

Preston Smalley

UTeach Portfolio

Teaching Philosophy

I believe the current popular model of teaching is flawed. I'm referring to the teaching model in which a teacher believes their students are blank slates waiting to be filled with knowledge. The teacher stands at the front of the classroom lecturing the students, pouring their wealth of knowledge out, expecting the students to learn. Students are defined by test scores and AP placements. This method doesn't seem to be working for most students because in reality, students are not blank slates. They bring in knowledge and experience from their outside lives. My goal is to hold a classroom that allows students to relate what they are learning to what they have experienced. I want the students to have agency in the classroom and grow in their knowledge. I do not wish to define my students by their test scores, but instead allow their scores to be learning opportunities. I believe a constructivist classroom facilitates the best outcomes for students. I wish to be a facilitator in my students' learning by posing questions and allowing for exploration. Students learn when they arrive at conclusions made by themselves, instead of being told them. Engaging in this inquiry-based style of teaching allows for students to interact and learn from the world around them. Though perhaps frustrating at first, students will grow in their ability to solve problems using observed evidence and elementary principles. In my classroom, students will work with their peers to solve problems using the knowledge they share with one another along with guidance from myself as their teacher. The challenge creates cognitive dissonance that will engage students allowing them to actively participate in learning experiences rather than passively receive information. Their knowledge will be dynamic, changing with each experience, allowing for new evidence to change existing theories. In order to evaluate their learning, I will note that the process is just as important as the product. Students are evaluated

based on their work, participation, observations, in addition to regular tests. Assessments will be both formative and summative using measurable learning outcomes. Students will be allowed opportunities such as presentations or peer teaching to reflect on their learning in order to show what they have learned.

I do not wish to hold all the knowledge and disseminate information to my students. I hope to hold a dialogue in which students can construct their own knowledge. I strive to facilitate a cooperative classroom in which curiosity is encouraged, knowledge is grown, and learning is interactive.

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John Jacob Jingleheimer Schmidt
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John Jacob Jingleheimer Schmidt:

Enclosed is my application for professional employment with Austin ISD. I am seeking a position as a physics teacher at the forthcoming Austin High in Fall 2023.

I have a Bachelor of Science in Physics from the University of Texas at Austin. I am currently enrolled in the UTeach Natural Sciences program at UT Austin, and I expect to finish in Fall 2022 with my Physics/Math Certification. I am also fully certified to teach Computer Science. The UTeach program focuses heavily on inquiry-based, generative, and project-based instruction, making it ideal preparation for a unique school such as Austin High.

I worked as a tutor for Why Academy in the Fall of 2021. This experience allowed me to work closely with students at all grade levels throughout high school and observe some of the common problems they encounter. I have been engaged as an Apprentice Teacher here at Austin High since the beginning of the Fall semester. This opportunity has not only given me teaching experience but has also affirmed for me that the Science education students are receiving in high schools is in strong need of reform, and I believe the STEM model is a truly exciting and innovative way to address this problem. I know that my strong content knowledge, high energy, and the innovative techniques I've learned at UTeach would make me an asset to your district.

I can be reached anytime via email at prsmalley@utexas.edu or by phone at (281) 745-3345. Thank you for your time and consideration.

Thank you,

Preston Smalley

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CAREER OBJECTIVE

Secondary teacher proficient at math and science looking for a position at a school emphasizing inquiry-based instruction and technology to support student growth and success.

EDUCATION

Bachelor of Science in Physics (2020)

University of Texas, Austin, TX

CERTIFICATION

Physics/Math 7-12 (*currently seeking*)

UTeach Accelerate Teacher Preparation Program

University of Texas at Austin

TEACHING EXPERIENCE

William B. Travis High School

Student Teacher Field Experience, Spring 2022

Taught 12th-grade College-Prep Math.

- Wrote and implemented inquiry-based lesson plans.
- Developed and implemented project-based lesson plans.
- Incorporated special education, English Language Learners, and Section 504 accommodations.

O Henry Middle School

Student Teacher Field Experience, Fall 2021

Taught eighth-grade science.

- Wrote and followed 5E lesson plans.
- Incorporated use of physical modelling activities and technology-based explorations

Why Academy

Tutoring Internship, Fall 2021

Tutored middle school and high school students.

- Assisted students in Algebra, Geometry, and AP Chemistry.

NYOS Charter School, Elementary

Student Teacher Field Experience, Fall 2021

Taught fifth-grade science.

- Developed inquiry-based lesson plans.
- Created small-group investigations to encourage active student participation.

LESSON PLAN TEMPLATE: Teach 3

Teach Date: April 19 th , 21 st , and 26 th , 2022	Name of Student teaching: Preston Smalley
Teach Time/ Per 1 hr 30 min per lesson	Big Idea/ Enduring Understanding for the lesson: How can I plan for my financial future?
TEKS for lesson: 2A.5(D) solve exponential equations of the form $y = ab^x$ where a is a nonzero real number and b is greater than zero and not equal to one and single logarithmic equations having real solutions 2A.5 Exponential and logarithmic functions and equations. The student applies mathematical processes to understand that exponential and logarithmic functions can be used to model situations and solve problems	
Objective/s- Write objective/s in SWBAT form... The SWBAT: Students will be able to utilize compounding interest calculations to make financial plans.	Artifact: What will you accept as evidence of student progress toward your lesson objective? Students will present a powerpoint slide or two illustrating their financial goal, and calculations of the loans required to reach that goal.
Data to be analyzed: What data will students work to understand? Students will work to understand compound interest calculations using researched average interest rates. The cost of their goal will also be researched and may include college tuition, mortgage costs, and/or cost of a car.	Lesson Closure: How do you anticipate closing each day (perhaps an exit ticket)? Each day will be closed with a summary of what we did that day and the goals we have for our project the next day.
Overview of Activities: In the space below please provide a general overview of the various activities/events you will ask students to engage in during the lesson. <i>Please include the estimated time for each event.</i> Ex. Engage students by asking T/F questions about osmosis to pique curiosity and assess prior knowledge. Have students post their responses on the board (15 min)	

Day 1: Research

20 minutes – Engage with videos and introduction to interest

<https://www.youtube.com/watch?v=fTTGALaRZoc>

<https://www.khanacademy.org/economics-finance-domain/core-finance/interest-tutorial/interest-basics-tutorial/v/introduction-to-interest>

10 minutes – introduce project w/ powerpoint presentation example

30 minutes – Research your financial goal

- Create a google doc, share it with prsmalley@utexas.edu
- Research your specific financial goal, and write it on the google doc “My financial goal is..”
- State how much you will need to loan

30 minutes – Research loan types and average interest rates

Day 2: Calculate

10 minutes – Compound interest introduction

<https://www.khanacademy.org/economics-finance-domain/core-finance/interest-tutorial/compound-interest-tutorial/v/introduction-to-compound-interest>

30 minutes – Practice compound interest calculations

45 minutes – Calculate your specific compound interest for your goals and begin powerpoint

Day 3: Present

20 minutes – Finish powerpoint

1 hour - Present

Accommodations for Students with Varied Needs

Provide accommodations you will provide to support students in your class with varied needs. Include:

1. Accommodations for students with reading/writing difficulties,
2. accommodations for students with emotional and behavioral concerns,
3. specific strategies for teaching students who are learning English,
4. vocabulary and reading comprehension strategies for all students, and
5. other special need required for your students that you identify.

For each accommodation strategy you need to include:

- a) A description of the strategy and the rationale behind it.
- b) (if applicable) Performance expectations based on ELPS language domains and proficiency levels.
- c) The source, i.e, where you got the idea for the strategy with an evaluation of why you think it is reliable.

d) A description of how you will use it in the second teach.

Accommodations

1. Students with reading/writing difficulties

- a. Students with reading difficulties can be given instructions orally and directly and students with writing difficulties could be allowed to respond to questions verbally
- b. I found these from readingrockets.org and I think it is reliable because the article was written by the National Center for Learning Disabilities
- c. I may use this in my teach by allowing students to verbally relay to me their research findings instead of making a google doc

2. Emotional/behavioral concerns

- a. Establishing simple and positive rules at the beginning of the semester could help these students adapt to classroom norms. Routines could also be established as well.
- b. I found these from educationcorner.com and I believe it is reliable because of its treatment toward psychiatric disorders. These strategies make sense to me.
- c. I may use this in my teach by establishing some norms before beginning discussion. I will establish rules like being respectful before students begin their presentations.

3. Students who are learning English

- a. Using more visuals and graphic organizers can help students who are learning English as they can see images related to what the teacher is saying.
- b. I found this on owlcation.com. The article is written by a master teacher with many years of experience with EL students.
- c. I will use this in my lesson by modeling the presentation and showing visual examples of the calculations.

4. Reading comprehension strategies

- a. Students can utilize Venn diagrams to compare information from different sources. This tool helps students summarize text and notice differences in different readings.
- b. I found this on readingrockets.org which seems to use research-backed information.
- c. I may encourage students to make a sort of mind-map/Venn diagram/concept map to gather their thoughts and findings from the research day.

5. Individual Guidance

- a. Students in my classroom may need additional guidance and scaffolding. I think providing clear instructions and worksheet-like practice can help them perform tasks effectively.

Lesson Sequence Rationale / Lesson Planning Considerations

Consider the questions below as you plan your lesson. Give a detailed, thoughtful response to each to question as a way to clarify your thinking and provide your reviewers with insight into the reasoning behind your lesson planning

1. How did you decide on this lesson sequence and why do you feel this sequence will support student learning? How did you select the appropriate materials, resources, and technologies to support the learning goals and engage students?

This lesson sequence will allow students to explore real life financial goals and research real problems they may encounter later in life. In doing so, they will learn and practice calculating compound interest.

2. How does this lesson respond to students' various interests, backgrounds, and/or funds of knowledge?

This lesson allows each student to set their own personal goal based on their background and continue to research more about what steps they might need to take to reach their goals.

3. How will you introduce the lesson and task(s)? Find out about prior knowledge/ student interests?

The lesson will be introduced by watching an animated video about banking. Throughout the video, I will ask questions about how much they are familiar with certain terms and concepts.

4. How have you already begun to establish a positive rapport with the students in your class, and how will you continue this in this lesson?

By using circles in the past lesson, I was able to familiarize myself with my students' names and their personalities. In this lesson, I will talk with each student about their specific goal and project to help them in any way I can.

5. How will you set up/pose the task(s)?

The instructions for each task are clearly listed in powerpoint slides. I will read through each step carefully and have a visual timer for each goal.

6. Describe how you will convey high expectations for student achievement: How will you transition from one lesson segment to the next? What materials will you use to ensure students know what they are supposed to be doing and how they should do it (verbal directions, written on board, handed out on paper)?

Goals will be illustrated clearly with the example presentation as well as written instructions that remain visible on the powerpoint slides.

7. What questions will you ask to find out how students are thinking about the task(s)? What questions might you ask to extend students' thinking?

I will ask each student questions based on their goal and current place in the project. Questions could include what kind of loans they are considering and why, as well as how they are basing their decisions on interest rates.

8. Unexpected Timing Issues:

- a. How will you keep students who finish a task *early* engaged in the lesson?

Students who finish early will be allowed to work ahead in their project.

- b. How will you keep students who take *longer to finish* a task engaged in the lesson?

Students who take longer will presumably take longer to research and calculate. This is to be expected.

- c. What segments might you adapt if the lesson runs long or extend if the lesson runs short, and how will you implement them?

The entire lesson is basically on a sliding scale. Once all students have completed one step, we will move on. If some students finish early they are welcome to work ahead or research more.

9. How will you implement cooperative work during this lesson that exemplifies Johnson, Johnson and Holubec's essential elements? The project will be mostly individual; however, during calculations students may wish to help one another with their specific calculations.

10. Work through (solve the problem, conduct the experiment, explore, etc.) the task yourself and predict what students might do.

See if you can find alternative, viable pathways through the task. Describe what you learned from doing this.

In researching the different types of loans, I found that there are several keywords that I hope the students use. I have included these keywords in the powerpoint slide.

11. Describe the changes you made to your lesson plan based on feedback you received from your mentor teacher, the instructional team, and your classmates.

I made a rubric. I included the rubric before the model presentation. I created visual instructions slide with visual timers. The lesson plan was originally just about college, but I have expanded it to include any financial goal so that students may incorporate their funds of knowledge.

12. What are your two personal goals for this teach and how will you collect data to provide evidence to support your claims about it?

I want to increase engagement and ensure each student can use this project to think about their financial future. To do this, I plan on speaking with each student individually about their financial future. I will review the video to see how this unfolds.

I want to use explicit instructions. I plan on using powerpoints and verbal explanation to assist with this. I will review the video for evidence of students being clearly aware of the task at hand.