

Prairie View A & M University – Whitlowe R. Green College of Education

Teacher Work Sample

Fall 2009

Submitted:

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Certification: EC – 4

Generalist

Ms. Gloria Peppers

Holleman Elementary

Waller Independent School District

3rd Taught Reading/ Language Arts & Science,

(Observed 3rd grade Math), 4th Observed, & 5th Observed grade

Reading/ Language Arts

Teacher Work Sample

Section 1: Contextual Factors

According to Waller Independent School District (2008), which has been noted as the second largest school district in total square miles in the Houston area, encompassing 328 square miles in Waller and northwest Harris Counties. The average income per household is \$33,162 (Waller, TX, 2009). Waller ISD is located on Hwy 290, approximately 40 miles northwest of downtown Houston, in a semi-rural/agricultural region that is currently undergoing rapid residential and commercial development. Eight Waller ISD campuses serve over 5,300 students. (Waller Independent School District, 2008) As a matter of fact the most greenery other than grass that one may find at I. T. Holleman Elementary may consist of several Crepe Myrtles, an oak tree or two, a few shrubs, Hibiscus, and a small pumpkin patch.

For nine consecutive years, Waller ISD has been the safest Harris County school district among the twenty-two compared for juvenile offender activity (from Annual Reports of the Harris County Juvenile Justice Alternative Education Program). WISD employs five full time school resource officers from the Harris County Sheriff's Department to help keep our students safe. Since 1887, Waller ISD has had a long standing tradition of academic and extracurricular excellence (Waller Independent School District, 2008).



According to the Texas Education Agency Academic Excellence Indicator System (2009), I. T. Holleman Elementary School sited in Waller Independent School District educated seven hundred and twenty-six students during the 2007

– 2008 school year. During that time, the grade levels spanned from Prekindergarten to the

fourth grade. This school corresponds with the campus number 237904102. In 2008, the school had an accountability rating of Recognized in addition to Gold Performance Acknowledgments noted as Comparable Improvement in Mathematics.

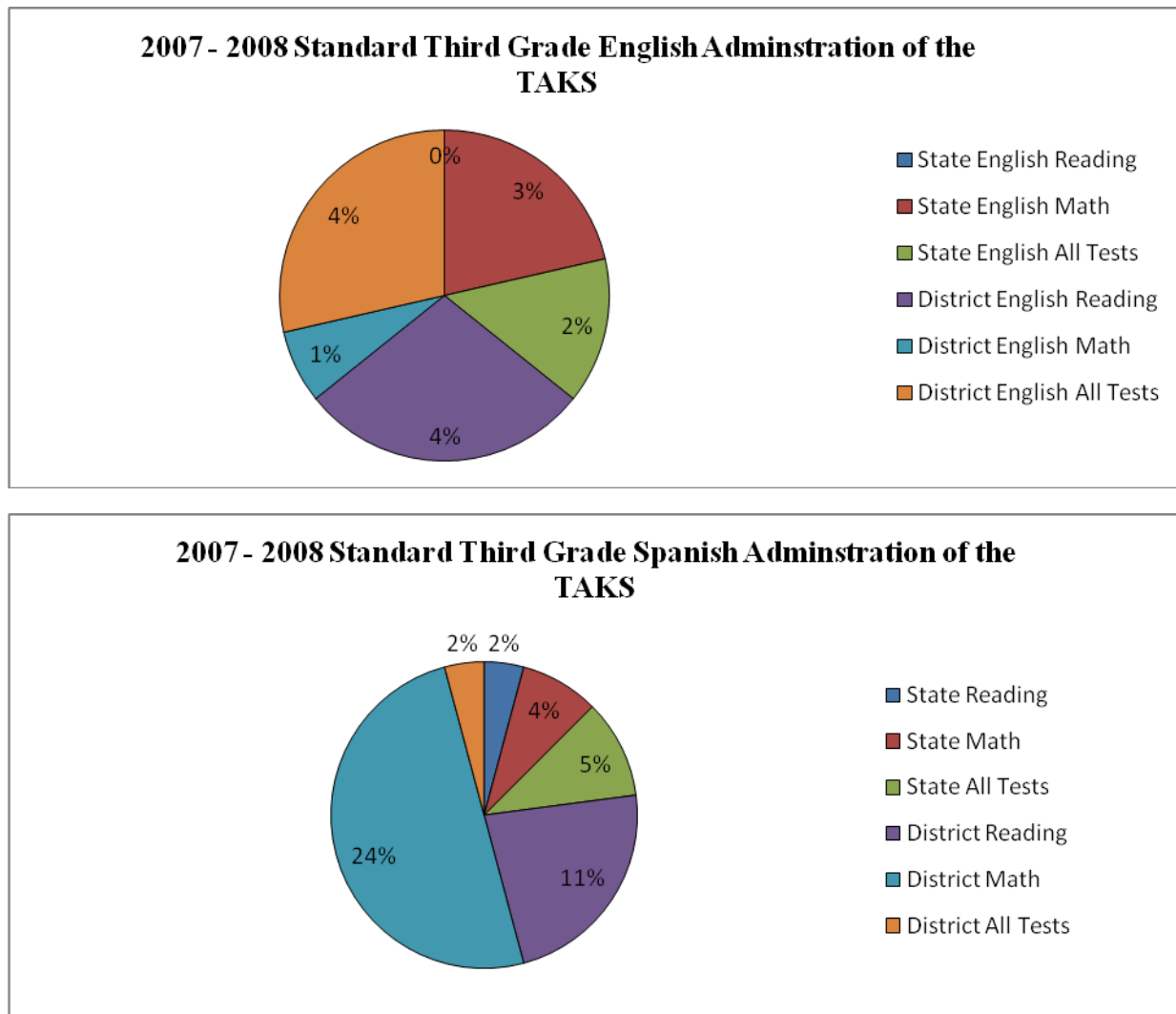
The third grade has been divided into two sections: TAKS Met 2008 Standard Grade 3 (English) First Administration Only and TAKS Met 2008 Standard Grade 3 (Spanish) First Administration Only with each being treated as two equal parts of a whole. Then it breaks each half into three sections with fourteen subsections giving the researcher the breakdown for the test.

The district overall for Third Grade English Administration of the TAKS test improved four percent for the reading. The math improved one percent, and all the tests improved by four percent during the 2007 – 2008 school year, whereas the Third Grade Spanish Administration of the TAKS reading improved by eleven percent, the Math rose by twenty-four percent and all tests improved by two percent.

As a whole the state for Third Grade English Administration of the TAKS test revealed no difference for the reading, the math improved three percent, and all the tests improved by two percent during the 2007 – 2008 school year, whereas the Third Grade Spanish Administration of the TAKS reading improved by two percent, the Math rose by four percent, and all tests improved by five percent. This information is noted in figure 1 and figure 2.

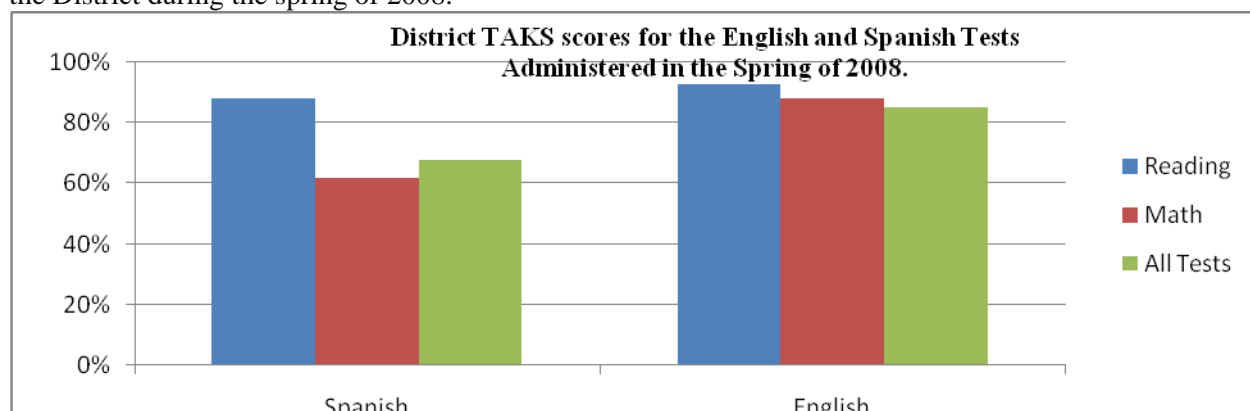
Figure 1 The pie chart indicates the increase found during the 2007 - 2008 school year between the State and the District.

Figure 2. The pie charts depict the increase found during the 2007 - 2008 school year between the State and the District.



It appears that although the standards for both the English and the Spanish administration of the tests were broken into two equal parts there was a vast difference between the two as shown in figure 3. Although the Spanish scores increased drastically in some areas, the English scores are still significantly higher than the Spanish scores.

Figure 3. This bar graph represents the difference between the English and Spanish TAKS scores within the District during the spring of 2008.



While keeping in mind that reading is necessary to achieve goals in education, Waller Independent School District should continue with their achievements in Reading, but focus on their Mathematics and other test scores such as Spelling, Science, Art, PE, and Music that are incorporated in the I. T. Holleman Elementary school song...

“H-O-Double L-E-M-A-N spells Holleman
Proud of all the things we learn to do here, do here
Reading, spelling, science, math, art, PE, and music.
H-O-Double L-E-M-A-N you see.
That’s the place where the rule is to help each other all the way
It’s Holleman – A great place to learn!
NUMBER ONE!” (About Holleman Elementary School , 2008)

Instructional Implications of the Community

The Holleman Parent – Teacher Organization works very hard to give our students many different cultural experiences and learning tools in the classroom. They hold a membership drive in the fall each year, where anyone can join for \$3.00 to help support the students and the school. The PTO's big fundraiser is the Fall Festival, and is generally held in October. Students sell raffle tickets prior to the festival. On the day of the festival, the parents, students, and

teachers have many activity booths set up for the community to participate in. There is also a large auction in Holleman Cafeteria of donated and student-made items. In addition to this, Holleman has volunteers that spend time doing a number of a number of things: one-on-one tutoring, classroom preparation for teachers, work in the library, and more.



This school has some teachers will do just about anything for box tops, including Prairie View A & M University's own little Ms. Jessica Derkowski.

This is actually some sort of box top contest. Basically, students bring in their box tops for education and trade them with the school for a right to vote on the teacher of their choice to kiss the cow. Ms. Derkowski and

many others were the lucky winners. Some of the teachers were chosen twice.

Instructional Implications of the School

Holleman Elementary opened its doors in 1974 and was named after long-time educator I.T. Holleman. I.T. Holleman was 18 years of age when he began his career in education – a career that spanned 41 years. Holleman was named principal of the Waller School in 1939, and the superintendent of the district in September 1942 – a position that he kept until June 30, 1973.

Holleman Elementary (2008) is one of five Waller ISD elementary schools that now serve Pre k-fifth grade students with quality educational programs that honor individual learning styles in positive and supportive environments. Among the programs and enrichment opportunities offered are: Bilingual in Pre K, dual language in K-fourth; School-wide Title 1 reading and math; Boys Town Social Skills; Balanced Literacy Program; Accelerated Reading Program; Dyslexia Program; Discovery Gifted and Talented; inclusion of students with

disabilities; two computer labs, and Content Mastery. Holleman Elementary benefits from strong PTO support, active volunteer program, and after school programs. With that being said one may easily see why the school's motto is: "Holleman: A Great Place to Learn!" (About Holleman Elementary School , 2008)

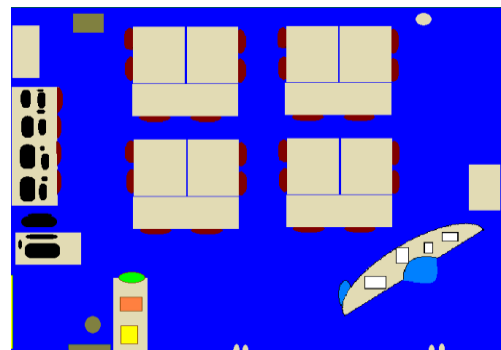


Mrs. Godwin became the principal of Holleman Elementary School in 1992. She was a first and second grade teacher for 22 years in Waller ISD before becoming the Assistant Principal of Holleman Elementary School in 1990. Originally from Nacogdoches, Texas; Mrs. Godwin received a B.S. degree in Elementary Education from Stephen F. Austin University and a Masters Degree with a Mid-Management Certification from Prairie View A&M University. Mrs. Godwin enjoys working with young children and reading children's books. For relaxation, she likes to go to the beach, spend time with her family, and go to the movies. (Waller Independent School District, 2008) Mrs. Godwin would be first to tell anyone that she does not do this alone.

Instructional Implications of the Classroom

Let's begin with the classroom. One should keep in mind as prior stated that this school has been open for 39 years. The classrooms are small. The school is due for some repairs. The plumbing is old. There are ants and mice. Very few of the classrooms have doors. Some parts of the school are a lot colder than others. There is a musky smell in the school, however, it is clean. Generally speaking, all of this is what one might expect of an old building.

This year the school received new table desks that no matter how nice it maybe for the teachers to have matching furniture it is too big for the classrooms (which



in some cases are only approximately 15 ft x 20 ft. Each classroom that I have seen has at least five computers. The school has an ample library with plenty of books and computers as well. When it rains the gymnasium floor bubbles up really bad in certain places. Anything that is made for breakfast or lunch can be smelt in the third grade hall, even if it is occasionally burnt.

The teachers are equipped with a Lap Top computer, an Elmo, printers, Die cuts, a Laminator, Poster maker, they have plenty of Projectors, a telephone, the internet with limited access, two refrigerators for all of the teachers to share, toaster, coffee pot, four microwaves, a Wii (for special privileges such as PAW Winners), and an ice machine. The only complaint other than the temperature that I could note from the teachers may be the plumbing considering five grade levels share three sets of restrooms (girls 6 stalls; boys 4 stalls, 4 urinals, 3 teachers), one of which was recently fixed for the third time since I began Student Teaching, at which time another became out of order (see Figure 2, 3, 4, and 5).

Figure 1 shows the total usage of facilities at Holleman with all facilities working.

Total Facility Usage for Students at Holleman Elementary School					
Gender	Total number of students 2007 - 2008 726	Multiplied by Number of trips taken	Divided by Number of facilities available	Multiplied by Time taken each time	Total amount of time utilized divided by 60 (to change minutes to hours)
Girls	341	2 per day	3 facilities (18 toilets)	5 minutes	3 hours 16 minutes
Boys	385	2 per day	3 facilities [24 (4 stalls & 4 urinals)]	5 minutes each	3 hours 7 minutes

This may not be considered as a potential problem at this point, however if one takes the initiative to see what happens when just one facility becomes unusable it may create a problem.

Figure 2 shows the total usage of facilities at Holleman with only two facilities working.

Total Facility Usage for Students at Holleman Elementary School					
Gender	Total number of students 2007 - 2008	Multiplied by Number of trips taken	Divided by Number of facilities available	Multiplied by Time taken each time	Total amount of time utilized Divided by 60 (to change minutes to hours)
Girls	341	2 per day	3 facilities (18 toilets)	5 minutes	3 hours 16 minutes
Boys	385	2 per day	2 facilities [16 (8 stalls & 8 urinals)]	5 minutes each	4 hours 1 minute

Naturally, if one facility is broken, the teacher will naturally take all students to another facility during whole class trips to the restroom. This chart however does not include the time loss possibility of another class already utilizing the next facility.

Figure 4 shows the disruption to classrooms due to lack of classroom doors while students are at the restrooms.

Disruption Times for Students in Classrooms without Doors		
Time Lost with 2 Restrooms	Time Lost with 3 Restrooms	Difference in Time Lost
5 hours 13 minutes	3 hours 16 minutes	1 hour 57 minutes

Figure 4, shows things from a different perspective. If a teacher has anywhere from 17 to 23 students and two classes are waiting to utilize the restrooms things may get out of hand. Classroom Management may become a problem. Imagine having all of these students outside your classroom talking and carrying on until the teacher is able to regain control the classrooms nearby are being disrupted.

What about the teachers? What happens if the teacher needs to utilize the facilities? Holleman Elementary has three uni-facilities for teachers and staff. If the teacher needs to go first of all he/ she has to get someone to watch the classroom. One is on one side of the school, while the others are by the office. See diagram 1.

Diagram 1 shows a brief outline of the school’s trouble areas.

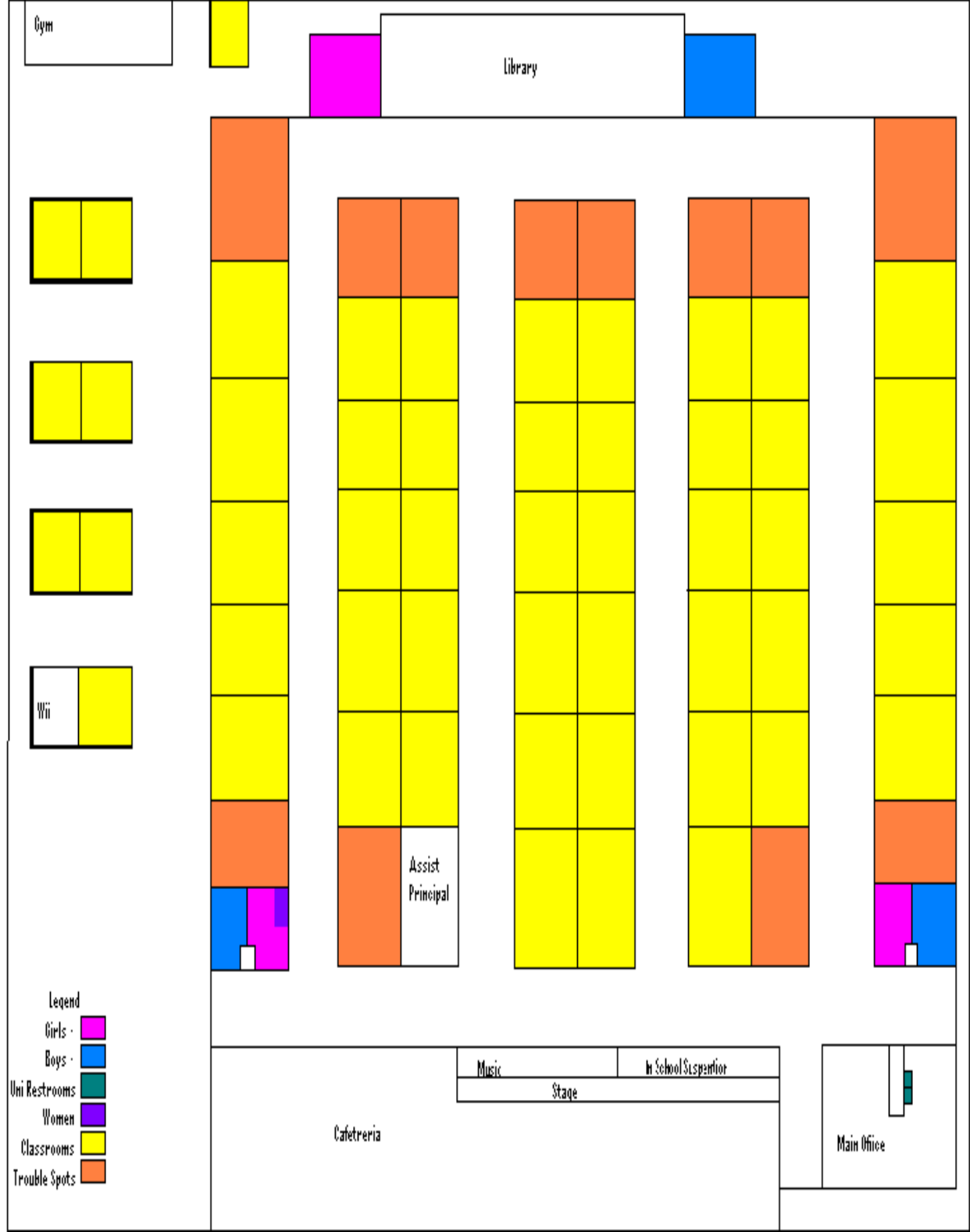


Diagram 1 also shows what may be considered as a problem areas for teachers and faculty restroom usage.

Figure 5 shows the total usage of facilities for teachers and faculty.

Total Facility Usage for Faculty and Teachers at Holleman Elementary School					
Person	Total number of Personnel 2007 - 2008	Multiplied by Number of trips taken	Divided by Number of facilities available	Multiplied by Time taken each time	Total amount of time utilized Divided by 60 (to change minutes to hours)
Teachers & Faculty	69 (3 males, 66 females)	2	3	5 minutes each	4.23 hours

Note* Table excludes Custodians, Kitchen Staff, Volunteers, and Nurse

The schools focus is mainly on its students where it belongs. With a 16:2% student – teacher ratio, there are various classrooms that are utilized as storage areas as well as T buildings (Academic Excellence Indicator System, 2008). They have incorporated something called Intervention (as a form of tutoring) three days a week at various times of the day depending on the student’s grade level. Since the school is doing so well, however they were turned down for any additional funding for afterschool activities and tutoring.

One may join the YMCA, Girl/Boy Scouts of America, or the Chess club on Fridays. However there is always the Principal’s Club in which meets once every six weeks. This club attempts to show students appreciation by giving them certificates for A Honor Roll, A – B Honor Roll, Attendance, Conduct, Citizenship, and Paw Awards. Parents are welcome to come see their child cross the stage and take pictures. There is some help for students who really need it in the mornings.

The students in the classroom that I have been working in all come from culturally diverse backgrounds (17 white, 17 Hispanic, 4 African American, 1 Indian, 1 Asian). The socioeconomic status of the class varies. The students are on various reading levels ranging from 1.2 to 4.9 and climbing.

At least one of these students try very hard, but still has a rough time in differentiating between the sounds that the letters make in English compared to the sounds they make in Spanish. It is really difficult for her considering the fact that her parents speak only their native language when she needs help with her studies in English. She is always willing to put forth her best effort, but that will not help her at test time.

Many of the students excel in doing their work. The hardest thing is keeping them focused. I think that if I had to choose one student to feel sorry for it would be a tossup between the teacher's pet and the one who tries to be the class clown. One is too busy minding everyone else's business and being excused for it, while the other one will do just about anything to get attention, of course this is only the opinion of an uncertified student teacher. The students who are made examples of in the classroom are usually the boy, who does not care about what his writing looks like, the class clown, and one of the African American girls in which really upsets me. Most of everyone else gets away with murder. I do not know if some other teacher has given these students bad marks in their permanent record, if someone said something to Mrs. Oliver about them, or what the problem is exactly.

Instructional Implications of the Classroom Teacher and Teacher Candidate



Mrs. Mary Jane
Oliver, Third grade
teacher

Both the Classroom Teacher and the Teacher Candidate are Caucasian females in their thirties. While the classroom teacher has nine years of experience in teaching and two daughters under the age of five, the candidate considers herself as a jack of all trades and master of none, although she has four children that range from three to eighteen, volunteered as a teacher's assistant for two years in HISD, taught Bible verses to students in two different schools in Houston.

According to Michigan State University (2006), Instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of their particular discipline. Some believe classes should be teacher-centered, where the teacher is expert and authority in presenting information. Others take a learner-centered approach, viewing their role as more of a facilitator of student learning.

Mrs. Oliver has more of a teacher – centered approach to education, while my approach is more students – centered. Therefore at the beginning of this week of instruction, I was concerned that we were going to step on each other's toes. That was not the case. We agreed to disagree at times, however we utilized being in the classroom together as a tool. We decided early in the semester to look at things as if each of us had a closet. Mrs. Oliver's closet was fuller than mine. She would go through hers to decide what to throw out and what she would keep and I would work on filling up mine. I have learned various things from Mrs. Oliver including the fact that although my closet may be empty, that does not mean that I have to go on impulse buys.

Instructional Implications of Students

Overall, at the beginning of the year, our class consisted of three classes; one class which contains twenty-one students twelve girls (one African American, five Caucasian, six Hispanic) and nine boys (five Caucasian, three Hispanic, and one Indian)], the second class contains nineteen students (Caucasian two boys and five girls; Hispanic four boys and one girl; one Asian boy), and the third in which we only see every other week contains twenty - three students (all Hispanic, thirteen girls and ten boys). All of the students range from eight to nine years of age. For the most part, I believe that all of these students are hands – on learners.

Our students come from various cultures that range from Caucasian, African American, Hispanic, Indian, and Asian. The students' interests range anywhere from motor bikes, hunting,

books, cheerleading, sports, and helping, etc. Their reading levels vary from approximately 1.2 – 4.5 according to Accelerated Reader. Regardless, of these things these classes contain some of the smartest students. As I stated previously, the only problems that I foresee during my lessons will result from time and classroom management. I know what these students can do.

There is only one student who has Special needs and he is taken out of the classroom most of the time. I am unable to provide too much information considering, I have been unable to find out what his needs are. What I am able to share with you is that he is a very smart boy. Toward the end of my being in this room he was placed back into the room. He needs time and attention modifications as far as I can tell. I believe for the most part, this student needs more time.

Another student (a girl), who came from Mexico, is really having a hard time, especially with spelling. She really does her best to try to understand what she is supposed to do. She attends tutorials regularly. If we keep praising and working with her, I am sure that she will be fine. The main problem that she has is that both of her parents only speak her native language. She would probably do better if she had some additional time to change the information from one language to the other, but she will not get that in this classroom.

Section 2: Learning Goal and Objectives

During the week of October 26 – 30, 2009, my assignment was to have a Thematic Unit complete for the third grade team based on Maurice Sendak's book, *Where The Wild Things Are*. I chose to use the adjectives section of these lessons for this Work Sample.

Unit objectives: The student is expected to:

3.4A The student is expected to: use vocabulary to describe clearly ideas.

3.3C The student is expected to: write to record ideas and reflections.

3.17C The student is expected to: compose elaborated sentences in written texts and use the appropriate end punctuation.

3.20B The student is expected to: record his/her own knowledge of a topic in a variety of ways such as by making lists and showing connections among ideas.

Students' characteristics that need to be considered in teaching this unit:

- Student learning styles
- Socioeconomic status of the class
- Location
- Prior knowledge of students
- Grade level

Section 2: Learning Goal and Objectives

Appropriate Learning Level

This is a third grade Language Arts lesson that is parallel to the state TAKS test that is given in third grade. This lesson includes various activities based upon the child's style and learning level. My goals for teaching this lesson are to help the student make comparisons and expand their vocabulary.

Multiple Objectives Lead to the Goal

There are many objectives that lead to the goal of students being able to demonstrate the knowledge of adjectives. A list of the objectives is as follows:

- Decode regular multisyllabic words.
- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- Distinguish between complete and incomplete sentences.
- Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
- Write and speak in complete, coherent sentences.

Objectives Match Learner Context

The purpose of this lesson is to help students discover words used in sentences to answer test like questions such as those found on the TAKS test, in addition to expanding on the students vocabulary to help the student to comprehend read information. This will help the student to see the whole picture by clarifying the information. The students will utilize various strategies such as expand vocabulary through wide reading, word study, and discussion. The students will be able to apply relate sentence structure and language rules in a way that will permit them to communicate information and ideas. This will permit the students to reflect and make connections with language, texts, and personal experience. Relate knowledge strategies and skills to various types of literature.

This lesson is also important when it comes to designing instruction considering that Waller is continuously expanding. All of the students may not have the same opportunities, therefore it is up to the teacher to try to help the students to understand. One of the classrooms that I have been teaching consists of that all come from different places and have experienced a variety of different things. At this time the students are receiving their education in a semi- rural area.

These learners need to understand the attributes of respect, honesty, justice, courage, hope, loyalty, and love. Considering the diversity of the classroom, it will help them to explore each others in order to better understand themselves as human beings. These students work better using the hands – on approach therefore they must be able to better understand each other.

Objectives Suggest Multiple Learning Activities

This lesson is filled with multiple learning activities. The student will use their rules for sentence structure to complete the lesson. The students will also complete TAKS reviews that review the basic instructional objectives covered in previous grades. All students will have had practice with utilizing adjectives properly. The learning styles of the students will be met through different types of teaching strategies.

Objectives Align with Texas Essential Knowledge and Skills (TEKS)

Level	Objective	TEKS	TEKS Objective
5.1	Participate in the lesson during discussion.	3.3 - C	Ask and answer relevant questions and make contributions in small or large group discussions (K-3) <div> <div>Texas Administrative Code (TAC), Title 19, Part II Chapter 110</div> <div>§110.5</div> </div>
5.2	Demonstrate vocabulary to clarify ideas.	3.4 - A	Use vocabulary to describe clearly ideas, feelings, and experiences (K-3) <div> <div>Texas Administrative Code (TAC), Title 19, Part II Chapter 110</div> <div>§110.5</div> </div>
5.3	Write complete sentences.	3.17 - C	Compose elaborated sentences in written texts and use the appropriate end punctuation (3); <div> <div>Texas Administrative Code (TAC), Title 19, Part II Chapter 110</div> <div>§110.5</div> </div>
5.4	Make lists of adjectives to describe the visitor.	3.20 - B	Record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3); <div> <div>Texas Administrative Code (TAC), Title 19, Part II Chapter 110</div> <div>§110.5.</div> </div>

Section 3 Assessment Plan:

In this teacher work sample one may find various assessment strategies that range from teacher checking, self- assessment, peer rubric assessment, oral assessment, student work samples, and observation. These assessments seemed adequate for the lessons of my students for various reasons. Teacher checking seemed appropriate in many cases due to the fact that the answers may vary. Self- assessment had its place in trying to help build relationships and to help

the students reflect on their own work. The peer rubric assessment was actually very useful. It was used for two reasons: It helped the students in feeling that I trusted them, but it was actually used to keep the students in their seats and it kept them focused. The oral assessment was not necessary; however the students are always asking me about my school. Some it helped the students to feel like they were in a higher grade level and it gave them some additional practice on things to come. Student work samples were utilized in grading the sequence/picture activity. These had to be carefully looked upon to make sure that the students followed instruction. Observation was a great tool to use in many cases, for the reader's theaters it was natural, but in other cases it helped to see which students had actually understood the lesson and it helped in getting others back on track immediately.

In order to define what the students already knew I asked various questions. One day early in the semester, when Mrs. Oliver was teaching and had to step out briefly, I pretended as if I did not know how to teach the lesson and I had the student's to walk me through it. The student's had left out the part of underlining the subject in one color and the predicate in another. Mrs. Oliver quickly caught on to this and so told the students what to do. I went to each table and told the student's as if it was a big secret. The student's loved it. Of course, Mrs. Oliver thought that I was crazy, but the important thing was the kids knew the information.

The only misconceptions that I can note may be in the way to fold the Manila paper to get a tri-fold. In other lessons not listed in this sample consist of the way to play a game called Kaboom and knowing there right from there left. We literally had to hold our hands up in an L-shape. The one that had the L going in the right direction was our left side.

Any of the following question stems could be used to lead the students toward achieving the objectives depending upon which level of Bloom's Taxonomy I was trying to achieve.

Knowledge

What happened after...?
How many...?
Who was it that...?
Can you name the...?
Describe what happened at...?
Who spoke to...?
Can you tell why...?
Find the meaning of...?
What is...?
Which is true or false...?

Comprehension

Can you write in your own words...?
Can you write a brief outline...?
What do you think could of happened next...?
Who do you think...?
What was the main idea...?
Who was the key character...?
Can you distinguish between...?
What differences exist between...?
Can you provide an example of what you mean...?
Can you provide a definition for...?

Application

Do you know another instance where...?
Could this have happened in...?
Can you group by characteristics such as...?
What factors would you change if...?
Can you apply the method used to some experience of your own...?
What questions would you ask of...?
From the information given, can you develop a set of instructions about...?
Would this information be useful if you had a ...?

Analysis

Which events could have happened...?
I ... happened, what might the ending have been?
How was this similar to...?
What was the underlying theme of...?
What do you see as other possible outcomes?
Why did ... changes occur?
Can you compare your ... with that presented in...?
Can you explain what must have happened when...?
How is ... similar to ...?
What are some of the problems of...?
Can you distinguish between...?
What were some of the motives behind...?
What was the turning point in the game?
What was the problem with...

Synthesis

Can you design a ... to ...?
Why not compose a song about...?
Can you see a possible solution to...?
If you had access to all resources how would you deal with...?
Why don't you devise your own way to deal with...?
What would happen if...?
How many ways can you...?
Can you create new and unusual uses for...?
Can you write a new recipe for a tasty dish?
Can you develop a proposal, which would...

Evaluation

Is there a better solution to...
Judge the value of...
Can you defend your position about...?
Do you think ... is a good or a bad thing?

How would you have handled...?
What changes to ... would you recommend?
Do you believe?
Are you a ... person?
How would you feel if...?
How effective are...?
What do you think about...? (Dalton, 1986)

The fact of the matter is that we all learn in different ways. Although teachers usually try to lean their teaching in the manner that they learn best, they should keep in mind that their focus should be on the way that their students learn best regardless of whether it they are visual, auditory, or kinesthetic learners. After all, what may be easier for the teacher may end up being harder if the student does not understand the lesson. One way to find out which way your students learn best may be to ask or test them.

To meet the individual students needs there are many ways that I could adapt my instruction, my classroom environment, modify time demands, and/or modify assessments on various ways.

According to the Union of Reform Judaism (2009), I could modify the way that I present the material that I teach. One way of doing this may be to give the class a general idea of what I plan to teach before I begin the lesson. I could choose my words carefully when explaining concepts. I could slow the lesson down or speed up whenever necessary. Another thing that may help may be to cover fewer concepts at a time. Additionally, I could highlight the concepts in my materials or give additional examples. Classroom environment modifications may also be useful.

Reduce distractions. Utilize oral instructions, use visual schedules, and checklists.
Enforce clear and consistent rules. Modify time demands by giving students more time to complete their work.

Shorten test. Teach my students various time management skills. Space my students work time out with breaks to meet student's needs. One may also alternate between activities from quiet to active or simpler with more demanding ones.

Modify assessments. Recognize and give credit for oral participation. Give tests in various formats. Arrange for homework assignments to reach home with clear, concise directions. Chart performance on an individual, confidential basis.

In order to find out whether the students were learning, I when I had them writing things down, I consistently moved around the room looking to see their work. In addition to this, I would develop questions that I randomly asked students. This kept them focused as well. They never knew who I was going to call on next. (The IEP and Differentiated Instruction - No. V, 5765, 2009)

Guidelines: Assessment Plan

Pre-assessment:

Lesson	Learning Objectives	Types of Assessment	Assessment Format	Adaptations
5.1	3.4A The student is expected to: use vocabulary to describe clearly ideas	Write a paragraph describing the visitor.	Authentic Assessment	Shorten paragraph, help with spelling words
5.2	3.14A The student is expected to: write to record ideas and reflections (K-3)	Character Map	Authentic Assessment	Help students to understand each part of the map.

5.3	3.17C The student is expected to: compose elaborated sentences in written texts and use the appropriate end punctuation (3)	Write a paragraph describing the visitor.	Authentic Assessment	Shorten paragraph, help with spelling words
5.4	3.20B The student is expected to: record his/her own knowledge of a topic in a variety of ways such as by making lists and showing connections among ideas (K-3);	Make a list of adjectives in Learning Log	Authentic Assessment	Shorten paragraph, help with spelling words Help brainstorm ideas.

Reliable Assessment

These practices are designed to assess the students' knowledge of the lessons. The assessments help the teacher to decide whether he/she should move forward or put more emphasis on a particular lesson.

- Pre-assessment
 - Prior to introducing a new lesson each child is given activities to gauge his/her prior knowledge of the subject based on various TEKS objectives to permit the teacher to better understand where the student is.
- Formative Assessment
 - This is given as soon as the lessons are taught or shortly thereafter. It is a multiple choice test that shows whether or not the student understood the previous lesson. This is a general test without any type of modifications for any student.

- Modifications are made for those who do average on the test. They are not changed, because this test is treated like the TAKS test. The students treat this as a practice TAKS test, therefore they try harder. They use various strategies that have been taught prior in prior lessons.
- Post-Assessment
 - This is given district wide as an assessment of all of the objectives that are being taught during the lessons. This test is called a CBA and is usually administered about once a month. This test provides the district with what they hope to be a preview of the TAKS test. The test results are then made available district wide to the teachers. This provides the teacher with necessary information that tells them which areas need more support.

Valid Assessment and Scoring Procedures

All the tests are scored using the percentage right compared to the numbers of questions that are on the test. This number is then geared again along the TAKS test. The passing rate is 75 or higher. The scores do not have a grading curve considering the fact that there is no curve for the TAKS Test. The student knows that failure may result in repeating the grade level. The following chart classifies the children based upon their academic levels in the room.

Sub Groups	CBA #1	CBA #2
High Performers	90% passing rate	96% passing rate
Middle Performers	70% passing rate	85% passing rate
Low Performers	40% passing rate	50% passing rate

Section 4: Design for Instruction:

TEKS:

3.4A The student is expected to: use vocabulary to describe clearly ideas.

3.14A The student is expected to: write to record ideas and reflections.

3.17C The student is expected to: compose elaborated sentences in written texts and use the appropriate end punctuation.

3.20B The student is expected to: record his/her own knowledge of a topic in a variety of ways such as by making lists and showing connections among ideas

Objective: The student will use adjectives to describe people and/or monsters.

Materials:

- Monster footprints
- Poster of Monster
- Students Language Arts Logs

Teaching Procedure:

Focus activity

Introduction of unit:

The teacher would be responsible for setting the scene. She / He would place the monster footprints around the classroom as if a monster had been there and walked throughout the class. As the monster toured the classroom he "messed" things up. For example, he knocked some supplies off of the counter, then proceeded and tipped over a desk. He turned a picture upside down, scribbled on the chalkboard, stood the stuffed animals on their heads, mixed up the calendar numbers etc. The footprints would indicate the path the monster took.

Presentation:

1. The students would enter the classroom and observe that something was there. They would walk the path and observe the things the monster did.
2. After discussing sequencing with the students, brainstorm a list of words that show order (first, second, next, then, after that, finally).
3. The students would be responsible for completing the following sample story starter.
4. They would also be responsible for creating a title for their story.

**Description
of the
Lesson**

1. The teacher will then tell the learners that today we are going to think about some of the words that we used to describe our visitor.
2. We will go through and create a list of the words that we used to describe our visitor and compare our original thoughts to the facts that we have discovered.
3. Then we will write these in our Language Arts Logs.

Closure: Today we have discovered that things are not always as they appear. How could this help us when learning about new people or things?

Use of Technology

The use of computers could be very helpful in this lesson especially when it comes to re-teach and/or extension activities. Computer interaction may help to capture the students' attention rather than being bored with the teacher standing in front of the room teaching drill and practice.

Section 5: Instructional Decisions

Instructional Decisions Informed by Student Performance

- **Classroom Management**

I have made many changes to my classroom management. My latest and greatest achievement is based on conduct/recess time cuts. Many teachers here have chosen to make their students stand on the sidewalk during recess for a certain amount of time during recess. This does not help for the most part, because the student just keeps all of his/her excess energy built up and releases it upon his/her return to the classroom. This can be the makings of a miserable afternoon by creating more distractions in the classroom instead I say let them all run and play after all they only have fifteen minutes. I found that it is much easier to shoot the parents an email, call the parents, or change their conduct. Why make the whole class suffer for one student's behavior. This may not work for all of the students, but once the students see you pull one conduct folder the rest of the class tends to fall back into place.

- **Diagnostic decisions**

There is a student who was placed back into the classroom who has a behavior disorder. In the beginning I would sit with this student and talk to him while he did his work. I was asked not to do this anymore, because his other teacher did not have a student teacher to help her with him. Therefore when he went into her classroom he would shut down and not do his work.

I began watching this student from a distance and the problems just seem to get worse. To me the solution was simple, but I completely understood what Mrs. Oliver had said about the other teacher's problem. I stayed away. What I was doing was not helping him, but hurting him. I would only be there for one semester. I began trying to talk to him alone and bargain with him to get him to do his work. This worked for a very short period of time. I kept trying to find out information about his behavior, but could not obtain any useful information. Then I became ill and missed some class time. Upon my return, I learned that the boy had began beating his head on his desk in the other teacher's classroom. When things had begun to be getting better, I seen him at Intervention. He was so happy. He showed me all of the awards that he had received at the Principal's Club meeting. I praised him for them. When he went home that night his mother had found a mental hospital that would accept him. I was so upset. To me this did not make any sense at all. Shortly afterward we were released for the Thanksgiving Holiday. When I returned to school the following Monday my friend had returned. Mrs. Oliver obtained a copy of his I. E. P. in which hardly says anything at all. The fact of the matter is that my friend needs some attention. He has been doing great. He locates me at the school on a daily basis to share his progress with me. I really think that the problem was that he was hitting the panic button. He was overwhelmed the speed of the general education classroom compared to the classroom that he was in prior to it. I tried to explain this to the teachers in the beginning; however since I am a student teacher they refused to listen. Raising your voice to this type of student will not get you anywhere.

Instructional Impact on Student Attitudes and/or Behavior

As I teach the Reading/ Language Arts lessons throughout the day, I want my students to follow along and give me their undivided attention. Children are not like adults. They can move around and fiddle with things and still get the message. At the same time, I want my students to feel that they can confide in me as a part of building a relationship with them. If things get to out of hand I can always ask for their conduct folder. I want my students to know that I have their best interests at heart and that I will always make time for them. One way of doing this is not to try to embarrass them in front of the others. This helps to alleviate many problems within the

classroom by helping us to build relationships and communication. As long as the door to communication is available things within the classroom are simpler and we get better results.

Section 6: Analysis of Student Learning

Name	CBA Diagnostic Percentage	CBA #1 Percentage	CBA #2 Percentage	Average
J'katie	80	95	100	91.6
John C.	50	85	80	71.6
John D.	75	90	90	85.0
Thomas	100	100	95	98.3
Roberto	90	100	100	96.6
Daniel M.	85	90	80	85.0
Daniel R.	100	98	98	98.6
Marla	75	85	90	83.3
Maria	95	88	90	86.6
Juanita	75	100	85	86.6
Taylor	85	98	89	90.6
Timothy	90	85	88	87.6
Abdul	40	60	75	58.3
Tamara	100	100	95	98.3
Kaitlyn	30	85	80	65.0
Angela	65	80	75	73.3
Kristen	100	100	100	100
Shelly	75	88	90	84.3
Teresa	70	88	85	81.0

Analysis of Student Learning

Most of the students have done much better on the CBA number 1 than on the Diagnostic test. The third grade lessons are taught based upon the CBA for that month. There are certain

questions that are escalate from one lesson to another lesson, however those are looked upon differently. They are looked at just for the teacher's sake for student progress. I have watched the students grow to understand more concepts in reading every day. They appear to be making the connections. Some of the questions that still seem to really challenge the students are found during the writing process. The students sometimes get bored with it. Occasionally the students are challenged when they run into various information that they do not understand.

Interpretation of Assessment Results

Some of the students were off to a rough start however they have shown improvement. With a little hard work they will be fine. I am very proud of the results of my classroom. I understand that I cannot take full responsibility for them however they make me feel that this is what I am supposed to be doing. As a student teacher I am very proud of my results within the classroom. Test scores have improved. All of the credit should go to the students. I feel that I have done everything that thing I could do to help them to achieve the necessary goals to succeed.

Section 7: Reflection and Self-Evaluation

Honestly, I did not know what to expect. As a teacher, if this was a perfect world one would hope that the student's would understand the lessons the first time around. However since that is not the case, I perceive that my expectations were that at least one would get the lesson. As I have observed this class on many occasions, I feel that it is best to rotate my lessons in a way that would permit my students to get up and move around at least during every other lesson. I have also noticed that for the most part this classroom is full of hands on learners. Therefore I utilized this as much as possible.

I assumed that many of the student's knowledge prior to teaching the lesson would be at least average, however I began my lessons in a way that was below where I thought that the students were as a way to activate prior knowledge and help some of those students who were too scared or embarrassed to ask questions, which could move quicker and worked my way up

from there. This semester, other than how to work various pieces of equipment, I have learned that timing is everything. Other than that I know that I can teach.

My plan had seemed to work. The students who focused during the instructions or directions were the ones who seem to understand things better. The problem for some of the students was that they did not want to read the directions. I would like to think that I have done well, however I am my worst critic. I believe that there is always room for improvement. After all, if there is no room to improve one may begin to think that they know everything and to me, that is where the trouble begins.

Teachers do not know everything. Just like others outside of the classroom, there must be a desire to teach. Working with children can be taught, but it has to be something that one wants to do, after all if you are not happy doing what you do it is just not worth doing it.

Holleman Elementary is a great school. They made me feel welcome into their classrooms. They try very hard to make learning fun and teaching a pleasure. I have learned a lot of teaching strategies and classroom management. One of the things I would improve in my teaching would be timing. I would also like to make the reading unit have more fun educational lessons in it. There are a lot of creative things that can be incorporated in teaching reading.

Here are a few things that I would like to share...



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