

Lesson Plan Portfolio

Since the mid-twentieth century, Zoltán Kodály's child-developmental philosophy for teaching music has had significant positive impact on music education around the world, and is now at the core of music teaching in the United States and other English speaking countries. *Kodály in the Kindergarten Classroom* is the first comprehensive handbook to update and apply the Kodály concepts to teaching music in early childhood classrooms. *Kodály in the Kindergarten Classroom* provides teachers with a step-by-step road map for developing children's performance, creative movement, and literacy skills in an organic and thoughtful manner. Through six years of field-testing with music kindergarten teachers in the United States, Great Britain, and Hungary (the home country of Zoltán Kodály), authors Micheál Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms. Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for kindergarteners' particular developmental stages but also one which integrates vertically between kindergarten and elementary music classes. The methods outlined in this volume encourage greater musical ability and creativity in children by teaching kindergarteners to sing, move, play instruments, and develop music literacy skills. In addition, *Kodály in the Kindergarten Classroom* promotes critical thinking, problem solving, and collaboration skills. Although the book uses the Kodály philosophy, its methodology has also been tested by teachers certified in Orff and Dalcroze, and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be. Over 100 children's books are incorporated into *Kodály in the Kindergarten Classroom*, as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives. Scholarly yet practical and accessible, this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere.

Portfolios in the Classroom Tools for Learning and Instruction Stenhouse Pub

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Building on the success of the popular first edition, the author tackles the latest issues and practices in the field of classroom assessment. The No Child Left Behind Act has transformed the role of educational assessment, requiring annual assessments as part of a federal system of educational accountability. National accreditation organizations such as NCATE have mandated standards-based performance and emphasized specific assessment benchmarks in meeting these standards. The inclusion movement to accommodate special-needs students in the regular education classroom also has impacted classroom assessment practices. Teacher assessment, classroom environment, test anxiety, the Race to the Top grants, and many more timely topics receive comprehensive yet accessible treatment. Banks provides thorough and well-documented discussions of performance assessment, essay and multiple-choice assessments, formative assessment, and reliability/validity issues as well as invaluable classroom assessment tools that include portfolios, rubrics, journals, and models such as Anderson and Krathwohl's revision of Blooms Taxonomy. Gender and diversity issues, including learning differences and socioeconomic influences on student achievement, are given in-depth coverage. Outstanding features include case studies, point/counterpoint debates on controversial assessment topics and practices, teacher application exercises, thought-provoking self-assessment exercises, and end-of-chapter activities that include review questions and opportunities for directed learning.

Ideal for preservice mathematics teachers who are taking methods courses or are student teaching, this research-based, activity-oriented guide offers a highly effective framework for teacher reflection and self-assessment. Highlighting inquiry-based, learner-centered teaching

and grounded in a cognitive perspective, *Becoming a Reflective Teacher of Mathematics, Third Edition* features: Detailed observation instruments for observing other teachers Reflective activities that provide a structure for beginning teachers to think about their teaching Guidelines and instruments for supervisors to use when observing, conferencing with, and assessing beginning or student teachers The Third Edition of *Becoming a Reflective Teacher of Mathematics* is aligned with the latest standards for teaching mathematics including the Common Core State Standards-Mathematics, and the latest assessments for mathematics teacher certification which place a high priority on reflective practice. Thoroughly revised and updated throughout, the Third Edition continues to provide preservice and in-service mathematics teachers with practical ideas for developing and honing reflective and self-analytical skills needed to advance and improve instruction.

This book provides an overview of the Lifelong Learning Sector while also helping students engage with professional writing. Each chapter in the book is presented as an independently authored 'paper' concentrating on a key theme, including professionalism, reflective practice and how previous experience can shape teaching. Guidance and discussion notes follow to help the reader evaluate the writing and approach, and activities are included to develop the readers' own professional skills in reading and writing. This is an invaluable text for all those working towards QTLS, covering key content, demystifying academic writing, and encouraging reflective reading and practice.

Teacher Work Samples are increasingly being used by teacher preparation programs to quantify the complex set of tasks that comprise effective teaching on a daily basis and document the effectiveness of preservice teachers' impact on student learning. The featured case studies from 10 universities and insights from key policy leaders capture current knowledge on practice, research and policy linked to Teacher Work Samples. The book also includes Del Schalock's own description of the evolution of TWS as well as his thoughts about remaining theory development needed to effectively link teacher preparation and student learning.

"Teaching Science to Every Child provides timely and practical guidance about teaching science to all students. Particular emphasis is given to making science accessible to students who are typically pushed to the fringe - especially students of color and English language learners. Central to this text is the idea that science can be viewed as a culture, including specific methods of thinking, particular ways of communicating, and specialized kinds of tools. By using culture as a starting point and connecting it to effective instructional approaches, this text gives elementary and middle school science teachers a valuable framework to support the science learning of every student. Written in a conversational style, it treats readers as professional partners in efforts to address vital issues and implement classroom practices that will contribute to closing achievement gaps and advancing the science learning of all children. Features include "Point/Counterpoint" essays that present contrasting perspectives on a variety of science education topics; explicit connections between National Science Education Standards and chapter content; and chapter objectives, bulleted summaries, key terms; reflection and discussion questions. Additional resources are available on the updated and expanded Companion Website www.routledge.com/textbooks/9780415892582 Changes in the Second Edition Three entirely new chapters: Integrated Process Skills; Learning and Teaching; Assessment Technological tools and resources embedded throughout each chapter Increased attention to the role of theory as it relates to science teaching and learning Expanded use of science process skills for upper elementary and middle school Additional material about science notebooks "-- Provided by publisher.

The philosophy of Lesson Study in Japan—teacher ownership, teacher professionalism, student learning-focused dialogue, teacher collaboration, and

teacher professional community—has attracted educators and researchers worldwide. However, Lesson Study does not have the same meaning as its original Japanese expression *Jugyou Kenkyuu*, a combination of two Japanese words—*Jugyou* meaning instruction or lesson(s) and *Kenkyuu* meaning study or research. To bridge the gap between *Jugyou Kenkyuu* and Lesson Study and therefore maximize the potential of Lesson Study in the world, this edited volume provides two "mirrors" for those who wish to reflect on and implement Lesson Study within their own contexts. One section discusses how Lesson Study is utilized in Japanese teacher education and how this system reproduces the very culture of Lesson Study. The other section addresses case studies showcasing Lesson Study implementation in several countries such as the United States, Germany, Norway, Peru, and Uganda and discusses the opportunities and challenges that arise when Lesson Study-based teacher education expands beyond Japan to the rest of the world. This book will appeal to anyone interested in learning about Lesson Study.

The European Language Portfolio aims to foster the development of learner autonomy, intercultural awareness and plurilingualism. Teachers of particular languages working on their own can use the ELP to promote learner autonomy, but the goals of intercultural awareness and plurilingualism invite us to use the ELP in all foreign language classes at all levels in the school. The guide introduces the language education policy that underpins the ELP, explores the key concepts that it embodies, and explains how to plan, implement and evaluate whole-school ELP projects. The ten case studies published on the project website illustrate various dimensions of ELP use and include practical suggestions and activities for teachers and learners.

Implementation science is an important and underrepresented topic in the literature of educational research, despite the fact that it is inextricably tied to education policy and improvement. Implementation fidelity (the degree to which a program or intervention is delivered as planned) is, in particular, a key issue for every program developer and researcher designing, executing, interpreting, or communicating their work. *Implementation Fidelity in Education Research* provides the first serious developer-evaluator collaborative perspective on the practical considerations of implementation fidelity in program development. Using case studies from Investing in Innovation (i3) fund grants, this book prepares future researchers for the challenges posed by implementation issues both ideologically and in practice. This book will be an excellent resource for anyone interested in education research and evaluation and an excellent supplement to research methods courses.

It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create/compile them in a professional manner in a binder for presentation upon graduation to obtain employment. As portfolios are sometimes started in Intro to ECE and compiled throughout the program, or introduced in a Curriculum course, or in a Student Teaching or capstone course, there are

several points of entry for this supplement. Wiltz instructs the student what items to collect for the portfolio, how to compile/construct/label it, and then how to talk about it/present it.

The wonderful effect of the portfolio process is the self-awareness that develops when kids generate their own selection criteria, make decisions, and reflect on their work. When students discuss what they want to include in their portfolio and why, and analyze which project or piece of writing meets those criteria, they are creating connections to learning far beyond the scope of traditional forms of assessment. Portfolios also increase learning because students: take responsibility for their learning; actively engage in the learning process; think about their own thinking; grow in confidence and self-esteem; set goals for future learning. Using portfolios enables teachers to be clearer in their presentation of instructional strategies. Using examples from real portfolios and successful classroom experiences, Beth and Joanne take you step-by-step through helping children create portfolios that reveal accurate assessments of their own work. Portfolios in the Classroom features: instructional ideas that extend your use of portfolios; questions throughout the text that guide you to key ideas; real student examples from classrooms where teachers have successfully used portfolios; samples to illustrate discussion of each element in the process; end-of-chapter summaries and a complete bibliography; reproducible forms for you and your students to use; recommendations for using portfolios as a tool for parental involvement. This is a book full of ideas and suggestions that you can put to use immediately in your classroom.

Language Arts: Integrating Skills for Classroom Teaching provides a clear and succinct introduction to teaching the language arts to elementary students, focusing on integrating the six language arts with other subject areas. This practical, hands-on text adroitly incorporates the IRA/NCTE Standards and provides guidance on differentiating instruction to bring out the best in the rapidly growing numbers of students with special needs English Language Learners in the regular classroom.

The European Portfolio for Student Teachers of Languages is a tool for reflection and self-assessment of the didactic knowledge and skills necessary to teach languages. It builds on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Profile for Language Teacher Education. Four years after its initial publication it has been translated into twelve European and Asian languages. To meet widespread demand this ECML publication provides materials which support its implementation in teacher education. The book entitled Using the European Portfolio for Student Teachers of Languages presents examples, discussions and research findings of how the EPOSTL is used in initial teacher education courses, in bi-lateral teacher education programs and in teaching practice. The accompanying folder and flyer feature, amongst other things, guidelines for strategic measures for introducing the EPOSTL in a particular institution.

This book is designed to assist the Special Education pre-service teacher plan and prepare a successful edTPA portfolio assessment. Creation of this portfolio requires the candidate to plan, implement, and assess a series of three to five lessons designed specifically for one student with a disability. In total, the portfolio amounts to the writing of up to fifty pages of commentary and analysis of their pedagogical skills. The need for pre-service teachers in special education to receive a passing score on the edTPA portfolio assessment has become a requirement for teacher certification and the successful completion of a degree preparation program in the majority of states in the USA. The creation of a successful, high quality edTPA portfolio necessitates the incorporation of teaching and assessment strategies geared towards students with disabilities, or the “focus learner” in edTPA parlance. This book will provide the Special Education pre-service teacher and edTPA candidate with detailed guidance on the development of a high-quality portfolio. The reader will discover here a wealth of best practices and proven strategies that teacher candidates of special education are sure to find highly beneficial in creating their portfolio.

Organizer, and Record Keeper for Homeschool, Fully Customizable Planner, simple interior design that is free of clutter with lots of extra space to write, Features : ?Convenient portable a 6 inch x 9 inch size. ?High quality professional perfect bound interior ?Designed with space to write ; Printed on high quality, durable paper that will last 110 Pages. So You can also checkout our other notebooks (size 8.5x11) in this type or others colors, by clicking on author's page (Family Planner). If you have any other questions, please contact us at notebooks.1901@gmail.com .

Portfolios have often been used as a way for teachers to monitor and assess their students' progress, but this book picks up on the current trend of using portfolios to assess teachers themselves as part of their degree requirements. As a professional development tool, portfolios are also useful for classroom teachers in evaluating their practice, and in showcasing their skills and accomplishments for use in interviews. Veteran teacher educators Marianne Jones and Marilyn Shelton provide practical and comprehensive guidance specific to the needs of pre- and in-service teachers of young children. This thoroughly revised and updated new edition features: A flexible and friendly approach that guides students at varying levels of experience through the portfolio process. New material on the portfolio planning stage and additional coverage on the importance of developing a personal philosophy. A companion website with additional instructor materials such as printable templates, exercises for improving portfolio skills, and more. Both theoretical and practical, the book addresses issues and mechanics related to process and product, instruction and guidance techniques, the role of reflection, and assessment strategies. With concrete examples, rubrics, tips, and exercises, this book will provide a step-by-step guide to creating a professional teaching portfolio.

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Fifteen years in the marketplace, *How to Develop a Professional Portfolio: A Manual for Teachers*, by Dorothy M. Campbell, Beverly J. Melenzyer, Diane H. Nettles, Richard M. Wyman, Jr., has grown to be the preeminent guidebook for teachers who need guidance in portfolio development from start to finish. Thousands of pre-service and in-service teachers have followed the tools provided in this uniquely versatile and practical book with its clear, manageable guidelines and tips for professional portfolio development that can be followed by teachers at all stages of their careers. In seven concise chapters, the latest edition of this best-selling text offers step-by-step

procedures for portfolio development, using the 2011 InTASC national teaching standards as the basis for the organization throughout the text. The text provides guidance for educators on how to assemble the portfolio, choosing standards, and organizing the material around teaching standards. Artifact possibilities are included, as well as how to use the portfolio throughout one's teaching career, as well as interview questions, and ways to use the portfolio in an interview. The final chapter is devoted to showing teachers how to pull it all together in an electronic portfolio. The end-matter features professional affiliates, developing a "portfolio at-a-glance," and a helpful Glossary of key terms. Clearly written with ample real-life examples throughout, the text is simple enough to use without outside help so that novice and experienced teachers alike can independently create a portfolio that showcases their strengths in each of the InTASC standards. The most concise and applicable teaching portfolio development text around, *How to Develop a Professional Portfolio: A Manual for Teachers, Sixth Edition*, gently guides its audience—whether student teachers, new teachers, tenured teachers, and even master teachers—to a greater understanding and success in creating a professional portfolio to the best of one's abilities, showcasing each individual's talents and contributions in the most professional and unique of ways.

Matthew the mouse lives in a dreary corner of a dusty attic. But a trip to the museum helps him to see his surroundings in a new light. With brush in paw, Matthew sets out to paint "the shapes and colours of joy".

In this practical resource secondary English teachers will find an individualized, holistic curriculum that involves students in working with real-life models, creating and evaluating their own writing portfolios, and learning to see writing, grammar, and literature as inseparable pieces of the language arts. Over 350 pages of writing activities, teacher and student writing models, and writing guidelines help students learn at their own pace. These are accompanied by handy, easy-to-follow "teacher pages" with suggestions ranging from grading assignments to involving students in the evaluation process to creating mini-lessons for specific units. Covers all steps of the writing process and contains over 150 reproducible worksheets and models for developing students' writing skills in six different modes including Persuasive, Comparison/Contrast, Narrative, Descriptive, How-to, and Literary Analysis.

The major research questions for this study were: (a) What forms do teacher interview portfolios take? (b) What meaning do school principals make of these portfolios? (c) How, if at all, are teacher portfolios being used by principals in deciding whom to hire? This was a case study using qualitative research procedures. The study was situated in the hiring policies and practices of Central City School District from 1995 to 1999. Semi-structured interviews of 18 k-12 principals and 4 key informants were primary means of data gathering. Document analyses supplemented interview data. Interview portfolios typically consisted of lesson plans; photographs of projects, activities, and teacher-student interactions; and supporting examples of classroom practice. Statements of educational philosophy, credentials, letters of reference, transcripts, and other background information were also included. Most principals viewed portfolios as a way for candidates to express their educational beliefs, illustrate skills and methods, and supplement the interview with examples from applicants' experience. Principals expressed a desire for more evidence of having used the portfolio development process as a means of reflection and introspection. Overall, interview portfolios were not key contributors to principals' hiring decisions. The reasons for this varied. Some principals mentioned time constraints during interviews. Others expressed skepticism that portfolios provided meaningful evidence of candidates' teaching ability and people skills. Propositions and implications for future research center on portfolio format and assessment criteria, authenticity and self-knowledge, selection interview procedures, teacher preparation, teacher recruitment and hiring, and information management in Central City School District. Perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the

profession: placing discussion and debate about what constitutes "good teaching" into a public forum.

"Seminar in Physical Education: From Student Teaching to Teaching Students is a concise and complete text that addresses all 10 NASPE Standards and offers a fresh approach to preparing preservice teachers for today's teaching and employment challenges. This book helps preservice teachers reflect on their experiences in the school setting." "Seminar in Physical Education is a text with real-world applications, grounding students in the realities of today's teaching as offered through the expertise and insights of an author team with a combined century of experience in physical activity and PETE instruction."--BOOK JACKET. This comprehensive, pedagogically rich guide aims to help teachers entering the rewarding field of special education become highly successful and competent. The authors' thirty-plus years of experience interacting with teachers and learning their needs endows them with a deep understanding of important issues teachers encounter, as well as their concerns about employing the best teaching methods. The book's well-structured, easy-to-follow sections are devoted to developing collaborative relationships, preparing individualized educational programs, writing lesson plans, selecting instructional and behavioral techniques, and understanding the teacher evaluation methods in current use today. Guidance is also provided for self-reflection and formulating future goals. Each chapter contains numerous vignettes, rubrics, templates, strategies, and stimulating activities.

A child learns that there are consequences for thoughtless behavior, from feeding popcorn to a bear at the zoo to dropping an empty can out of a car window.

This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system.

A teacher's portfolio, like an artist's portfolio, is a continually growing document that reflects one's best work and professional development. **CREATING AND PRESENTING AN EARLY CHILDHOOD EDUCATION PORTFOLIO** encourages and guides students through the process of organizing and creating a portfolio. This practical book is appropriate for early educators needing a portfolio to serve as a bridge as they move from pre-service to in-service, and for practicing teachers wanting a professional development tool to showcase skills and accomplishments. It's divided into three sections, each of which focuses on an aspect of creating the portfolio. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Teacher effectiveness and licensure in the United States continue to be scrutinized at the state and national levels. At present, 40 states plus the District of Columbia have adopted edTPA to inform initial teacher licensure and/or certification decisions (American Association of Colleges for Teacher Education, n.d.). edTPA is designed to measure novice teachers' readiness to teach their content area, with a focus on student learning and principles from research and theory (SCALE, 2015). Composed of planning, instruction, and assessment tasks, edTPA portfolios seek to provide evidence of teacher candidate readiness in three areas: (1) intended teaching, (2) enacted teaching, and (3) the impact of teaching on student learning. Specifically, edTPA measures teacher candidates' ability to:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

(p. 1) Teacher candidates create extensive portfolios that include written commentaries explaining each task and video excerpts of a recorded teaching event. Teacher candidates must submit evidence to show their teaching prowess and pay \$300, at present, to Pearson Education for their portfolio to be evaluated by external reviewers. In this volume, researchers share their experiences working with edTPA in three areas of language learning: English Language Arts, English to Speakers of Other Languages, and World Languages. The volume provides empirical research in the areas

of multicultural perspectives, pedagogical practices, and edTPA (in)compatibility. Findings are of interest to multiple stakeholders such as teacher candidates, mentor teachers, teacher preparation faculty members and program coordinators, and administrators.

Developing Portfolios in Education: A Guide to Reflection, Inquiry, and Assessment, Second Edition takes preservice and inservice teachers through the process of developing a professional portfolio. It is designed to teach readers how traditional and electronic portfolios are defined, organized, and evaluated. The text also helps teachers to use their portfolios as an action research tool for reflection and professional development.

Is the learning in your classroom static or dynamic? *Shake Up Learning* guides you through the process of creating dynamic learning opportunities—from purposeful planning and maximizing technology to fearless implementation.

Details how to put together a portfolio to be used in education credential programs and explains what portfolios are used for, why they are important, how to organize them, and how to maintain them after completion of the program.

"This book provides readers with valuable and authentic research on how technology relates to early childhood growth"—Provided by publisher.

Brief but thorough, *Portfolio Teaching: A Guide for Instructors* provides the practical tips and pedagogical support that instructors and program managers need to successfully integrate portfolios into their courses, as well as create their own teaching portfolios.

New coverage of e-portfolios, using portfolios across the curriculum and outside the academy, and an updated bibliography make the third edition more indispensable than ever for teachers who use portfolios in their courses.

Assessment is messy. Day-to-day, in-the-moment assessments not only reveal information that drives future instruction but also offer a comprehensive picture of students' abilities and dispositions toward learning. As teachers, we might know what this looks and feels like, yet it can be hard to put into action—hence the messiness. Say hello to digital student portfolios—dynamic, digital collections of authentic information from different media, in many forms, and with multiple purposes. Using digital portfolios to capture student thinking and progress allows us to better see our students as readers, writers, and learners—and help students see themselves in the same way! Matt Renwick's *Digital Portfolios in the Classroom* is a guide to help teachers sort through, capture, and make sense of the messiness associated with assessment. By shining a spotlight on three types of student portfolios—performance, process, and progress—and how they can be used to assess student work, Renwick helps educators navigate the maze of digital tools and implement the results to drive instruction.

Research confirms that the teacher makes the greatest difference in the learning success of students, so it's important that new teachers get off to a strong start. With help from veteran teacher and mentor Gini Cunningham, inexperienced teachers can better understand and successfully tackle the many daily challenges they will face in the classroom: * Setting up classroom procedures and managing class time * Coordinating standards, curriculum, and textbooks * Developing manageable lesson and unit plans * Handling discipline problems and engaging students in learning * Using effective assessment practices and monitoring student achievement Teaching is a physically and emotionally demanding career, but Cunningham's practical advice and memorable anecdotes will help teachers prepare for and enjoy their work—even on the most difficult days. And administrators can use this accessible guide to support new professionals and avoid early burnout. *The New Teacher's Companion* is a valuable

resource for any teacher who wants the classroom to be a rich and rewarding place for teachers and students alike.

Praise for *The Teaching Portfolio* "This new edition of a classic text has added invaluable, immediately useful material. It's a must-read for faculty, department chairs, and academic administrators." —Irene W. D. Hecht, director, Department Leadership Programs, American Council on Education "This book offers a wealth of wisdom and materials. It contains essential knowledge, salient advice, and an immediately useful model for faculty engaged in promotion or tenure." —Raymond L. Calabrese, professor of educational administration, The Ohio State University "The Teaching Portfolio provides the guidelines and models that faculty need to prepare quality portfolios, plus the standards and practices required to evaluate them." —Linda B. Nilson, director, Office of Teaching Effectiveness and Innovation, Clemson University "Focused on reflection, sound assessment, and collaboration, this inspiring and practical book should be read by every graduate student, faculty member, and administrator." —John Zubizarreta, professor of English, Columbia College "All the expanded and new sections of this book add real value, but administrators and review committees will clearly benefit from the new section on how to evaluate portfolios with a validated template." —Barbara Hornum, director, Center for Academic Excellence, Drexel University "This book is practical, insightful, and immediately useful. It's an essential resource for faculty seeking promotion/tenure or who want to improve their teaching." —Michele Stocker-Barkley, faculty, Department of Psychology, Kishwaukee Community College "The Teaching Portfolio has much to say to teachers of all ranks, disciplines, and institutions. It offers a rich compendium of practical guidelines, examples, and resources." —Mary Deane Sorcinelli, Associate Provost for Faculty Development, University of Massachusetts Amherst "Teaching portfolios help our Board on Rank and Tenure really understand the quality and value of individual teaching contributions." —Martha L. Wharton, Assistant Vice President for Academic Affairs and Diversity, Loyola University, Maryland

This book shows teachers how to differentiate instruction based on their students' learning preferences. Included are strategies and lesson plans for visual, auditory and kinesthetic learners; analytical, practical and creative learners; and multiple intelligences, etc. Also included are over 50 blackline masters which you can copy or download to use in your classroom.

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