next class. This is how you assess what the students know so far, so that way you have a way to keep up with what they know. You will do this for every day of the lesson until you have every day mapped out for however many days you had planned. Always make sure you have some diversity in your units. Don't always do the same thing every day or the students will get bored and won't give you their best. Make sure you establish a goal for the units as well, if you have a goal for the students then you know what you are looking for from them. That way, if they don't achieve that goal, you know you need to teach it better. I know this is a

lot to do to prepare for the upcoming year, but no matter what way you do it, it will always be a lot to prepare for. This just gives you a very structured outlook, so you know the best way to go about the year. If you follow these steps, you will have success in the classroom this year.

Best of luck this year,

Mr. Tyler Litts

Danielson 1F: Planning & Preparation - *Designing Student Assessment*.

INTASC 6: Assessment - *Teacher uses multiple methods to assess student growth, progress, and to guide decision making.*

Title: Percent Application

Description: This artifact is a lesson I had planned out based off a textbook I had found online. I had planned this lesson out and had an assignment made up for the kids to work on in class with a partner. The point of the exercise was to see if the students were able to determine which final amount would be greater in the problem and then give me another example to make sure they could do it on their own.

Rationale: The purpose of this exercise was to assess how well the students were understanding the information being taught to them. If they were able to solve this problem without my help, it would show me that they are in a good spot with the information and that my methods as a teacher were working. This also being a class activity ensures that I can supervise them and make sure they are completing the problem without any outside help.

Indirect Lesson Plan

Title: Percent Application (7.6) In groups

Grade Level: 7th

Content Knowledge:

Skills: Students will be able to communicate with others in the class to use critical thinking to solve this real-world problem.

Content: This lesson will involve the ideas used up until this point with a focus on the current lesson in the textbook.

Rationale: This lesson is important so the students can understand how percents are used in real-world situations. It will help them recognize deals and discounts on items at stores but also helps for business in case any of the students want to get into sales and have their own stores, it's a good starting point.

Standards: C.C. 2.1.7.D.1, analyze proportional relationships and use them to model and solve real-world and mathematical problems, is the only standard used throughout this lesson, but is used every day in the classroom when dealing with percentages.

Goal: Students will be able to analyze the relationship between percents and ratios and understand how it's used in real life.

Essential Question: How do you calculate 20% of the tip at a restaurant?

Objective:

1. After being given a question on the board, students will work together to solve the problem about discounts and markups in class to be checked for complete accuracy.

Formative Assessment:

1. The teacher will check the students' answers to the question on the board for complete accuracy on the problem.

Instructions for during class:

1. **Attendance and Warm-up (5 minutes)**
 - a. As the teacher takes attendance, the student will have to read the introduction in the textbook on page 357 and look at the examples for how to get the markup value of an item. This will give them insight as to what this class will be consisting of, and how to properly do what they need to complete the problem.
2. **Explain what the class will do today and have the students break into groups and begin to work (35 minutes)**
 - a. The teacher will then point out to the students the question that is on the board. The question reads, Which situation will result in a greater final amount, 75% markup of the wholesale price followed by a 25% discount, or a 25% markup of a wholesale price followed by a 75% discount. Once they figure it out, they will need to give me an example of an item and how much it would end up costing for each situation. I will explain to them that I will not be helping them at all during this process, that they will need to work together and use their own knowledge of what they have learned so far to come up with the answer. They will be in groups

of 4 at most, and they can only work with those that are in their own group, they can not get outside help on this. Once they are done, they will then come to me, and I will check their answers and their reasoning and make sure it is satisfactory. If they are wrong, I will not help them along in any way, they will need to go back and work together to figure out why.

3. **Go over what is for homework and conclude class** (10 minutes)
 - a. I will tell the students their homework, which is to complete problems 1-39 odd on page 359-361. Once I tell them their homework, I will praise them for their effort today in class and explain how much I appreciated their hard work on a more challenging problem that required them to work together and come up with a solution to the problem without my help. Once I do that, I will conclude the class and they can wait patiently for the bell to ring for their next class.

Danielson 1F: Planning & Preparation - *Designing Student Assessment*.

INTASC 4: Content Knowledge - *Teacher understands central concepts, tools, and structure of discipline, making it accessible.*

Title: Percents and Decimals

Description: This artifact was another lesson I had made from a textbook online, and at the end of the day, the students would be completing a worksheet that I had created to assess how they were understanding what they had been taught so far. This assignment was to be collected by me to assess where they were at with the content.

Rationale: The worksheet at the end of the class was created by me, based on what the students had been learning, to assess how they were understanding the content. Being that I created this assignment myself, creating problems to put on the worksheet demonstrates my understanding of the content, and if the students all did well on the worksheet, it also demonstrated my content knowledge and being able to transfer that to the students.

Direct Lesson Plan

Title: Percents and Decimals (7.3)

Grade Level: 7th

Content Knowledge:

Skills: Students will be able to determine how a percentage and a decimal relate to each other and are used together.

Content: The lesson will involve the basics behind percentages and their relationship with decimals and how each of them can be used together. The students will also be able to use word problems in conjunction with the ideas being taught in class.

Rationale: This lesson is important because you see a lot of decimals in real life, and they relate to percents a lot in real life situations as well. When you're dealing with money or people, it helps make it easier when trying to figure out the percentage of whatever you are trying to figure out.

Standards: C.C. 2.1.7.D.1, analyze proportional relationships and use them to model and solve real-world and mathematical problems, is the only standard used throughout this lesson, but is used every day in the classroom when dealing with percentages

Goal: Students will be able to analyze the relationship between percents and ratios and understand how it's used in real life.

Essential Question: How do you calculate 20% of a tip at a restaurant?

Objectives:

1. After direct instruction, students will be able to turn decimals into percents in classroom examples to perfect accuracy.
2. After practicing in class, students will be able to complete problems for homework to complete accuracy.

Formative Assessment:

1. Students will complete problems in the textbook for homework to be checked for accuracy.

Instructions for during class:

1. **Attendance and Warm-up** (5 minutes)
 - a. As the teacher takes attendance, the students will complete the warm-up problem on the board about yesterday's lesson. The problem being, 5 of the 34 kids in the gym class are girls. Using proportions, what percent of the students in the class are girls? The students will work on this for 5 minutes and then one of the students will volunteer to show their answer on the board.
2. **Check homework from previous night** (5 minutes)
 - a. The students will have their homework out on their desks for me to walk around and check briefly. I will mostly check for accuracy but mainly for completion and that they made a sincere attempt. Once I check everyone's homework I will ask if anyone has any specific questions on the homework that they want to go over.
3. **Present lessons to students** (25 minutes)
 - a. I will begin the lesson by explaining to the students how decimals and percents relate to each other. How a decimal is able to represent the percent in number

format, so that it is a way to use percents in an equation for multiplication or division, or even addition and subtraction. I will show them that the way to get a decimal to become a percent, you move the decimal two points to the right, and to write a percent as a decimal, you move the decimal point two points to the left. I will show them examples on the board, such as $0.62 \rightarrow 62\%$, and $19\% \rightarrow 0.19$. Then I will demonstrate how this can be true for numbers even over 100%, such as $120\% \rightarrow 1.20$. I will then demonstrate how you can use these to multiply to find an answer. Like trying to find 12% of the number 3460, how you will turn 12% into 0.12 and multiply that by 3460, which gives you 415.2. I will then write a few examples on the board for them to try, such as write 34% as a decimal, and 67% as a decimal, and then what is 14% of 480.

4. Student Practice (20 minutes)

- a. Now I will be having the students do a bunch of practice problems that I write on the board with a partner. They will have to complete the 15 problems before the end of class, and I will check for accuracy. They will not be able to get my help with the questions, once they bring it up to me, then they are done, and it is turned in. The problems on the board will be:

Write as a decimal:

1. 45%
2. 9%
3. 148%
4. 1294%

Write as a percent:

5. 0.73
6. 0.08
7. 1.82
8. 23.19

Solve:

9. 12% of 94
10. 39% of 286
11. 58% of 400
12. 0.6% of 70
13. 164% of 209
14. A company made \$200 million in retail sales last year. About 1.8% of those sales were over the internet. About how much money did the company make in online sales?
15. A basketball player made 78% of his 120 free throw attempts last season, how many free throws did he make?

5. Give homework and conclude class (5 minutes)

- a. When there are 5 minutes left of class I will collect the students' work and tell them that their homework is problems 1-35 odd in the textbook on page 342. Once I tell them their homework, then I will have them pack up and wait for the bell to ring.