

WILLIAM PATERSON UNIVERSITY
Department of Elementary and Early Childhood Education

CIEE 3220
Modified Teacher Work Sample

Assignment #1: LEARNING GOALS

DIRECTIONS: IDENTIFY TOPIC, CONCEPT, ESSENTIAL QUESTION, CPP'S, LEARNING GOALS AND RESOURCES FOR A LESSON YOU WILL TEACH FOR 3 DAYS DURING THE LAST TWO WEEKS OF THE SEMESTER.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name:

School:

Grade: Five

I. Subject Areas: Social Studies and Language Arts

II. Topic and Core Standards The Oregon Trail

Social Studies Standards :

6.1.8.B.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

Language Arts Standards:

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-Literacy.W.5.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

III. Concept(s):

Overcoming Obstacles

IV. Essential Question:

How are the obstacles the Pioneers faced similar to obstacles in your everyday life?

V. Learning Goals / Objectives:

Students will be able to recall the states the Oregon Trail passed through

Students will be able to list common obstacles pioneers faced on the Oregon Trail

Students will be able to express why people traveled the Oregon Trail

Students will be able to compare and contrast the difficulties faced on the Oregon Trail to difficulties faced by Lewis and Clarke

Students will be able to create a realistic fiction story describing a pioneer's journey on the Oregon trail

Students will be able to judge if they feel taking the Oregon Trail was worth the risk

VI. Resources and Materials:

Materials:

Computer

Smart board

Notebook

Writing utensil

Copies of extension sheet for simulator **(attached)**

Copies of guided reading sheet for textbook **(attached)**

Copy of narrative handout **(attached)**

Textbook

Pre/Post assessment **(attached)**

Copies of Rubrics **(attached)**

PowerPoint – This PowerPoint will provide a simulation of what the Oregon Trail was like, allowing the students to make choices based on scenarios.

Pre-Assessment / Post – Assessment

Name:

OREGON TRAIL

1. Circle All the States that the Oregon Trail passed through:
 - A. California
 - B. Nevada
 - C. Nebraska
 - D. Mississippi
 - E. Wyoming
 - F. Idaho
 - G. North Carolina
 - H. Oregon

2. In what year did Christian Missionaries first journey to Oregon County?
 - A.1772
 - B. 1814
 - C.1834
 - D.1841

3. List three obstacles that pioneers faced on the Oregon Trail:

Name:

OREGON TRAIL

1. In what year did Christian Missionaries first journey to Oregon County?
2. Approximately how many miles is the Oregon Trail from beginning to end?
3. What states did the Oregon Trail pass through?
4. List some obstacles that you faced throughout the game:

OREGON TRAIL NARRATIVE

The year is 1849. You have just discovered that gold has been found in California. You and your family live in Nebraska and have decided that you are going to take the Oregon Trail to get the gold! Your family pleads you to take a ship, but you insist that if you go by ship all the gold will be lost.

Your assignment is to create a narrative about your journey on the trail. Here are some helpful tips to help you get an A!

Tips:

-Introduce the characters.

-How many are there? What are their names? How old are they? How will they prepare?
Etc..

-Use dialogue

-Include a minimum of 3 different obstacles that your character faces along the trail that they must overcome.

-Check your grammar!!

-Use details and describing words.

- Prewrite!

-Come see me for help if at any point you get stuck!

You will be given time in class, but will be expected to also work at home to complete the assignment.

A rubric is attached. Safe travels!

Name:

Oregon Trail
Guided Reading
pg. 362
Answer on a separate sheet

First Paragraph:

In what year did Christian missionaries journey to Oregon Country? Why?

Second Paragraph:

What year did the first large group migrate to Oregon?

How long was the Oregon Trail?

What was the beginning of the trail?

What was the end of the trail?

Third Paragraph:

How long would it take to travel the entire trip?

Fourth Paragraph:

Summarize the paragraph

Challenge question:

Compare and contrast the difficulties faced on the Oregon Trail to difficulties faced by Lewis and Clarke

Bonus question:

Would you take the risk and travel the Oregon Trail at the chance for gold?

Students Name:

Oregon Trail Lesson Rubric

	Outstanding! 3 Points	Almost there! 2 Points	Needs improvement 1 Point
Respect for peers and teachers	Students did not speak while other classmates presented or teachers spoke.	Student had to be reminded 1-2 times to respect peers or teachers	Student disrupted peers or teachers 3 or more times
Participation/ group work	Worked well in a group, and actively contributing	Had to be pushed to participate several times	Did not participate
Simulator Graphic Organizer	Students took down organized notes as instructed by teacher	Students had to be reminded one or two times to take down there notes	Student refused to take down notes.

Total: ___ / 9

Comments:

Students Name:

Oregon Trail Story Rubric

	Outstanding! 3 Points	Almost there! 2 Points	Needs improvement 1 Point
Number Of Obstacles	Student included 3 or more obstacles	Student included 2 obstacles	Student included 1 or less obstacles
Spelling / Grammar	There were little to no grammar or spelling mistakes	There were several (three to ten) grammar or spelling mistakes	There were ten or more grammar / spelling mistakes
Requirements (Out of 6 Points)	Students met all of the requirements 6	Students were missing two or less of the requirements 4	Students were missing three or more requirements 2

Total: ___ / 12

Tardiness Penalty: -1 Point per day late

Comments:

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Assignment #2: ASSESSMENT PLAN

DIRECTIONS: CREATE AN ASSESSMENT PLAN USING THE TEMPLATE BELOW.
ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: _____ School: _____ Grade: 5

Lesson Topic: The Oregon Trail Concept: Overcoming Obstacles

Essential Question: How are the obstacles the Pioneers faced similar to obstacles in your everyday life?

Learning Goal	Format of Assessments	Differentiation of Assessments
<p>Learning Goal #1: Lower Order</p> <p>Students will be able to recall the states the Oregon Trail passed through</p> <p>Students will be able to recall the year Christian Missionaries first journey to Oregon County?</p> <p>Students will be able to list common obstacles pioneers faced on the Oregon Trail</p>	<p>Pre-assessment / Post-assessment (identical): Pre assessment / Post assessment:</p> <p>Formative Assessment(s): Question / Answer</p>	<p>Pre-assessment / Post-assessment:</p> <p>Working in a group, students will discuss and answer questions on Pre assessment / Post assessment:</p> <p>Circle All the States that the Oregon Trail passed through</p> <p>Formative Assessment(s):</p> <p>Question / Answer with small group</p>

<p>Learning Goal #2: Higher Order</p> <p>Students will be able to create a realistic fiction story describing a pioneer's journey on the Oregon trail</p>	<p>Pre-assessment:</p> <p>Write down as many facts and obstacles pertaining to the Oregon Trail as you can remember.</p> <p>Formative Assessment(s):</p> <p>Discuss with group mates</p> <p>Post-assessment (Create/Performance Task):</p> <p>Create a realistic fiction story describing a pioneer's journey on the Oregon trail</p>	<p>Pre-assessment:</p> <p>Write down as many facts and obstacles pertaining to the Oregon Trail as you can remember with help from teachers / paras</p> <p>Formative Assessment(s):</p> <p>Discuss with group mates and teacher / paras</p> <p>Post-assessment (Create/Performance Task):</p> <p>Create a realistic fiction story describing a pioneer's journey on the Oregon trail and may have extra time if needed, with help from para.</p>
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Assignment #3: DESIGN FOR INSTRUCTION

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:

Grade: Five

DAY ONE

1. Pre-Assessment: Students will be given a pre-assessment (see page 3). The pre-assessment will be based off of 12 points. For the first question, it will be graded similarly to a true / false worth a total of 8 points. If they circle a wrong state, or do not circle a correct state, they will be docked 1 point. The second question is a basic multiple choice question, and the third is a short answer question worth three points.

2. Motivate: In order to hook the students, I will begin by asking them: "Who likes to play video games"? I will then ask the students to share some of the games they like to play. After discussing a few games with them, and asking them to tell me a bit about their games, getting them interested, I will then say: "I am a big video game player as well. When I am done with school today, I might go home and play some! Growing up though, there was this one video game that I used to love playing. It was not like many of the games you play today, but it was my favorite. It was called "The Oregon Trail. While I am unable to play it in school, because the school blocks all the games, I would like to give you a taste as to what it was like".

3. Teach: After hooking the students, I will then begin my PowerPoint. This PowerPoint (attached) will begin with an introduction describing why the pioneers will be going on the trail, and then it will begin the simulator. Before the simulator begins, I will offer them a challenge: "Beginning this simulator, you have 20 members of your group, and you will be traveling through the trail. I will make you a deal. If you can get through the trail with at least ten members of your party still remaining, I will give each of you a page of Tiger Den. In order to do this, you must make smart decisions, so think carefully". Tiger Den is the school's currency, which allows them to buy certain items. It is awarded for various activities. The students will make choices, similar to a "Choose your own story" book, which will lead to different outcomes depending on what they pick, but inevitably will always lead to the same conclusion, with one person still remaining, finishing the trail, and not finding any gold. This will allow the students to obtain the mindset that many of the pioneers faced. I will call on students one by one and

allow them a chance to make a choice, and discuss it with the class until they have a majority as to what they want to choose. Throughout the simulator they will encounter many of the obstacles that the pioneers faced. While they are doing the simulator, I will have a sheet handed out in which I will ask them to fill out categories including: "Obstacles the pioneers faced", "States the Oregon Trail passed through" as well as several others (attached). The idea is that they will remember these much better while playing the game rather than when taking notes from the textbook. The PowerPoint is attached, but below is the information contained on the slides.

PowerPoint Slides

Slide 1: Cover slide

Slide 2: Introduction

In 1834, Christian missionaries journeyed to the Oregon Country.

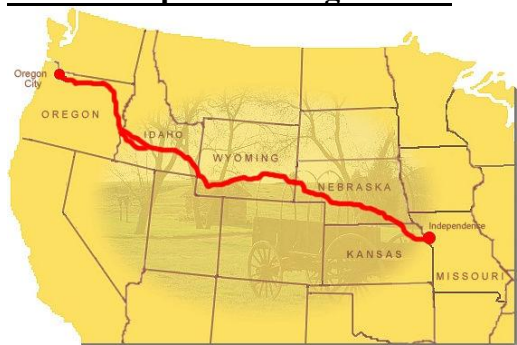
This is present day Oregon, Washington, and Idaho, with parts of Montana and Wyoming.

They sent letters home describing the beautiful new land and soon in 1842, many began to follow. The route that the pioneers traveled became known as the Oregon Trail.

The Oregon trail led northwest more than 2,000 miles. The journey from beginning to end could take up to six months! The pioneers faced many obstacles along the way. Despite the risk, many still traveled on the Oregon Trail in the search of gold. You are now pioneers

The year is 1849. You have just heard gold has been found in California. You live in Nebraska and have decided to take the Oregon Trail to Idaho, and then take the California trail to California

Slide 3: Map of the Oregon Trail



Slide 4: Setting

You have decided to take your wife, three teenage sons, and two daughters with you. Your two friends and their families have also decided to come along for the trip, bringing the total amount of people to 20. You stock up your wagons with blankets and food, but know that you will have

to hunt along the way, so you load up some guns and head on your way. You estimate the journey to take at least 2 months.

Slide 5: Welcome to The Oregon Trail

Slide 6: First Obstacle

Two days into your journey, a massive storm hits. The rain is pouring, thunder roaring, lightning flashing, and wind blowing.

Choice 1: Pull over and take Shelter

Choice 2: Continue on with the journey

Slide 7: Choice 1 Result

Fantastic choice! The storm passed quickly and you continued on your way.

Continue on with your journey

Slide 8: Choice 2 Result

Unfortunately in choosing to continue on, you lost many of your supplies forcing you to end your journey and turn around

Game Over.

Slide 9: Second Obstacle

Five days in, your party is exhausted. You must sleep, but can you go a little further? Ahead you see a clear field

Choice 1: Take a rest in the field

Choice 2: Continue on with the journey

Slide 10: Choice 1 Result

Unfortunately, while you were sleeping, a group of robbers thought you were easy prey. Attempting to fight them off, 2 of your party members were injured.

Continue on with your journey

Slide 11: Choice 2 Result

Continuing on with your journey, seeing how exhausted you were, , a group of robbers thought you were easy prey. Attempting to fight them off, 2 of your party members were injured.

Continue on with your journey

Slide 12: **Third Obstacle**

Ten days in, you realize that your food is quickly diminishing and that you must go hunting. While hunting, you find a family of bears.

Choice 1: Attempt to kill the bears for food

Choice 2: Continue on with the journey

Slide 13: **Choice 1 Result**

Unfortunately, the bears fought back. The father bear charged through the hail of bullets and managed to take out 3 of your group members.

Continue on with your journey

Slide 14: **Choice 2 Result**

Starving, three of your group members head off into the forest attempting to find food while the rest of the party moves on. You never see them again

Continue on with your journey

Slide 15: **Fourth Obstacle**

Fifteen days in, your party sees a river and goes to get water, but you see a fellow traveler offering to sell you some water.

Choice 1: Drink from river

Choice 2: Buy from stranger

Slide 16: **Choice 1 Result**

Drinking from the river was a poor choice. Three of your party members become sick with dysentery, and you are forced to continue your journey without them.

Continue on with your journey

Slide 17: **Choice 2 Result**

Buying water from the stranger was a poor choice. Three of your party members become sick with dysentery, and you are forced to continue your journey without them.

Continue on with your journey

Slide 18: Fifth Obstacle

The cold weather and rains have taken a toll on your family. Your youngest daughter has developed a fever and you fear it is pneumonia. Your wife stays behind but beckons you to go on.

Continue on with your journey

Slide 19: Sixth Obstacle

Thirty days into your journey you encounter another party of five. Do you join up with them, bringing your total to fifteen, or continue on by yourselves?

Choice 1: Join together

Choice 2: Continue on by yourselves

Slide 20: Choice 1 Result

Over the next five days, you realize that all your supplies are going missing and you quickly begin to suspect the new party members. On day six, you realize that they have vanished overnight taking the supplies as well. You also discover 2 party members have left with them.

Continue on with your journey

Slide 21: Choice 2 Result

You argue amongst your party and decide to continue on by yourself, but 2 of your party members feel it would be more productive to join up with the other members, and leave your party.

Continue on with your journey

Slide 22: Seventh Obstacle

On day 56, you come to a river, roaring with rapids. The water is rushing fast. You see a line of stones that you can jump across to get to the other side. Do you take the chance, or do you continue along the water until you find a bridge?

Choice 1: Hop across

Choice 2: Continue on along water

Slide 23: Choice 1 Result

While hopping across, your 2 sons fell in and drowned. Within 3 days of the gold, overcome with despair, you continue on, knowing that's what your family would want. You reach the mines where you heard there was gold, but there are already tens of thousands of people digging, and some already leaving. You know that there is no gold remaining. Was it worth it? As you turn around to try to find your wife, you hear a man saying, "Did'ya hear they found gold up in Alaska?"

Game Over**Slide 24: Choice 2 Result**

Finding a bridge, you quickly decide to cross it. Unfortunately the wood was deteriorating and cracking. While crossing across the bridge, your 2 sons fell in and drowned. Within 3 days of the gold, overcome with despair, you continue on, knowing that's what your family would want. You reach the mines where you heard there was gold, but there are already tens of thousands of people digging, and some already leaving. You know that there is no gold remaining. Was it worth it? As you turn around to try to find your wife, you hear a man saying, "Did'ya hear they found gold up in Alaska?"

Game Over

4. Image: The images used will be mainly included throughout the PowerPoint presented by teacher. Maps will be included, and the teacher will also have a map hanging on the wall for students to refer to throughout the lesson (the same one in the PowerPoint).

**5. Ask Low and High Level Questions:**

There will be many questions on the worksheets, and many questions that will be raised throughout the lesson that I cannot prepare for in advance, but these are the core questions that I will be asking the students to ensure they grasp the concept.

Knowledge: Who was responsible for the initial journey to Oregon County, forming what would become known as the Oregon Trail?

What states did the Oregon Trail Pass through?

What obstacles did the pioneers face along the way?

What year did the Christian missionaries first journey on the Oregon Trail?

Comprehension: Explain why many pioneers traveled on the Oregon Trail.

Application: Draw a map illustrating the Oregon Trail.

Analysis: Compare the dangers of Lewis and Clarke's journey to the journey of the pioneers.

Synthesis: Create a realistic fiction story about a Pioneer's journey on the Oregon Trail.

Evaluation: If you were in the pioneer's time, knowing the dangers of the Oregon Trail, would you pack up your family and take the journey at the chance of finding gold? Why or Why not?

Why did the trail follow the path it did? Why did it not go through other states?

6. Formative Assessment: The teacher will ask questions throughout the lesson to measure the comprehension of the students. There will also be chances for group discussion and some think, pair, shares.

7. Accommodations:

In the classroom I will be teaching in, these are the major problems that I will need to accommodate for.

ADHD students or students that do not pay attention:

If a student is having trouble paying attention, I will seat him / her closer to the front and give him/her a job, possibly controlling the PowerPoint, or handing out papers to release some of the stored energy. I will also have pre-filled in notes to ensure they have all the information.

Auditory Impaired:

If a student is having trouble hearing me, I will move him to the front. I will also instruct him to ask me if he has any troubles.

ESL Students (Main problem in the classroom):

If students are having trouble understanding me because they do not speak English well, they will be seated with a student that knows their language and can translate. I will also print out a filled in copy of what we covered so either the ESL teacher or

their parents can review it with them to ensure they grasped the concepts

Students with an IEP:

Modifications according to plan will be followed.

If the accommodations provided are not enough, I will also have extra auxiliary personnel in the classroom to help if students are falling behind. This lesson is not writing heavy, and for the most part, the students will all be kept on the same page, so I do not feel the need to offer an accommodation for advanced students for this lesson.

8. Role of Auxiliary Personnel: I will request any auxiliary personnel to circulate the room and make sure the students are filling in the sheets as we go along through the PowerPoint.

DAY TWO

1. Review: Day two will begin with a recap of the previous day. The students and teacher will discuss the obstacles and review the attached sheet (page 4). This is the sheet that the students were taking notes on the previous day.

2. Practice Skills: After the review, the students will break off into their separate groups of four to five students. The students will complete the guided reading on page 6 in their groups and after completion will share their answers with fellow groups, eventually leading to a group discussion about the bonus question. After completing the discussion the students will begin prewriting for their narratives.

3. Formative Assessment: The teacher will ask questions throughout the lesson to measure the comprehension of the students. The lesson will be highly based on conversation, so the teacher will circulate and take notes of discussion by students.

4. Accommodations:

For this lesson, these are the accommodations that I feel I will need:

ADHD students or students that do not pay attention:

If a student is having trouble paying attention, I will change their groups around to ensure that they are with students that are focused on completing the activity, and will help them complete the activity as well.

Students with an IEP:

Modifications according to plan will be followed.

ESL Students:

If students are having trouble understanding me because they do not speak English

well, they will be seated with a student that knows their language and can translate. I will also print out a filled in copy of what we covered so either the ESL teacher or their parents can review it with them to ensure they grasped the concepts

Advanced Students:

If students are finished before the rest of the class, I will ask them to take a glimpse at the gold rush section on page 365. This will tie back in to the simulator.

Students having troubles:

If students are having difficulties, they will be moved in a group with other students who will help them.

5. Role of Auxiliary Personnel: I will request any auxiliary personnel to circulate the room, while the students are doing the sections, specifically the ELL students to ensure that they are working. I will also ask them to help me ensure all groups in general stay on task.

DAY THREE

1. Review: I will lead a brief review of the past two days and then review the assignment and rubric that the students will be working on today. They will then continue their prewriting from the previous day, or start it, before diving in to the performance task.

2. Create (Performance Task):

On page 5 is the assignment that the students will be given to demonstrate their learning. They will be asked to create a realistic fiction essay with them being pioneers. On page 8 is a rubric that will be used to assess the performance task.

3. Post-assessment: Students will be given the same assessment given previously for the pre-assessment, on page 3.

4. Accommodations:

Students with an IEP:

Modifications according to plan will be followed.

ESL Students (Main problem in the classroom):

If students are having trouble understanding me because they do not speak English well, they will be seated with a student that knows their language and can translate. I will also print out a filled in copy of what we covered so either the ESL teacher or their parents can review it with them to ensure they grasped the concepts

5. Role of Auxiliary Personnel: I will request any auxiliary personnel to circulate the room, while the students are doing the essay, specifically the ELL students to ensure that they are working. I will also ask them to help me ensure all students stay on task.

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Assignment #4: INSTRUCTIONAL DECISION-MAKING

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:

Grade: Five

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

1.

A. During the PowerPoint, after going through slide 2, one of the students asked me why it took 8 years for people to follow the missionaries to the new land.

B. I posed the question to the class, and soon enough, the answer was brought out. I asked them how they communicate today, and gave an example saying "If you wanted to meet up with a friend after school, which is at another school, how would you get in contact?" They said that they would call the student. They then realized that they did not have technology in that time so they communicated with letters. This soon led to the realization that they did not have a postal service back then, and in order to communicate, people had to walk back, which was a hard and long journey which some did not survive, causing the delay of communication.

I thought this would improve the students' progress because it allowed them to connect their lives to the Pioneers' lives.

2.

A. At first when I asked the students to do the guided reading, one of the students asked me if they could do it in outline form.

B. The main goal of the assignment was to allow the students to get knowledge from the textbook in an organized manner, getting the main points. I had communicated as much to the students. When the student asked me if they could take notes in their own way, I allowed him the chance to do so, and was pleased with the results. He showed me his results the

following week, and he had taken everything I wanted him from the text, and more!

I thought this would improve the student's progress because it allowed him to do what worked for him, and still get the knowledge I was looking for him to get from the text. He just did not like the way it was formatted, and preferred outlines.

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Assignment #5: ANALYSIS OF STUDENT LEARNING

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:**

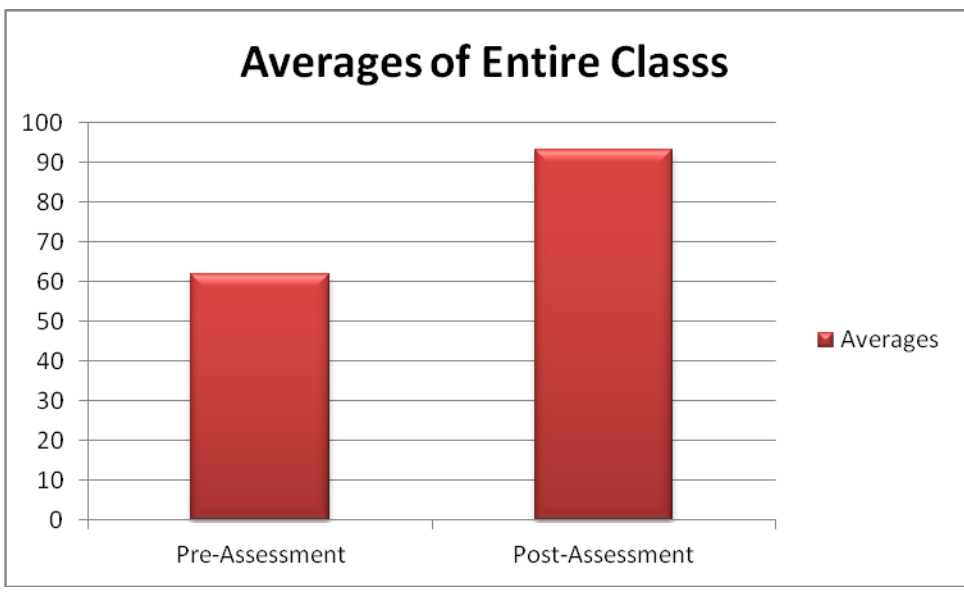
Grade: Five

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

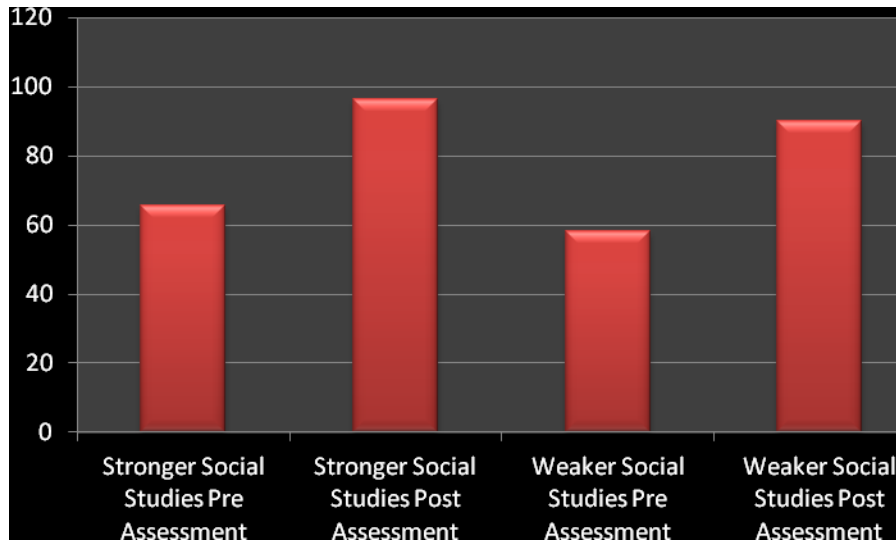
- A. *Table 1: Performance of entire class on Learning Goal 1 (Pre- and Post-Assessments)*
- B. *Questions: Performance of entire class - Learning Goal 1*
- C. *Questions about performance of two selected subgroups in the class – Learning Goal 1*
- D. *Questions about individual students – Learning Goal 1*
- E. *Table 2: Performance of entire class on Learning Goal 2 (rubric elements)*
- F. *Questions about performance of entire class – Learning Goal 2*

See details for each letter below:

A. *Table 1: Entire class*



There were 19 students that took the Assessment. With help from my Co-op I divided the students into two groups. One group consisted of students that have done well in social studies during the previous year, while the other consisted of the students weaker in Social Studies. In table B (below) you can see how the students that are stronger in social studies vs the students that are weaker in social studies did.



B. Questions: Performance of the entire class on Learning Goal 1

1. For the entire class The Pre-Assessment averaged out to 0.618421. The Post Assessment averaged out to 0.929825. The percent change was 50.35469364%. When divided, it was clear that there was about an equal percent change for the two groups as well.
2. I feel that this shows that there was definite improvement in student knowledge about the topic. This assessment was given a day later, but the students remembered most of the topics clearly. Reflecting on the assessment, I feel that the first question tricked many of the students because I used tricky states with similar names, such as Mississippi vs Missouri and Nevada vs Nebraska. This caused several students to have points deducted in the post assessment.

C. Questions: Performance of two selected subgroups in the class on Learning Goal 1

Answer the following questions referring to the performance of two subgroups. Refer to data from Table 1.

1. I chose these groups because I did not feel any other groups made sense. The class is heavily male dominated which would not make for good data doing males vs females. I asked my teacher to split the class with the stronger students in social studies vs the weaker students because I wanted to see if my lesson clearly reached all the students, and it did!

2. I feel for the most part the modifications were successful. All the students were extremely engaged. I felt bad for the ELL students because it was clear that they got lost at some points in the translation. The bilingual student was so engaged that at times he forgot to translate for the students. In the future I will make sure that I provide translated copies when doing an activity as engaging as this.

D. Questions on Individual Students - Learning Goal 1

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

1. The student that excelled is a student that is constantly on the Merit Role. He consistently displays a positive attitude and leadership like abilities. During my lesson, he took charge. When students got too loud, he asked them to quiet down and vote for which path they wanted to take in the PowerPoint. He remembered everything from the PowerPoint and was the student that took it upon himself to ask me if he could take notes in his own way because it works for him. He scored a perfect grade on the post assessment and did very well in taking charge of the group.

A student I felt that I failed was an ELL student. He seemed to get lost in the translation. He did not know what was going on and could not keep up. He knew very little English, and my accommodations did not help. His bilingual translator was too engaged in the lesson to help.

2. In order to improve his performance, I have to change my accommodations. I have to be more prepared and make more of an effort to learn about his culture to try to make a connection to him, because the video game connection did not seem to work with him in the motivation.

E. Table 2: Entire class

I did not get a chance to assess the students Create task (learning goal #2) because they were never able to complete it. By the time this lesson was given, they were in the middle of another realistic fiction essay, and by the time they finished that essay, the students began to study for the NJ Ask. This left me with no data to assess learning goal #2. I am confident the students would have been able to perform well in it though

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Assignment #6: REFLECTION AND SELF-EVALUATION

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: Five

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

Professional Goal 1: The first goal that I will work towards in the future is a better use of classroom management. With lessons that are interactive, like the PowerPoint, the students tend to get loud, and it wastes a lot of class time trying to bring them down. Often times I found myself trying to talk over the class to keep the class moving instead of stopping.

Step 1: The first step I will take, and most obvious step, is to go to workshops and read books about classroom management. There is a lot of information on the topic and it is an important skill to have. I feel that by incorporating this successfully into the classroom, it will save me a lot of time and allow for a better and more comfortable learning environment.

Step 2: The next logical step is to implement it into the classroom. Some students will react differently to different methods. It is my job as a teacher to see which method works best with which group.

Professional Goal 2: The next goal that I will work towards is better communication with parents. While it was hard to obtain in Practicum because I only see the child once a week, there was a clear chance with this lesson to make a connection to the student's home life, which I feel is important. In the future, I will try to make sure I build strong family connections.

Step 1: The first step I will take will be to make an initiative. I will not wait until the student gets in trouble, but rather will make an initiative at the beginning of the year to make a strong connection with the parents.

Step 2: The second step will be to keep the connection strong. Just because a connection was made, does not mean it will last. I will consistently call the parents or email the parents to let them know how their child is doing, both with the positives and negatives. By keeping this connection strong, I can ensure their child excels.

Professional Goal 3: A third goal I have is to work on my transitions. I noticed that while I was in between slides on the PowerPoint, or activities, the class got a little bit out of hand. While this partially has to do with classroom management, I feel that managing transition time between activities is a subject within itself.

Step 1: The first step I will take is to ensure that the students know the routine. I will be strict in the beginning of the year to make sure that they follow it so that later on in the year we do not waste valuable minutes with people walking around.

Step 2: The next step will be to act consistently. I cannot allow the routine to fall apart, or the students will take advantage of the down time and get off task, taking longer to reign them in. Once a routine is set, it should be followed.