8-digit* TWS Scoring Identification Number:
*Last 4 digits of PVAMU ID + birth month & year in MMYY format

Include TWS Scoring ID, Certification & Specialization, and page number on each page of TWS
(example of footer: 49730361 EC-4 Generalist/Reading Language Arts 1)

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

Teacher Work Sample Cover Page – Fall 2010

Date Submitted (late submissions will be considered a "1") November 2, 2010

Assemble and submit your Teacher Work Sample with a metal "binder" clip.

Name Ashley Burton

PVAMU ID Number 10127316

Permanent Address 5404 Ridgemont Place Houston, Texas 77053

*Certification (i.e., EC-4) EC-6

*Specialization/Teaching Field (i.e. ESL, RLA, History, etc.) Generalist

University Supervisor: Deborah Norman

Student Teaching Campus: Rosa Parks Elementary

School District: Fort Bend I.S.D

TWS classroom - grade level(s): Second

TWS subject(s) taught: Science

I agree and testify that all materials included in this Teacher Work Sample were completed by me. I understand that submission of materials identical to those of another teacher education student constitutes academic dishonesty and may lead to dismissal from the teacher education program. (I also grant permission for my TWS to be used for faculty research and as an example for future education students.)

Signature: _____ Date: _____

(required on hard copy only) Teacher Candidate

Signature: _____ Date: _____

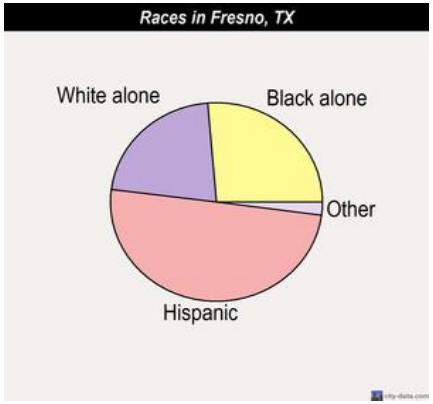
(required on hard copy only) Classroom Mentor Teacher

Table of Contents

Section 1: Learning Context

Community

Rosa Parks Elementary is located within the subdivision of Winfield Lakes in the small city of Fresno, Texas. With a population a little over 6,500 this neighborly city is only 8.89 square miles. Located within the district of Fort Bend ISD, Fresno is filled with many families of different ethnicities which continue to grow as housing developments projects are in progress. In a picture frame, this community stretches from suburban homes to rural next door portable homes. Fresno, Texas brings a variety of diversity as they contribute agricultural life on the home front. As the community grows so does it support for the school with the parental involvement increasing in school functions and the classroom. As a predicator, the community will allow me to expand my knowledge on agricultural life when teaching so that I can make teaching experiences relatable to some student's daily lives. Student learning and knowledge therefore, will continue to grow as my teaching relates to their urban, suburban, and rural home life for many of the students. The demographics are as follows: Hispanic-3,294 (49.9%), Black- 1,739 (26.3%) White- 1,428 (21.6%), and other- 8 (0.1%).



School

Rosa Parks Elementary is a fairly new school that has only been in service for four years. Rosa Parks also has a computer lab of which each teacher is given an allocated time and day to use once a week. Additionally, they have a gym, music room, and art room of which foster's their appreciation in the fine arts subjects. Also in the school's classroom are integrated technologies which include the following: projector screen, four computers, document camera, over head, digital camera, smart board, and smart slate.

Being a TEA Recognized school Rosa Parks ensures the success of each individual student through Fort Bend District Vision & Mission by the development of programs that foster's student learning and growth. By providing students with role models Rosa Parks allots Girls Scouts & Boys Scouts of America to teach students life skill weekly. In addition, the school provides parents with several different opportunities for students to involve themselves in extracurricular activities. Some of these include karate, extended day, teacher Mentor's, after school tutorials, Rocket's (dancers), basketball team, and so much more.

Furthermore, as the community is in a continuous growth stage so will the number of students. Currently, Rosa Parks Elementary has a total of 598 students, 38 teachers, 6 aides, 2 campus administrators, and four professional support staff. The student to teacher ratio is 15 to 1, which is an ideal number of students to have per classroom (AEIS 2008-2009). The staffs at Rosa Parks are also committed to ensuring the success of the school as they plan and develop improvement in the school through several committees. In the company of the many resources available, Rosa Parks can allow my teaching to function smoothly due to all of the additional support and

assets that I can obtain to cater to all students strengths, needs, and interest which will ensure that they can reach Fort Bend ISD Vision & Mission.

Classroom

The 2nd grade classroom is organized in way that provides easy access for the students to maneuver around. The class arrangement is design so that materials are easily accessible. Additionally, the teacher is able to see the students from all angles, which is important so that she is able to monitor students constantly. The distractibility of the class is limited because the students desk are arranged so that they their visibility is towards the board and away from the door, computers, and window. A graphic representation of digital pictures is presented below that demonstrates how the classroom is arranged.

In consideration of the schedule and routine of the classroom, the students are stay constantly busy from 8:00 to 3:10. Tables below describe the daily schedule.

Time	Activity
7:30 - 8:00	Students sit quietly in the hallway
8:00 - 8:10	DOL/Independent Reading
8:10 - 8:15	Announcements and transition to ancillary.
8:15 - 9:00	Ancillary
9:00 - 9:05	Restroom break
9:10 - 9:25	Word Work
9:25 - 9:40	Shared Reading
9:40- 10:00	Whole Group Lesson
10:00-10:55	Guided Reading
10:55-11:10	Read Aloud
11:10 - 11:40	Lunch
11:40 - 11:45	Restroom break
11:45 - 12:05	Interactive/Guided Writing
12:05 - 12:20	EDC
12:20-12:30	Math Warm-Up
12:30-12:50	Math Whole Group Lesson
12:50 - 1:50	Guided Math
1:50 - 2:20	Science/Social Studies
2:20 - 2:50	Recess

The educational resources are numerous in number within the classroom. The students have several different basal readers' text books for all subjects. The second grade hall also includes a storage room which is filled with mounds of math manipulative like cubes, geometric shapes, math games, and so forth. There is also a read along cassette tape for students also. The classroom routine, resources, and arrangement will allow me to improve in subject areas that I am not comfortable with like math. With math, I will become more

comfortable using the smart board because it is exercise for instruction with it. Furthermore, the resources for teacher's edition in the students textbook will guide me in assuring that I am following the lesson accordingly.

Teacher & Teacher Candidate

I am currently, student teaching and upon graduation plan to pursue a master's in either educational leadership or management. Concerning my co-teacher, her name is Antwanette Weaver. Mrs. Weaver is an African American female of 34 years. She has been teaching a total of five years but has been a teacher's aide, math specialist, and currently team lead. Mrs. Weaver, leadership role over second grade team gives me insight as to how one should communicate with colleagues in a professional manner. Accordingly, her teaching style will allow me to challenge myself through self-pacing, questioning, and re-teaching to the students as she often does. Mrs. Weaver teaching style allows me to reflect constantly when I'm teaching so that I am able to keep the students on task and track. In addition, Mrs. Weaver will be graduating in December with a Master's Degree in Counseling and certified counselor.

Students

Within the second grade classroom there are a total of twenty students, with eight girls and twelve boys. This second grade class is composed primarily of African American and Hispanic students. There are three students whose first language is Spanish. As a whole, the students are very interested in Justin Beiber, a current young singer, but they also enjoy sports too. Of the twenty students, five of them receive additional support. This support includes english language arts support with math and reading. Modifications, for some of the

students includes extend time on test, sitting near the front, and checking for understanding. The dynamics of the classroom will challenge in how the lessons are paced primarily because a fourth of the class receives additional assistance. Plus it takes longer time for some students to grasp skills and concepts while the remaining of the students learn at an appropriate pace. The classroom diversity will also challenge me in the way I teach by making subjects more relatable and concrete so that they can understand. But, I believe the students learning will greatly increase if manipulative are used along connections.

Literacy Support

- 2nd grade Teacher Mrs. Weaver
- **http://www.city-data.com/city/Fresno-Texas.html**
- **http://www.fortbend.k12.tx.us/about/mission.cfm**
- **http://www.fortbend.k12.tx.us/accountability/AEIS/documents/2009/Section%20G.pdf**
- **http://www.fortbend.k12.tx.us/campuses/rpe/about.cfm**

Section Two: Learning Goal & Objectives

Appropriate Learning Goal

The overall goal for this unit objective is for the students to be able to classify items that are living and nonliving. Additionally, the students will be given the opportunity to demonstrate how living things survive. In order for this to be accomplished the student will learn about the plant life. This goal is important for the students to know because they need to understand that there living organism that needs certain factors in order to live.

Multiple Objectives Goal

Objective 1: The students will need to know what living things need to function.

- TEKS (8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to: (A) identify characteristics of living organisms; and

Objective 2: The students will need to be able to determine what makes an object not alive.

- TEKS (8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to: (B) identify characteristics of nonliving objects.

Objective 3: The students will need to know what a plant needs in order to survive and the characteristics of a plant.

- TEKS (6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to: (C) observe and record the functions of plant parts; and

Learner Context

Taking into consideration the students factors associated with their daily lives, the objectives do match the learners' context. Through the research of first grade Texas Essential Knowledge & Skills, I was able to determine that the students were exposed to living and non living things.

Multiple Learning Activities

Objective 1& 2: The teacher will pass pictures of living things and nonliving things. The teacher and students will discuss how these pictures are similar or different and any contributing factors that make the pictures living and nonliving.

Objective 1& 2: The teacher and students will use T-Chart to explain what makes something living or nonliving.

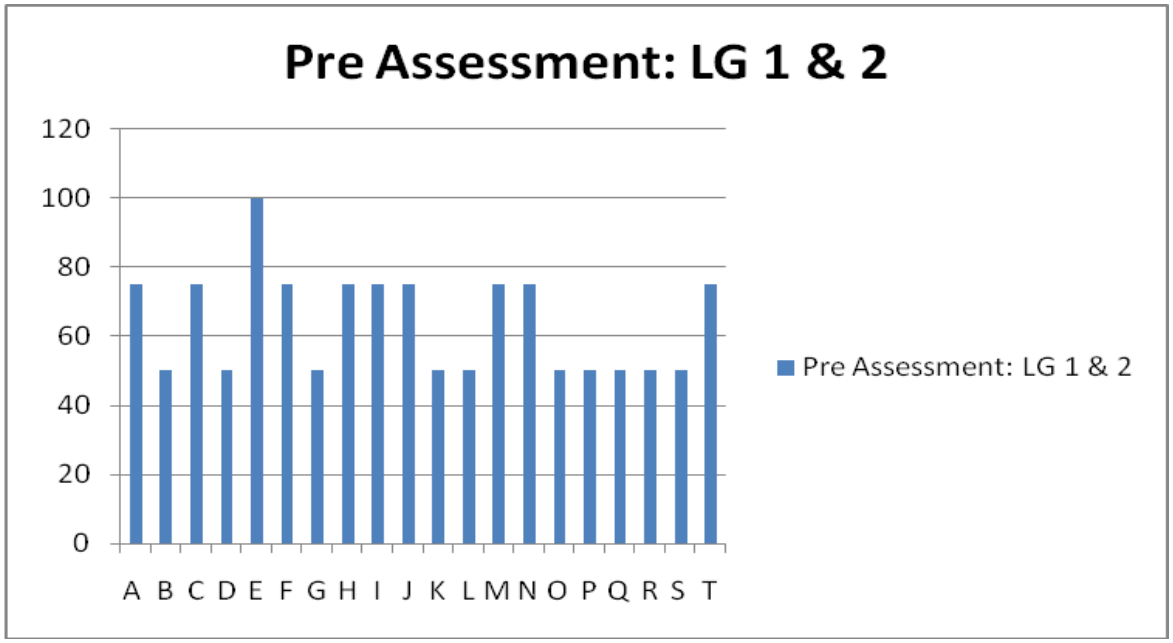
Objective 1& 2: The students will cut out pictures in a magazine of things that are living and nonliving. The students will give a reason why each picture is living and nonliving.

Objective 3: The students will draw their own flower and label all the parts including their function

Section 3: Assessment Plan

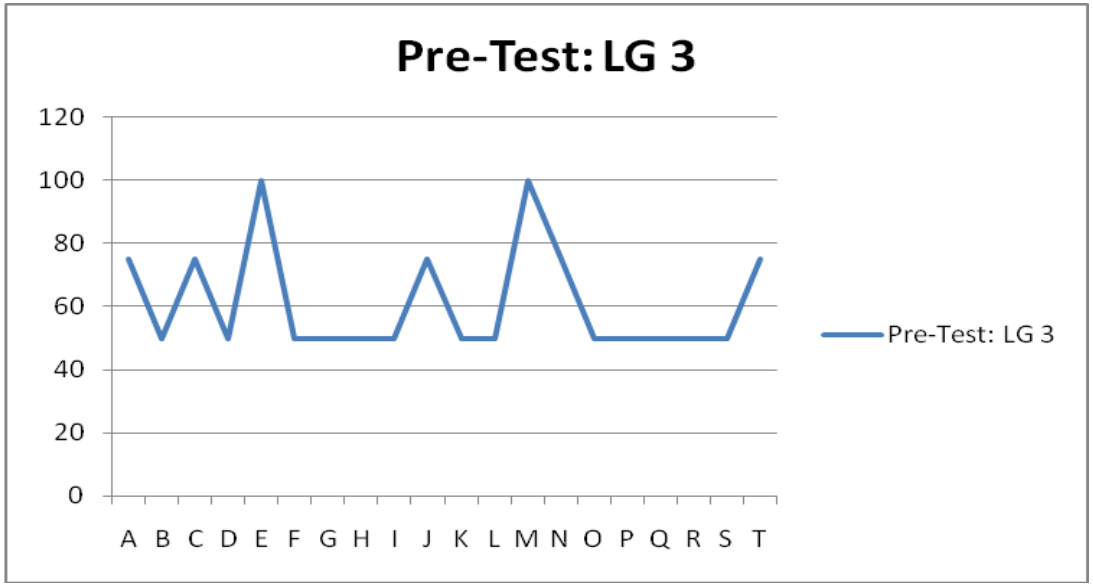
Pre-Assessment Learning Goal One & Two

The students were to write in their journals whether or not the following four objects were living or nonliving: desk, computer, plant, and teacher. The results were graded based upon how many answers the students had correct out of the four options. The outcome is presented in the following graph.



Pre-Assessment Learning Goal Three

In this assessment the student were to answer a multiple choice questions on the parts of the plants and their functions. Grading was based upon how many questions the students answered correctly. The results of the test are displayed below.



Assessment Plan Overview

Learning Objective(s)	Type of Assessment	Assessment Format	Adaptations
Learning Goal 1: Students will know what living things need in order to survive.	The students will use a bubble map to write what makes an organism living.	Semantic Map	The teacher will model for the students how to use a bubble map.
Learning Goal 2: Students will determine what makes an object nonliving.	The students will give an explanation of why each object presented to them is nonliving.	Open-Ending Response	The teacher will give an example of how to respond appropriately to an object presented.
Learning Goal 3: Students will need to know the parts of the plant and the functions of each part of the plant.	The students will use an interactive smart board assessment in which you label all parts of the plants.	Labeling	The teacher will give directions on how to click an answer on the smart board.

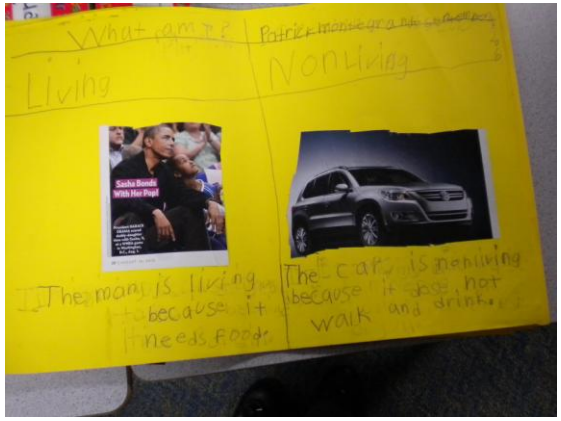
Reliable Assessment

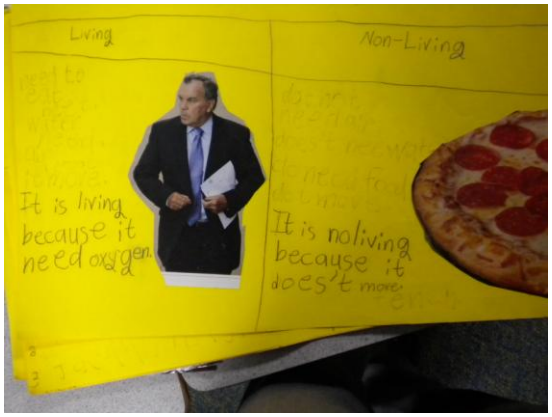
Learning Goal(s)	Pre-Assessment	Formative Assessment	Post Assessment
One	The students were to tell if the desk, teacher, plant, and computer and told to write if it was living or nonliving.	The students will use a bubble map to write what makes an organism living.	The students will cut out a picture of a living and non living object from a magazine and tell why it is living and nonliving.
Two	The students were to tell if the desk, teacher, plant, and computer and told to write if it was living or nonliving.	The students will give an explanation of why each object presented to them is nonliving.	The students will cut out a picture of a living and non living object from a magazine and tell why it is living and nonliving.
Three	The student will answer a multiple choice test that asks the parts of the plant and function.	The students will use an interactive smart board test and label parts of the plant.	The students will draw and label all the parts of the plants.

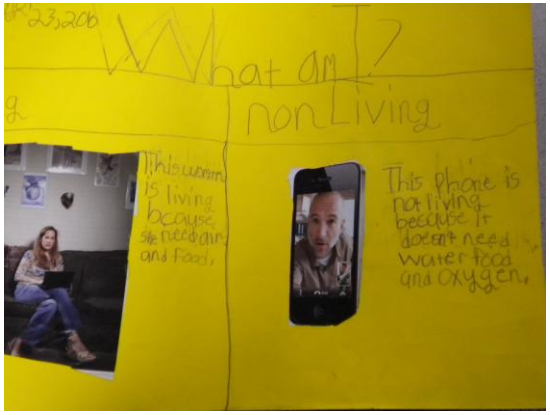
Valid Assessment & Scoring Procedures

Learning Goal One & Two: The pre-assessment in these learning objectives was simply to determine whether the students knew the difference between living or nonliving. Having valid percentage scores of simple items helps the teacher know what he or she must do to meet the needs of each students understanding of this concept. Using a semantic map for the formative assessments allows the teacher to see the growth of the student's conceptual knowledge of living things. Grading on the bubble map is based on the student's responses and teacher's observation. During the formative assessment, the teacher check for understanding and evaluated their responses based upon their explanation of non living things. Evaluating the student's responses allows the teacher to reflect whether or not re-teaching is necessary in order for the concept taught to be mastered. This also justifies whether or not the students can move on to the post assessment. For the post assessment, objective one and two were combine .Scoring for this assessment was based upon a rubric describe on the next page. Following the rubric are examples of the students post assessments.

Grade & Criteria	100-90	80-70	69-Below
Pictures	Student displayed two pictures; one living and nonliving.	Student displayed only one picture.	Students displayed no pictures.
Descriptions	Student adequately explained why each picture is living or nonliving.	Student sufficiently explained why each picture is living or non living.	Student did not explain why each picture is living or non living.



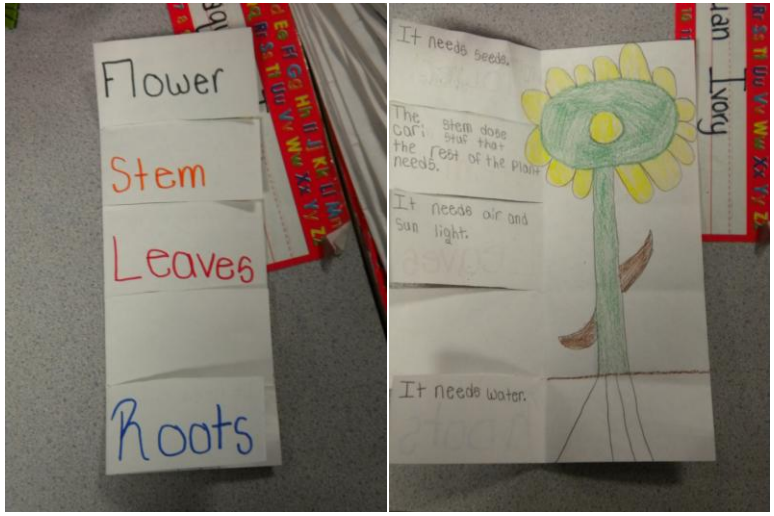


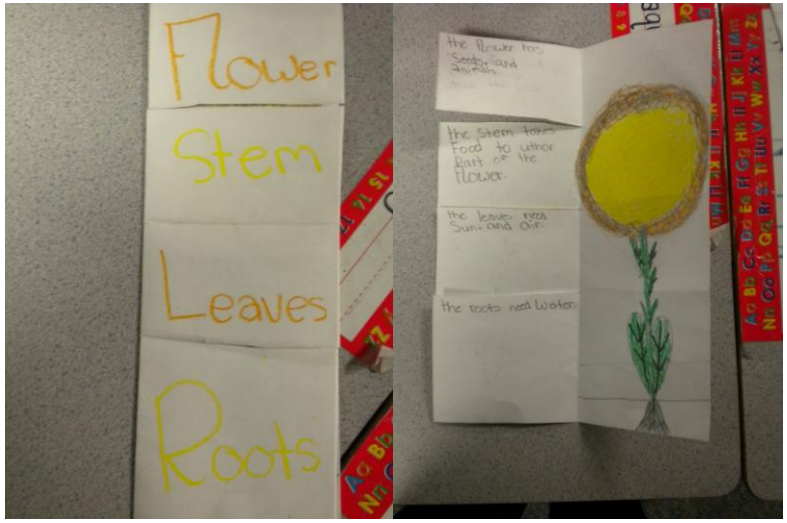


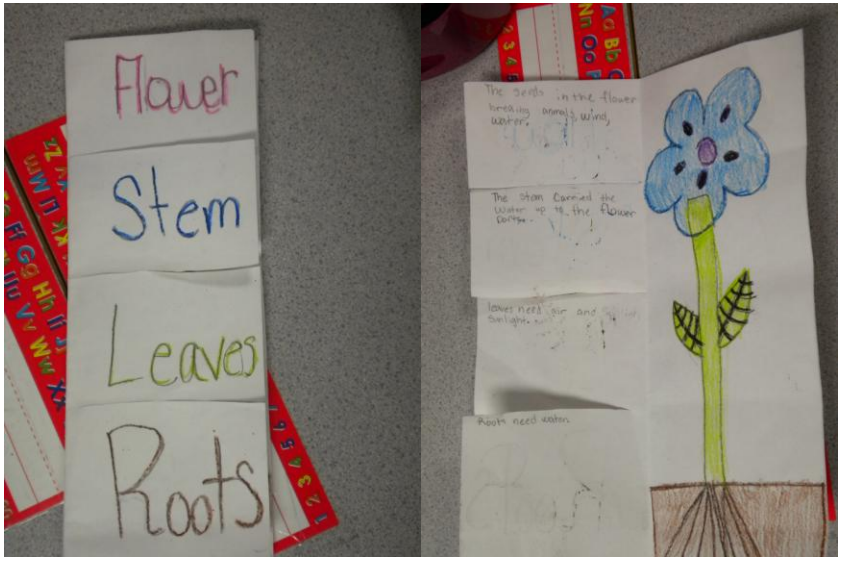
Learning Goal Three: The pre-assessment of this goal was used to determine whether or not they knew anything about the parts of a plant through percentage scores. This assessment determines how much information to cover in order for the students to grasp the concept of a plant. Additionally, the results will also help the teacher determine what instructional route should be taken in order to teach this concept. As far as the formative assessment, the students used interactive technology which helps determines if they know all parts of the plant. Each table went as a group and had a chance to label one part of the plant and all mastered. With the post assessment, the students were graded based upon a rubric. The grading rubric used is below along with pictures of the post assessment.

Grading & Criteria	**100-90**	**80-70**	**69-Below**
Creativity	Student demonstrated originality and thought with the drawing of their flower.	Student sufficiently created a drawing of a flower with some thought and originality.	Student drawing did not demonstrate any originality or thought.
Labeling	Student adequately labeled all parts of the plant correctly.	Student label three of four parts of the plants correctly.	Student did not label any parts of the plant correctly.
Plant Function	Student correctly explained each function of the plant	Student sufficiently explained three functions of the plant.	Student did not explain any function of the plant.

Post Assessment Learning Goal Three







Adaptation in Assessment Administration Procedures

Adaptations will be used in administering of the assessments as well as modeling. As for post assessment in learning goals one, two, and three, step by step directions will be given on how to create their end products. Students will also be instructed for the formative assessments in learning objectives one, two, and three. For example, the teacher will demonstrate for the students how to create a bubble map and fill it in correctly. In the smart board assessment, the teacher will show the students how to correctly click on the link. For the detail explanation on learning goal two, the teacher displayed how to write a complete thought and reason for a non living item. These assessments, contribute to all students characteristics as some of them are visual learners while others are tactile. These assessments also incorporate other subjects which allow the children to express their individuality.

Section Four: Design for Instruction

Interpretation & Application of Pre-Assessment Data

Pre-Assessment data suggest that the students have basic understanding of learning goals one and two which can be challenge through use of higher level of thinking. In learning goal three, results determine that the students will need thorough knowledge of this concept in order for it to be mastered. But through explanation and examples students were able to grasp the concept relatively quick.

Plan for Instruction

The following block plan will be used to guide the students along with accompanying activities.

Learning Goal(s)	**Instructional Activity**	**Resources**
One & Two: TEKS (8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to: (A) identify characteristics of living organisms; and (B) identify characteristics of	**Focus Activity:** The students will discuss what they know about living and nonliving things.	**None**

nonliving objects.		
One & Two	**Activity 1:** The teacher and students will read their basal reader science text book covering the unit objective.	**Science Text Book**
One & Two	**Activity 2:** The teacher and students will create a t-chart of the characteristics of living and nonliving things.	**Anchor Chart**
One & Two	**Activity 3:** The students will sort pictures of living and nonliving items using the smart board.	**http://www.firstschoolyears.com/science/resources/games/ourselves/living/living.htm**
Three: TEKS (6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to: (C) observe and record the functions of plant parts.	**Focus Activity:** The teacher and students will share what they know about living things. The teacher will introduce the plant and discuss what it	**Bubble Map**

	needs in order to survive.	
Three	**Activity 1:** The teacher will give the students an actual flower and allow them to observe the flower through their senses. After the students had a chance to observe the flower they will discuss what they think each part is.	**Flower**
Three	**Activity 2:** The teacher will present a power point slide that explains all parts of the plant and its function.	**www.rockingham.k12.va.us/.../files/ 1PlantParts.ppt**

The block plan devise was used over the course of instructional time. The activities used for the learning goals were age appropriate and fit to the learning styles of the students within the class. The activities were multisensory and gained the attention of the students which made them feel competent in their learning as all were able to participate. Having an actual flower to grasp the concept of the parts of the plant allowed to the students to make connections to the learning goal. Considering classroom management, as long as district wide "CHAMPS" Procedure were reiterate before an activity began the class remained on task. Additionally, the

modification given as necessary allowed the students to be successful and complete the task at hand. This included more time on an assignment, fewer test questions, or orally citing test question.

Impact of Learning Context

In the use of each instructional goal and modification I was able to determine if certain factors of each learning goal needed to be explained differently. In additionally, this allowed me to reflect if the resources being used were effective in terms of demonstrating the instruction being taught. Overall, the resources used during the instruction help me determine that it contributed to all learners' needs and strengths as learning was demonstrated visual, tactile, and auditory. An example of resources in learning goal three is displayed below:

Use of Technology

Technology in this unit of instruction is incorporated in each aspect of the learning goals. In one activity, the smart board is incorporated to check the class as a whole if they have mastered living and nonliving things by sorting objects. The smart board is used again as an assessment with the same observation to check if all students know the parts of the plant through labeling. Furthermore, a power point presentation was used to instruct students learning on parts of the plant.

Section 5: Instruction Decisions

Student Performance

The first day of introducing the plant and its part went successful in which my university supervisor evaluated me. But the next day when they were to finish up on their activity I noticed students were having a hard time grasping the factors of what each plant part needed to function. One of the first modifications that I had to make in terms of instruction was re-teaching the functions of each plant part. I had to teach this concept in a new way. This was taught by having student match the plant part next to its function. Having the students do this matching activity developed their understanding and enabled them to complete it. Another modification that had to be met was the pacing of the activity. Pacing for this concept was important because there were several students who were pulled for resources. Due to the fact that these students were pulled I made sure that anything taught between during this time frame did not pertain to the lesson.

Learning Goals

The realization of the two modifications made is that the concept but they it needs to be grade level appropriate. Having this in mind, created the understanding that you really have to know your students and their capabilities. Additionally, test should be designed in a way that shows students learning and growth.

Student Attitude & Behavior

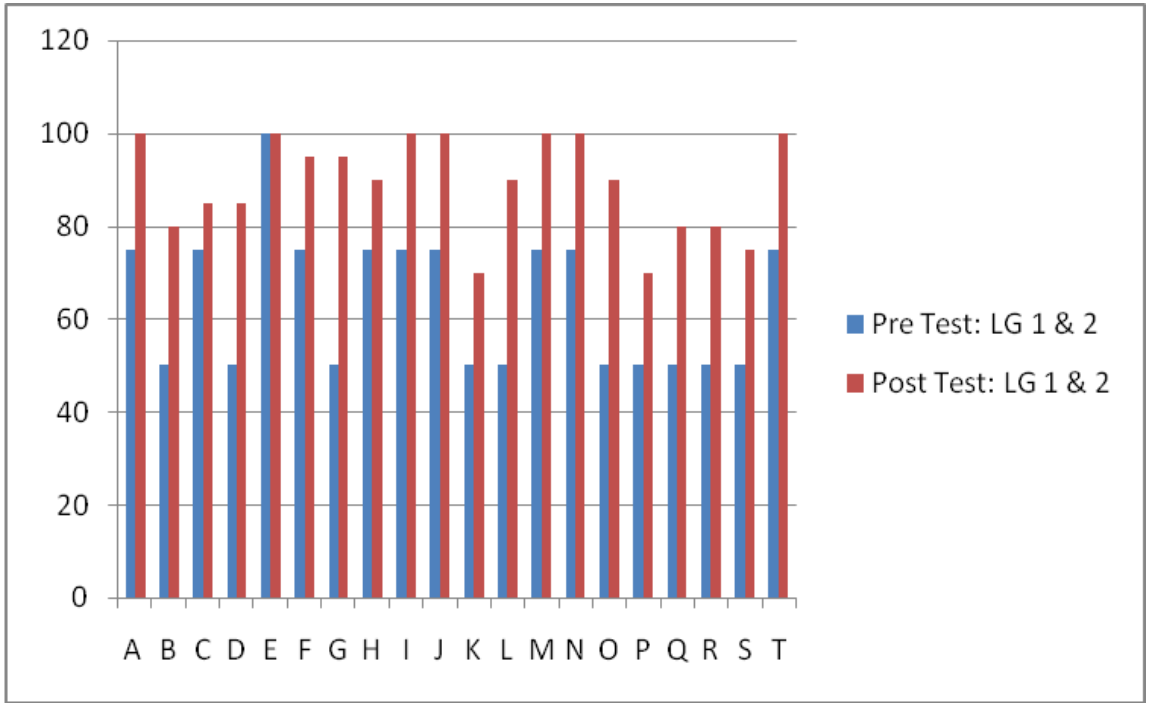
Majority of the student's behavior during this unit of instruction was very exciting. The students were very involved in the learning and actively participating as they learned about the plants. This excitement stemmed from the fact that they were able to perform well academically when challenged with questions and executing answers. Furthermore, the students were able to connect the learning to their lives which made it real for them. As the unit continued on however, their interest did become stagnate because their knowledge of the concepts was mastered. Problem behaviors in the unit were minimal and they did not increase. The problem behaviors that were there were due to other external factors not associated with the learning. For example, one student was upset because of prior discipline during ancillary.

Section 6: Analysis of Student Learning

Graphic Presentation of Assessment Results

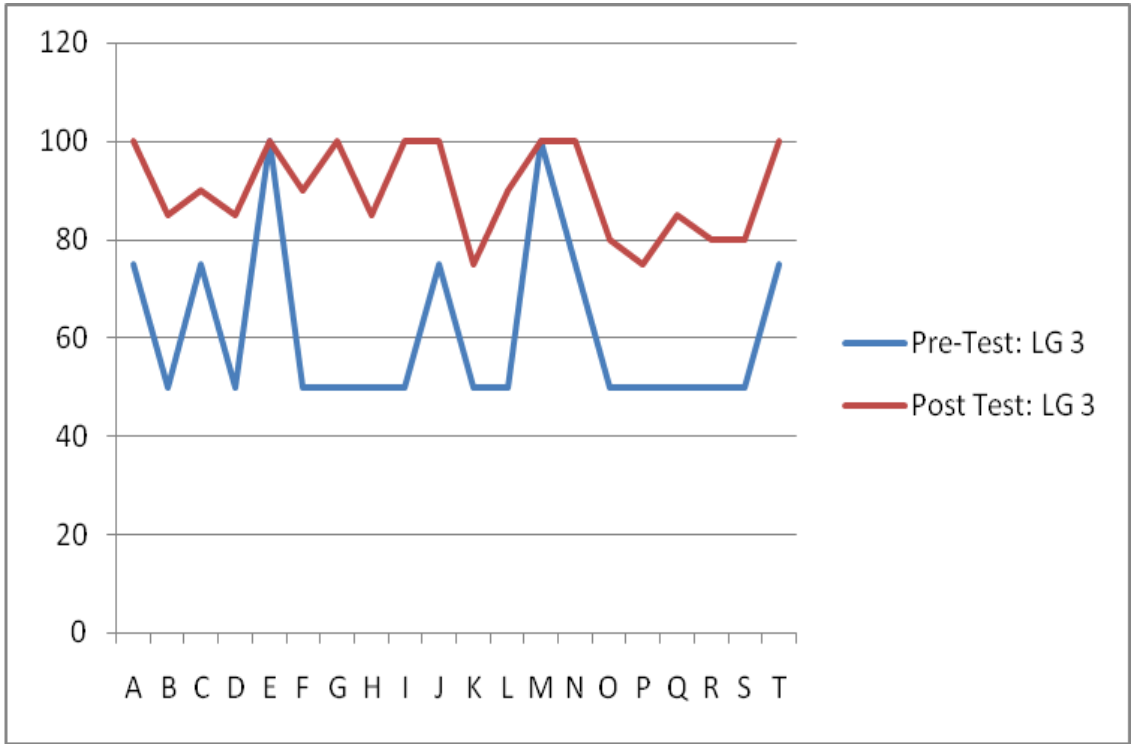
The test results displayed below are from pre and post assessment of learning goals one and two. As you may see, student's scores increase tremendously as all had passing scored in the post assessment.

Learning Goal One & Two



Learning Goal Three

Results of the post assessment show that the student's knowledge of this concepts expanded tremendously from the pre to post assessment.



Analysis of Student Learning

Whole Group: The students showed tremendous progress on objectives one and two. Based upon the results the post assessment twelve of twenty students demonstrated an advanced level of living and nonliving concept when graded. The remaining students grades were on target. For this unit the major goal were for them to gain a basic understanding of living and nonliving. Through the unit however, the students basic knowledge became advanced because they were able to apply it successfully through various activities. Since the students knowledge were advanced they demonstrated through use of higher order thinking skill in which they prevailed. Comparing the post assessments in objective three results for the pre assessments shows that the students knowledge of plants were mastered. With the use of the rubric, there were nine students of twenty whose level of understanding was advanced. The remaining eleven students developed sufficient competency of the concepts. Through the reteaching, the students knowledge did grow exponentially.

Sub-Groups: I decided to compare the females next to the males in these two learning goals in objectives one and two.. As a whole the girls did better than the boys. This statements is based upon the fact that the girls gave more detail in their descriptions in the post assessment according to the rubric. Additionaly, the girls did better in the formative assessment as well. However, both femails and males were on the same learning level when introduction of the concepts was being taught. For objective three once again, the girls did better than the boys. This is based upon the fact that their drawings of the flower were more creative. Also, their explanations of plant parts help contribute to their scores being higher than their fellow peers.

Interpretation of Assessment Results

The students gain a numerous amount of knowledge of living and nonlivng organism. The students understood quickly the difference between the two. They were also able to give valid reason and descriptions of why organisms are either living and nonliving. Every students level of understanding were on target once the concepts was taught. Further developments of this knowledge created a higher level of thinking when introducing and talking about organisms that were once alive. The higher level students caught on after a few minutes of instructing followed by the rest of the class. The students were then able to apply this new knowledge because they understood that the live flower shown for them to observe was once alive but because it did not have any roots it is now nonliving. The students were able to apply what they learnedd of the parts of the plant to other fruit because they were able to correctly label it. For example, one student was able to know that the able has a seed, a stem, and a leave so that it can grow.

Section 7: Reflection & Self-Evaluation

Reflections on Modifiations to Unit of Instruction

Changes that could have been made on this unit were to have more planned activites that stimulated the students growth. Even though the activites given were impactful, the students would have benefited from additional supports and resources. As far as planning is concerned, having a reteaching lesson planned in advanced would have been very helpful so that impromptu teaching would not be as difficult. Although reteaching did have it's benefit, knowing that sometimes plan activites do not work out as planned.

Reflections on Implications for Professional Development

The planning during this unit revealed my teaching style and personal intelligence which is kenisthetic/tactile. Majority of my activities were centered around the students actually doing the objective themselves. Having a kenisthetic teaching style can be helpful at the elementary level because students still need that concrete experience of touching and manipualting. However, I realize the need to be more cognizant of visual and auditory learners. During the actual planning of each lesson my weakness was knowing how long each activity would take. This sometimes hinders the time schedule and has often run over into other subject teaching. As far as assessments are concerned, I am very knowledgeable and competent in creating assessments that are age appropriate and which cater to what the students should know and be able to demonstrate. I made sure that test given from a subject test bank were specific to what was being taught in the class. My teaching skill to learning needs some adjustment because I notice that if I am excited about learning or teaching

then the students will be also. This connects to students attitudes and behavior towards instruction because if I became frustrated with their performance so were the students. In considering the analysis of test, I was able to execute what exactly the students needed. As far as classroom environment, I need to work on making sure I do not show any emotion when disciplining or giving a consequence to a student.

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