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

DIRECTIONS: IDENTIFY TOPIC, CONCEPT, ESSENTIAL QUESTION, CPI'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: 1

I. Subject Areas: Language Arts

II. Topic and Core Standards: Components of a Story. **3.2.A.1:** Begin to generate ideas for writing through talking, sharing, and drawing. **3.2.A.3:** Begin to develop an awareness of simple story structures and author's voice. **3.2.A.6:** Use graphic organizers to assist with planning writing.

III. Concept(s): Components of a story

IV. Essential Question: Can you identify the beginning, middle, and end of a story?

V. Learning Goals / Objectives:
Lower Order Objectives:

- Students will be able to read a short story and recall the beginning, middle, and end.
- Students will be able to describe in their own words what is involved in the beginning, middle, and end of the story.

Higher Order Objectives:

- Students will be able to predict what will happen throughout the book.
- Students will be able to demonstrate an understanding of primary components of a story.
- Students will be able to create their own stories, while identifying the primary components of a story (beginning, middle, and end).

VI. Resources and Materials:

Books:

Sendak, Maurice (1988), *Where the Wild Things Are.* Harper Collins Publishing

Websites:

http://www.educationoasis.com/curriculum/graphic_organizers.htm

This website has a lot of resources available to use during my lesson. It has different example of graphic organizers which I will use when talking about the components of a story.

Supplies:

- Graphic Organizer
- Flip Chart
- Already created flipbook
- Blank flipbooks
- Pencils
- Markers
- Crayons
- Colored Pencils

Modified Teacher Work Sample
Assignment #1: Learning Goals
Rubric

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

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

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

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

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

Candidate Name: **_____** School: **_____** Grade: 1

Lesson Topic: Parts of a story   Concept: Components of A Story

Essential Question: Can you identify the beginning, middle, and end of a story?

Lesson Assessment Plan

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Modifications Made (List for each assessment)
Learning Goal #1: Lower Order Students will be able to read a short story and recall the beginning, middle, and end	**Pre-assessment** Short three question quiz asking the students to pick out the beginning, middle, and end of a short story. **Post-assessment:** Short three question quiz asking the students to pick out the beginning, middle, and end of a short story. **Formative Assessment(s):** Comprehension check during discussions in class.	**Pre-assessment / Post-assessment:** Give students extra time. Read questions out loud repeatedly to students. **Formative Assessment(s):** Comprehension check during discussions in class.
Learning Goal #2: Higher Order Students will be able to demonstrate an understanding of the primary components of a story.	**Pre-assessment** Short three question quiz on what is involved in the beginning, middle, and end. (Characters, setting, problem, resolution) **Post-assessment:** Short three question quiz on what is involved in the beginning, middle,	**Pre-assessment / Post-assessment:** **Formative Assessment(s):**

| | | and end. (Characters, setting, problem, resolution)

Formative Assessment(s): Comprehension check during discussions in class. | |

Modified Teacher Work Sample
Assignment #2: Assessment Plan
Rubric

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

Elements	1 Unacceptable	2 Acceptable	3 Target
1.Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
2.Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
3.Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.

4.Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.
5.Adaptations Based on Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

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

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

Candidate Name: _____   School:_____ Grade: 1

DAY ONE

1. Pre-Assessment: Before any instruction, I will give the class a quiz on the components of a story. They will need to identify the beginning, middle, and end of a short story. (See attached quiz).

2. Motivate:

   - Post a large copy of a graphic organizer on the board.
   - Ask students if they can tell me the 3 components of a story (beginning, middle, and end).
   - Ask students to tell me the component that comes first (beginning).
   - Ask students what they know about the beginning of a story.
   - Read aloud the book *Where the Wild Things Are* by Maurice Sendak. Take time to show the colorful illustrations and to discuss the beginning of the story in detail.

- Ask students if they can recall the beginning of the story and tell me what happened in this section. I will record the answers on the graphic organizer.
- For the beginning I will ask the questions: "Who are the main characters?" "Where does the story take place?"
- For the middle I will ask the questions: "What is the problem in the story?" "How do the characters try to solve the problem?" "If so, what do they do?"
- For the end I will ask the questions: "Is the problem resolved?" "How is it resolved?"
-

3. Teach:
   - After the motivational set above, the teacher will explain that the beginning part of a story is what sets the tone for rest of the story. From the beginning we will meet the characters and can predict what can happen during the rest of the story.
   - The teacher will point to their ideas that are going to be written on the graphic organizer on the board.
   - The teacher will ask the students what we as readers are introduced to in the beginning of the story.
   - The teacher will record these answers on the board so the students can copy them into their writing notebooks, which will have a story web already attached in it.
   - The teacher will lead an interactive discussion about the beginning of the story and how important knowing the beginning of the story is for the readers/audience because it introduces what the story will be about.
   - The teacher will ask the students why they think the beginning of the story is so important and will record the answers. (We meet the characters, we can figure out who are the main characters, and we know where the story takes place.)
   - The teacher will have the students think back to the story that was read to them.
   - The teacher will quickly have the students draw a picture using crayons, colored pencils, or markers of the beginning of the story.
   - The teacher will have the students write a few sentences explaining what their picture is showing. Have them share their picture and sentences with the class.

4. Image:
   - A large copy of the primary document, the graphic organizer, will be on the board with a magnet.
   - Students will each receive a copy of the graphic organizer in their writing notebooks.
   - Students will be paired up in their partners and will each have a copy of the story, *Where the Wild Things Are* in front of them.

5. Ask Low and High Level Questions:
   - What do you know about the beginning of the story?
   - What words are used in the beginning of the story? (EX: First)
   - Who is the main character?
   - What did Max's mother call him?
   - What grew in Max's room that night?
   - Where do you think Max was going once his room changed?
   - Why do you think this happened to his room?
   - Do you think Max liked the change that was happening to his room?
   - What do you think will happen next?

6. Accommodations:
   - I will modify my objectives for ELL students in the class (there are two students). For example, I will expect them to write down their answers on the graphic organizers. I will expect all or most of the students to raise their hand to answer. If these ELL students (Arabic) do want to verbalize their answer I will ask them to write it down on their dry erase boards and hold up the board. (Their writing skills are better than their verbal skills).
   - I will provide a large-print copy of the story and a larger graphic organizer for the visually impaired student in the class. I will even move her closer to the front of the room as well. The students sit in groups; there are four groups all together. She sits in the 4th group right now and for this lesson I will move her to the 1st group which is right in front of the room.

7. Role of Auxiliary Personnel:
   - I will ask the cooperating teacher to work closely with the ELL students so that they can perform to the best of their ability during the lesson. I will have her stay around the area of where the ELL student is so that if the student needs help or looks confused, the teacher can assist her by reading the directions to her so that she fully understands what is being asked of her. I will ask her to check their comprehension questions at the end of Day 1.
   - I will ask the aid who works with the visually impaired student to make sure she points out the important sections of this comprehension questions and helps her write her answers down on her graphic organizer.
   - I will provide a copy of the lesson and all handouts and organizers to the ESL teacher who works with the ELL students. I will have her work with the students more one on one during their class time if time allows.

DAY TWO
1. Review:
- The visual aids will remain hung up in the classroom, and the teacher will use them as references as an example for instruction.
- The teacher will hold the book and take a picture walk while asking the review questions listed below.
- The teacher will ask the following review questions and record the students responses on the overhead projector which will show on the board for the students:
  - What do you know about the beginning of the story *Where the Wild Things Are?*
  - What name did Max's mother call him?
  - What happened to Max's room at night?
  - Why do you think this happened?

2. Practice Skill
- The teacher will ask the students, "What comes after the beginning of a story?" I will record their answers on the graphic organizer which will be on the board.
- The teacher will ask the students what we as readers are introduced to in the middle of the story.
- The teacher will ask what words are located the middle of a story. (EX: Next)
- The teacher will record these answers on the board so the students can copy them into their writing notebooks.
- The teacher will ask the students to think back to the story that was read to them on the previous day and will ask them what happened in the beginning of the story. The answers will be recorded on the graphic organizer as well.
- The teacher will provide a handout with exact instructions for the assessment they will complete. The students will read a short story and will need to answer questions about the middle of a story.
- The teacher will guide the students towards understanding what is being asked of them through reviewing a model assessment.
- The teacher will engage in a guided practice activity with the students. This activity will model sentences and pictures and eventually creating an entire beginning and middle to a story for a flipbook like the only they will create on Day 3.

3. Accommodations:
- ELL students will have modified accommodations. I will have them answer the first question in class. These students seem to take a little longer to answer questions that have to be done alone. I will have them finish what they can in

class and then take it with them to their ELL teacher when they get pulled out and finish it there.

- I will also give them extra time to write sentences for the book. I will expect them to have their illustrations drawn clear so their story is portrayed in full potential.
- For the visually impaired student I will move her to the front of the room so she can see the graphic organizer better, and she will have a larger print organizer

4. Role of Auxiliary Personnel:

- I will ask my cooperating teacher to work with me while explaining the task to the ELL students. After I tell them the instructions I will ask them if they understand what is being asked of them. Even if they do, I will ask my cooperating teacher to enforce the instructions so that they can achieve this objective.
- I will also have the ELL teacher work with the ELL students to help them write their sentences for their books. I will also have the ELL teacher have the students explain their picture in detail to her. I will then have her write down the student's verbal responses for the one student who does not have the full writing skills.

DAY THREE
1. Review

- The visual aids will remain hung up in the classroom, and the teacher will use them as references as an example for instruction.
- In addition, the sample sentences for the flip books as well as pictures will be display as well.
- We will also review the words that are clues to knowing what is beginning and middle.

2. Create (Performance Task)

- The teacher will ask the students, "What comes after the middle of a story?" I will record their answers on the graphic organizer which will be on the board.
- The teacher will ask the students what we as readers are introduced to at the end of the story.
- The teacher will ask what words are using the end of a story. (EX: Finally)
- The teacher will record these answers on the board so the students can copy them into their writing notebooks.
- The teacher will ask the students to think back to the story that was read to them on Day 1 and will ask them what happened in the beginning of the story. The answers will be recorded on the graphic organizer as well.
- The extra copies of the book will be available for the students to look through as well.
- Students will create a flip book of their own story.

- They will begin brainstorming using a graphic organizer and writing out their thoughts for their story.
- The story will be about an adventure they will take with a friend or family member (thinking back to the book).
- The flip book will include the title of the story, author, a beginning, middle, and end.
- Students should also include the key words that we discussed in Day 1 and 2.
- Students should include ideas that are written on the graphic organizers.
- Students should use sentences that were thought of on Day 2.
- Students should also come up with new sentences.
- Students should create a picture to go along with each page of their story.
- The picture should be creative and colorful and should correspond with the text.
- Teacher will circulate and help students individually as needed.
- Teacher will periodically have students stop their work and listen to repeated instructions if needed.
- Students will be permitted to quietly ask their table members for help if needed.
- If time is allowed the students will be able to volunteer to share their story.
- Rubric used to assess student's performance is attached.

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

4. Accommodations:
- I will closely watch the students who seem to be a problem or a distraction to each other. I will let them ask questions to each other for assistance in writing their story, getting ideas, and spelling words only a few times.
- I will write the clue words on the board for those students who might need the reminder.
- I will have the ELL students share their stories with their ELL teacher and explain their picture first, before sharing it with the whole class. I will have the ELL teacher dictate the student's verbal responses.

    5. Role of Auxiliary Personnel:
- I will ask my cooperating teacher to work closely with the students who are a distraction or a problem to others. I will have her stay around the area of where the ELL student is so that if the student needs help or looks confused, the teacher can assist her by reading the directions to her so that she fully understands what is being asked of her.

- I will invite the ELL teacher into the classroom to help the ELL students write their sentences and illustrate their flipbooks correctly.
- I will continue to have the ELL teacher work with her students to help them complete their books and illustrations in her classroom (if time is allowed). I will also continue to ask her to write down the students verbal responses for the student who does not yet have strong English skills.

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

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

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

5.Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate .
6.Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.

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

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

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name: _____   School:_____   Grade: 1

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

1. One portion of the lesson that I modified was during the "create" section of the lesson, in which students wrote their own stories with a beginning, middle, and end.

A. I noticed that a number of the children had a hard time writing a story about an adventure or vacation because they kept referring back to the story that was previously read to them.

B. This made me think that maybe I should modify what they can write about. I told the students that they will be writing about a dream that they have previously had. I thought this would be a better choice for the students because they can think back to the book that was read to them and see the dream that was going on there and it would be easier for them to sit down and write.

2. Another case when another student's learning caused me to modify my design for instruction was during the "Teach" portion of the lesson, specifically, when I asked the students to name the sequencing words that are used to describe the beginning, middle, and end I wanted them to respond with the words "First, Next, Last."

A. Several students shared very different answers as to what the sequencing words should be. Some students shared the answers, "Once upon a time, and One day." Although these answers are alright to use I wanted them to use the sequencing words, "First, Next, Last." I realized that the answers among my students had to the further explored in this lesson.

B. I allowed more time that I had initially planned for so that all my students could brainstorm more words to use. I told them the words that I wanted them to use should resemble numbers. I felt that by doing this it would allow all of my students to work with their groups in coming up with different answers.

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

Candidate Name: _____ Score: 4 points
Course: CIEC 330   Instructor: Sue Mankiw

Element	1 Unacceptable	2 Acceptable	3 Target
1. Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	<mark>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</mark>

2.Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	==Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.==	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.
3.Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	==Modifications in instruction are somewhat congruent with learning goals.==	Modifications in instruction are congruent with learning goals.

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

CIEC 330 Multidisciplinary Lesson Plan:
Assignment #5: ANALYSIS OF STUDENT LEARNING

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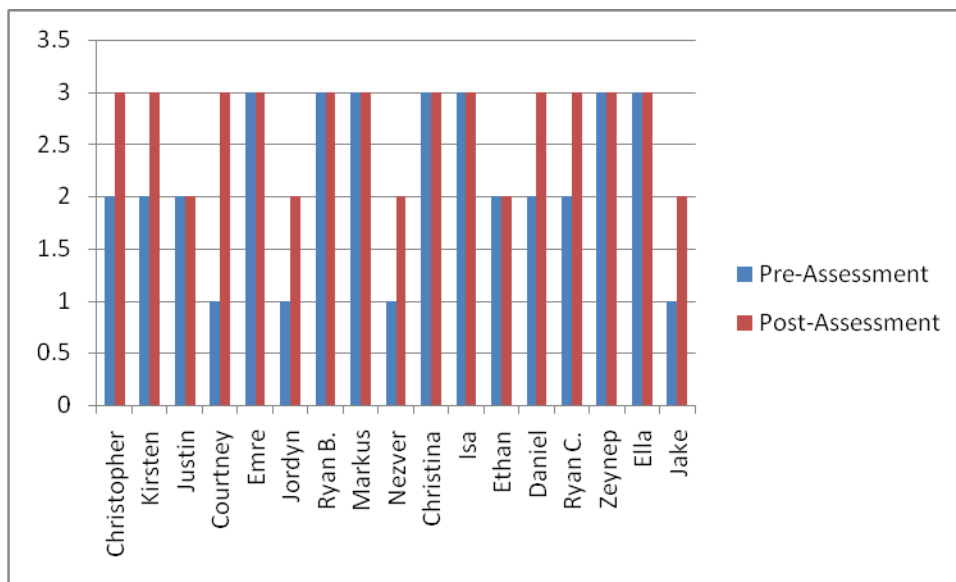
A. *Table 1: Performance of entire class on Learning Goal 1*
B. *Table 2: Performance of entire class on Learning Goal 2*
C. *Questions about performance of entire class*
D. *Questions about performance of two selected subgroups in the class*
E. *Questions about individual students*

See details for each letter below:

A. *Table 1: Entire class*
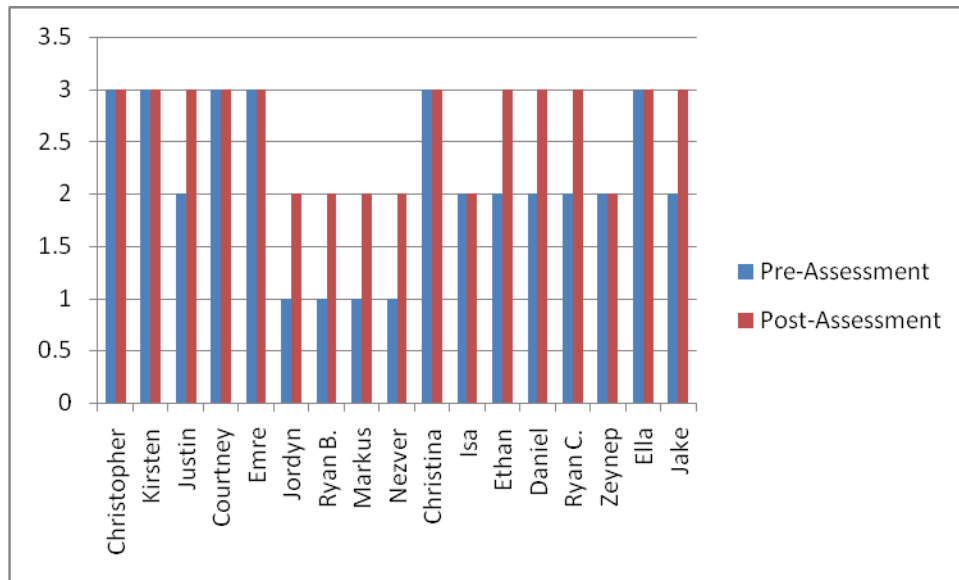
B. Table 2: Entire class

C. Questions about performance of entire class

- 1. In general, students were most successful in meeting the objective; *Students will be able to recall a short story and recall the beginning, middle, and end.* This was a higher level, recall oriented objective, and I introduced the short story by reading it out loud and having the students recall the events in the story. Visual aids that were left on the wall also reinforced knowledge of the primary components of a story. There was a 41.18% increase in knowledge of these facts among the students.

- 2. Overall, students were least successful in meeting the objective, *"Students will be able to demonstrate an understanding of the primary components of a story."* This was a lower level demonstrate objective. I draw the conclusion that the high level of

critical thinking needed to apply the facts about the components of a story was difficult for several students. The lack of prior knowledge about components of a story could also be a factor that inhibited the students learning, although some students performed well in the pre-assessment. I can add more questions about the components of a story next time and relate the story to every day events that occur in a child's life. (First, I woke up from my sleep. Second, I brushed my teeth, Next I ate dinner.) However, there was still a 38.24% increase in scores from the pre-test until the post-test.

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

1. I chose ELL students and a boy who is being tested for ADD or ADHD because I was concerned about their achievement in the class. I was not sure if the ELL students would full understand the task and would meet the learning goals. The boy who is being tested takes very long to complete his tasks because he cannot focus. He is always looking around and not completing his work. I was afraid he would not be done in the three days of the lesson. I was concerned that with the first learning goal, the language barrier may have an effect on their performance. However, Zeynep received a 3 out of 3 on both the pre and post assessment. The other ELL girl Nezver received a low grade on the pre assessment and a full 3 points on the post assessment. Daniel, the boy who is being tests received an average score of a 2 on the pre and a 3 on the post. I think he was able to finish the quizzes because they were read aloud to the students question by question. If this was not the case I am not sure that he would be able to finish. However, I was very pleased with the three student's performance.

2. I modified the quiz in multiple ways for each of these groups, including providing extra time, having the three students work in small groups at a different table, standing in close proximity to the students, and reading each question aloud and repeating it. The one ELL student had some difficulty understanding what some of the words meant and had to ask a few times. Next time, I might have had the quiz translated into the students' native language. This may have helped the one ELL student who having some trouble not seem so confused and may have helped the student better reach both the lower and higher level learning goals.

E. *Questions on Individual Students:*

1. It is important to consider the achievement of individuals in the class, especially looking closely at the performance of students who met the learning goals and those who did not.

    Ella is an academically gifted student, he scored a 3 and a 3, earning the full possibly points by the end of the lesson. His knowledge of story elements and language arts from previous lessons allowed him to meaningfully connect the three

story elements to a dream she had. This dream will allow her to fully connect what she has been taught and how to perform this action on paper. Her performance demonstrates the goals that I have strived for in this unit; being able to read a short story and recall the beginning, middle, and end of that story, as well as understanding what happens in each part of a story. My learning outcome for the students was to create their own story with the three elements in it and she achieved all of these goals and outcomes. I feel that the open ended discussions and hands on activities that we had in class were particularly helpful for Ella's learning.

Jake is an average student but he struggles to follow directions. He wants to do what he wants to do and does not like being told what to do. However, his scores were a little below average on the pre and post assessment for learning goal number two. He received a grade of a 1 on the pre-assessment and a 2 on the post-assessment. Most of the students went up significantly on the pre and post assessments and he only went up one point. I feel that he did not fully meet the learning goals on this assessment.

2. I could take several actions to improve these individual's performance in the future.

For Ella, I could have the students who I feel are "stronger learners" be grouped up with lower level students. I would have the higher learners teach the lower level students. I feel she would be a great asset to the other students.

For Jake, I could work closely with him one on one or I could pair him up with another student that is around the same level as him. I feel that by doing this that they would be able to help each other and hopefully his scores would go up.

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

Candidate Name: _____   Score: 2 ½ points
Course: CIEC 330   Instructor: Sue Mankiw

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

CIEC 330 Multidisciplinary Lesson Plan:
Assignment #6: REFLECTION AND SELF-EVALUATION (Instructions)

Candidate Name:_____School:_____   Grade: 1

   Professional Goal 1: I want to increase the number of open-ended, critical discussions in language arts lessons. I feel that these discussions will help the students to meet higher level learning objectives, such as being able to read a short story and recall the beginning, middle, and end.

      Step 1: I will do research on the internet about various ways to promote discussions about the beginning, middle, and end of a story. I want to learn more about the discussions that take place with groups of students and how to get the conversation started about the beginning, middle, and end.

      Step 2: I will integrate writing activities into class discussions. For example, I will have the students retell the stories beginning, middle, and end. I will do one part each day. At the end of the day the students will share what they wrote with their groups. This opportunity will allow the students to hear others writing and to get ideas of how to write their stories as well.

      Professional Goal 2: I will develop more plans to address the learning needs of the gifted and talented students in my classroom. Through this three day lesson, I learned the importance of increasing the number of ways that I develop the gifted students' academic learning.

      Step 1: There is a boy Christopher who is very gifted and talented. He finishes his work before anyone else in the class and often becomes bored, causing him to start talking to other when they are trying to complete their work. With his parents permission I would ask them if it would be alright to give Christopher alternate assignments that will require more critical thinking and research.

      Step 2: I will do research on the internet and in books about strategies to help gifted and talented students. I will try to find ways to challenge these students ways of learning, as well as modifying lessons so that they were not bored.

      Professional Goal 3: I will more thoroughly modify assignments for ELL's so that I can better address their learning needs.

      Step 1: I would meet with the ELL faculty team for my school to discuss ways in which they think I would be able to better help the ELL students in my classroom to better understand what is being asked of them.

Step 2: I will increase the number of visual aids with the languages of my ELL students underneath them. I think visuals are a great way to engage all students, but they are specifically helpful for ELL students. The students can see the words in English, as well as their native language. By doing this I would hope it will get the students more actively involved and higher their participation in the lesson.

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

Candidate Name: _____   Score: 3 ½ points
Course: CIEC 330   Instructor: Sue Mankiw

Element	1 Unacceptable	2 Acceptable	3 Target
1. Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet earning goals.
2.Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	l Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
3.Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
4.Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve learning.

5. Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.