

WILLIAM PATERSON UNIVERSITY
Department of Elementary and Early Childhood Education

CIEE 3220

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

WILLIAM PATERSON UNIVERSITY
Department of Elementary and Early Childhood Education

CIEE 322
Teacher Work Sample

Assignment #1: LEARNING GOALS

Candidate Name: School: Grade: 2

I. Subject Areas: Social Studies and Language Arts

II. Topic and Core Standards:

6.1.4.C.3: Explain why incentives vary between and among producers and consumers

CCSS.ELA-LITERACY.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

III. Concept(s): Economics

IV. Essential Question: Why is it important to know how to be a smart consumer?

V. Learning Goals / Objectives:

- *Students will be able to define the words goods, services, producers and consumers*
- *Students will be able to create a poster demonstrating how to be a smart consumer*

VI. Resources and Materials:

<https://www.youtube.com/watch?v=oHSOH94qWyI> (How to Be a Smart Consumer)

Alexander, Who Used to Be Rich Last Sunday, by Judith Viorst

Pre-made vocabulary matching game for the Smart Board

Pre-cut grocery price listings from A&P and Shop Rite

Zip Block bags, poster paper, glue-sticks,

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Assignment #2: ASSESSMENT PLAN

Candidate Name: School: _____ Grade: 2
 Lesson Topic: _____ Producers & Consumers _____ Concept: _____ Economics _____
 Essential Question: Why is it important to know how to be a smart consumer?

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Differentiation of Assessments
Learning Goal #1: Lower Order <i>- Students will be able to define the words goods, services, producers and consumers</i>	Pre-assessment / Post-assessment (identical): <i>Students will complete a matching activity about goods, services, producers and consumers.</i> Formative Assessment(s): <i>I will review the definitions of goods, services, and introduce producers and consumers on the board using a vocabulary matching game on the smart board</i> <i>I will read “Alexander Who Used to Be Rich Last Sunday” and point out if Alexander is or is not a smart consumer</i>	Pre-assessment / Post-assessment: <i>I will read the instructions out loud and stand near students who need extra help</i> Formative Assessment(s): <i>I will read the book aloud, read instructions out loud multiple times, and stand near students who struggle.</i>

<p>Learning Goal #2: Higher Order</p> <p><i>Students will be able to create a poster demonstrating how to be a smart consumer</i></p>	<p>Formative Assessment(s): As a class we will come to the conclusion that Alexander is not a smart consumer. I will guide to class with one example from the book that was not a smart consumer choice.</p> <p>Post-assessment (Create/Performance Task): <i>Students will be split into groups of two or three. Each group will be given a bag of pre-cut product advertisements with the prices of the product included, poster paper, glue and crayons.</i></p>	<p>Formative Assessment(s): Students will be instructed to come up with three more examples of choices that were not smart consumer choices in the book. They will also have to give Alexander advice on how he could be a smart consumer in the future.</p> <p>Post-assessment (Create/Performance Task): Students will have to match like-products, and then glue them to their poster. Students will have to choose which product they would buy out of each pair, by thinking like a smart consumer. Students will have to write at least one way to be a smart consumer on the poster.</p>
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Assignment #3: DESIGN FOR INSTRUCTION

Candidate Name: School: Paterson Grade: 2

Multidisciplinary Lesson Plan		
Assessment Plan		
<u>Subject Area (s):</u> Social Studies & Language Arts <u>Lesson Topic:</u> How to Be a Smart Consumer <u>Concept:</u> Economics <u>Grade:</u> 2		
<u>ESSENTIAL QUESTION(S):</u> Why is it important to know how to be a smart consumer?		
<u>RELEVANT CONTEXTUAL FACTORS:</u> Prices of products are taken for near-by grocery stores		
<u>Standard</u> 6.1.4.C.3: Explain why incentives vary between and among producers and consumers	<u>Learning Goal(s)</u> - Students will be able to define the words goods, services, producers and consumers	<u>Assessment(s):</u> Pre & Post Matching Activity.
<u>Standard:</u> CCSS.ELA-LITERACY.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	<u>Learning Goal(s) (High Level):</u> - - Students will be able to create a poster demonstrating how to be a smart consumer	<u>Assessment (Performance Task)(s):</u> Students will have to match like-products, and then glue them to their poster. Students will have to choose which product they would buy out of each pair, by thinking like a smart consumer. Students will have to write at least one way to be a smart consumer on the poster.
<u>Resources:</u> https://www.youtube.com/watch?v=oHSOH94qWyl (How to Be a Smart Consumer) <i>Alexander, Who Used to Be Rich Last Sunday</i> , by Judith Viorst Pre-made vocabulary matching game for the Smart Board, Pre-cut grocery price listings from A&P and Shop Rite, Zip Block bags, poster paper, glue-sticks		
<u>Accommodations/Modifications:</u> I will read instructions out loud and stand next to struggling students, students will be working in two's or threes.		
Design for Instruction		
	Teacher	Students
MOTIVATE: (Connect to prior	Teacher shows students a video "How	Students will recall facts from the video.

knowledge) Minutes:_____	to Be a Smart Consumer” https://www.youtube.com/watch?v=oHSOH94qWyI Teacher directs students in a matching game on the smart board using vocabulary words goods, services, consumer and producer.	(A smart consumer is someone who buys needs before wants. A smart consumer is someone who looks for low prices. A smart consumer saves their money) Students have the opportunity to come to the Smart Board and match each word with its definition.
TEACH & ASK QUESTIONS/SCAF FOLD: (Convey expert knowledge; Ask low/high questions) Minutes:_____	Teacher will read <i>Alexander Who Used to Be Rich Last Sunday</i> and ask students if they think Alexander is a smart consumer or not?	Students will turn & talk to their partner twice during the book. The first time students will decide if they think Alexander is a smart consumer and why, and the second time they will talk about what bad consumer choices Alexander has made throughout the book.
VISUALIZATION AND TECHNOLOGY: Minutes:_____	Teacher will use the board to write down the students examples during practice skills.	Students will use examples from the book such as “Alexander buys a bear with one eye, He buys a melted candle, Alex rents a snake from his friend”
PRACTICE SKILLS: Minutes:_____	Teacher will brainstorm with the students’ one example that was not a smart consumer choice from the text. Teacher will write this example on the board.	Students will be instructed to come up with three more examples of choices that were not smart consumer choices in the text. Students will also be instructed to give Alexander advice on how to be a smart consumer.
PERFORMANCE TASK: (Attach Rubric) Minutes:_____	Students will be presented with a model poster on how to be a smart consumer. This poster will include a title “Shop Like a Smart Consumer” and three pairs of matching products. The cheaper of each pair of products will be circles. A fact about how to be a smart consumer will be included on the bottom of the poster. Teacher will review with the class different ways to be a smart consumer, and write them on the board (A smart consumer is someone who buys needs before wants. A smart consumer is someone who looks for low prices. A smart consumer saves their money)	Students will use the model as a guide to create their own poster on how to shop like a smart consumer. Students will be given a bag of product advertisements. They will have to match like-products and then circle which of the two they would purchase. Students will have to include facts on how to be a smart consumer on the poster as well. Students can use the examples of facts on the board as well as the model to help create their poster.
CLOSURE:	The teacher gives each group a chance to present their poster. After the	Each pair or group will present their poster. Each student will complete an individual post-

	posters are finished, each student will be distributed a post-test matching activity identical to the pre-test	test.
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RUBRIC FOR POSTER

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements on the poster.	All but 1 required elements are included on the poster.	All but 2 of the required elements are included on the poster.	Several required elements were missing.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

Figure 1: This is a sample pre-post test given to the students.

Name _____

Directions: Circle the correct answer

1. Which picture represents a service?



2. Which picture represents a producer?



3. What is the difference between a producer and a consumer?

4. What does it mean to be a smart consumer and why it is important?

Figure 2: This is an example of the matching review game the students played on the Smart Board. Students were instructed to draw a line from the word to the matching definition.

Goods

**an action that a person does
for someone else**

services

**a person who
buys goods &
services**

producer

**an object people want
or need that they can touch or hold**

consumer

**a person, company or
thing that makes or creates goods to sell**

Glossary

Lesson Planning Terminology	
TERMS	DEFINITIONS
Topic and Concept:	Choose a topic from Standards/Curriculum; choose a concept or “big idea.”
Relevant contextual factors	How do the characteristics of the community, school, and students impact this lesson? How will I involve families? Use technology?
Essential Question(s)	What BIG question or questions guide this lesson? What is the enduring understanding you wish to accomplish?
Content and Skill Benchmarks	What are the content and skill standards found in the NJCCCS and Common Core.
Learning Goals	What should students know and be able to do as a result of this lesson? How do objectives connect to standards and to assessments?
Assessments	Describe formative assessments and student performance tasks that demonstrate the desired outcomes; What criteria (Rubric) are used to judge performance? Describe any other evidence (quizzes, tests, observations, homework, journals).
Resources	Materials, technology, websites, ancillary personnel,
Accommodations/Modifications:	What changes in the environment (Accommodations) and changes to the curriculum (Modifications) will I make for struggling students?
Design for Instruction Terminology	
Teacher	Describe what the teacher’s actions and responsibilities are <u>before</u> , <u>during</u> and <u>after</u> this lesson. What provocative critical thinking questions will foster inquiry, understanding and transfer of learning?
Students	Describe what the expected student responsibilities are <u>before</u> , <u>during</u> and <u>after</u> this lesson.
Motivate	How will you introduce students to the activities and expectations for learning? How will you connect to students’ prior knowledge?
Teach & Ask Questions/Scaffolding	How will you transmit expert knowledge? Discovery activities? Modeling? Demonstrating? Independent, paired or small group work? Questioning designed to review content and encourage critical thinking (Bloom’s taxonomy); Scaffolding or stretching student thinking.
Performance Task (PT) and Rubric	A real world, authentic assessment task (e.g., a book, letter to the editor, etc.); a rubric is a rating scale with criteria to assess the PT
Closure	A brief summary or overview, engaging students in discussion.

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Assignment #4: INSTRUCTIONAL DECISION-MAKING

Candidate Name: School: 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). Before even beginning the Teacher Work Sample, I had plans to cover goods and services as a continuation of the Social Studies Unit that my class was currently working on. I had an entirely different lesson planned, but as Teacher Work Sample was approaching, I realized my class had been moving faster through the material than expected. As the class went through the text book for Social Studies, they had already read passed the chapter about Goods and Services. Instead of risking over teaching a topic the students already knew, I decided to change my whole plan.

B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal. I looked towards the book and the school's curriculum in order to choose what to do next. After looking through the entire Unit, I decided to use goods and services as a review section of my lesson and introduce producers and consumers, specifically consumers. This gave me an opportunity to stick with the Unit, and introduce an entirely new concept on my own. By introducing a brand new topic, I avoided over teaching something the students already knew, and gave myself a larger chance of increasing student knowledge.

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 Teach section of my lesson, I did a read aloud with the students using the book *Alexander Who Used to Be Rich Last Tuesday*. My original plan was to have students raise their hand and tell me examples from the book that were not smart consumer choices. During the read-aloud the students were losing attention and it was tough to get through the book and make sure all of the students were really grasping the concept. I knew that I could not keep the students at the carpet for my whole-group instruction mostly because they had been sitting on the carpet for too long, and need to change gears.

B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal. During the time reading the book to my class, I decided that I could not continue with whole group instruction at the carpet. I made the decision to finish the book, and then send my students back to their seats. Once they were at their seats, I only asked for one example from the book of a bad consumer choice, and I wrote this example on the board. Instead of continuing with more examples as a class, I gave each student a piece of paper and instructed them to brainstorm and write down three more examples from the book of not smart consumer choices on their own. Changing my plan of action gave the students the ability to work on their own and use their own recall skills instead of sitting and listening to the teacher. This also gave each student a chance to recall at their own pace, and excelling students a chance to further their thinking. I gave students who were finished early a second prompt, asking them 'What advice would you have for Alexander if you met him?'.

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Assignment #5: ANALYSIS OF STUDENT LEARNING

Candidate Name: School: Grade: 2

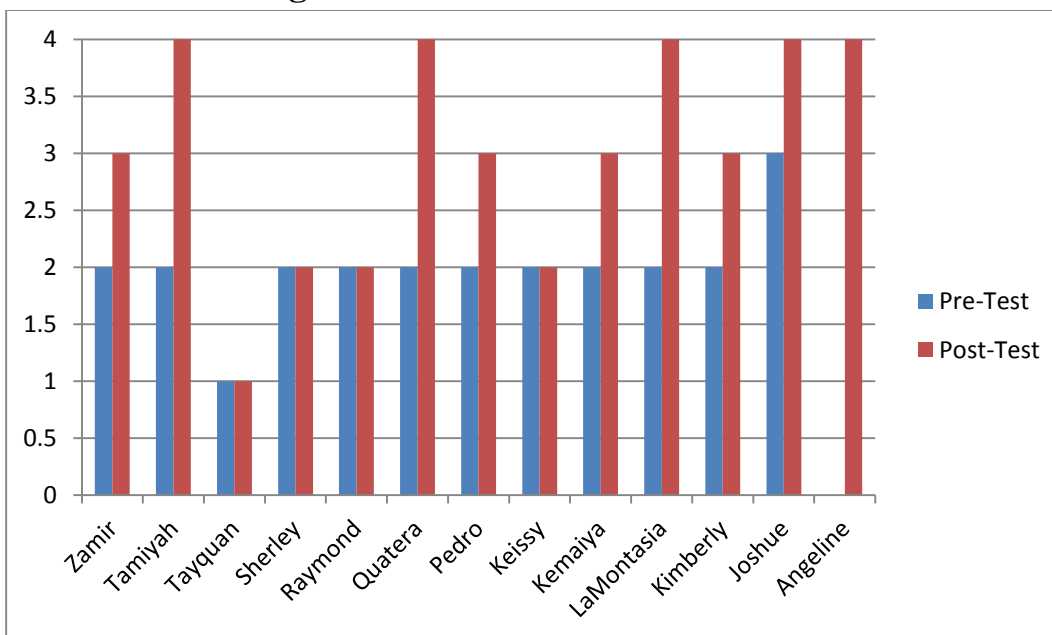
This section should be organized as follows, following the directions below:

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

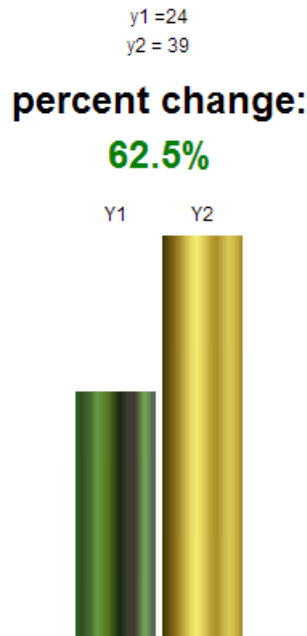
- A. *Table 1: Entire class*

Learning Goal #1: Performance of Entire Class



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

1. Calculate the percentage change in scores from the pre- to the post-assessment. You can use <http://www.percent-change.com/> to find this.



2. Reflect on what this percentage change shows about your students' learning and what you did to facilitate it. My students had a 62.5% change, which shows definite growth from before to after the lesson. I made sure to cover the topic in many different ways by showing a video, reviewing verbally, a matching game, reading a book, class discussion, individual work, and a group project.

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. **Why did you choose these groups? Refer to concerns about performance of this group vs. another group** The subgroups I chose are girls vs. boys performance. I chose these two groups because research shows that girls and boys have different learning styles, and are often treated differently in the classroom and in school in general. The girls on average scored significantly higher than the boys on average on the post test. The boys had an average score of 2.6 out of 4 and the girls had an average of 3.25 out of 4.
2. **Refer to the modifications you made and whether or not they were successful in improving students' performance. What can you do or learn about to improve their performance?** The modification I made were reading instructions out loud,

stand next to struggling students and putting students into groups of two or three. I think I was successful in improving students' performance, but could have been even more successful. By looking at the comparison of scores between the pre and post tests, it is easy to see learning growth in almost all of the students. Being that the girls in the class outperformed the boys in the class, it could be more beneficial to put them in pairs of a girl and boy for future lessons.

D. Questions on Individual Students - Learning Goal 1

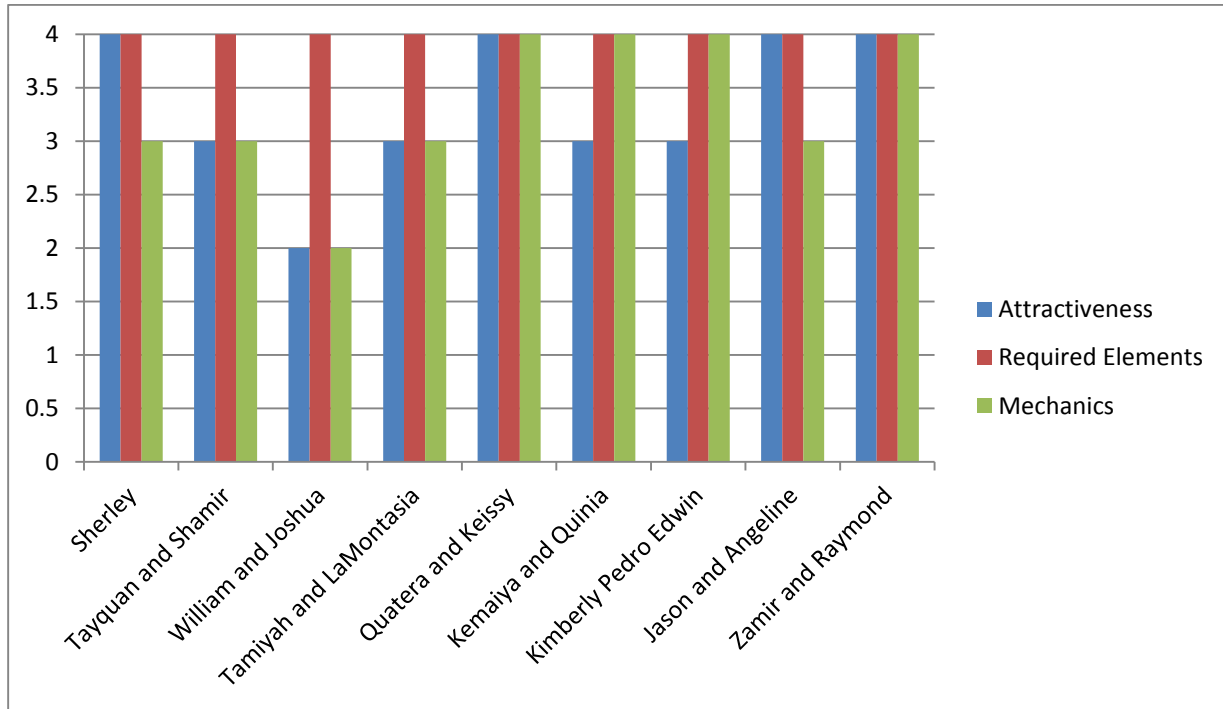
Consider the achievement of **two individuals** in the class, one who met the learning goals, and one who did not. Refer to Table 1 for each student's data.

1. Describe each student's relevant characteristics. Connect their learning outcomes to your own goals, instruction, and assessment, including any modifications you made. Angeline clearly met the learning goals of this assignment, and also showed a great deal of improvement. Angeline is a hardworking student who is always attentive in class. Angeline received a 0/4 on the pre-test, and a 4/4 on the post-test. Angeline really grasped the concept at hand and gained knowledge from all aspects of the lesson. Angeline was active in participating during the class discussions and her individual work showed that she really was listening to the book as well. Tayquan did not meet the learning goals of this assignment. Tayquan scored a 1 on the pre-test and a 1 on the post-test as well. He showed no improvement and no knowledge gained from the pre to the post-test. Tayquan is typically a struggling student and needs a severe amount of guidance throughout the day, especially for writing tasks. I should have made better modifications to Tayquan that could have increased his scores on the pre and post-test. Tayquan has a very hard time writing, even though he usually knows what he wants to say. For future instruction, I myself, or assistive personal in the class should assist students like Tayquan and possible scribe for them, being the knowledge at hand is what is important, not that they can write it down in that moment.

2. What can you do or learn about to improve their performance? To learn about both students' performance I can look at the data collected from Learning Goal #1. I can also make connections to how well they did on Learning Goal #2, and what aspects they did well in. I can take a closer look at both their pre and post-tests to see exactly what questions they struggled with, and re-teach these aspects of the lesson. To improve their performance, I can give students like Tayquan a scribe or a matching activity in times where the actual writing of the assignment is not as important as the knowledge gained.

E. Table 2: Entire class

Learning Goal #2: Performance of Entire Class



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

Refer to data from Table 2. Consider your goals, instruction, and assessment, along with student characteristics.

- **1. Select the rubric element where your students were most successful. Provide 2 or more reasons for their success.** The students were most successful in the rubric element of required elements. All of the students included exactly what was required in the poster including using all of the matching products and writing a fact about smart consumers. This section was not to mark if the required elements were correct, but to make sure they included everything they needed to include. The most important reason for their success was that I had created a sample of the poster to model to the students exactly what they needed to do. The second reason the students were successful in this area is because as a class, we created a list of different aspects of a smart consumer that was left on the board for students to refer to.
- **2. Select the rubric element where your students were least successful. Provide 2 or more reasons for their lack of success. What can you do or learn about to improve their performance?** The students were least successful in the area of attractiveness. Attractiveness included how neat and creative the poster was. The largest reason that there was lack of success in this area was the limited time I

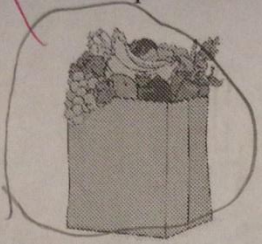
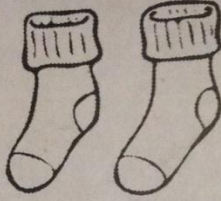

allowed for students to complete this poster. We only had a 30 minutes period to review how to create the poster, and to actually create it. If students had more time to create these posters I believe their performance would have improved greatly in this area. The second reason students did not succeed in this area is because they did not get a chance to create a rough draft of any sort. If students were able to make a rough draft, or pre-write the sentences they wanted to use then their posters would have been much more attractive. Overall, time was limited and that resulted in most of the problems in this area.

Figure 3: This is an example of Tayquan's post-test


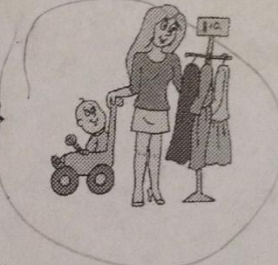

Name: Tayquan

Directions: Circle the correct answer

1. Which picture shows a **service**?

2. Which picture shows a **producer**?

3. What is the difference between a **producer** and a **consumer**?

some one who buys
things

4. What does it mean to be a **smart consumer** and why is it important?


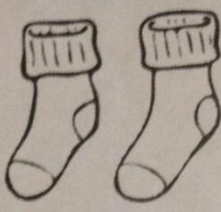

Figure 4: This is an example of Angeline's post-test

Name: _____




Directions: Circle the correct answer

4/4

1. Which picture shows a **service**?

2. Which picture shows a **producer**?

3. What is the difference between a **producer** and a **consumer**?

A Producer is someone who makes or sells goods and a consumer is someone who buys things every day.

4. What does it mean to be a **smart consumer** and why is it important?

a smart consumer is someone that buys need before wants

This is an example of students who received a 12/12 on Learning Goal #2



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Assignment #6: REFLECTION AND SELF-EVALUATION

Candidate Name: School: 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.

Professional Goal 1: I saw that my class room management skills are something I need to work on. I want to learn about how to establish classroom management from the beginning of the year.

Step 1: I have heard great things about Harry Wong and his book *The First Days of School*. I will purchase and read this book to apply to knowledge of classroom management.

Step 2: I have heard that classroom management is something all great teachers develop throughout their entire careers. I will talk to tenured teachers to learn what methods of classroom management have or have not worked for them.

Professional Goal 2: I saw that many of my students struggle with trauma surrounding their home life. I want to learn about how to help these students in the classroom.

Step 1: I will talk to the guidance counselor in my school to find out more about helping students deal with trauma or problems at home. Guidance counselors or school psychologists are trained in this area and can be a great help.

Step 2: There is plenty of research and published articles about helping students deal with trauma. I will research books and articles to read to help me learn how to help students cope with these issues.

Professional Goal 3: I have learned that as a teacher, you must be a learner as well. I want to continue to learn and keep myself up to date in the education field.

Step 1: I will attend free conferences or workshops that deal with education in order to better myself as a teacher. This will also allow for networking and learning from other teachers.

Step 2: I will continue to read books that are popular in the education field to better myself as a teacher in general.

