



*"I feel I learn as much from my kids as they learn from me!"*

## Ms. Pleasants

Teacher in an Elementary General Education Classroom

### Demographics

**Age Group:** 28 - 32

**Teaching Experience:** 5 years

**Grade Level:** 4th

### Technical Comfort

**PC:** Comfortable

**Internet:** Comfortable

**Mobile Devices:** Moderately Comfortable

**Other:** Comfortable with incorporating some multimedia technologies into the classroom

- Teacher-created presentations and games
- CD-ROM tutorials
- Internet educational gaming sites
- Internet as a research tool
- Word processor for editing and final drafts
- Instructional videos
- iTunes book readings

Less comfortable with online learning Management Systems (LMS) and text tools, such as Blogs; knows very little about Web 2.0 applications

### Needs

- Parental support and open communication
- Updated skills (professional development) on the latest technology tools and applications for the classroom environment in order to meet the diverse needs of students
- Comfortable, pleasant learning environment with room for multiple stations for learning; quiet areas for concentrating or independent study projects, computer gaming/video section, area for peer collaboration or group work: areas that accommodate various learning styles/needs, such as a standing work station and a sensory station
- Support of the school administration in addressing educational issues concerning the twice-exceptional student

### Personal Background

Ms. Pleasants has been teaching elementary age classrooms for 5 years. This is her second year teaching the 4th grade. Her classroom typically contains 20-25 students a year. She considers herself a very energetic and positive person and loves seeing her children excited to come to class each day. She is constantly seeking innovative and novel ideas and approaches for her classroom instruction. She is aware that it's somewhat difficult to reach children who are more advanced in certain subjects than their peers. This keeps her continually searching for ways to maintain their interest and attention. She is also very aware of the school's and district's emphasis on statewide assessment in order to maintain statewide accreditation. With one third of her class speaking English as a second language and one third of her class identified as having special needs, she is often caught between the need to cover the tremendous amount of material quickly and ensuring that all her students have mastered the material. The need for repetition, practice, and extra explanation for the students who have language and academic challenges often conflicts with the needs of the few students who are gifted. The challenge is exacerbated when one or more of the students who are gifted also have ADHD and/or Learning Disabilities. It is very important to her that she maintains open communications with parents and students. Ms. Pleasants tries to focus on the needs of her students, not their different behaviors. She is pursuing a Master's degree in education because she feels it is important to continue growing and learning as a teacher.



***"I feel I learn as much from my kids as they learn from me!"***

**Ms. Pleasants**

Teacher in an Elementary General Education Classroom

<b>Motivations</b>	<b>Scenarios</b>	<b>Features</b>	<b>Behaviors</b>
Continually adding "tools to the teaching toolbox"	<ul style="list-style-type: none"> <li>• Using Google to search the internet for educational games/simulations that pertain to the lesson activities</li> <li>• Discussing various approaches to learning with colleagues</li> <li>• Creating teacher-designed educational presentations, games, and other materials using desktop or online applications</li> </ul>	<ul style="list-style-type: none"> <li>• Browser capability</li> <li>• Google search feature</li> <li>• Keyboarding ability</li> <li>• Desktop applications (word processing, presentation, spreadsheet, and content-specific software)</li> <li>• General interest and teacher-specific online applications</li> </ul>	<ul style="list-style-type: none"> <li>• Searching on the internet for web sites that support teachers in developing new and innovative ways to stimulate children in the classroom</li> <li>• Creating instructional materials for the classroom using desktop and online applications</li> </ul>
Maintaining attention/focus when incorporating preferred learning styles and attending to diverse learning needs of students	<ul style="list-style-type: none"> <li>• Developing projects that include using multiple senses (visual, auditory, tactical) to decrease boredom</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing application</li> <li>• Multimedia capabilities</li> <li>• Student-friendly, safe search engines, such as AOL NetFind Kids Only, Ask Jeeves for Kids, KidsClick, and Fact Monster</li> <li>• Content-specific software, such as Mapmaker's Toolkit</li> <li>• Digital camera use and downloading of pictures onto a classroom PC</li> </ul>	<ul style="list-style-type: none"> <li>• "Beaming" a student or group (using IR capable-device) with a topic for designing a diorama or other visual representation for a history lesson               <ul style="list-style-type: none"> <li>- giving the student(s) a purposeful mission to accomplish</li> <li>- monitoring student progress and provide instructional or technological assistance and support, as necessary</li> </ul> </li> </ul>
Keeping families involved in and updated about classroom activities	<ul style="list-style-type: none"> <li>• Promoting the use of a fully functional classroom web site to inform parents about current events, homework assignments/projects and due dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of instructional topics, scheduled events and tests, homework due dates</li> <li>• Rules of classroom conduct</li> <li>• Notes section for content areas</li> <li>• List of helpful websites, including content information, graphic organizers, student supports and online technology tools</li> <li>• An area to showcase student work and creativity</li> <li>• Email capability</li> <li>• Star of the week section, including student-posted items/topics of interest</li> <li>• Blog for sharing ideas/concerns with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Using a handheld to input data on the web site in an attempt to provide structure, organization and consistency to the classroom and the sites users</li> <li>• Using an html editor on a mobile computer to monitor postings, upload student worked from the school's server, and maintain the overall appearance of the site</li> </ul>