

Preparing to Teach

Portfolio

Acceptable

Student 0305409



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## Preparing to Teach Portfolio

### Rubric Cover Sheet

**Name:**

**Student ID:** 0305409

**Date:** 5/22/09

**Program/Major:** Technology Education

Student Teach in Technology Education

Implemented Lesson Plan Rubric



Reflection Essay Rubric



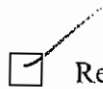
Disposition Self-Evaluation Complete



Disposition Faculty Evaluation Complete



This candidate is



Recommended



Not Recommended for student teaching

Department Chair's Signature

Date



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT IMPLEMENTED LESSON PLAN SCORING RUBRIC

## Preparing to Teach Portfolio

Name: \_\_\_\_\_

ID #: 0345409

Telephone #: \_\_\_\_\_

E-mail: \_\_\_\_\_

Teacher Preparation Program: Secondary Education Major/Concentration TECHNOLOGY EDUCATION

Assess the extent that the candidate has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

	Weakness	Developing	Competence	Strength
1. The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the discipline the candidate taught. (RIBTS 2)	1	2	3	4
2. The implemented lesson plan reflected an understanding of how children learn and develop. (RIBTS 3)	1	2	3	4
3. The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. (RIBTS 4)	1	2	3	4
4. The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. (RIBTS 5)	1	2	3	4
5. The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. (RIBTS 6)	1	2	3	4
6. The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. (RIBTS 8)	1	2	3	4
7. Formal and informal assessment strategies were integrated in the lesson plan to support student learning. (RIBTS 9)	1	2	3	4

Comments:

Signature of Reviewer \_\_\_\_\_

Date \_\_\_\_\_

5/22/09

## Introduction to Forensic Science

Grade Level: 5

Subject: Forensic Science

Prepared By:

Lesson Number: 2.3

Date: May 21, 22, 2009

<p><b>Instructional Materials and Resources</b></p>	<p>Laptop, Projector, Badges, pictures, camera, pencils, papers Hair, fibers, fingerprint kits, and more. Glass, fingerprint dusting kit, fibers, Discovery Channel Website for forensic science, Surrounding police department officials, and personal knowledge of studying Law Enforcement</p>
<p><b>Age/Ability of students</b></p>	<p>Fifth grade -Technology Education</p>
<p><b>Individual Needs and Accommodations</b></p>	<p>Not Applicable</p>
<p><b>Goals and Objectives</b></p>	<p>Students will be notified about their rank and positions on the Investigation Team.</p> <p>Students will review last week's lesson.</p> <ul style="list-style-type: none"> <li>o Rank system</li> <li>o Finger Prints</li> <li>o Worksheets</li> </ul> <p>Students will identify what Forensic Science is.</p> <p>Students will experience what the Chain of Evidence entails.</p> <p>Students will identify Hair and Fibers.</p> <ul style="list-style-type: none"> <li>o They will demonstrate how to collect hair and fiber samples.</li> <li>o They will experience what hairs and fibers are made of.</li> </ul> <p>Students will identify five points on their Fingerprints.</p> <ul style="list-style-type: none"> <li>o They will learn the parts of a fingerprint.</li> <li>o What fingerprints are used for as evidence?</li> </ul>
<p><b>Performance Standards</b></p>	<p>This lesson is governed by the ITEA K-2 standards: ITEA- Standard 1-A: The Natural world and human-made world are different. The natural world included trees, plants animals, rivers, oceans, and mountains. The human made world includes building, airplanes, microwave ovens, refrigeration, and televisions.</p> <p>This Lesson also focuses on the Teachers RIBTS: RIBTS 2.4: incorporate appropriate technological resources to support student exploration of the disciplines. RIBTS 2.5: use a variety of explanations and multiple representations of concepts including analogies, metaphors, experiments, demonstrations,</p>

	and illustrations that help students develop conceptual understanding.
<b>Assessment Activities</b>	The use of the activity as well as random questions.
<b>Length of Class Time</b>	Sixty Minutes
<b>Special Needs Student Plan</b>	Unknown at this time.
<b>Lesson Plan (estimated at (59 mins) Plus extra questions = 60 mins)</b>	<p><u>Opening:</u></p> <p>Students will enter the classroom. Students will first be given their new rank and Team positions. The students will be introduced into what forensic science is. Why does society and law enforcement need this? I will go over the theories and a little history of Forensics.</p> <p>Students will experience what evidence entails. I am going to talk about what is evidence, and why do we have it. What makes up evidence? What is contamination? How do you contaminate evidence? What could you do to prevent the contamination of evidence? Using a Power point I will have the basic steps of how to prevent contamination of evidence. Students will first talk about it in an open discussion and then I will show these steps in a mini demonstration. Collection of evidence how do you go about it. What do you need to know about it.</p> <p><u>Middle:</u></p> <p>I will teach the students about hairs and fibers. What are they? What are they made of? How do we collect them as evidence? Why do we need them as evidence?</p> <p>Students will learn the aspects of finger prints. They will learn the parts of a finger print and what do they mean by the points on a finger print. They will learn about the terms used in the field of Forensic Science regarding finger prints. The teacher will break down the steps of lifting a finger print and analyzing a finger print. Using the finger print cards from the previous class the students will analysis their fingerprints and find out the kinds of points that they have.</p> <p><u>Closing:</u></p> <p>Students will take part in an activity this activity will demonstrate in stations the two types of hair and fibers, and finger print evidence.</p> <p>Throughout all aspects of the class... questions of what we cover as well as questions which will try to gather prior knowledge of the students this will be collected and sorted out and used for the rank system.</p>

	Activity will be used to help reinforce the information taught.
<b>REFLECTION</b> <ul style="list-style-type: none"><li>◦ What went well?</li><li>◦ What would you change?</li><li>◦ What would your next steps would be?</li></ul>	

## Introduction to Forensic Science

Grade Level: 5

Subject: Forensic Science

Prepared By: Nicholas Rondeau

Lesson Number: 2.4

Date: May 21, 22, 2009

<b>Instructional Materials and Resources</b>	<p>Laptop, Projector,</p> <p>Badges, pictures, camera, pencils, papers</p> <p>Hair, fibers, fingerprint kits, and more.</p> <p>Glass, fingerprint dusting kit, fibers,</p> <p>Discovery Channel Website for forensic science, Surrounding police department officials, and personal knowledge of studying Law Enforcement</p>
<b>Age/Ability of students</b>	<p>Fifth grade -Technology Education</p>
<b>Individual Needs and Accommodations</b>	<p>Not Applicable</p>
<b>Goals and Objectives</b>	<p>Students will be notified about their rank and positions on the Investigation Team.</p> <ul style="list-style-type: none"> <li>o Rank System</li> </ul> <p>Students will review last week's lesson.</p> <ul style="list-style-type: none"> <li>o Forensic Science</li> <li>o Finger Prints</li> <li>o Worksheets</li> </ul> <p>Students will experience what the aspects the Chain of Evidence entails.</p> <p>Students will identify Hair and Fibers.</p> <ul style="list-style-type: none"> <li>o They will experience how to collect hair and fiber samples.</li> <li>o They will experience what hairs and fibers are made of.</li> </ul> <p>Students will identify five points on their Fingerprints.</p> <ul style="list-style-type: none"> <li>o Students will review and identify the five parts of a fingerprint.</li> <li>o What fingerprints are used for as evidence?</li> </ul>
<b>Performance Standards</b>	<p>This lesson is governed by the ITEA K-2 standards:                      ITEA- Standard 1-A: The Natural world and human-made world are different. The natural world included trees, plants animals, rivers, oceans, and mountains. The human made world includes building, airplanes, microwave ovens, refrigeration, and televisions.</p> <p>This Lesson also focuses on the Teachers RIBTS:                      RIBTS 2.4: incorporate appropriate technological resources to support student exploration of the disciplines.                      RIBTS 2.5: use a variety of explanations and multiple representations of concepts including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding.</p>

<b>Assessment Activities</b>	The use of the activity as well as random questions.
<b>Length of Class Time</b>	Sixty Minutes
<b>Special Needs Student Plan</b>	Unknown at this time.
<b>Lesson Plan (estimated at (59 mins) Plus extra questions = 60 mins)</b>	<p><u>Opening:</u></p> <p>Students will enter the classroom.  Students will first be given their new rank and Team positions.  The students will be introduced into what forensic science is. Why does society and law enforcement need this? I will go over the theories and a little history of Forensics.</p> <p>Students will experience what evidence entails. I am going to talk about what is evidence, and why do we have it. What makes up evidence?  What is contamination? How do you contaminate evidence?  What could you do to prevent the contamination of evidence?  Using a Power point I will have the basic steps of how to prevent contamination of evidence. Students will first talk about it in an open discussion and then I will show these steps in a mini demonstration.  Collection of evidence how do you go about it. What do you need to know about it.</p> <p><u>Middle:</u></p> <p>I will teach the students about hairs and fibers. What are they? What are they made of? How do we collect them as evidence? Why do we need them as evidence?</p> <p>Students will learn the aspects of finger prints. They will learn the parts of a finger print and what do they mean by the points on a finger print. They will learn about the terms used in the field of Forensic Science regarding finger prints. The teacher will break down the steps of lifting a finger print and analyzing a finger print. Using the finger print cards from the previous class the students will analysis their fingerprints and find out the kinds of points that they have.</p> <p><u>Closing:</u></p> <p>Students will take part in an activity this activity will demonstrate in stations the two types of hair and fibers, and finger print evidence.</p> <p>Throughout all aspects of the class... questions of what we cover as well as questions which will try to gather prior knowledge of the students this will be collected and sorted out and used for the rank system.</p>
	Activity will be used to help reinforce the information taught.
<b>REFLECTION</b> <ul style="list-style-type: none"> <li>◦ What went well?</li> <li>◦ What would you change?</li> <li>◦ What would your next steps would</li> </ul>	I feel that I have improved drastically. Since I started practicum I feel that I have been able to connect with the students better. I am able to interact with the students as well as I am able to provide the students with a sense of enrichment. I have increased their knowledge. I know this because I've been able to see it in the students. The students when conducting checking (questions and answers for understanding) the students, in my thoughts understood the information. They are



be?

able to spit out the information.

I realize even though I have come a long way, I have and even further road to travel in order to be a teacher. I think that I have come out of being a mediocre teacher. There isn't a perfect teacher on this earth. I do feel that I am moving at a turtles pace unfortunately; and I am moving forward in a positive direction.

This lesson went well. The students were able to follow along with what I had to teach them. The students understood through identifying and demonstrating as well as answering questions the concepts that I was teaching the students. I demonstrated the steps needed to be taken in order for the students to collect fiber samples. Prior to collecting the fiber samples; we talked about what fibers and hairs are. Hairs and Fibers are similar in the steps in collecting the evidence. I talked about the look of hairs and fibers under the microscope. Where did they come from and why as well as how can they be found at a crime scene. Following the hair and fiber demonstration the students now conducted their own collection of fibers. They all followed the steps and followed along.

The students then learned about fingerprints. The fingerprint samples. We discussed the parts of a fingerprint using the worksheets from the previous class/ lesson. We talked about when and why are fingerprints used and needed. From there the students were given a mission to find on their fingerprint identification cards from the previous class, 5 points on each of their individual fingerprints.

What would I change?

Unfortunately, I ran out of time. I seem to have a problem with giving or allowing enough time at the end of the class for the students to get further with their assignment.

Other things that I would change include how I would deal with the students. At times especially in the Friday class the students were asking to many questions or making too many comments. This took up some time. At one point I didn't hear what the student had said. I thought after some guidance from Mr. Arango as well as my mother (who watched the video) said to say something to the effect of, "\_\_\_\_\_ can you repeat that again the students in the back of the room didn't or couldn't hear you." My mother also mentioned in order to get the students attention or to promote good behavior... (not talking out the corrected behavior would be to show someone who is raising their hand to be called on), "Thank you \_\_\_\_\_ for raising your hand to talk." Or "Thank you \_\_\_\_\_ for being so attentive and quiet while I am talking or another student is talking."

These are things that I have to work on and try to think about for next class.

Next lesson I need to keep in mind the other manners of promoting good or positive behavior. I need to make sure that I find a way to work into the classroom the thoughts of good behavior in order to control or at least limit the amount of students who are talking out.

**Good Morning!**

**Welcome Back!**

**Last class everyone did a great job!**

**We have a lot to do today!**

**Any questions please write them down on the provided paper.**

**They will be answered at a later time.**

# Review

- What did we talk about last class?
  - Ranks... What are they?
  - Crime Scene Size up... what is it?
  - Investigation Team... what is it?

Chief  
Deputy Chief  
Captain  
Lieutenant  
Sergeant  
Corporal  
Officer  
Trainee

## CSSU (Crime Scene Size UP):

- 1.) Scene Safe?
- 2.) Secure the Scene
- 3.) Scene Sketch
- 4.) Photography
- 5.) Evidence Collection

Team Leader:  
Lab Technician:  
Crime Scene Investigator:

## Assignments!!!!

- Welcome back to Henry Barnard Police Station HQ (Headquarters).
- Everyone graduated the academy!
  - Everyone is an Officer!

Update our ID's Rank of Officer.

Also, the number you are sitting at please write on the front of your ID's - top right.

## Evidence?

- What is it?
- Why is it important?
- How do police and the court use the evidence to convict a suspect?

Evidence is objects, information, and anything else which could be used to prosecute someone.

It is important because it is the reasoning why someone can be prosecuted otherwise everyone would be free.

DATE: 5 / 21 / 2009 COLLECTED BY: D.C. Rondeau

POLICE DEPT: HENRY BARBARO POLICE CASE #: 0001-2009

TIME: 8:15 AM SEALED BY: D.C. Rondeau

LOCATION: HBS - Tech Ed - See #2 on Sketch

FROM:	TO:	DATE/TIME:
D.C. NRR	C. JR	5-21-09 / 8:15 am

## “Chain of Evidence”

aka

## “Chain of Custody”

- What is it?
  - A record which is kept for all evidence.
  - Used to keep track of who has handled the evidence.
- Why is it needed?
  - Organization of evidence.
  - Proof of where the evidence has been at a trial.

# CLUE

- Each Officer please label your piece of paper:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Table letter and seat number:

1.)

2.)

- You will be writing your answers on this paper.



## What are Hairs?

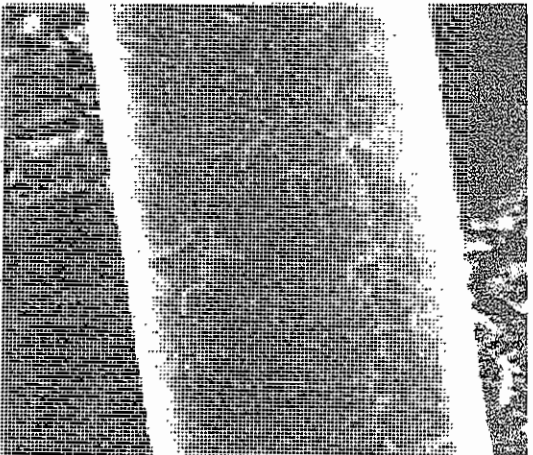
- Material made from Keratin a substance created by the body in Mammals.
- It is a slender outgrowth from the skin.
- Every species has a specific:
  - color
  - size
  - length
  - Shape
  - Root appearance
  - microscopic look.
- Humans have multiple types of hair: What are they?
  - Hair on the Head

Legs

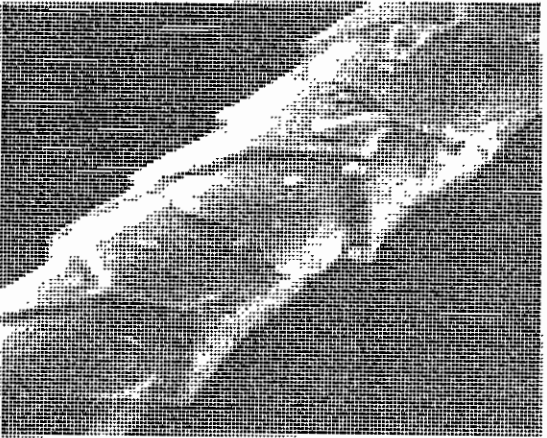
Arms

And other areas

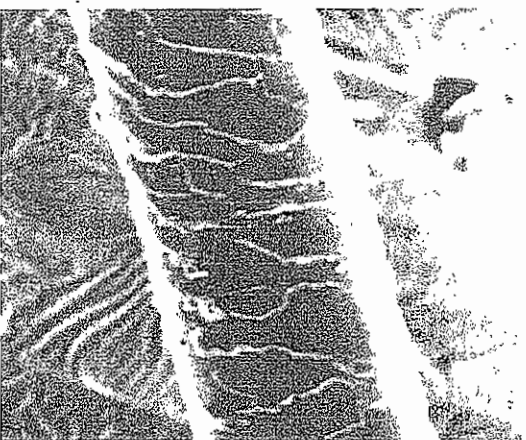
HUMAN HEAD HAIR (600X)



CAT (2000X)

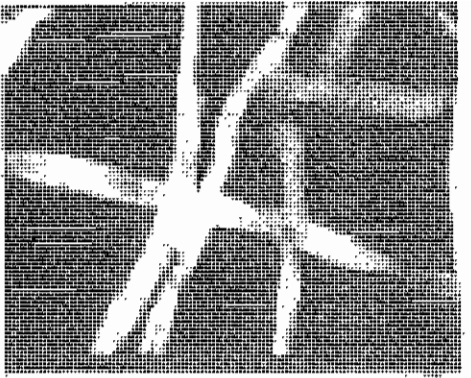


DOG (1250X)

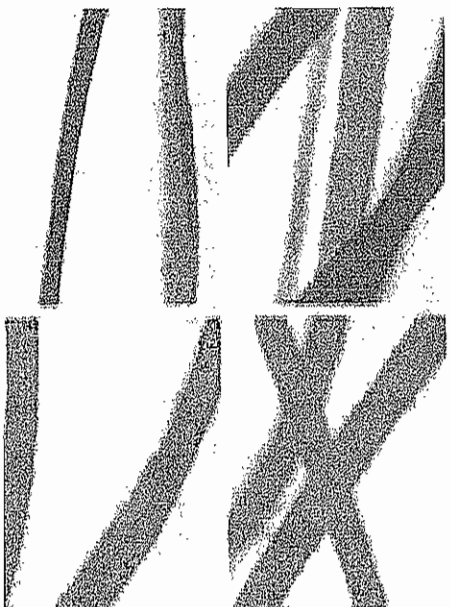


## What are Fibers?

- A fiber is the smallest, textile material that it can be broken down to. (clothes are made from fabric, Fabric is made from yarn, and yarn is made from fibers).
- The length of a fiber is bigger than the diameter of that fiber.
- Fibers can be naturally made or man-made.
- The type of fiber, color, size, and how it was spun can be determined through testing.



Cotton Fibers



Wool Fibers



Plant Fibers



Man-Made Fibers

# Collection of Hairs and Fibers

## Steps:

1. Using gloves and after Crime Scene Size Up, Determine the size container which the hair or fiber will fit in.
2. Using tweezers grab the hair or fiber and place into the container carefully so that it doesn't get lost.
3. Seal the container and follow the Chain of Evidence steps.

# Fingerprints

- What are fingerprints?  
Impressions which are taken from the reminisce of fingers being applied upon an object.
- What are they used for?  
To find out who was at a location. Fingerprints are unique. Not one fingerprint is the same.
- Why are they needed...?

Fingerprints are used for identifying people. And criminals.

## What other kinds of prints are there?

- Foot Prints
- Tire Tracks
- Snow shoe
- Lip print (mouth)

# Fingerprint Activity

- Using the Fingerprint cards from our last lesson find 5 points on each of the fingerprints.
- Circle these points with a RED color pencil!
- Watch me first demonstrate!

Ridge Ending



Island (short ridge)



Trifurcation



Bifurcation



Hook (Spur)



Opposed Bifurcations



Dot



Bridge



Ridge Crossing



Lake (Enclosure)



Double Bifurcation



Opposed Bifurcation / Ridge Ending





1.

Nick

11 24 85

M C 6'2" 270 Blue Brown Avoidance Women's Libs

11/09 Cliff Randa  
871 Barnard School  
Rhode Island College

600 Mt. Pleasant Ave  
Providence, RI 02909

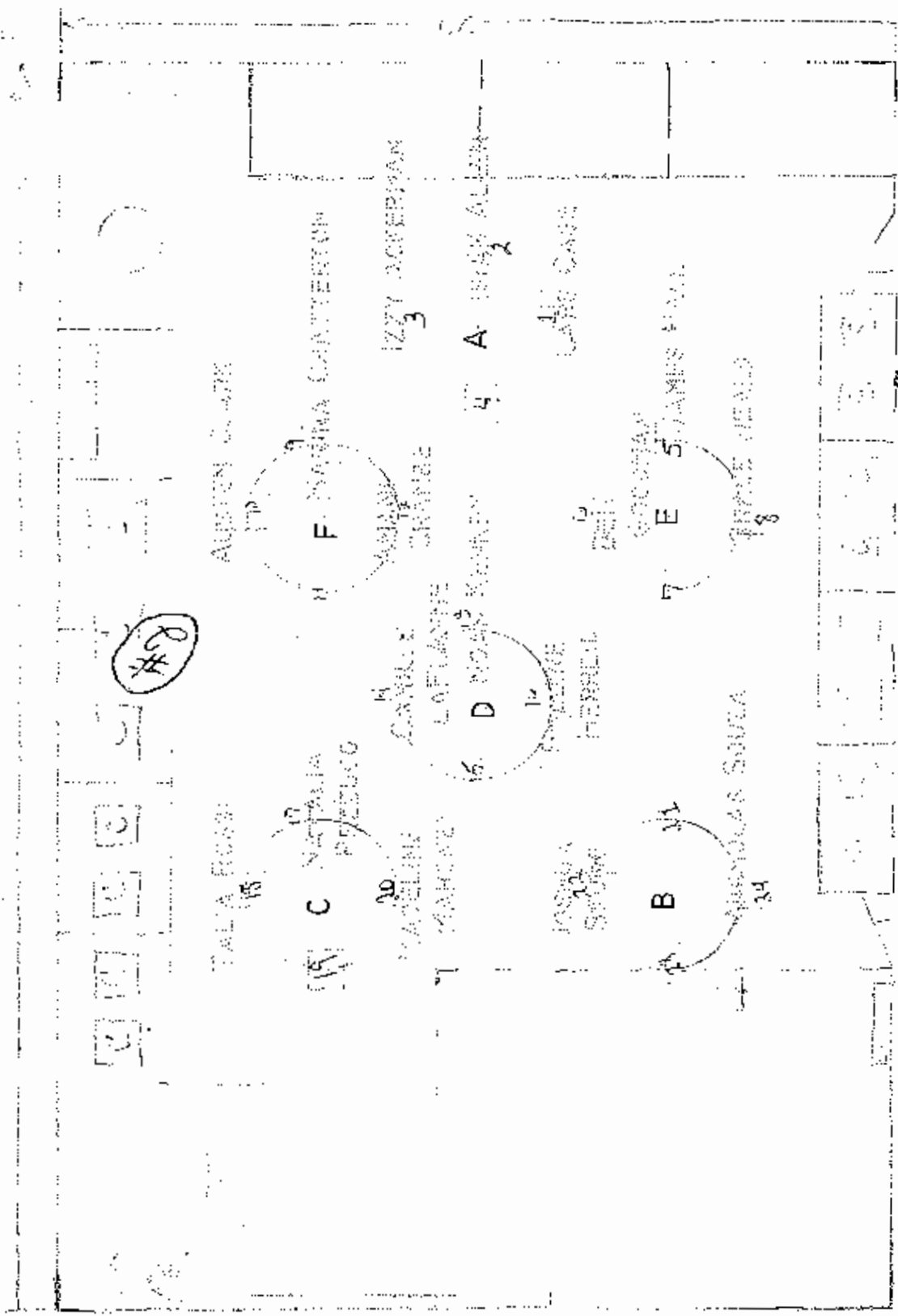
practice



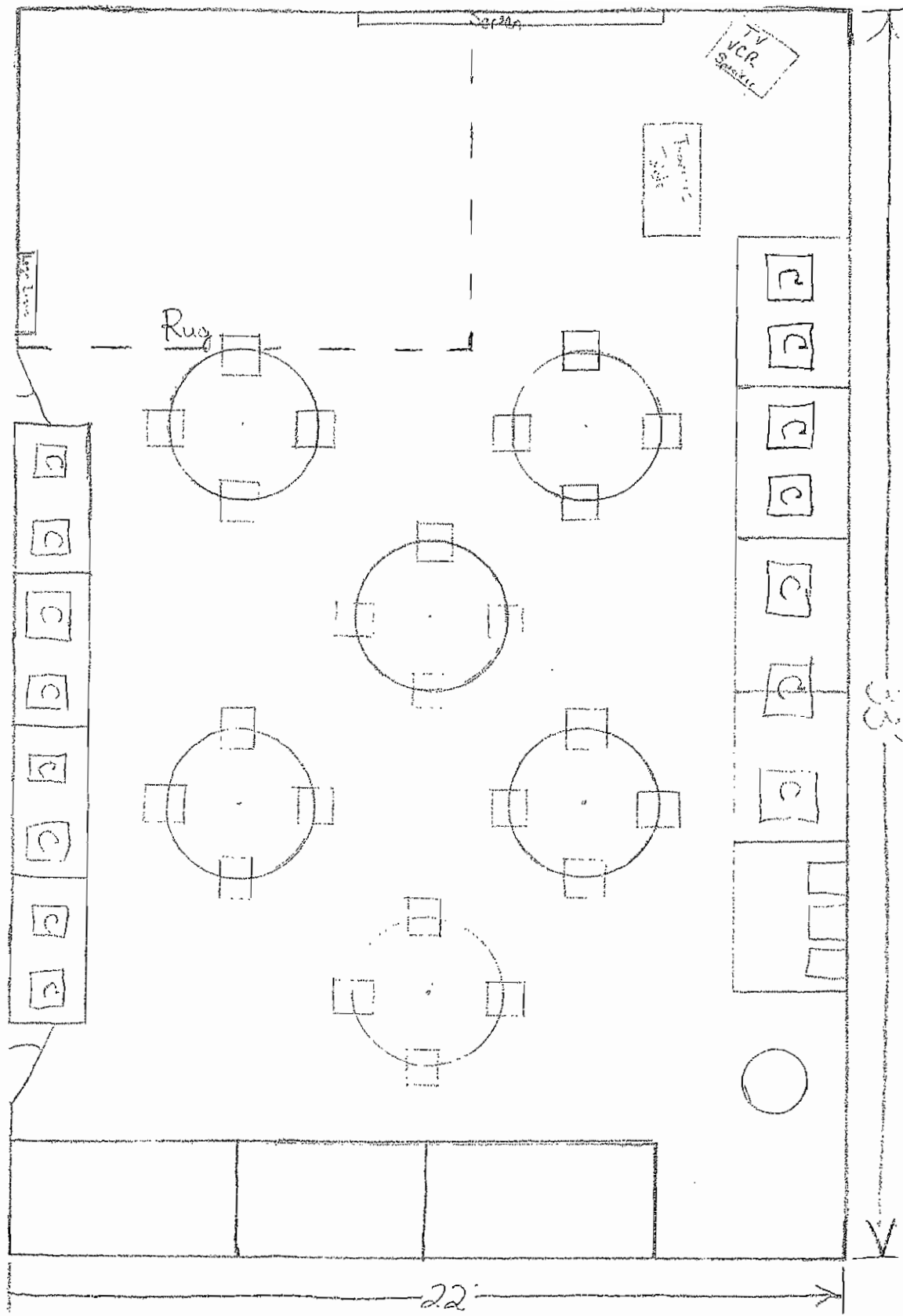
Done to me by  
Retired State Trooper, RI

FRIDAY

1. 5. 1. 1



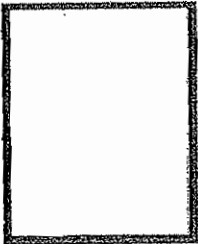
1-Square = 1'



LEAVE BLANK		CRIMINAL		PHOTO (STAPLE HERE)				LEAVE BLANK			
				STATE USAGE							
				RECOGNIZABLE BODY MARKS (E.G. SCARS, TATTOO, AMPUTATION, OTHER)							
				<input type="checkbox"/> SCARS <input type="checkbox"/> TATTOO <input type="checkbox"/> AMPUTATION <input type="checkbox"/> OTHER							
STATE USAGE				LAST NAME, FIRST NAME, MIDDLE NAME, SUFFIX							
SIGNATURE OF SUSPECT				SOCIAL SECURITY NO.				LEAVE BLANK			
ALIASES/MAIDEN LAST NAME, FIRST NAME, MIDDLE NAME, SUFFIX											
FILE NO.		STATE IDENTIFICATION NO.		DATE OF BIRTH <small>Month                      Day                      Year</small>		SEX	RACE	HEIGHT	WEIGHT	EYES	HAIR
1. R. THUMB		2. R. INDEX		3. R. MIDDLE		5. R. RING		5. R. LITTLE			
1. L. THUMB		2. L. INDEX		3. L. MIDDLE		5. L. RING		5. L. LITTLE			
LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY				L. THUMB		R. THUMB		RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY			

DATE: 5/21/2009 COLLECTED BY: O. Woods  
 POLICE DEPT: HENRY BARNARD POLICE CASE #: 3948-2009  
 TIME: 9:02 (AM) PM SEALED BY: O. Woods  
 LOCATION: HBS-PV-HQ-C-20

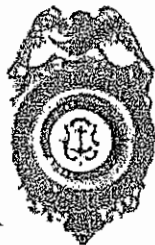
FROM:	TO:	DATE/TIME:
<u>O. ITRN</u>	<u>C. J. A</u>	<u>5/21/09 - 9:01 AM.</u>



**HENRY BARNARD POLICE**

(NAME)

(RANK)



CHIEF OF POLICE -

*Nickolas R. Rousseau*  
 DEPUTY CHIEF OF POLICE

DATE: \_\_\_/\_\_\_/20\_\_\_ COLLECTED BY: \_\_\_\_\_  
 POLICE DEPT: HENRY BARNARD POLICE CASE #: \_\_\_\_\_  
 TIME: \_\_\_\_\_ AM PM SEALED BY: \_\_\_\_\_  
 LOCATION: \_\_\_\_\_

FROM:	TO:	DATE/TIME:



## Preparing to Teach Portfolio

### Reflection Essay

The lesson that I taught was on Forensic Science. I created a unit on forensic science starting with what it is, and how is it used in law enforcement. The lesson that I have included in this portfolio has 3 main concepts, which are the basic aspects of forensic science. First this includes a review of the previous lesson, which talked about a rank structure or chain of command as well as fingerprints which were taken of the student to be examined in the second lesson. While I was taking the students fingerprints the students were working on an introduction to what fingerprints are, and what a point is within a fingerprint; loop, dot, bifurcation, ridge ending, and ridge crossing are a few examples of points. The students were given a worksheet following the introduction of what fingerprints are and how they are used. The third basic concept was to explain and give examples of what forensic science entails. I gave scenarios presented questions on how to find an identification of someone through science. The students answered through prior knowledge with examples such as: DNA, Fingerprints, drawing descriptions and so on. This gave us a basis to start exploring forensic science.

The second lesson included in the portfolio was a review of the first lesson, and an introduction to what the Chain of Evidence is, how to identify hair and fibers, and to identify points of their fingerprints taken in the previous lesson.

This gained knowledge through a variety of experiences gave me the ability to apply my knowledge from when I had watched TV documentaries as well as friends in my home town police department, as well as also including a relative who is a Detective Sergeant in the Vermont State Police, these resources have given me multiple stories, experiences, and information throughout the years. I conducted research through the Discovery Channel website on forensic science and text books in order to enrich myself with the required knowledge needed in order to present the students with, “a broad base of general knowledge” (RIBTS 1), while teaching the students the aspects of forensic science.

While teaching forensic science I tried to create an atmosphere of a law enforcement facility. I also dressed in an outfit which looked like a uniformed police officer in the first lesson and in the following lessons I maintained the look of a police officer with the change from a uniformed officer to undercover clothes. I was able to bring in props such as: handcuffs, a portable radio, a badge. This combination gave the students the idea that the students were in a police station. As a result of being the Deputy Police Chief, which was the role created as the teacher within the rank structure of the classroom the experience gave the students a feeling of being apart of the classroom but also a real life experience. The students were also given ranks within the rank structure. On the first day of class the students all started as a Trainee with opportunities to move up in the Chain of Command structure. As a result of creating this atmosphere, it allowed me the ability to, “create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry,” (RIBTS 2). The setting and the experiences, information, and concepts



explained in the following lessons gave the students the initiative to experience through activities, as well as questions presented throughout the lessons.

The activities created were hands on relating to the content of the lesson. By giving the students a mini-lecture of the information presented during the lesson followed by a visual example of what was being explained and finally the hands on experience through identification gave the students the ability to learn and develop through the created instructional opportunities of the lesson, (RIBTS 3).

Within the lesson there are multiple opportunities, which provide the variety of abilities of learners in the classroom and the ability to understand the varieties of approaches to learning. The lecture includes a visual aspect through the use of a computer, power point, and the use of a projector as well. This allows visual aid while I am explaining the information in an audible format of presentation. I am able to present a difference of approaches to the learning, comprehension and understanding through a variety of methods and tools, (RIBTS 4).

Throughout the lesson I posed questions that allowed the students the ability to challenge their thinking ability. The questions asked also challenged their prior knowledge before correcting, modifying, or adding to their prior knowledge. I gave the students the ability, option, and time to make decisions, as well as gave them the opportunity to have problem solving events, (RIBTS 5).

The atmosphere in a classroom has to be created and maintained in a safe environment. This is typically called classroom management. In the very beginning of this unit I came up with a method to get the students' attention and be able to

maintain control of the classroom. The method maintained the atmosphere created previously where the classroom became a police station/ headquarters. I used a method of voice activation, which gained the students attention. The method developed was voice activated where I said, "Atten Huh". This saying was answered by the students saluting... if the students were standing they remain standing they just saluted. If the students were sitting down they remained seated and saluted. As soon as I saw all or the majority of the students in a salute stance and the classroom quiet I saluted them to end the activation of the students' attention. This method worked very well. Going into the classroom my supervisory teacher Mr. John Arango had already set the rules of the class' behavior. The main aspect I had to work on was getting the students attention, which I believe I accomplished, with the voice activated method created. I had to however, engage the students, and emphasize self-motivation. I did my best by using the system of the Chain of Command as well as the assignments and activities by trying to make them interesting and engaging toward the students, (RIBTS 6).

While teaching, the main person I collaborated with was my supervisory teacher Mr. John Arango. I tried my best to work with him and take his guidance, which I used while preparing and teaching. I really didn't have a situation to collaborate with the families of the students. I did work with Mr. Arango in order for the students to have the opportunity to learn the information. This collaboration or working relationship helps the students by our bouncing ideas off each other as well as my access to Mr. Arango's experience; and my knowledge of what I have studied over the years regarding law enforcement and forensic science allowed us to work

together and come up with several great lessons that helped me with my teaching experience, (RIBTS 7).

Throughout the lesson I had to carefully choose my words because I didn't want to be too complicated. If I had been complicated in my explanation I would have lost the students. I also realized that I wanted to make sure I was careful in the words I used, as some of the words could be inappropriate or not the best words to use with fifth grade students. This topic can have some words and definitions that might be too complicated or not appropriate for the age level. At one point I remember that I was explaining what fingerprints can be used for and I mentioned kidnapping. I started to talk about a story about a child who was killed as a result of a kidnapping. As I was telling the story I realized that I needed to be careful of the words and the way I tell the story because I didn't want to scare the students or cause an alarm or anything in the students. Communication is a necessity in teaching. The ability to convey the information that you know as a teacher to the students so that the students will be able to understand the material is vital, (RIBTS 8).

Throughout the lesson I used activities as a form of assessment. However, I did incorporate other forms of formal and informal assessment. I used examples of formal assessment and informal assessment in the areas such as lecture/ power point, I had the students answer questions as a quiz only the students didn't answer the question on a sheet of paper, rather it was done together as a class, I also conducted checking which is when the teacher, at random times during the lesson,

asks questions in order to check and see if the students are understanding the concepts of the information, (RIBTS 9).

As a teacher, as well as with all learners, the concept of learning is to learn information as well as the reaction of the information. This includes the responsibility of a teacher to become a lifelong learner. I make mistakes just like everyone else does; the important thing is that I learn from the mistakes. By doing this allows the teacher the ability to expand and correct mistakes. If a lesson doesn't go well or if there is a problem with the activity or information presented, learning from it by correcting it, fixing it or getting rid of it, is the most important aspect of teaching. Don't reuse the material or activity which is the result of the mistake. By learning through a method of trial and error or even learning from your mistakes provides the opportunity to expand on current practices and information. It is the responsibility of any teacher especially a new teacher to recognize and correct any and all mistakes, (RIBTS 10).

As a teacher I am a representative of the teaching profession and a demonstrator of ethical as well as legal principles. As a result it is extremely important that as a teacher I don't just teach or instill good values, positive ethical ideals and legal rules and regulations in my students. It is even more important and imperative that I follow and live by what I teach. There is an old adage which states, "Practice what you Preach,"; well I believe that we need to follow an updated version for teaching, "Practice what you Teach". If all teachers, staff and

administrators practiced what they teach the teaching field and the students would be much better off, (RIBTS 11).

Within my lesson my objectives for the students were related to making sure the students were able to experience and identify hairs and fibers, fingerprint points, as well as knowing what forensic science is and what it is used for. I also instilled in the students, through visual aids, explanation and through experience by conducting a small hair and fiber collection activity including the ability to create and follow the chain of evidence cards, exactly what the chain of evidence is and why it is so important in the law enforcement field.

I used multiple materials in this lesson. Some of the physical materials included; Evidence cards, fingerprint cards, eye magnification cups, carpet fibers, hair, pencils, badges, pictures, handcuffs, and a radio. I also used technological equipment such as: a laptop, a projector, an overhead digital projector, as well as an attempt at using a computer linked microscope device (unfortunately it didn't work too well). I also used other materials including the internet, Discovery Channel website for forensic science, my personal knowledge that I have gained over the years, friends of mine in my home town police department and a relative (Uncle) who is a Detective Sergeant with the Vermont State Police.



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## CANDIDATE DISPOSITION SELF-EVALUATION FORM

### Preparing to Teach Portfolio

Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Telephone #: 1 (401) 440-2812 E-mail: \_\_\_\_\_

Teacher Preparation Program: Secondary Education Major/Concentration: TECHNOLOGY EDUCATION

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seek feedback from multiple perspectives and make appropriate adjustments (Self-Reflection)	1	2	3	4
2. Self-monitor progress (Self-Reflection)	1	2	3	4
3. Upgrade knowledge and skills regularly (Lifelong Learning)	1	2	3	4
4. Take initiative and am self-motivated (Lifelong Learning)	1	2	3	4
5. Manifest respect toward students (Advocacy for Children and Youth)	1	2	3	4
6. Advocate for the well-being of students in schools (Advocacy for Children and Youth)	1	2	3	4
7. Manifest sensitivity to the needs and values of diverse learners (Respect for Diversity)	1	2	3	4
8. Establish rapport and communicates well with diverse audiences (Respect for Diversity)	1	2	3	4
9. Demonstrate strong communication skills (Collaboration)	1	2	3	4
10. Use feedback constructively (Collaboration)	1	2	3	4
11. Demonstrate good organization skills (Professional Work Characteristics)	1	2	3	4
12. Complete work in timely manner (Professional Work Characteristics)	1	2	3	4

Signature of Candidate: \_\_\_\_\_

Date: December 13, 2009



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## FACULTY (PRACTICUM/METHODS) DISPOSITION EVALUATION FORM

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Telephone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Teacher Preparation Program: Secondary Education Major/Concentration: TECHNOLOGY EDUCATION

Professional Education GPA: \_\_\_\_\_

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

	Rarely	Sometimes	Frequently	Almost Always
1. Seeks feedback from multiple perspectives and makes appropriate adjustments. <i>(Self-Reflection)</i>	1	2	3	4
2. Self-monitors progress <i>(Self-Reflection)</i>	1	2	3	4
3. Upgrades knowledge and skills regularly <i>(Lifelong Learning)</i>	1	2	3	4
4. Takes initiative and is self-motivated <i>(Lifelong Learning)</i>	1	2	3	4
5. Manifests respect toward students <i>(Advocacy for Children and Youth)</i>	1	2	3	4
6. Advocates for the well-being of students in schools <i>(Advocacy for Children and Youth)</i>	1	2	3	4
7. Manifests sensitivity to the needs and values of diverse learners <i>(Respect for Diversity)</i>	1	2	3	4
8. Establishes rapport and communicates well with diverse audiences <i>(Respect for Diversity)</i>	1	2	3	4
9. Demonstrates strong communication skills <i>(Collaboration)</i>	1	2	3	4
10. Uses feedback constructively <i>(Collaboration)</i>	1	2	3	4
11. Demonstrates good organization skills <i>(Professional Work Characteristics)</i>	1	2	3	4
12. Completes work in timely manner <i>(Professional Work Characteristics)</i>	1	2	3	4

Signature of Evaluator: [Signature] Date: 12/11/09



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## FACULTY (PRACTICUM/METHODS) DISPOSITION EVALUATION FORM

Name: \_\_\_\_\_ Student ID #: 0345409

Telephone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Teacher Preparation Program: Secondary Education Major/Concentration: TECHNOLOGY EDUCATION

Professional Education GPA: \_\_\_\_\_

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

		Rarely	Sometimes	Frequently	Almost Always
1.	Seeks feedback from multiple perspectives and makes appropriate adjustments. (Self-Reflection)	1	2	3	4
2.	Self-monitors progress (Self-Reflection)	1	2	3	4
3.	Upgrades knowledge and skills regularly (Lifelong Learning)	1	2	3	4
4.	Takes initiative and is self-motivated (Lifelong Learning)	1	2	3	4
5.	Manifests respect toward students (Advocacy for Children and Youth)	1	2	3	4
6.	Advocates for the well-being of students in schools (Advocacy for Children and Youth)	1	2	3	4
7.	Manifests sensitivity to the needs and values of diverse learners (Respect for Diversity)	1	2	3	4
8.	Establishes rapport and communicates well with diverse audiences (Respect for Diversity)	1	2	3	4
9.	Demonstrates strong communication skills (Collaboration)	1	2	3	4
10.	Uses feedback constructively (Collaboration)	1	2	3	4
11.	Demonstrates good organization skills (Professional Work Characteristics)	1	2	3	4
12.	Completes work in timely manner (Professional Work Characteristics)	1	2	3	4

Signature of Evaluator: Bruce M. Q. Piv Date: 12-11-09