

**WILLIAM PATERSON UNIVERSITY**  
**Department of Elementary and Early Childhood Education**

**CIEE 3220**

**Modified Teacher Work Sample:**  
**A 3-Day, Multidisciplinary Lesson Plan**

**\*\*INSTRUCTIONS\*\***

WILLIAM PATERSON UNIVERSITY  
Department of Elementary and Early Childhood Education

**CIEE 322**  
**Modified Teacher Work Sample**

**Assignment #1: LEARNING GOALS**

Candidate Name:  
Grade: 2

**I. Subject Areas:** Social Studies, Language Arts, Science

**II. Topic and Core Standards:** Solar System

**Social Studies:**

*6.1.P.A.3* Demonstrate appropriate behavior when collaborating with others.

*8.1.2.B.1* Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

**Language Arts:**

*CCSS.ELA-Literacy.SL.2.2* Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

*CCSS.ELA-Literacy.L.2.2.a* Capitalize holidays, product names, and geographic names.

**Science:**

*5.4.2.A.1* Determine a set of general rules describing when the Sun and Moon are visible based on actual sky observations.

*MS-ESS1-2A: The Universe and Its Stars:* Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.

*5-PS2-1 ESS1.A:* The Universe and its Stars: The sun is a star that appears larger and brighter than other stars because it is closer.

**III. Concept(s):** Technology, solar system.

**IV. Essential Question:** Why is it important to know and learn about our solar system and what is in it?

**V. Learning Goals / Objectives:**

- One lower order objective (knowledge/comprehension):

**SWBAT:** Recall what the 8 planets are as well as recall that the ninth planet which is not really a planet but a dwarf planet.

- One higher order objective (application / analysis / synthesis / evaluation):

**SWBAT:** Create a letter to a family member or friend telling them details about this planet and why it is their favorite planet.

**VI. Resources and Materials:**

- Use SMART Board in the classroom to project the Solar System video to the students which will be found on BrainPopJr.com.
- Use SMART Board as a regular board to create the Solar System Jeopardy game for the
- Complete a read aloud to the students using the book called *Postcards from Pluto* by Loreen Leedy.
- Give the students each a piece of loose leaf paper for their postcard letter.

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**Assignment #2: ASSESSMENT PLAN**

Candidate Name:      Grade: 2

**Lesson Topic:** Solar System

**Concept:** Technology, solar system.

**Essential Question:** Why is it important to know and learn about our solar system and what is in it?

<b>Learning Goal</b>	<b>Format of Assessments (Specify which part of / question on assessment)</b>	<b>Differentiation of Assessments</b>
<p><b>Learning Goal #1: Lower Order</b></p> <p>Recall what the 8 planets are as well as recall that the ninth planet which is not really a planet but a dwarf planet.</p>	<p><b>Pre-assessment / Post-assessment (identical):</b> Each student will receive a piece of paper with a picture of the solar system. They will have to write under each picture the name of the planet.</p> <p><b>Formative Assessment(s):</b> I will show the students a video on BrainPopJr.com that is on the solar system. After the video is completed we will play a solar system jeopardy game where I will put them in groups. Each team will have one white board. I will ask a question and they will have to collaboratively think of an answer and one person will write down the answer. The white board will be passed around the group so each student gets a chance to write and share their team's answer.</p>	<p><b>Pre-assessment / Post-assessment:</b> Students with disabilities will only be required to complete some of the worksheet without being penalized. They will only answer the questions they absolutely know and leave the rest blank.</p> <p><b>Formative Assessment(s):</b> I will show the video on BrainPopJr.com on our solar system to the students. After the video is completed we will play a solar system jeopardy game where I will put the students into groups. I will make sure to split up the students with disabilities and put other students who understand the information better in these groups so they could be just as helpful.</p>

<p><b>Learning Goal #2: Higher Order</b></p> <p>Create a letter to a family member or friend telling them details about this planet and why it is their favorite planet.</p>	<p><b>Formative Assessment(s):</b> I will do a read aloud with the students where I read them a book called <i>Postcards from Pluto</i>. This book is about students who take a trip to the solar system and write letters to their family members about the planets they visit. I will then have an example of a letter that I write to show the students what their work should look like.</p> <p><b>Post-assessment (Create/Performance Task)</b> Each student will receive a piece of paper with a picture of the solar system. They will then have to write under each picture the name of the planet. The students will then create a letter to a family member or friend telling them details about a planet they choose and why it is their favorite planet.</p>	<p><b>Formative Assessment(s):</b> I will do a read aloud and ask questions during the read aloud. I will have the students sit near me so I can see that they are paying attention and not fidgeting.</p> <p><b>Post-assessment (Create/Performance Task):</b> Students with disabilities will only be required to complete some of the worksheet without being penalized. They will only answer the questions they absolutely know and leave the rest blank. I will show the students an example of a letter that must be completed. I will ask if any students have questions. Once the students begin working on their letters I will walk around the classroom and make sure each student understands what they are supposed to do and are on task.</p>

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**Assignment #3: DESIGN FOR INSTRUCTION**

Candidate Name:  
 Grade: 2

<b>Multidisciplinary Lesson Plan</b>		
<b>Assessment Plan</b>		
<p><u>Subject Area (s)</u>: Science, Language Arts, Social Studies      <u>Lesson Topic</u>: The Solar System</p> <p><u>Concept</u>: Technology, solar system.</p> <p><u>Grade</u>: 2</p>		
<p><b><u>ESSENTIAL QUESTION(S)</u></b>: Why is it important to know and learn about our solar system and what is in it?</p>		
<p><b><u>RELEVANT CONTEXTUAL FACTORS</u></b>: The school is located in an urban area. Most of the students in the classroom have parents who are either not in the picture entirely or somewhat because of other circumstances. Most of the students are of Arabic descent. The other populations consist of African American, Caucasian, and Spanish.</p>		
<p><b><u>Standard: Social Studies:</u></b></p> <p><i>6.1.P.A.3</i> Demonstrate appropriate behavior when collaborating with others.</p> <p><i>8.1.2.B.1</i> Illustrate and communicate original ideas and stories using digital tools and media-rich resources.</p> <p style="text-align: center;"><b>Language Arts:</b></p> <p><i>CCSS.ELA-Literacy.SL.2.2</i> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><i>CCSS.ELA-Literacy.L.2.2.a</i> Capitalize holidays, product names, and geographic names.</p>	<p><b><u>Learning Goal(s) (Low Level):</u></b></p> <p>Recall what the 8 planets are as well as recall that the ninth planet which is not really a planet but a dwarf planet.</p>	<p><b><u>Assessment(s):</u></b></p> <p>I will show the students a video on BrainPopJr.com that is on the solar system. After the video is completed we will play a solar system jeopardy game where I will put them in groups. Each team will have one white board. I will ask a question and they will have to collaboratively think of an answer and one person will write down the answer. The white board will be passed around the group so each student gets a chance to write and share their team's answer.</p>

<p><b>Standard: Science:</b></p> <p>5.4.2.A.1 Determine a set of general rules describing when the Sun and Moon are visible based on actual sky observations.</p> <p><i>MS-ESS1-2A:</i> The Universe and Its Stars: Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.</p> <p><i>5-PS2-1 ESS1.A:</i> The Universe and its Stars: The sun is a star that appears larger and brighter than other stars because it is closer.</p>	<p><b>Learning Goal(s) (High Level):</b></p> <p>Create a letter to a family member or friend telling them details about this planet and why it is their favorite planet.</p>	<p><b>Assessment (Performance Task)(s):</b></p> <p>I will have the students take out their white boards and probe them with questions to see if they are on track. The students will then create a letter to a family member or friend telling them details about a planet they choose and why it is their favorite planet.</p>
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**Resources:** -Use SMART Board in the classroom to project the Solar System video to the students which will be found on BrainPopJr.com.

- Use SMART Board as a regular board to create the Solar System Jeopardy game for the
- Complete a read aloud to the students using the book called *Postcards from Pluto* by Loreen Leedy.
- Give the students each a piece of loose leaf paper for their postcard letter.

**Accommodations/Modifications:** For the students who need extra help I will make sure I stand closer to them and answer all of their questions to make sure they understand what is expected of them.

**Design for Instruction**

	<b>Teacher</b>	<b>Students</b>
<p>MOTIVATE: (Connect to prior knowledge)</p> <p>Minutes: __ 10 __</p>	<p>The teacher will have one student from each group go and get the white boards for each person in their group. The teacher will ask the students questions and by their answers will know what the students prior knowledge is regarding this topic?</p> <p>The questions that the teacher will ask the students will be:</p> <ul style="list-style-type: none"> <li>- What planet do we live on?</li> <li>- What is the star that we see called?</li> <li>- What is the smallest planet in our solar system?</li> </ul>	<p>The students will write down their answers to the teacher’s questions on the white board and raise their white board when they are finished so the teacher can determine where the students stand regarding this information.</p> <p>Expected answers from students:</p> <ul style="list-style-type: none"> <li>- Earth</li> <li>- Some may know it is the sun, others may not</li> <li>- Some may know Pluto, others may not</li> <li>- Many students may not know this answer</li> </ul>

	<ul style="list-style-type: none"> <li>- What is our galaxy called?</li> <li>- What does Earth rotate on?</li> <li>- Earth's rotation causes what to change?</li> <li>- What is the largest planet in our solar system?</li> <li>- What are the three planets that are closest to the sun?</li> <li>- What is in our solar system?</li> <li>- How many stars are in our solar system?</li> </ul>	<ul style="list-style-type: none"> <li>- Some may know an axis</li> <li>- The day</li> <li>- Earth</li> <li>- Some may not know this answer</li> <li>- Planets</li> <li>- A lot</li> </ul>
<p><b>TEACH &amp; ASK QUESTIONS/SCAF FOLD:</b> (Convey expert knowledge; Ask low/high questions)</p> <p>Minutes: __30__</p>	<p>The teacher will show the students a video on BrainPopJr.com on the solar system. Once the video is done the teacher will have the students break into teams and start the solar system jeopardy game. The teacher will create the game on the board so the students can see the categories.</p>	<p>The students will have one white board per team. Once the teacher asks a question the students will think of an answer together and one person will write down the answer to show the teacher.</p>
<p><b>VISUALIZATION AND TECHNOLOGY:</b></p> <p>Minutes: __10__</p>	<p>The teacher will read the students a book for their read aloud called <i>Postcards From Pluto</i>. The teacher will stop periodically during the reading to ask questions such as who, why, where, what.</p>	<p>The students will sit quietly and listen. The students will also answer the teacher's questions periodically.</p>
<p><b>PRACTICE SKILLS:</b></p> <p>Minutes: __10__</p>	<p>The teacher will have the students go back to their desks and take out their white boards once more. The teacher will ask the students several questions about the solar system to see what they have learned.</p> <p>The questions that the teacher will ask are:</p> <ul style="list-style-type: none"> <li>- What is the only planet known to have life?</li> <li>- How many moons does Earth have?</li> <li>- Why is the sun the only star we see?</li> <li>- We get our four seasons by the Earth rotating around what star?</li> </ul>	<p>The students will write down their answers and raise their white boards so the teacher can see what they have learned.</p> <p>Expected student's answers:</p> <ul style="list-style-type: none"> <li>- Earth</li> <li>- One</li> <li>- It is the biggest and largest star that is closest to us.</li> <li>- The Sun</li> <li>- Day and night</li> </ul>

	- The Earth rotates around it's axis causing the change in what?	
PERFORMANCE TASK: (Attach Rubric) Minutes: ____25__	Once the read aloud is finished and the students have seen the different types of postcards that are in the book, <i>Postcards from Pluto</i> , the teacher will direct the students to their seats so they can create their own postcard letter. The teacher will also show the students an example letter that will be in a postcard format that she has created. On the left side they will write their letter and on the right side they will address the letter (using a creative, fake address) to a friend about her favorite planet because this is what the students will be doing.	The students will create a letter to a family member or friend describing their favorite planet and what they can find if they go to this planet.
CLOSURE:	The teacher will go around the classroom to each group and have each group tell the class one fact that they learned today.	The teacher will go around the classroom to each group and have each group tell the class one fact that they learned today.

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**Assignment #4: INSTRUCTIONAL DECISION-MAKING**

Candidate Name:

Grade: 2

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

1. Think of a time during your lesson when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

**A. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).**

When I was teaching my Teacher Work Sample lesson in class, I had a student who was very disruptive. He was speaking to the students around him, playing with his clothes, or playing with items in his desk. I asked him several times to stop and please pay attention but he failed to listen each time. Finally, I asked him to move to the table in the back of the room to sit by himself. When I was finished with the lesson the students would collaborate in their groups for the jeopardy solar system game we would play.

I asked the student if I put him back in his group for the game if he would pay attention and work with his teammates and he said no. I was completely taken aback by his answer but quickly gathered my thoughts.

**B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.**

I thanked him for being honest with me and asked him if he would be able to pay attention if he sat by himself. He said yes and I continued onto the game. It was a little difficult to incorporate him because the students were in groups and we were keeping track of points and such but I made sure to go over to him and ask him what he thought his answer was for each question. This helped me to see if he was really paying attention and if he knew the answers and understood the questions.

I believe that this was acceptable because if I kept him with his group he would have continued to be disruptive and the group and he would probably not get anything

out of the game. When I moved him and kept him separate from the rest of the group this allowed the group and him to stay focused on the task at hand and learn about the solar system.

2. Now, think of one more time during your lesson when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

**A. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).**

During the read aloud of *Postcards from Pluto*, there were some students who were not paying attention by the time we were about half way through the read aloud book. They kept twisting, turning, and fidgeting. They were not paying attention and causing the students around them to not pay attention either.

**B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.**

I had that handful of students who were not paying attention go back to their seats. Since they could not participate in the rest of the read aloud, they could not know exactly what they had to do with the next assignment which was to create a postcard to a friend or family member describing what they would see on a certain planet. Instead, I gave them a worksheet of an astronaut. They would color this astronaut, name him/her and write what planet this astronaut will be going to.

The students were upset that they could not do what the rest of their classmates were doing. I put them in a group by themselves and gave them the book so they could skim through it and get an idea of what they would have to do. Once they were finished, I went over to them and explained what they would be doing in more detail. They apologized and were eager to begin the creative portion of this assignment.

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**Assignment #5: ANALYSIS OF STUDENT LEARNING**

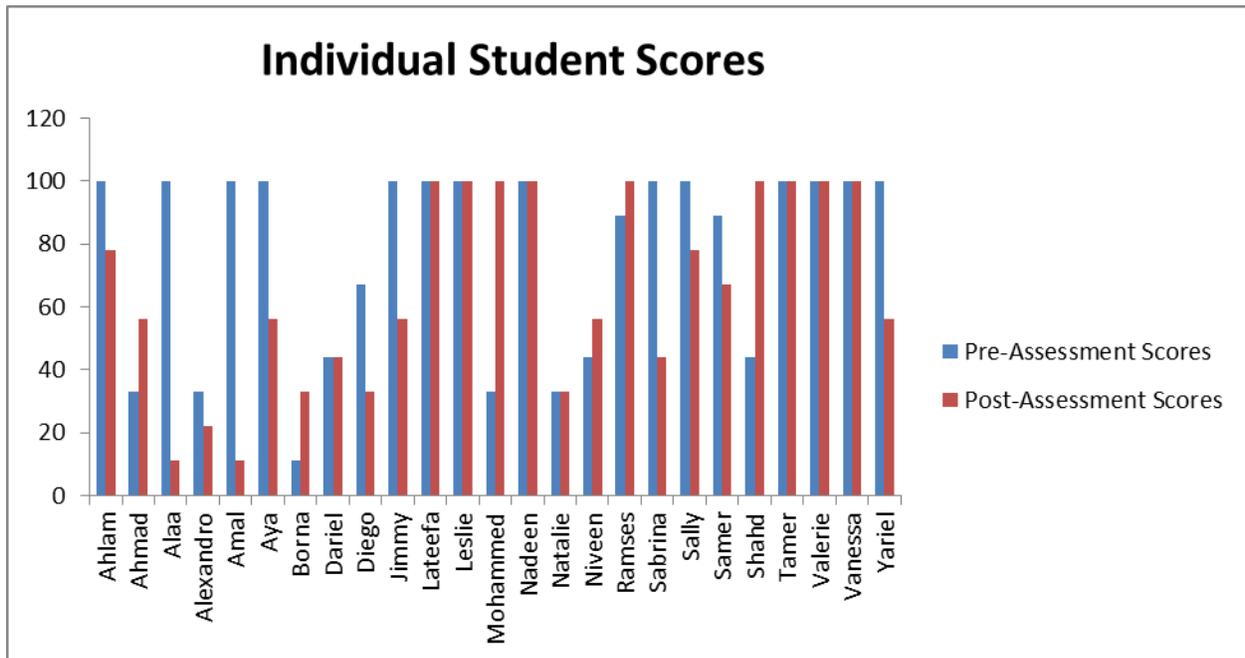
Candidate Name:

Grade: 2

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

**A. Table 1: Performance of entire class on Learning Goal 1 (Pre- and Post-Assessments):**

*(Attached you will find the Pre- and Post- tests that were given that determined these scores for the students.)*



**B. Questions: Performance of entire class - Learning Goal 1**

1. The results of the assessments provided an overall percent decrease of 14.90.
2. The data reflects a decrease in scores due to many different variables that were going on in the classroom. The students did not want to take the post test because they realized it was the same test that they have already taken (pre-assessment) and they felt they should not have to take it again. This may have caused some of them to slack off and not do as well as they should have done. Some of the students were misbehaving and not paying attention because it was the end of the day and they had a morning full of regular testing. Another reason that I believe contributed to them doing poorly was that they took the test on the last day but it was the first thing they did after we reviewed. The cooperating teacher believed it would be a good idea to give them the test and have them get it out of the way before we started the create so they could focus on that. As per her instructions, I reviewed with the class what we had done the prior day and gave them the test. I believe that if I could have given them the test as the last thing for them to do after the entire lesson was finished they would have done better. Lastly, the lesson plan had gone on longer than the scheduled 45 minutes and they were getting anxious and fidgety. All of these factors combined impacted the scores greatly for the post-assessments.

***C. Questions about performance of two selected subgroups in the class – Learning Goal 1***

1. The two subgroups that I chose to look at are girls vs. boys. I chose these groups because the class is predominately female orientated with most of the students who are in the high level in their class being females. I was curious to see if the students who did do better on the post assessment were girls but that was not the case. The students who did better on the post assessment were 3 boys and 2 girls. The pre-assessment was dominated by the girls with 6 girls doing better on the assessment. The boys were not far off with only 5 boys doing well. It is interesting to see the pre-assessment taken by the girls and having them score well and the post-assessment having the majority lead by the boys which includes one student with an IEP.
2. The modifications that were made included me paying closer attention to those students who I saw struggling and offering extra assistance. During their pre- and post- assessments they were only required to fill out 4 of the questions on the tests instead of 9 including what the star is in our solar system. If they knew or wanted to fill out the rest of the test they were more than welcome to go ahead and do so

and they all took advantage of this. Looking back at the modifications that were made and the scores of the students, I believe that if I had enlisted the help of other professionals that work with these students on a daily basis this could have helped as well. When I do this lesson in the future I will be sure to ask to have auxiliary personnel in the classroom to be further help for any students who may need it.

***D. Questions about individual students – Learning Goal 1***

1. One student who did not meet the learning goals was Yariel. Yariel has an IEP and cannot focus for long periods at a time by himself. He needs to have another adult present, next to him telling him verbatim what he should do in order for him to do well. I was very happy to see that he did well on the pre-assessment and was hoping for the same outcome for the post-assessment but that was not the case. I told him that he could only do some of the questions instead of completing the entire test but he did not want to do that and wanted to try to accomplish the entirety of the tests.

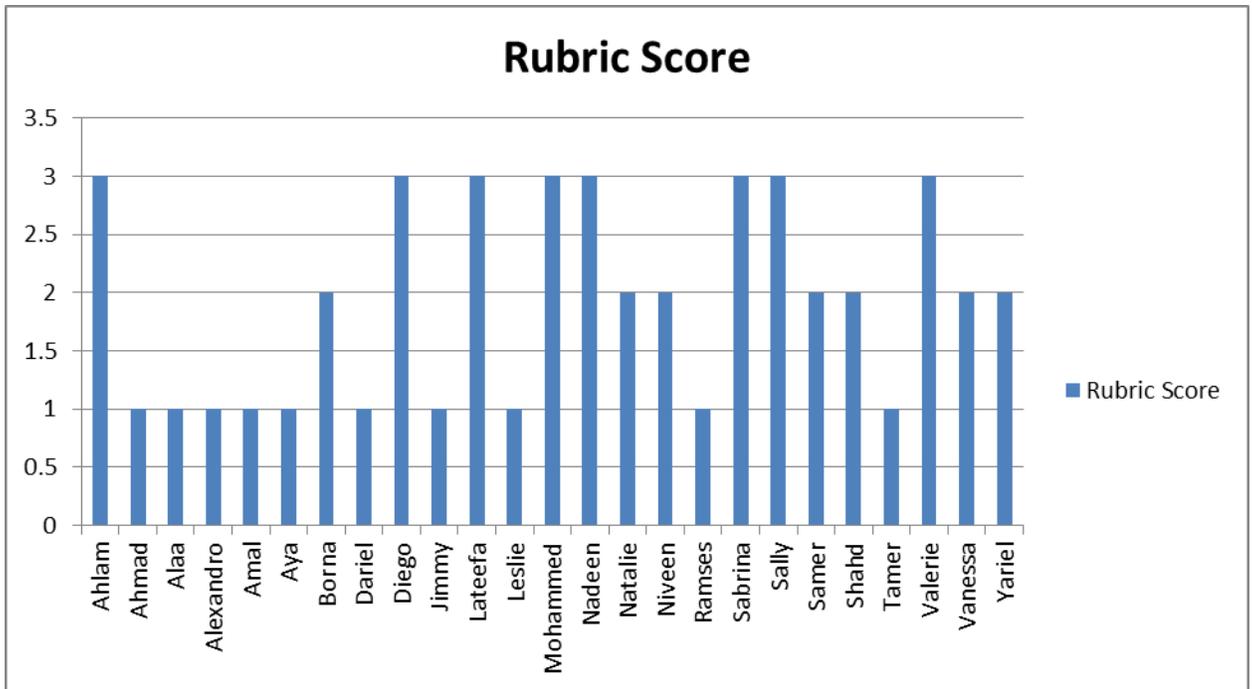
One student who did meet the learning goals was Vanessa. Vanessa is on the low level of the class and does not have any known IEP's. She did very well on both the pre- and post- assessments. She is very shy in class and only raises her hand occasionally. She does not ask questions even if she is struggling. The only way the teacher and I know that she may need help is when we walk around and ask her while she is completing an assignment. I was very pleased to see her do as well as she did with these assessments.

2. In order to improve Yariel's performance I would have liked to have a para-professional in the classroom to help him as I was giving out the test. I did appreciate him wanting to challenge himself but I believe for the post-assessment he may have been overwhelmed by the information and since it was the first assignment given out after a short review he could have forgotten the information. If the review session was longer or the assignment was given at the end of the day, I believe he would have done just as well on the post-assessment as he had done on the pre-assessment.

***E. Table 2: Performance of entire class on Learning Goal 2 (rubric elements)***

The rubric below was created to score the create portion of the lesson plan. This rubric was on a 3 point scale. The bar graph below represents the 2 major elements in the rubric which was grammar and punctuation as well as the accuracy of the 2 facts that the students provided. If the students provided 2 facts as well as handed in an assignment that

was free of all grammatical and punctuation errors they received the 3 full points. If they provided only 1 fact and their grammar and punctuation were somewhat legible, they received a 2. If they did not provide any facts and their grammar and punctuation was not legible, they received a 1.



**F. Questions about performance of entire class – Learning Goal 2**

1. The rubric element in which the students were most successful in was the grammar and punctuation aspect of the rubric. The students were able to write neatly, clearly and legibly. They took the assignment very seriously and since the assignment was for them to write a postcard to someone else, they were very careful about the spelling and accuracy of all of their words. They wanted to make sure the other person who would be receiving their postcard was able to understand everything that they were trying to convey to them. Another reason why these succeeded in this part of the rubric element was because they were allowed to share their ideas with each other and the teachers in the room. They took pride in their work and were very eager to learn more from one another.
2. The rubric element where the students were least successful in was being able to provide at least two facts of what someone would be able to find or see if they went to the planet of their choice. I believe they did not do as well on this section because of the classroom environment in which they were in. They sit in groups and were allowed to talk quietly amongst their peers and a lot of the students got caught up in who they would be writing their postcard to, how they would decorate it, and the

fictional address that would go on the postcard. They were really excited about expressing their creativity on the postcard that a lot of them could not provide the two facts if any. Another reason why they may have not done as well on this part of the rubric was because of the timing. As I had mentioned previously, the lesson ran a little bit longer than the scheduled 45 minutes. Once I had realized how much time had actually passed, I was forced to speed up the process of having the students quickly finish and hand in their assignments. Time management is something I have realized that I need to work on and I can see how it can affect the student's work as well.

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Assignment #6: REFLECTION AND SELF-EVALUATION

Candidate Name:

Grade: 2

**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: One professional goal that I know I need to work on is time management. Time management is something that I have found I struggle with while conducting lessons in the class.

Step 1: One step that I would take that I believe would help me with my time management is to speak with a mentor. I would ask for some tips on what to do if you certain things arise such as if you are spending too much time on part of a lesson plan or what to do if the entire lesson plan is just running too long.

Step 2: Another step that I could take is to create lesson plans that show how much time, approximately give or take a few minutes, and show my mentor the lesson plans and see what he/she says this would help me out a lot. After I complete the lesson plans in class I can go back to my mentor and discuss what worked and what didn't so for next time I will have a clearer goal.

Professional Goal 2: The second professional goal that I know I need to work on is classroom management. Particularly, when one student doesn't understand something I go over to that one student and try to explain it different ways; while the rest of the class gets rowdy.

Step 1: One step that I could take is to continue to stay in front of the class while explaining what to do to the student. This will keep the class from getting out of control because they will see a presence is still there in front of the room and she can see everything that is going on.

Step 2: Another step I could take is to ask teachers what they do. This will help me formulate my own way of doing things while having examples of what other teachers do in this situation in their classrooms.

Professional Goal 3: The last professional goal that I would like to work on is how to help students with disabilities that will be in the classroom.

Step 1: One step that I could take is to speak with the teacher who may pull these students out at certain points during the class day. I could speak with this teacher and see what she/he does with these students regarding certain lesson plans. I will ask this teacher how these students act and react and what she does in return. This will help me better understand these students which will help me better help them when I do have them in class.

Step 2: Another step that I could take is to go see the other professionals that are in the school that deal with these students as well. I would go to the guidance counselor, child study team, etc. I would ask them how they feel about these students what they believe will help them while I am teaching in my class. This will help give me better insight to these students. I will take everyone's opinions and actions as well as mine and try to formulate something for these students that will help them in my class.