

WILLIAM PATERSON UNIVERSITY  
Department of Elementary and EC Education

**CIEC 330 Multidisciplinary Lesson Plan**  
**Assignment #1: LEARNING GOALS (Instructions)**

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Elementary      Grade: 2<sup>nd</sup>

**I. Subject Areas:** Science and Language Arts

**II. Topic and Core Standards:** Homes for Living Things, Animal Environments and Habitats

*Science:*

5.5 Characteristics of Life B.1. Diversity and Biological Evolution, Recognize that different types of plants and animals live in different parts of the world: Standard 5.10 Environmental Studies A.1. Natural Systems and Interactions, Associate organisms' basic needs with how they meet those needs within their surroundings

*Language Arts:*

3.1 Reading G.1. Comprehension Skills and Respond to Text, Demonstrate ability to recall facts and details of text  
3.4 Listening B.1. Listening Comprehension, Listen critically to identify main ideas and supporting details

**III. Concept(s):** Adaptation and Survival

**IV. Essential Question:** How does an animal's habitat help it to survive?

**V. Learning Goals / Objectives:**

*Lower Order Objectives*

- Students will be able to define key terms including the words environment, habitat, survival, and ecosystem.
- Students will be able to describe how an animal is able to adapt to its environment in order to survive.
- Students will be able to describe how living things survive in different places.

*Higher Order Objective (Make inferences / Draw conclusions)*

- Students will be able to compare various habitats including: an ocean, desert, rain

forest, and grassland.

*Higher Order Objective (Write / Create)*

- Students will be able to create a group project about their habitat.

**VI. Resources and Materials:**

*Books:*

Cole, Joanna (1995), *Hops Home, A Book About Animal Habitats*, Scholastic

Dell'Oro, Suzanne (2000), *Tunneling Earthworms*, Lerner Publishing Group

Grupper, Jonathan (1997), *Destination Rainforest*, Washington DC: National Geographic

Hewitt, Sally (1999), *All Kinds of Habitats*, Danbury, Connecticut: Children's Press

Higginson, Mel (2007), *Migration, Nature's Cycles*, Vero Beach, FL: Rourke Pub

Higginson, Mel (2007), *Hibernation, Nature's Cycles*, Vero Beach, FL: Rourke Pub

Hodge, Susie (2008), *Ocean Survival*, Gareth Stevens Publishing

Janey, Levy (2008), *Discovering Rainforests*, New York: The Rosen Publishing Group

Jenkins, Steve (2005), *I See a Kookaburra!* Boston: Houghton Mifflin Company

Lambert, David (1998), *Our World Grasslands*, New Jersey: Silver Burdett Press

Lindeen, Carol (2004), *Life in an Ocean*, Mankato, Minnesota: Capstone Press

MacAulay, Kelley (2007), *A Grassland Habitat*, Canada: Crabtree Publishing

Pascoe, Elaine (1996), *Nature Close-Up Earthworms*, Connecticut: Blackbirch Press

Pipe, Jim (2008), *Desert Survival*, Gareth Stevens Publishing

Rustad, Martha (2010), *Animal Camouflage in the Desert*, Minnesota: Capstone Press

Whitehouse, Patricia (2007), *Living in an Ocean*, Vero Beach, FL: Rourke Pub

Whitehouse, Patricia (2007), *Living in a Rainforest*, Vero Beach, FL: Rourke Pub

Whitehouse, Patricia (2007), *Living in a Grassland*, Vero Beach, FL: Rourke Pub

Whitehouse, Patricia (2007), *Living in a Desert*, Vero Beach, FL: Rourke Pub

Kowalski, Kathiann (2000), *The Everything kids' nature book: create clouds; make waves, defy gravity, and much more!* Holbrook, Mass: Adams Media Corp.

*Websites:*

<http://www.mbgnet.net/>

This is a website that provides information about different habitats around the world. If you would like to find out information about what it is like where other people live, this is an excellent source. It has each of the biomes of the world (habitats), freshwater systems, and marine ecosystems. Each type is broken into its own section. For example: if you click on rainforest, it gives an overview of what a rainforest is, pictures, where they are located, what kind of plants live there, and what kind of animals live there.

<http://www.activescience-gsk.com/module2/home.html>

This is an excellent website for children to practice learning about habitats. Different animals live in different habitats because of the different features they have. This website has questions about each habitat and choices for answers. Children can interactively play on this website to learn about animals habitats.

<http://www.amnh.org/ology/>

This is a great website for teachers and students. The website is from the American Museum of Natural History and it offers information on various topics. Whether you are studying anthropology, archaeology, astronomy, biodiversity, climate change, earth, genetics, water, paleontology, or zoology, this is the place to go! There are many great ideas for teachers to use in the classroom. There are also educational games for children to play.

*Other media resources:*

- A YouTube video about habitats. I typed in animal habitats to find the following video: <http://www.youtube.com/watch?v=9qI24o2rVvU>

*Supplies:*

- Crayons, colored pencils, markers, construction paper
- Newspapers and magazines for group discussions and activities
- Computer for use of technology YouTube
- Visual Images of habitats
- Graphic organizers and clipboards for each child

- Large bulletin paper/poster board for each group
- Ball of twine
- Index cards
- List of connections: sun, bumblebee, mushroom, rock, grass, mouse, earthworm, ant, spider, river, woodpecker, rain, dead leaf, butterfly, flower, tree, snake, frog, snail, living leaf, owl, squirrel, soil, deer
- Earthworms
- Earthworm habitat: glass jar, soil, leaves, water
- Earthworm graphic organizer

**Modified Teacher Work Sample  
Assignment #1: Learning Goals  
Rubric**

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

Score: 5

Course: CIEC 330

Instructor: Sue Mankiw

Elements	1 Unacceptable	2 Acceptable	3 Target
1. Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.
2. Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.
3. Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.
4. Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.

**WILLIAM PATERSON UNIVERSITY**  
**Department of Elementary and EC Education**

**CIEC 330 Multidisciplinary Lesson Plan**  
**Assignment #2: ASSESSMENT PLAN (Instructions)**

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Elementary      Grade: 2<sup>nd</sup>

Lesson Topic: Homes for Living Things, Animal Environments and Habitats    Concept: Survival

Essential Question: How does an animal’s habitat help it to survive?

**Lesson Assessment Plan**

<b>Learning Goal</b>	<b>Format of Assessments (Specify which part of / question on assessment)</b>	<b>Modifications Made (List for each assessment)</b>
<p><b>Learning Goal #1: Lower Order</b></p> <p>Students will be able to describe how an animal is able to adapt to its environment in order to survive.</p>	<p><b>Pre-assessment:</b> Children will take a short quiz. Question #1 will be aligned with learning goal #1. The question will be, What is a habitat and how does an animal’s habitat help it to survive? (2 points)</p> <p><b>Post-assessment:</b> Children will take a short quiz. Question #1 will be aligned with learning goal #1. The question will be, What is a habitat and how does an animal’s habitat help it to survive?</p> <p><b>Formative Assessment(s):</b> Anecdotal notes and observation during discussion. A checklist will be used for this. (See attached for checklist).</p>	<p><b>Pre-assessment / Post-assessment:</b> Students with an IEP or learning disabilities will be able to work on their quiz for a longer period of time. Teacher will read the questions to them individually.</p> <p><b>Formative Assessment(s):</b> Teacher will take anecdotal notes and observation about the child, looking to make sure the child is focusing and trying. I will be looking to make sure the child is engaged in the lesson.</p>

<p><b>Learning Goal #2: Higher Order</b></p> <p>Students will be able to compare various habitats including: an ocean, desert, rain forest, and grassland.</p>	<p><b>Pre-assessment:</b> Children will take a short quiz. Question #3 will be aligned with learning goal #2. The question will be: What is the difference between a desert habitat and the habitat you live in? (2 points)</p> <p><b>Post-assessment:</b> Children will take a short quiz. Question #3 will be aligned with learning goal #2. What is the difference between a desert habitat and the habitat you live in?</p> <p><b>Formative Assessment(s):</b> Anecdotal notes and observation during discussion. A checklist will be used for this (See attached for checklist).</p>	<p><b>Pre-assessment / Post-assessment:</b> Students with and IEP or learning disabilities will get extended time in answering their quiz questions. Teacher will read the questions aloud to them individually.</p> <p><b>Formative Assessment(s):</b> These students will be paired with higher level students for extra help during the lesson. They will work together and be able to learn from them.</p>
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**Modified Teacher Work Sample  
Assignment #2: Assessment Plan  
Rubric**

Candidate Name: \_\_\_\_\_ Score: 5 points

Course: CIEC 330 Instructor: Sue Mankiw

Elements	1 Unacceptable	2 Acceptable	3 Target
1.Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
2.Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
3.Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
4.Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.
5.Adaptations Based on Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.



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**CIEE 330 Multidisciplinary Lesson Plan:**  
**Assignment #3: DESIGN FOR INSTRUCTION (Instructions)**

**DIRECTIONS: DESIGN YOUR THREE DAY, EXTENDED LESSON PLAN BY FILLING IN THE CATEGORIES BELOW. USE A VARIETY OF INSTRUCTIONAL STRATEGIES AND TECHNOLOGY. THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.**

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Elementary Grade: 2<sup>nd</sup>

**DAY ONE**

1. Pre-Assessment: Before any instruction, I will give the children a short quiz on basic facts about habitats and survival (see attached quiz). The lower level objective will be aligned with question #1 and the higher level objective will be aligned with question #3.

2. Motivate:

- Post a large photograph of the neighborhood in which the students live on the bulletin board.
- Ask students if they recognize the picture that you posted on the board. Tell them it is the habitat in which they live in. It is a part of the environment where we live.
- Introduce an earthworm habitat and worms. Together with the students, put the worms into the habitat. Tell them that over the next few days, we will be observing how these earthworms live in their habitat.
- Next, Introduce the terms migrate, hibernate, and adapt.
- Ask students how they adapt in the area they live in. When it gets cold, do we migrate, hibernate, or adapt to the area? Do other people live near us? Do plants grow nearby? What kind of weather do we have? Are there animals that live nearby?
- We will record the information on the white board.
- The teacher should then lead an interactive discussion by showing pictures of animals and asking the students where they think these animals live. The children might answer “in the cold, in the hot”

3. Teach:

- After the motivational part of the lesson, the teacher will explain that an environment includes all live and nonliving things in an area. Also, a habitat is the place where animals and plants live and grow.
- The teacher will describe that animals around the world live in various habitats. A habitat is the place where animals and plants survive, live, and grow. Animals are able to adapt to their environment in order to survive.
- The teacher will lead an interactive discussion about how living things can survive in habitats because they are able to adapt. These animals adapt, hibernate, or migrate in order to survive.
- As a class we will create a habitat word wall in which new vocabulary words will be written on for the children to see. I will have cards written up and as the children come up with the words, I will show them the card. When the children define a relevant vocabulary word they will add it to the wall.
- Teacher will tell the children that we will be focusing on four different habitats in which animals live. Teacher will write: ocean, grassland, desert, and rainforest on the board.
- Ask students to brainstorm what kind of animals they think live in each of these habitats.
- Ask the students to quickly draw a picture using crayons or colored pencils of a type of animal they think lives in each habitat. The students sit in teams. Each team of students will get one of the habitats to focus on. Have a member from each team share their picture with the class.
- Read aloud the book, *All Kinds of Habitats*, by Sally Hewitt. Take time to point out the colorful illustrations and discuss words the children might not be familiar with.
- The teacher should explain that an animal's habitat helps it to survive throughout life.
- Teacher will pass out pictures of various animals and children will have to figure out where these animals are from and how they survive in their habitats. The
- The teacher should guide the students in writing and defining new vocabulary words.
- Students will break into small groups and have small discussions on the following question. How do animals survive in the habitat and environment that we live in?
- As the children finish, give them each an earthworm graphic organizer. Tell them that they should observe the worms and fill in what they see going on over the next few days.

#### 4. Image:

- A large copy of the habitat in which the children live, will be taped to the bulletin board.
- Students will be exposed to various pictures of animals.
- Students will also have images from the book we read in class, *All Kinds of Habitats*, by Sally Hewitt.

## 5. Ask

- What is a habitat?
- What is an environment made up of?
- What do plants and animals need in a habitat?
- How do animals adapt to their environment in order to survive?
- What can happen when people change environments?
- How have animals adapted to living in deserts?
- How have animals adapted to living in the grassland?
- How have animals adapted to living in the rainforest?
- How have animals adapted to living in an ocean?
- What are some characteristics of a desert habitat?
- What are some characteristics of a grassland habitat?
- What are some characteristics of a rainforest habitat?
- What are some characteristics of an ocean habitat?
- How is an ocean different from other environments?
- Predict what you think happens to animals if their habitats disappear or change? (A possible answer could be when housing developments are built and animals are forced to move locations.)
- Judge what you think it would be like to live in a different environment.

## 6. Accommodations:

- For the one student with an IEP for behavior or students who get distracted easily, I will stand in close proximity to their desks. I will make sure they are on task by asking them questions. A also needs to be challenged; therefore, I will ask him higher level questions.
- I will make modifications for those children who have an IEP for a learning disability (there are 3 students in the class with this). I will use various strategies to make sure these children's needs are met. These children will be able to re-visit the story after it is read. I will work with them on-on-one if they are having trouble understanding something. Teacher will rephrase questions and ask students to explain their answers one-on-one. I will prompt them and scaffold the assignment. If necessary, students will complete the assignment in chunks. J specifically will have the directions and questions read to her on the pre and post assessment. I will also break the quiz into chunks if necessary. Jm and R will get a longer period of time to finish if needed. All three of these children are going to be placed in different groups for the performance task.

## 7. Role of Auxiliary Personnel:

- I will ask my cooperating teacher to work closely with the students who have learning disabilities. Working closely would mean having my cooperating teacher rephrase questions and have the children explain their answers one-on-one. Also, re-reading directions to children and giving further explanation and assistance.

- I will ask my cooperating teacher to work closely with the students who exhibit challenging behaviors so that they stay on task during the lesson. Asking challenging questions will keep him focused.
- I will provide a copy of the lesson and all handouts for the resource room teacher so that she can help the students if they are having trouble.

Factual Knowledge (Information): Definitions: Environments- include all the living and nonliving elements in an area, Habitat- a part of a specific environment in which animals and plants live, and living things have shelter, food, and water to keep them safe. Animals adapt in order to survive in a particular environment. An environment can be cold, hot, wet, or dry. There are many habitats in a particular environment. Deserts are dry, oceans are a body of salt water, rainforests are wet, and grasslands are open fields covered in grass. Migration is when animals leave a specific habitat and move to another habitat for a period of time in order to survive.

- For homework on day two, the students will go home and find pictures of animals from the habitat they are researching. They will be encouraged to bring in some pictures of animals and their habitat as well as any other information they can find. They can also bring in any further information about food sources or the habitat itself. For students who do not bring in pictures, during technology class we will spend time searching the internet. I will also bring in my own pictures for those children who cannot bring them in.

## **DAY TWO**

### 1. Teach/Review:

- Visual aids will remain in the classroom, and during the lesson the teacher will refer to them for further instruction.
- Teacher will show the students a short YouTube video on habitats. This will help the students visually see what a habitat really is.
- Teacher will ask review questions and chart student responses on the white board.
- As a class, we will play a biodiversity game called, “Web of Life.” The purpose of this game is for the children to discover that everything in an ecosystem depends on each other in order to survive. The game will encourage students to take a risk, through guessing and it will also give me an idea about what they know.
- All of the children sit in a circle and each child gets an index card with the name of an organism on it. Children hold up their card so the rest of the group can see it. The child with the word tree starts off by tossing a ball of twine to another person in the circle. The person with the word tree has to explain how the organism on his/her card interacts with the person’s card who they threw the ball too. Next, the person who catches the ball has to throw it to another card and explain how the two are connected. The game continues until everyone has had a turn passing the twine. At the end, the twine is all tangled and complex, meaning that everyone in the group is connected to everyone else. We will talk about how a web was formed, showing how organisms in an ecosystem all interact with one another. Students can help each other at any time.

## 2. Practice Skills:

- Teacher will provide a handout with the exact instructions for the project the children will complete.
- Teacher will review the rubric used to grade the project they will be completing (See attached for rubric to grade the project).
- Teacher will guide the students toward understanding the requirements for what they will be doing.
- The teacher will break the students into 4 groups of 5 children. Each group will investigate one of the following habitats: ocean, desert, grassland, and rainforest.
- Students will receive graphic organizers in order to write down their information. They will start to do research on their habitat using books and/or the internet. They will fill in their graphic organizers, finding out important information for their habitat (See attached for graphic organizer).

## 3. Accommodations:

- For the one student who has an IEP for behavior or other students who get distracted easily, I will stand in close proximity to their desks. I will make sure they are on task by asking them questions about what we are reviewing. I will also have the students repeat directions or rephrase something I say. I can also ask them to repeat or add to something a classmate says.
- I will make modifications for those children who have an IEP for a learning disability (there are 3 students in the class with this). I will use various strategies to make sure these children's needs are met. I will review the handout with instructions for the habitat project with them in a small focused group. I will also place these children in groups with higher level learners because I feel these children will learn from them. Also, if any of these students are very interested in animals they will learn from each other.
- For visually impaired students, I will provide a large copy of visuals for them to look at.

## 4. Role of Auxiliary Personnel:

- I will ask my cooperating teacher to work with me in a small focused group, explaining anything that is unclear to the children with learning disabilities. I will ask my teacher to help me make the groups for the habitat project, making sure these children are put into an appropriate group. Jordan will have all directions and questions read to her.
- I will also ask my cooperating teacher to circulate the room, answering any questions children might have.

## DAY THREE

### 1. Review:

- Visual aids will remain in the classroom. The teacher will refer to them as we review basic concepts that children have been learning.
- There will be a model of the habitat project displayed for children to see visually. Teacher will briefly review what the children should be focusing on during this day.

### 2. Create (Performance Task):

- Students will be researchers who are looking for important information about a specific habitat.
- Students will fill out a graphic organizer on day two, finding information about their habitat. I will provide statements of what they should be looking for specifically (See attached for a copy of what I will be looking for).
- On day three, the children will be creating a poster board with all of the information that they found on day two and for homework. They will make a poster board presentation of their habitat.
- After the groups are finished, each group will present their final product. They will be the “teachers”, teaching the rest of the children about their habitat. Teacher will give them examples of what should be on their poster. They should have factual information about their habitat as well as pictures to make it look presentable (See attached rubric).

3. Post-assessment: At the end of the three day lesson, I will give students the same quiz on habitats and environments that I gave as the pre-assessment (Quiz is attached).

### 4. Accommodations:

- I will closely assist the three children with learning disabilities during the lesson. I will let them re-visit any materials we have used during the lesson. I will also work with them in a small group or one-on-one if they are having trouble. They will be placed in groups with higher level learners so that they can work with them and learn from them. None of the students in the class are ELL.
- I will write the main vocabulary words on the white board for any children who might need a reminder.
- Extra materials will be available for those children who do not bring in pictures. Since we will be working in groups, children will share their materials.

### 5. Role of Auxiliary Personnel:

- I will ask my cooperating teacher to work closely with the children who are having trouble with anything.

- I will ask her to circulate the room and make sure the children are on task, especially those who get distracted easily.
- I will continue to have the resource room teacher work with her students, reinforcing the concepts that we will be discussing and learning.

Family/Community Collaboration: I will send a letter home explaining the activities we have done for this unit project. I will ask the families for any resources they might have on the various habitats which include: ocean, grassland, desert, or rainforest. I will ask for family participation by having them be aware of their environment and where they live. Students will be encouraged to observe their habitat and make a list of things they could do to help the animals that live in their environment. Families can also help the children with the homework/research part of the project. It would be great if they could share any pictures from trips or books they might have.

## Modified Teacher Work Sample - Assignment #3: Design for Instruction Rubric

Candidate Name: \_\_\_\_\_ Score: 5 points  
 Course: CIEC 330 Instructor: Sue Mankiw

Element	1 Unacceptable	2 Acceptable	3 Target
1.Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.
2.Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
3.Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward the goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the goals.
4.Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheet)	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
5.Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate .



6.Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.
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**WILLIAM PATERSON UNIVERSITY**  
**Department of Elementary and EC Education**

**CIEE 330 Multidisciplinary Lesson Plan:**  
**Assignment #4: INSTRUCTIONAL DECISION-MAKING (Instructions)**

**DIRECTIONS: WRITE AN ANALYSIS OF HOW YOUR OBSERVATIONS OF STUDENT LEARNING HELPED YOU TO MAKE INSTRUCTIONAL DECISIONS THROUGHOUT YOUR LESSON, FOLLOWING THE INSTRUCTIONS BELOW.**

**THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.**

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Elementary Grade: 2<sup>nd</sup>

**Prompt: Provide two examples of instructional decision-making based on students’ learning or responses.**

1. One portion of the lesson that I modified based on student responses was during the “Create” portion of the lesson. During this part of the lesson, the students worked in groups to fill out graphic organizers and create posters on a specific habitat.

A. On day two, all of the groups were working well together filling out their graphic organizers. When one of the groups got to the question about how animals adapt to their specific habitat, I noticed that they were having trouble. Their answers for this question were not too specific and did not answer the question well. The children were having trouble with figuring out how the animals adapted in that specific habitat.

B. This made me decide that I needed to include another review of how animals adapt to their specific habitat. That night for homework, I gave them a review sheet from their science workbook. I modified one of the questions by writing in what I felt they should review. The following day, we went over the question they did for homework and had a discussion. I had some student helpers come up and hold vocabulary words in front of the class and discuss their meaning to everyone else. I feel that this mini review helped the children get a better concept before they continued working on their graphic organizers.

2. Another case when another student’s learning caused me to modify my original design for instruction was again during the “Create” portion of the lesson.

A. I had planned for the children to fill out organizers, create posters, and be the “teachers” of the class. Originally, I figured this could be done with the end of day two and day three. Several students were extremely involved and brought in a lot of pictures and things to share with the class. They were working so hard on their posters. I was able to differentiate the learning by having the higher students write more facts on their poster and contribute more critical thinking. The lower students who have trouble reading and writing had to write fewer facts. When the students finished their facts, they could certainly add more. I posed questions to the groups to have them become more involved in researching.

B. I allowed more time than I had initially planned so that all of the students could excitedly work on their posters, and then share their posters to the class. I let them work on their posters for extra time on day three. I added a day four in which students shared their posters with the class. Many students shared their perspective on the habitat they were learning about. I also had them share their favorite part of the project. I feel that having the children spend more time pretending to be the “teachers” was effective. They were able to get the rest of the class to listen to them and learn from them which was a fun experience.

**Modified Teacher Work Sample**  
**Assignment #4: Instructional Decision-Making**  
**Rubric**

Candidate Name: \_\_\_\_\_ Score: 5 points  
 Course: CIEC 330 Instructor: Sue Mankiw

<b>Element</b>	<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Target</b>
1. Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).
2.Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.
3.Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.

WILLIAM PATERSON UNIVERSITY  
Department of Elementary and EC Education

**CIEE 330 Multidisciplinary Lesson Plan:**  
**Assignment #5: ANALYSIS OF STUDENT LEARNING (Instructions)**

**DIRECTIONS:** Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the lesson's learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

**THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.**

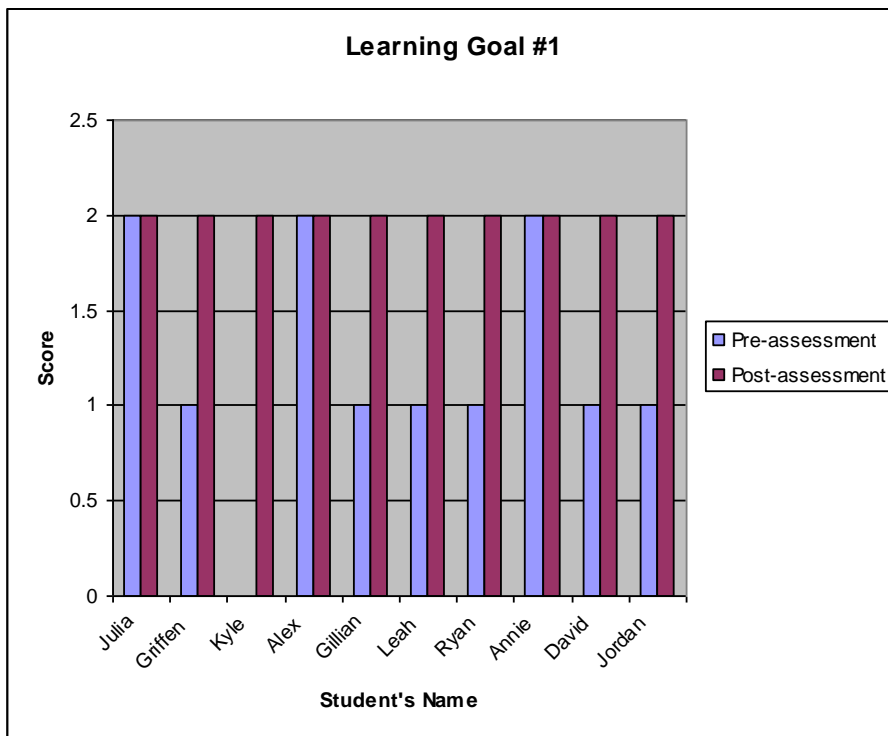
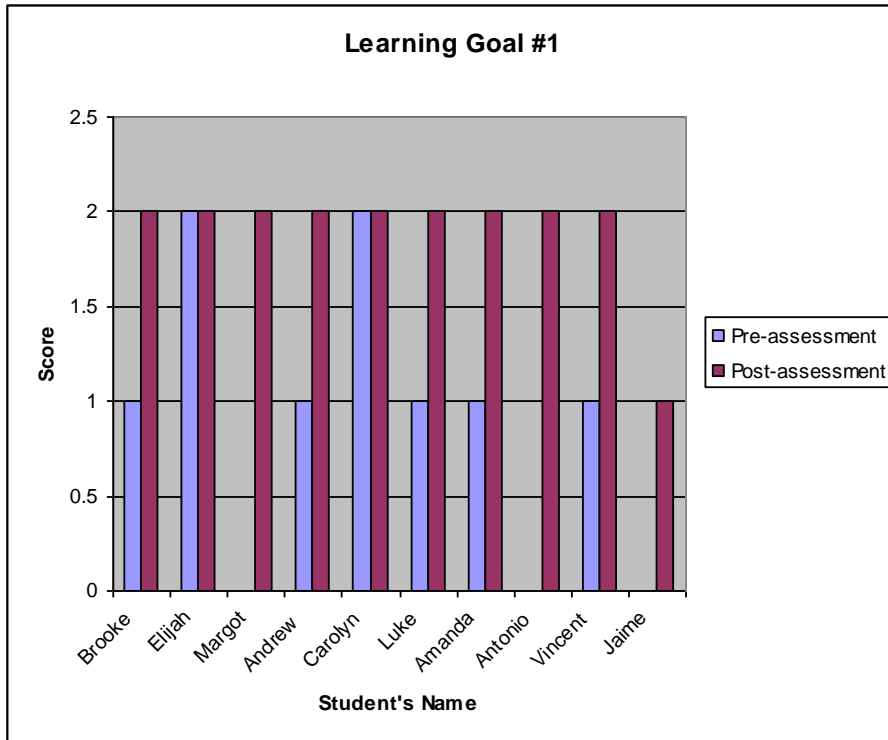
Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Elementary Grade: 2<sup>nd</sup>

***This section should be organized as follows, following the directions below:***

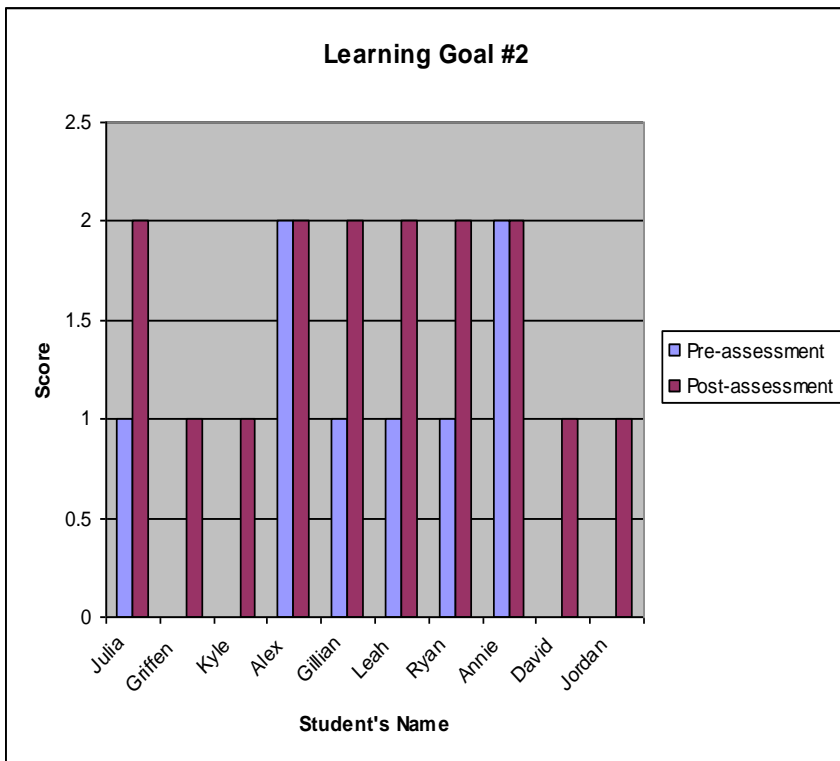
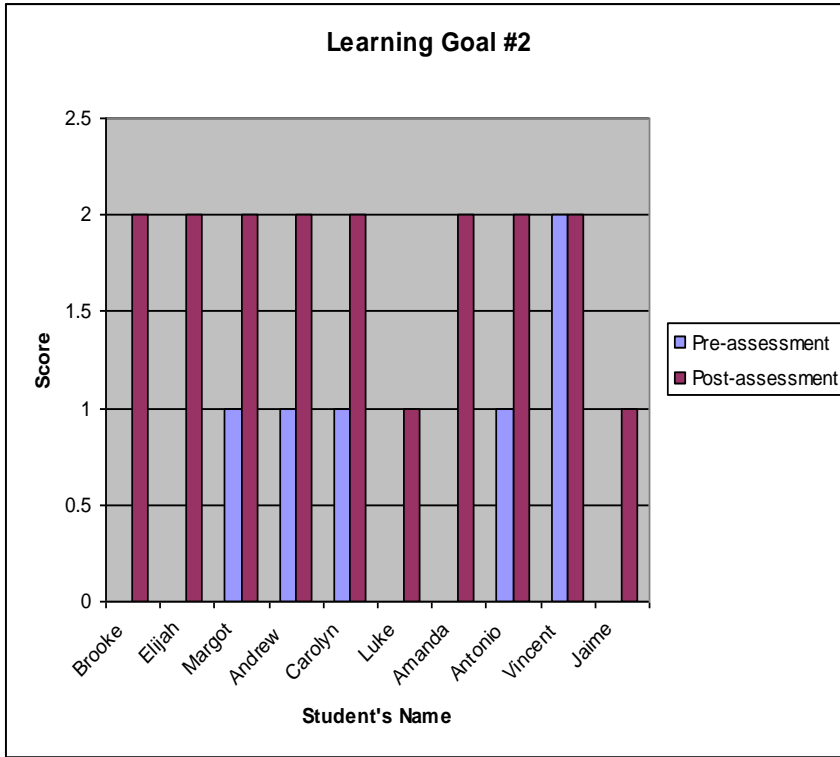
- A. *Table 1: Performance of entire class on Learning Goal 1*
- B. *Table 2: Performance of entire class on Learning Goal 2*
- C. *Questions about performance of entire class*
- D. *Questions about performance of two selected subgroups in the class*
- E. *Questions about individual students*

See details for each letter below:

A. Table 1: Entire class: Entire Class Performance on Pre and Post Assessments: Learning Goal 1



B. Table 2: Entire class Performance on Pre and Post Assessments:  
Learning Goal 2



### C. *Questions about performance of entire class*

- 1. In general, the students were most successful in meeting the objective, *Students will be able to describe how an animal is able to adapt to its environment in order to survive*. This was a lower order objective, but it still required description and explanation. They did not have to infer anything, they had to describe how an animal is able to adapt to its habitat. Throughout the lesson, this concept was brought up and discussed various times. It was reinforced by visual pictures, discussion, and reading about environments. The question was worth two points on the assessment, and about 50% of the children had some knowledge of the question. By the end of the lesson, about 95% of the children understood it. The answers on their post-assessment for learning goal #1 were very descriptive. The question was mentioned many times throughout the lesson and it was reinforced. We also had critical, open-ended discussions on the topic and I feel that the children benefited from the resources used.
- 2. Overall, the children were least successful in meeting the objective, *Students will be able to compare various habitats including: an ocean, desert, rain forest, and grassland*. This objective required more critical thinking and there was a lot of information. I draw the conclusion that the children were somewhat successful because they learned from each other being the “teachers” of each specific habitat. Each group of children was able to research a habitat and teach the rest of the children. If I had to go back and do this again, I would have focused on each habitat individually for the entire class of students. I feel that the children were competent in the habitat in which they researched with their group. They were not exposed as much to the other habitats, until the final presentations. Although I did introduce each one by using a book, I would have went into more detail about each of the specific habitats. When walking around and observing the children, they were all involved in their research. Some of the students received one point out of the two points of the post-assessment. I feel that they could have added more information to their question.

### D. *Questions about performance of two selected subgroups in the class*

1. I chose to look at the performance of two subgroups which include the students with learning disabilities and the student with an IEP for behavior. I chose them because I was concerned for their achievement in the class. The 3 children with learning disabilities, Jm, J, and R, are pulled out of the class often to go to the resource room. I wanted to make sure that they were interpreting the information we were learning. When it came to learning goal #1, J and R were both successful in meeting this. Jm did have some trouble, because she did not receive the full two points on the learning goal. She didn't give the full amount of information to make

her answer complete. J and R were able to explain their answers which made them successful. When it came to learning goal #2, R was successful in meeting the learning goal. Jm and J did have some difficulty with the learning goal, and I feel this is because they were pulled out of the classroom at times for resource room learning. I feel that they were not in the class for the complete parts of the lesson.

The one student with the IEP for behavior was successful in meeting both learning goals. He was academically able to succeed. He did provide several concerns about performance during the lesson. There were problems with paying attention and staying focused/on task, he would get distracted easily. When working in groups, I had to make sure I placed him in an appropriate group, with other students he is able to get along with and work well with. He had knowledge of learning goal #1 on the pre-assessment. On learning goal #2, he was able to succeed by the post-assessment.

2. I made many accommodations during the lesson to improve the students' performance. I was able to give the children with learning disabilities extra time on the quiz, and read the questions to them aloud individually. I feel this helped J because she struggles with reading. When the children had homework, I was able to look at theirs closely and see if they struggled at all. When I saw they did, I worked with each child individually, and this helped them understand the concepts better. I was also able to stand in close proximity to their desks. When I needed helpers during the lesson, I had the child with behavior issues come up and help me. This gave him more of a reason to pay attention, and I asked him higher level questions to get him thinking.

#### *E. Questions on Individual Students:*

Finally, consider the achievement of **two individuals** in the class, one who met the learning goals, and one who did not. Refer to Tables 1 and 2 for each student's data.

1. When assessing students in the class, it is important to consider achievement of individuals, as well as the whole class. Looking closely at each student's performance is important to see what they understand.

The first individual student that I am going to focus on is D. D is a bright young boy, but he needs to be pushed to do his work. He always brings his homework to class completed, but in school he gets distracted easily. He often has to be reminded about finishing his work several times in class. D was not successful in meeting Learning Goal #1 or #2. He had some knowledge of goal #1, and he stayed in the same category of 1 point for both the pre and post-assessment. For learning goal #2, he had no knowledge and for the post-assessment he was able to get one point out of two. I feel that he did participate during the lesson and was focusing/on task. He is able to express himself verbally but he seems to have trouble getting it down on paper.



The next individual I am going to focus on is C. C is a wonderful young lady, who does great work. She was successful in meeting both of the learning goals. C was very participant during the lesson and she worked well with others. Her performance demonstrates that she has the ability to describe what a habitat is and how an animal's habitat helps it to survive. She also has the ability to apply knowledge of various habitats and compare/analyze them. I feel that the open/critical discussions he had in class were helpful to C's learning during this lesson.

2. I could take several different actions to improve these individuals' performance in the future. For D, I could increase the opportunities of expressing himself verbally. I could do more with having the students teach each other. For C, I could have her actually work with other students who might be lower.

**Modified Teacher Work Sample**  
**Assignment #5: Analysis of Student Learning**  
**Rubric**

Candidate Name: \_\_\_\_\_ Score: 5 points  
 Course: CIEC 330 Instructor: Sue Mankiw

Element	1 Unacceptable	2 Acceptable	3 Target
1. Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.
2. Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
3. Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
4. Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goal.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

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**CIEE 330 Multidisciplinary Lesson Plan:**

**Assignment #6: REFLECTION AND SELF-EVALUATION (Instructions)**

**DIRECTIONS:** Reflect upon three professional learning goals that emerged after teaching this lesson. These goals should reflect the areas students had difficulty with as documented in the Summary of Assessment Data. Provide specific details regarding exactly what you will do to meet your stated goals.

**THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.**

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Prompt:** Write about three professional learning goals, along with two specific steps each that you will take to meet these professional learning goals.

***This section should be organized as follows:***

Professional Goal 1: I want to be able to create good discussions that involve all children in the class. I feel that these discussions should include open-ended, critical, high level questions in which the children can relate too. I feel that class discussions are really important because they can help the children meet higher level learning objectives.

Step 1: I will do research and learn more about starting conversations and discussions in the classroom. I want to learn more about how to get each and every child involved in conversation. I feel that I need to do a better job at conducting discussions among children. This includes discussion in both small group and whole class. Using visuals and real objects will get the children more involved in discussion. I was able to see this during my lesson by bringing in the earthworm habitat. The children enjoyed seeing real worms and observing how they used their habitat.

Step 2: I will try to integrate discussion into all of my lessons. For example: If I am reading a story to the children, I will create questions that cause children to infer. Creating questions that they relate to is important also. Giving children the opportunity to both ask and answer questions is important. The fact that the children brought in many of their own pictures was good in creating better discussions with their groups. Getting students comfortable in speaking in front of the class is important.

Professional Goal 2: I will differentiate instruction in order to develop plans that address the learning needs of children with learning disabilities as well as gifted students. I want to have the lower children meet learning goals as well as the higher children meet learning goals that are appropriate for them.

Step 1: I would definitely meet with the resource room teacher to work with her on ways in which the children with disabilities would be successful. I would also give the higher level students more open-ended questions. These students would be encouraged to do more to get them thinking. I will plan for group activities often in which higher level students can help those students with learning disabilities.

Step 2: I will read articles about strategies to help the children with disabilities. I will also read articles about ways in which to challenge the gifted students to get them thinking critically. Being able to differentiate instruction and meet the needs of all the children is important.

Professional Goal 3: I want to become better at classroom management. Since this is an extremely important part of becoming a teacher, I feel that could become better at it.

Step 1: I would like to learn more about classroom management because it is important. During out field experiences, we are working with another teacher. As a future teacher, I will soon enough have my own classroom, and being able to have good classroom management is important. Being in charge of the classroom is definitely different from observing another teacher. I want to be able to manage that all of my children are comfortable, safe, and ready to learn in a good environment.

Step 2: I will closely watch other teachers and observe their strategies for classroom management. I will continue to keep a folder of resources that I could use in the future. I feel that having a variety of materials and activities will be useful.

**Modified Teacher Work Sample**  
**Assignment #6: Reflection and Self-Evaluation Rubric**

Candidate Name: \_\_\_\_\_  
 Course: CIEC 330

Score: 4 points  
 Instructor: Sue Mankiw

Element	1 Unacceptable	2 Acceptable	3 Target
1. Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.
2. Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
3. Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
4. Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve learning.
5. Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.