

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

**CIEE 5140-60**

**Modified Teacher Work Sample:**  
**Multidisciplinary Extended Lesson Plan**

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, CPT'S, LEARNING GOALS AND RESOURCES FOR A LESSON YOU WILL TEACH FOR 3 DAYS DURING THE LAST TWO WEEKS OF THE SEMESTER.

Candidate Name:

School:

Grade: 5<sup>th</sup>

**I. Subject Areas:** Social Studies, Language Arts, and Art

**II. Topic and Core Standards:** Bill of Rights

**Social Studies:**

6.1.8.A.3.c: Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.3.8.D.1: Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.

**Language Arts:**

CCSS.ELA-Literacy.W.5.1.A: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1.C: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

**Art:**

1.3.5.D.5: Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

**III. Concept(s):** Balance

**IV. Essential Question:** Does the Bill of Rights provide a sufficient balance of power between the US government and US citizens?

## V. Learning Goals / Objectives:

(SWBAT): Students will be able to...

- **Knowledge, SS:** Define Federalist, Anti-Federalist, amendment, Bill of Rights, and due process of law.
- **Comprehension, ELA:** Explain why the Bill of Rights was created.
- **Application, SS:** Generalize what the Bill of Rights protects/guarantees US citizens.
- **Analysis, SS:** Assess which of the ten amendments provides the most balance between the US government and its citizens.
- **Synthesis, ELA & Art:** Create a verbal and visual representation (mini-poster) of the amendment that best provides a balance of power between the US government and its citizens.
- **Evaluation, ELA:** Conclude whether or not the amendments in the Bill of Rights are effective tools in creating a balance of power between the US government and its citizens.

**VI. Resources and Materials:** The teacher will need access to the Smart Board and Internet/Wi-Fi for various portions of each lesson. Should the Internet/Wi-Fi be down at any point, the teacher will make use of printed screen shots and display them using the overhead projector. Aside from this, the teacher will use a basic PowerPoint presentation to list and summarize the amendments in the Bill of Rights on day one and to use in conjunction with the matching game that will be played on day two. The teacher will also need to have ample supplies (poster board, makers, and colored pencils) to enable student groups to create mini-posters. The teacher will be utilizing the student textbook, *America's Story*, to pull most of the information that will be presented in the lessons. The specific focus will be on Chapter 10, Lessons 1 and 2 (from pages 297-306.) The following website will be used to help assist in the summarization of the first ten amendments:

[http://teacher.scholastic.com/scholasticnews/indepth/constitution\\_day/inside/index.asp?article=billofrights](http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/inside/index.asp?article=billofrights)

The textbook only briefly mentions the amendments in the Bill of Rights, so this site will help to explain them better and in a clear, easy to understand manner. Additionally, I will also use the following site to assist in the “image” portion of day one’s lesson:

<http://billofrightsinstitute.org/resources/student-resources/play-games/life-without-the-bill-of-rights/>

This site contains an interactive animation that shows what life could be like if we weren’t allowed some of the freedoms that are listed in the Bill of Rights. For instance, if you uncheck the “religion” box, everyone in the animation goes from wearing religious attire (there is a Muslim, Hasidic Jew, someone wearing a cross on his shirt, etc.) to wearing plain, white clothing.

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**Assignment #2: ASSESSMENT PLAN**

**DIRECTIONS: CREATE AN ASSESSMENT PLAN USING THE TEMPLATE BELOW.**

Candidate Name:                      School:                      Grade: 5<sup>th</sup>

Lesson Topic: Bill of Rights                      Concept: Balance

Essential Question: Does the Bill of Rights provide a sufficient balance of power between the US government and US citizens?

<b>Learning Goal</b>	<b>Format of Assessments</b>	<b>Differentiation of Assessments</b>
<p><b>Learning Goal #1: Lower Order</b></p> <p>Define Federalist, Anti-Federalist, amendment, Bill of Rights, and due process of law.</p>	<p><b>Pre-assessment / Post-assessment (identical):</b> Students will take a ten-question quiz. The quiz will contain multiple-choice questions and fill in the blank (using a word bank.)</p> <p><b>Formative Assessment(s):</b> Students will be asked questions throughout the lesson as to whether or not they can define the terms.</p>	<p><b>Pre-assessment / Post-assessment:</b> Students will take a ten-question quiz. The quiz will contain multiple-choice questions and fill in the blank (using a word bank.) Classified and ELL students will be allowed additional time on the pre and post assessments.</p> <p><b>Formative Assessment(s):</b> Students will be asked questions throughout the lesson as to whether or not they can define the terms. Guidance will be provided if requested or needed.</p>
<p><b>Learning Goal #2: Higher Order</b></p> <p>Assess which of the ten amendments provides the most balance between the US government and</p>	<p><b>Pre-assessment:</b> The students will be asked to write a paragraph in which they choose the amendment that they believe provides the most balance between the government and citizens. They will be asked to explain their reasoning.</p>	<p><b>Pre-assessment:</b> Classified or ELL students may take additional time to complete the paragraph or may draw pictures. The paragraph/drawings will be collected, just to see how each student is grasping the concept of balance within the Bill of Rights.</p>

<p>US citizens.</p>	<p><b>Formative Assessment(s):</b> Students will be broken up into mixed ability groups of four. They will then discuss the paragraphs they had previously written within their group. The group will together choose one amendment that they feel provides the most balance. There will likely be some debate, as not every student will initially agree upon the same amendment. The teacher will meet with each group.</p> <p><b>Post-assessment (Create/Performance Task):</b> Students will be asked to make mini-posters demonstrating (visually and verbally) the amendment that their group chose. The mini-poster must list the amendment the group chose, explain how it provides balance between the US government and its citizens, and display a drawing that exemplifies their stance. The posters will be presented in class once they are completed.</p>	<p><b>Formative Assessment(s):</b> Students will be broken up into mixed ability groups. This will provide a sense of balance in terms student ability. They will then discuss the paragraphs they had previously written within their group. The group will together choose one amendment that they feel provides the most balance. There will likely be some debate, as not every student will initially agree upon the same amendment. Any student who is having difficulty with the group discussion may refer to the text, their notes, or ask the teacher for guidance.</p> <p><b>Post-assessment (Create/Performance Task):</b> Though each group will work collaboratively on the construction of the mini-posters, if a student feels better equipped to draw then they may work on that portion of the mini-poster. If another student feels better equipped to write, then they may work on that portion of the mini-poster. If they are generally unsure of what to do, they may ask their group mates and the teacher for guidance.</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.**

Candidate Name:

School:

Grade: 5<sup>th</sup>

**DAY ONE**

1. Pre-Assessment: The students will be given a ten-question quiz. The quiz is constructed in a fill-in-the-blank format, though the first four questions are multiple choice and the last six questions utilize a word bank (see attached.)

2. Motivate: After the pre-assessment quiz, the teacher will notify students that they have three seconds to clear their desks. Since the students will have various materials from the prior class period still on their desks (as they typically do), three seconds will be a very short amount of time. Once the teacher has counted to three, she will tell the students to stop. The teacher will then proceed to tell the students that she is taking any items that remain on their desks and will begin to take items. When students begin objecting or questioning why the teacher is taking their belongings, she will ask them, “What? Do I not have the right to take your things?” The students will give their thoughts on why the teacher does not have the right to take their belongings. After this, the teacher will then explain there is something called the Bill of Rights that gives people certain rights, which makes things like this unacceptable.

3. Teach: The teacher will proceed to explain to the class that the reason the Bill of Rights was created was to serve as a compromise between Federalists and Anti-Federalists during the time the Constitution was being ratified. Although some people then wanted a strong central government, others did not. So, to provide a balance of power between the government and the people, the Bill of Rights was added to the Constitution. The teacher will then go on to display each of the amendments within the Bill of Rights, all of which will be written (paraphrased) in a manner that enables students to understand what each amendment means. All of this information will be displayed in a PowerPoint presentation. After each amendment is presented, the teacher will ask the class how that amendment provides a balance of power between the US government and US citizens. The teacher will also ask if the students can provide her with examples of that amendment at work.

4. Image: The teacher will show the class an interactive animation on the Smart Board from the following website: <http://billofrightsinsitute.org/resources/student-resources/play-games/life-without-the-bill-of-rights/>

The teacher will ask the students to observe the animation and what is going on in it. The teacher will then choose and uncheck one of the boxes on the sidebar (some of the boxes include things such as religion, speech, and private property.) After this, the teacher will ask the class to observe and describe what happens in the picture after the box is unchecked. The teacher will then ask the students to choose one box to be unchecked. After the students make a choice, the teacher will uncheck the designated box and again ask the students to observe and describe what happens. This will provide a visual demonstration of what life might be like without certain rights/freedoms that are provided in the Bill of Rights.

5. Ask

- **Knowledge:** (State) What is the Bill of Rights?
- **Comprehension:** (Explain) How does this amendment provide balance between the US government and US citizens?
- **Application:** (Predict) What would life be like if the US government had too much power?
- **Analysis:** (Evaluate) Which amendment provides the most balance between the US government and its citizens?
- **Synthesis: (Construct)** What could you draw to show how a particular amendment provides balance?
- **Evaluation:** (Conclude) Are the amendments in the Bill of Rights effective tools in creating a balance between the US government and its people?

6. Formative Assessment: During the lesson, the teacher will assess student learning mainly through questioning the class throughout the “teach” portion of the lesson. She will ask the students if they can provide her with examples of the amendments at work (for instance, “Where do we see freedom of speech everyday?”) and will ask after each amendment is presented how they think it provides balance between the US government and US citizens.

7. Accommodations: Each student will be given a handout of the amendments (as they were displayed in the PowerPoint presentation.) Students will also be told that the information within the PowerPoint is also located in their textbooks, so they could reference that if they wished.

Note: There was one classified student in the class but that was not known at the time the lesson was taught (she was a transfer student and not all of her paperwork had come in.) Had I known this, I would have allowed her additional time to respond when she was called on.

8. Role of Auxiliary Personnel: Any auxiliary personnel that are present will assist in handing out the pre-assessment quizzes as well as collecting them. The auxiliary personnel will also assist the teacher during the “motivate” by helping the teacher collect items that are on student desks after the three seconds. Finally, the auxiliary personnel will assist the teacher by handing out the Bill of Rights sheets to the students and by monitoring the students throughout the lesson.

## **DAY TWO**

1. **Review:** The teacher will briefly review why the Bill of Rights was added to the Constitution through question and answer. The teacher will then play a brief matching game with the class. On the Smart Board, she will list the amendments on one side of the board and how they provide balance on the other side of the board. At the start of the game, the amendments and ways they provide balance will be mismatched. Students will be called to the Smart Board to correctly match each amendment with the corresponding way it provides balance.

2. **Practice Skills:** After the game has been played, the teacher will ask the students which amendment provides more balance than the other amendments. There will be a brief discussion about this. The teacher will then reveal which amendment she thinks provides the most balance between the government and the citizens. She will list her reasons for her opinion on the chalkboard. The teacher will then ask the students to choose the amendment they feel provides the most balance between the US government and its people and write a paragraph discussing it. Students may ask for assistance or guidance while writing their paragraphs.

3. **Formative Assessment:** The teacher will assess the knowledge the students retained from the prior day during the matching game, in seeing which students make correct matches. The teacher will also collect the students' paragraphs at the end of the class period, in order to assess whether or not the students are providing clear/cohesive explanations as to which amendment provides the most balance.

4. **Accommodations:** Each student will be provided with copies of the matching game so that they can refer to the correct matches later on. Students will also be provided with assistance while writing their paragraphs. Additionally, students who are having issues or difficulty writing the paragraph may draw pictures in order to better communicate their thoughts.

Note: There was one classified student in the class but that was not known at the time the lesson was taught (she was a transfer student and not all of her paperwork had come in.) Had I known this, I would have allowed her additional time to write her paragraph (though I did allow her to draw a picture to supplement her writing.)

5. **Role of Auxiliary Personnel:** Any auxiliary personnel that are present will assist by telling the class which amendment they feel provides the most balance as well as a couple of reasons why. The auxiliary personnel will also monitor the students throughout the lesson and provide additional assistance to students who need or request it when they are writing their paragraphs. Also, the auxiliary personnel will assist the teacher in collecting the students' paragraphs at the end of the class.

## **DAY THREE**

1. **Review:** The teacher will return the paragraphs that were written the day prior to the students. While this is being done the teacher will ask the students to discuss the amendments they wrote about to the class.



2. Create (Performance Task): Students will be broken up into mixed-ability groups of four or five. Students will discuss what they wrote in their paragraphs from the day prior and will explain to the rest of their group why they chose the amendment they did. After each group member has had a chance to share with their group, the group will vote on which amendment they feel provides the most balance. There will likely be some debate within the groups, but each group must compromise and democratically choose one amendment that best reflects the balance between government and citizens. After the groups have decided, they will construct a mini-poster that lists the amendment they chose, explains how it provides balance between the US government and its citizens, and displays a drawing that exemplifies their stance. Each group will present and explain their poster to their class. All posters will then be displayed on the class bulletin board that is located in the hallway, right outside of the classroom. The following rubric will be utilized to assess this performance task:

	Excellent – 4 Points	Good – 3 Points	Emerging – 2 Points	Needs Improvement – 1 Point
Group participation and collaboration	Student actively participated and collaborated with their group; shared thoughts, asked questions, etc.	Student occasionally participated and collaborated with their group; shared thoughts, asked questions, etc.	Student minimally participated and collaborated with their group; shared thoughts, asked questions, etc.	Student did not participate and collaborate with their group; did not share thoughts, ask questions, etc.
Mini-poster construction	Student took an active role in the construction of their group’s mini-poster by actively drawing and/or writing.	Student took part in the construction of their group’s mini-poster by occasionally drawing and/or writing.	Student took little initiative in the construction of their group’s mini-poster by barely drawing and/or writing.	Student did not construct any portion of their group’s mini-poster.
Mini-poster presentation	Student presented a finished poster and took an active role in the explanation/discussion of their group’s poster.	Student presented a finished poster and was mildly active in the explanation/discussion of their group’s poster.	Student presented an unfinished poster or did not take part in the explanation/discussion of their group’s poster.	Student presented an unfinished poster and did not take part in the explanation/discussion of their group’s poster.
Overall understanding of the concept	Student demonstrated a clear understanding of how their amendment	Student demonstrated a general understanding of how their amendment	Student demonstrated a minimal understanding of how their amendment	Student demonstrated no understanding of how their amendment provides balance

	provides balance between the government and people.	provides balance between the government and people.	provides balance between the government and people.	between the government and people.
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3. Post-assessment: After the students have presented their posters, they will be given the same ten-question quiz that they were given on day one. The quiz is constructed in a fill-in-the-blank format, though the first four questions are multiple choice and the last six questions utilize a word bank.

4. Accommodations: Students will be placed into mixed ability groups when creating the mini-posters.

Note: There was one classified student in the class but that was not known at the time the lesson was taught (she was a transfer student and not all of her paperwork had come in.) However, since students were placed into mixed ability groups, she was able to collaborate well within her group.

5. Role of Auxiliary Personnel: Any auxiliary personnel that are present will assist by helping the teacher hand back the students' paragraphs. The auxiliary personnel will also monitor the students as they discuss their paragraphs within their groups and ensure that groups are not arguing and are engaging in a democratic method of choosing an amendment. The auxiliary personnel will also assist student groups in the construction of their posters. Finally, the auxiliary personnel will assist in the distribution and collection of the post-assessment quizzes.

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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.**

Candidate Name:

School:

Grade: 5<sup>th</sup>

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

1. Initially I wanted the students to write an essay on day two in which they discussed the amendment in the Bill of Rights that they felt provided the most balance of power between the US government and its citizens. I changed this to a paragraph instead in order to have more review time.

A. After grading the pre-assessment quizzes, I noticed that many students did not score very high and nearly half of them failed. Also, during the “teach” on day one, though many students were able to give me examples and provide ways that the amendments provide balance, many others did not. This caused me to question just how many of the students were grasping the information.

B. Since I was unsure how much information the students retained from day one, I decided to cut down on the “practice skills” portion of day two in order to allot more time for a review of the material. Initially, I only had a verbal review planned for day two, but I instead changed it to a partial verbal review as well as a review through a game. Students respond well to games, so I figured that this would help them to better understand the material. Also, I cut down the essay to a paragraph because I felt that if students were having trouble with the material, having them write more would only confuse or frustrate them further. I felt it was more important to focus on depth rather than breadth.

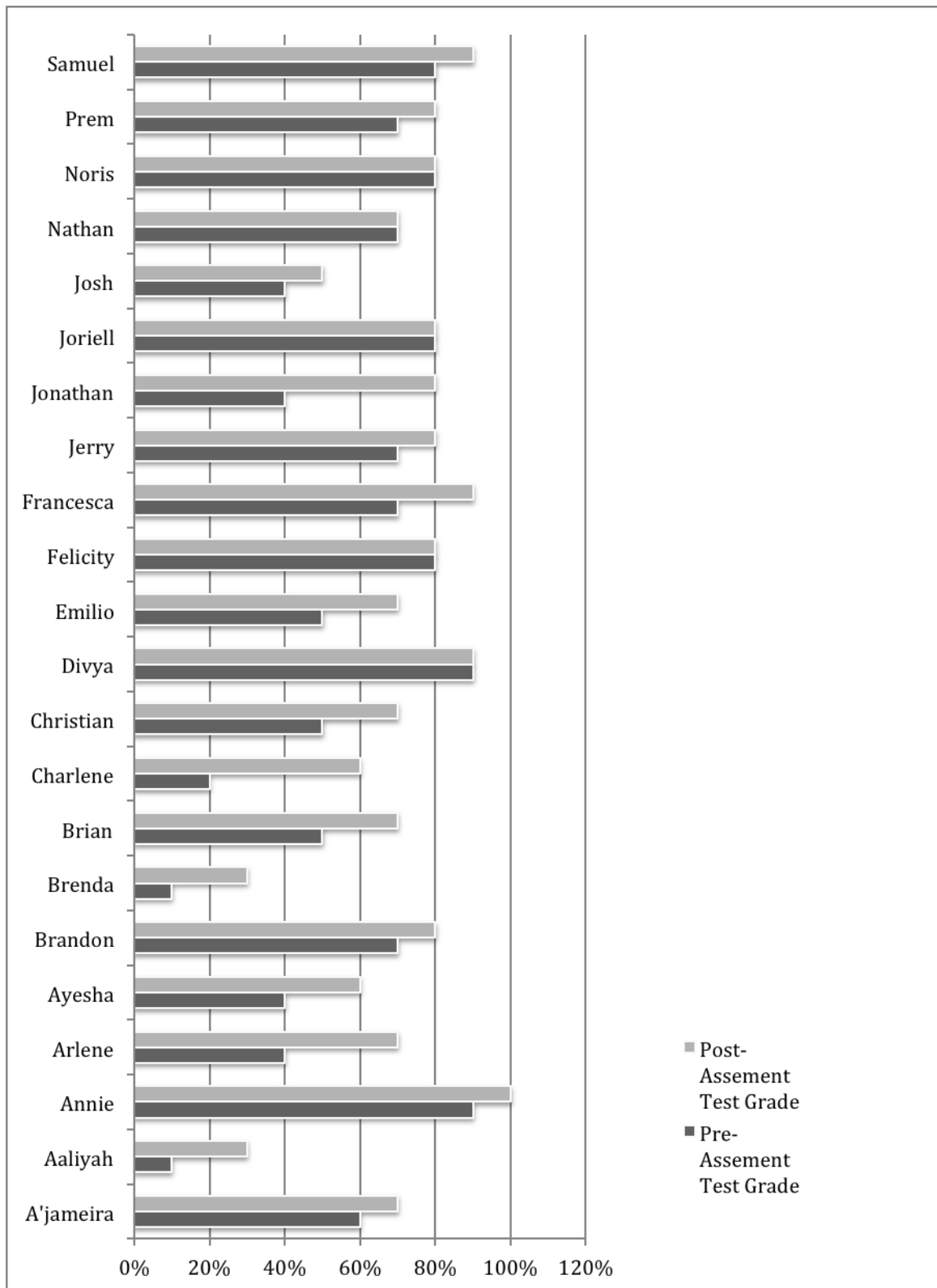
2. Initially I was going to place a particular student who failed the pre-assessment in a group with two higher-level students for the “create” portion of day three. I then decided to switch him to a group with only one high-level student and multiple lower-level students.

A. Since this particular student failed the pre-assessment quiz, I was going to put him into a group that contained two high-level students. However, I noticed that throughout the “teach” portion of day one and the “practice skills” portion of day two, this student was very eager to ask questions in order to clarify points of confusion or uncertainty. He was also willing to share his thoughts and ideas even if they weren’t necessarily on the right track.

B. Seeing this student’s enthusiasm for the material, I decided to instead place him into a group with only one higher-level student as well as multiple lower-level students. I felt that by doing this he would be able to take more of an initiative in the group and essentially take more of a leadership role. Additionally, I wanted his passion for the material to serve as an inspiration for the lower-level students in the group. Although there were many students in the class that were interested in the material, I could see that this topic had particularly caught his attention. Instead of letting his pre-assessment grade fully dictate his group placement, I instead allowed that to be a partial factor.



A. Table 1: Entire class



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

1. The total class pre-assessment score was 1260.  
The total class post-assessment score was 1580.  
The total class increase was 25.4%
2. Based on this percentage increase, although there were some students whose scores remained the same, there was an improvement within most of the class' scores. Also, no students' grades fell between the pre-assessment and the post-assessment. I feel that by using multiple approaches to engage the students with the material (visuals, group work, writing, drawing, etc.) it allowed for students to connect with the material in a way that was complimentary to their own learning styles.

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

1. The two subgroups I chose were girls' performance vs. boys' performance as there is an equal amount of girls and boys in the class. Based on the data in Table 1, both subgroups showed a similar amount of growth, with the girls having 28.8% growth and the boys having 22.3% growth. However, on average, the girls scored lower than the boys, though this can be attributed to five girls receiving scores of 40% and below. The concern that arises from this data is that the girls, though they showed more growth than the boys, had a larger number of failing post-assessment marks than the boys. The girls had six failing marks on the pre-assessment quizzes and four failing marks on the post-assessment quizzes, while the boys had five failing marks on the pre-assessment quizzes and just one failing mark on the post-assessment quizzes.
2. One of the modifications was that students were placed into mixed ability groups during the "create" portion of the lesson on day three. I believe that this facilitated the growth shown between the pre-assessment quizzes and post-assessment quizzes because students of varying levels were able to share their thoughts and ideas in order to better understand the concept of the lesson. In order to further improve the class' overall performance, I could have used other assessment strategies in order to gauge where exactly students were having difficulty. For instance, I could have had the students fill out exit slips on day one, which could have revealed a specific area of weakness within the class, or even within individual students.

*D. Questions on Individual Students - Learning Goal 1*

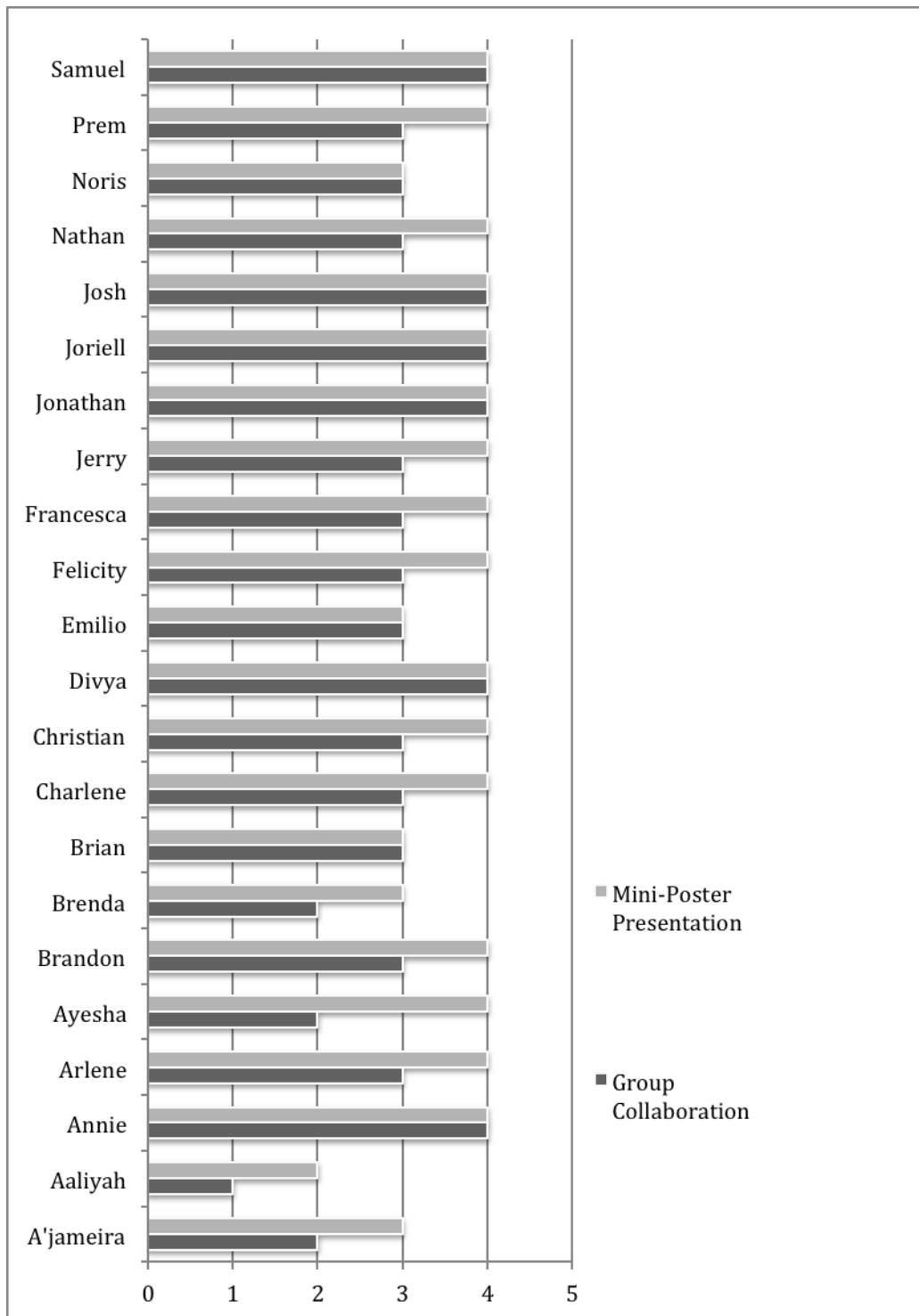
1. The two students I chose are Charlene Gonzalez and Jonathan Gomez. Though both students showed the largest increases between their pre-assessment and post-

assessment quizzes, Jonathan received a passing grade on his post-assessment while Charlene did not. Charlene is a fairly quiet student in that she occasionally participates in class and is very soft-spoken. Jonathan is very outgoing and outspoken in class, frequently participating and asking questions. Although I spent a good amount of time with Charlene during the paragraph writing on day two, I feel that I also could have asked the auxiliary personnel to spend time with her as well. Charlene thrives with reassurance, so having myself as well as the auxiliary personnel look at her paragraph could have enabled her to feel more confident with her writing. I do feel that putting her in a mixed ability group for the poster portion of the lesson helped her, but it also hurt her a little bit at the same time. Since she was placed in a group with three very outgoing students, I feel it helped her to better understand the material by hearing other ideas and perspectives and also by essentially having some of their confidence rub off onto her. However, being surrounded by those confident students caused Charlene to remain quiet at times, as she did not want to compete, in a way, with them. Jonathan asked questions throughout the lesson on day one and also during the paragraph writing on day two. When I read over the paragraphs from day two, I also noticed that his paragraph was written very well. During the poster activity on day three, I was initially going to put him into a group with some students who were higher leveled learners, but I did not. I instead placed him in a group with one higher-level learner as well as multiple lower-level learners. I did this because I saw how he was ready to question things he didn't understand and felt that this ability would enable him to really take charge within his group and inspire the other students, which it did.

2. Though both students had the highest gains between their pre-assessment and post-assessment quizzes, one student failed while the other still could have scored a bit higher. Though I was able to spot and accommodate the needs of Jonathan, I did not fully accommodate the needs of Charlene. What I could have done to better improve her performance was place her into a different group, specifically one with students who were confident with the material without being argumentative. What I could have done to better improve overall student performance was use more assessment strategies in order to better gauge their areas of weakness or confusion. Although some students were able to successfully engage in class discussion, and question and answer, not every student can be gauged in that manner. Additionally, the review on day three should have been done in a more interactive kind of way. I feel that many of the students really enjoyed playing the matching game on day two for their review. Though another game would not necessarily have been the best review approach, there should have been some sort of interactive component. Perhaps filling out a graphic organizer with the class would have accomplished this.



E. Table 2: Entire class



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

Refer to data from Table 2.

- 1. The element of the rubric where the class was the most successful was in the mini-poster presentation. As each group presented their poster, the majority of the students each spoke about their group's work, what portion of the poster they worked on, and why they decided to make their portion of the poster the way that they did. Only some students spoke very little or did not thoroughly explain their thoughts or reasons. I feel that one reason this aspect was so successful was because many of the students within the class like to talk, so I used this to the lesson's advantage. By allowing the students to present their posters and discuss them, it gave them the opportunity to talk but in a manner that was constructive and relevant to learning. Another reason I feel that this was the most successful aspect was because many students took ownership of the assignment since they knew it was going to be presented to the class and displayed in the hallway. Many times when students are given assignments, it's just for the sake of evaluating their performance and understanding. However, this assignment gave them an audience and therefore a purpose behind making the posters. I feel that the students were so proud of their work they couldn't help but want to show it off and discuss it further.
  
- 2. The element of the rubric where the class was the least successful was in the group collaboration portion. This part occurred prior to the construction of the posters; it was the time the students had to discuss which amendment they felt provided the most balance and choose one amendment to construct the poster on. During this time, there was a lot of heated debate over which amendment provided the most balance. Though it was great to see that the students were processing and understanding the material, many students were very headstrong about their opinions and had to be reminded numerous times to listen to their group-mates and democratically come to a conclusion. The students who were very assertive somewhat intimidated the other members of their group, causing those students to speak much less than them. I feel that the groups could have been better sorted in order to avoid this. Although each group was mixed by student ability, I did not take student personality into consideration. Because of this, multiple students with dominant personalities were placed into the same groups, which caused friction. Another reason that I feel this element was the least successful was because the students needed a bit more guidance within their groups. It is not often that the students are broken up into groups and told to discuss their thoughts and share their ideas. Perhaps assigning group leaders and assigning other specific roles to students within their groups would have established a sense of order, therefore cutting down on conflict.

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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.

Candidate Name:

School:

Grade: 5<sup>th</sup>

**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 will work on better grouping the students for future assignments. Though the group activity provided an excellent means for students to share their ideas and learning, the implementation was not well executed.

Step 1: Though students were paired into mixed ability groups, their personality traits were not taken into consideration when grouping them. In the future, I will assign groups according to ability as well as personality. By doing this it will ensure that there is much less room for students to dominate or withdraw from their groups.

Step 2: Though students enjoyed working in groups, there was ambiguity in the behavior that was expected from them. Because of this, I will provide specific group roles to students so that they will have an idea as to they should be doing within their group. I will also be sure to keep track of which roles the students have performed in previous group activities so that students will be able to alternate roles in future groups.

Professional Goal 2: I will work on implementing more varieties of assessment strategies in future lessons. Although there were multiple opportunities for student observation through class discussion, student paragraphs, and group mini-posters, the average score on the post-assessment quiz was a C.

Step 1: Though every student in the class showed growth between the pre-assessment and post-assessment quizzes, there were still students that failed the post-assessment quiz and the average score was 70%. In the future, I will be sure to provide more time for reviewing the

material. Though this may cut into the time the students have for a project or something else they are creating, it will ensure that are spending more time with the information itself.

Step 2: Though there was time spent reviewing the material on day two and day three, that was all in time we had to review. In the future, I will let my students know that I am available before and after school to assist them with any material that they would like to go over again or review further. Additionally, I will also communicate that to the students' parents by sending a letter home.

Professional Goal 3: I will work on better differentiating my future lessons. Although students were provided with handouts and were placed in mixed ability groups, more could have been done to differentiate this lesson.

Step 1: Though there was some degree of differentiation in the lesson, I do not feel as though it was enough. Since differentiation is a particular area where I encounter difficulty, I plan on reading books that explain and discuss various ways to differentiate instruction.

Step 2: Though it was not known at the time of the lesson, there was one classified student in the class. For my future lessons, I will plan them with accommodations for multiple students whether or not those students are present in my class. By doing this, I will be prepared for students that may transfer into the class mid-year.