

J-2. Communication and Follow-Up

1. Describe several ways in which you introduced and provided feedback throughout the instructional unit. What information did you provide to the groups listed below prior to instruction, during instruction, and after the post-assessment? How did you communicate that information?

- **Students: Students were provided with daily feedback. Each day they would receive the graded exit slip from the previous day's lesson. The students also received feedback from me during each lesson. I would teach the lesson, monitor the activity, and provide feedback for the students. They also received their scores for both the pre and post assessments.**
- **Caregivers: Caregivers were given information prior to the unit in the form of a weekly progress report. They also received daily feedback by reviewing their child's exit slip from the previous day's lesson. They also received the graded pre and post assessments along with a pie chart that graphed the percentage of each score.**
- **Colleagues: Colleagues were provided with a copy of the unit, and my pre and post Assessment results. I also discussed the progress of the unit during weekly team meetings.**

2. How did you use the information gained as a result of your communications?

I believe that it is very important to provide feedback to students, caregivers and colleagues. This process has taught me that open communication for a teacher is very important, and appreciated by others. I used the information that I gained as a result of my communication to enhance my lesson planning and it also provided me with the opportunity to collaborate with colleagues. I also learned that students really respond to positive feedback. Communicating with the students gave me an insight to their individual needs which in turn gave me more information on differentiating instruction for my students.

3. How did you attempt to involve parents/caregivers and colleagues in the learning process?

I involved parents/caregivers and colleagues in the learning process throughout my unit. For parents/caregivers I provided them with information about the unit prior to teaching. I sent homework home that was related to the unit in hopes that they would work with their child one on one. I also collaborated with colleagues and sought their advice on different aspects of designing and implementing a unit. This was very helpful to me as a new teacher, and it was great to know that I had a wonderful support system within my third grade team.