Teacher Work Sample

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Instructional Implications of the Community

Hockley, Texas is located in the Harris County and is approximately thirty-six miles northwest of Houston, Texas. The community was established by George Washington Hockley in 1835.

Today, Hockley remains the same as it was 1991 with population of 300 and ninety-five local businesses.

The community members are avid supporters of the school district, and their perspective schools as a whole. Brenham Elementary School is one of the community's favorites. They support through after school activities, volunteer services, and financially as well. ACE (after school centers on education) – an after-school program at Turlington is in place that provides extended learning opportunities and offers innovative, hands-on activities that reinforce and complement students' regular academic programs. Parents, grandparents, retired teachers, and

local business contribute to the educational success of the students. Parents come together to help the school financially, and donate time to help teachers with personal classroom errands such as copying, laminating, and much more.

Instructional Implications of the School

Turlington Elementary School was built in 2008 and is located at 23400 Hegar Rd, Hockley, Texas. It is apart of the Waller Independent School District. Turlington is the newest school built in the Waller District and is often referred to as the "old mill" due to the historic landmark on the elementary campus.

The new school building has a unique shape, and is not a normal square or rectangular shaped building. The new oddly shaped rooms and colorful bliss is a positive learning affect for the students. The school has approximately 2 computer labs that are accessible to all students throughout the day and contains one library with approximately 15 computers and thousands of books for students to enjoy.

There are approximately 677 who attend Turlington Elementary School with 433 classified as economically disadvantaged. Along with 47 teachers, there serves 2 administrators, a counselor, 7 certified support staff, 8 educational aids, and 4 special education teachers to educate students Pre-Kindergarten-Grade 5. The student to teacher ration is 15.80.

Our school feels like home. It is an educational environment, friendly, and a fun place to be where everyone knows everyone and looks out for one another.

Instructional Implications of the Classroom

Our classroom is located at the far south end of the campus. It is the first classroom on the right on the Kindergarten hallway.

The rooms in the school are large and spacious. Each classroom is designed differently. Our classroom is very bright! There are three large windows and a built-in restroom inside the classroom. As you are walking in, immediately to the left are the daily helpers and centers schedule. Immediately to the right are the reading, cutting, and puzzle centers. Straight ahead is the whole group area and against the back wall is the computer center. Located directly in front of classroom is the dry erase containing the calendar, color, and shapes. Immediately to the left of the dry erase board is the portable dry erase board in which we record the daily news. There is a circular rug in the middle of the floor in which the students convene after each activity and to receive direct instruction from the teacher. To the right of that is the teacher desk, which is cornered by the bookshelves.

From the first day I entered, I hit the ground running learning about procedures and our classroom management procedures. I was taught how the students began the day all the way to how to end the day. The classroom is run very smoothly. It may be a tad bit chaotic; however, with the management procedures the students get in the habit of following the rules, classroom schedule, grouping, and much more. Each day is a busy day. The classroom routine was easy to understand and is based on repetition.

12:40 – 12:55	Pick Up Students from Bus
12:55 – 1:25	LUNCH and Restroom Break
1:30 – 1:45	Calendar
1:45 – 2:00	Centers/ Small Group Instruction and Intervention
2:00 – 2:30	RECESS and Restroom Break
2:30 – 2:45	Daily News
2:45 – 3:00	Centers/ Small Group Instruction and Intervention
3:00 – 3:10	Big Book Reading Time and Activity
3:10 – 3:20	Alphabet and Letter Sound Drills
3:20	Prepare For Dismal

The classroom management characteristics positively affected the learning of the students. Our management suggestions initiated stability was grounded with structure.

Instructional Implications of the Teachers

Geneva Davis is a native of Magnolia, Texas. She has been an educator for 18 years. Ms. Davis holds a Bachelor's and Master's Degree in Early Childhood Education.

Ms. Davis began teaching in a private school in Brenham, Texas where she taught Pre-Kindergarten for two years. She taught 5th grade for three years in the Hempstead District before settling in the Waller Independent School District. Ms. Davis taught 6th grade for nine years before joining the Turlington faculty in 2009. Initially she taught Kindergarten at Turlington but has been teaching Pre-Kindergarten for the past two years. What an impact she has made on my life to become an elementary teacher, and to love Pre- K children!

Comparing my life and experiences, I am nowhere near the marking stone as Ms. Davis; however, I am a native of small town as well, Bellville, Texas. I am a 22-year-old graduate candidate of Prairie View A&M University. I have worked hard to pursue an education and receive a Bachelor's degree in Education. I will continue my post-graduate studies at Prairie View in Curriculum and Instruction, with an emphasis in Special Education.

Implications of the Students

In our classroom, there are 21 Pre-Kindergarten students in the morning and 13 Pre-Kindergarten students in the afternoon. Each student ranges from ages 4 to 5 years of age. From the 21 students, there are 6 girls (1 black, 1 white, and 4 Hispanic), and 15 boys (all Hispanic). From the 13 students, there are 8 girls (all white), and 5 boys (4 white and 1 Hispanic). The morning students are highly ELL and their primary language is Spanish. However, the primary language with my afternoon class is English.

Both sets of classes are a unique group of students. They are mostly a visual learning group. However, there are students who can depict their learning from auditory instruction.

The morning group of students has the most difficulty adjusting due to the language barrier. Ms. Davis speaks no Spanish and I am able to speak a small amount due to my Hispanic brother-in-law and bilingual nephews. I am able to do calendar, shapes, and colors in Spanish with them but that is as far as my Spanish speaking skills go. I can understand simple phrases and concerns that most students have but at times I ask other students to translate for the non-speaking English students when I can not distinguish what they are trying to say.

Learning Goal & Objectives

Appropriate Learning Goal
Multiple Objectives Lead to the Goal
Objectives Match Learner Context
Objectives Suggest Multiple Learning Activities
Objectives Align with TEKS

Appropriate Learning Goal

1. To be able to identify numbers 0-20.
2. To be able to identify letters Aa – Zz
3. To be able to know and identify basic sight words.
4. To be able to identify primary colors and basic shapes.
5. To begin becoming readers.

Multiple Objectives Lead to the Goal

1. *The students need to understand with or without prior knowledge*
   a. Letters of the alphabet
   b. Sounds
   c. Numbers
   d. Letter – Sound Relationships
   e. Sight Words
   f. Colors

Objectives Suggest Multiples Learning Activities

LETTERS
1. Alphabet Exercise
2. Letter Sound Rock
2. Uppercase and Lowercase drill
3. Chants
4. Teaching a letter a day or week.

WORDS
1. Drill Cards
2. Grouping

Texas Essential Knowledge and Skills (TEKS) (on the way to Kindergarten)

K.5.A – G Reading/Print Awareness. The student demonstrates knowledge of concepts of print. The student is expected to:
   a. recognize that print represents spoken language and conveys meaning such as his/her name and signs such as Exit and Danger.
   b. know that print moves left to right across the page and top to bottom.
   c. understand that written words are separated by spaces.
   d. know the difference between capital and lowercase letters.

e. recognize how readers use capitalization and punctuation to comprehend.

K.6.A – F Reading/Phonological Awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:
    a. demonstrate the concept of word by dividing spoken sentences into individual words.
    b. identify, segment, and combine syllables within spoken words such as by clapping, syllables, and moving manipulatives to represent syllables in words.
    c. N/A
    d. N/A
    e. blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word.
    f. segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.

K.7.A-C Reading/Letter-Sound relationships/ the student used letter-sound knowledge to decode written language. The student is expected to:
    a. name and identify each letter of the alphabet.
    b. understand that written words are composed of letters that represent sounds.
    c. learn and apply letter-sound correspondences of a set of consonants and vowel to begin to read.

Assessment

Plan

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Pre-Assessment
Assessment Plan Overview
Reliable Assessment
Valid Assessment and Scoring Procedures
Adaptations in Assessment Administration Procedures

Pre-Assessment

The students will be assessed on letter recognition. The students have the opportunity to identify at least 52 letters (uppercase and lowercase).

Lowercase Uppercase

Legend:
- Zoey
- Brayden
- Teagan
- Joshua
- Logan
- Samantha
- Javier
- Jailin
- Cash
- Kaitlyn
- Brooke
- Evelyn
- Alyssa

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Uppercase
Uppercase
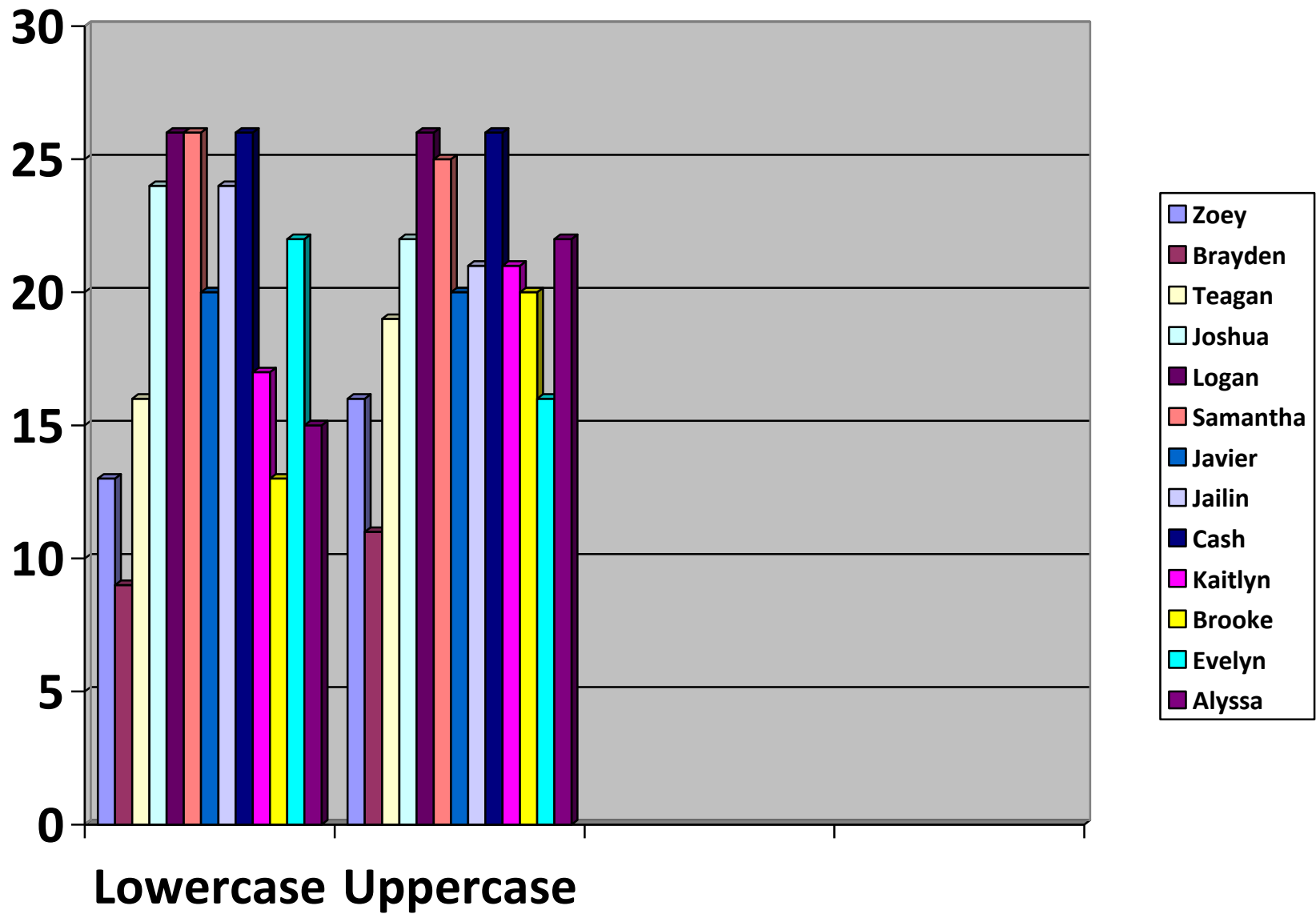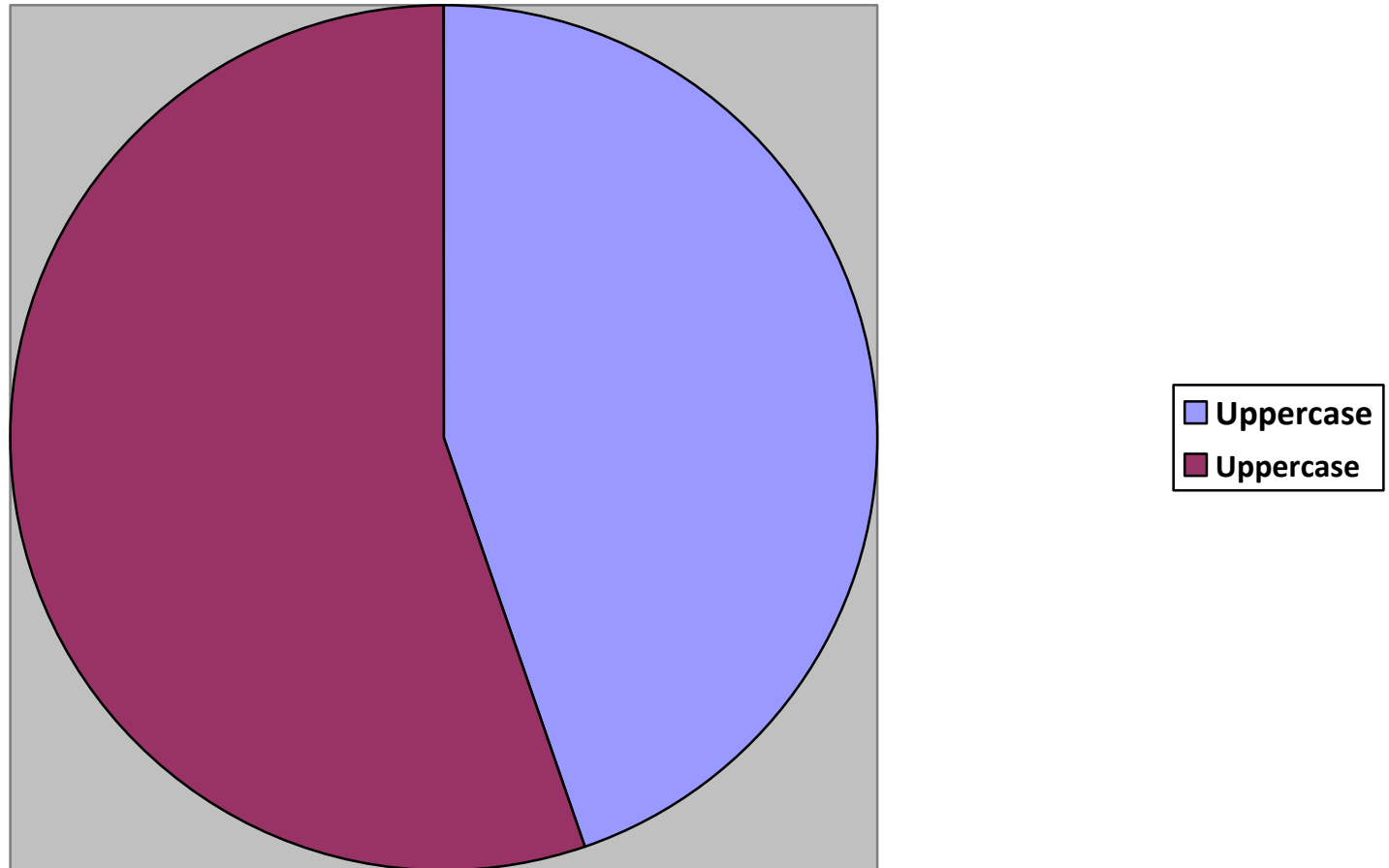
The students knew more uppercase letters than lowercase. This is based upon prior knowledge. Most Pre-Kindergarten students learn uppercase letter before entering school.

Name	Group	Plan
Zoey	Green	Intervention
Brayden	Green	Interventions
Teagan	Green	On Level
Logan	Green	Enrichment
Joshua	Yellow	Enrichment
Samantha	Yellow	Enrichment
Javier	Yellow	Enrichment
Jailin	Yellow	On Level
Evelyn	Red	Enrichment
Cash	Red	On Level
Kaitlyn	Red	On Level
Brooke	Red	On Level
Alyssa	Red	On Level

Reliable Assessment

The Pre-Assessment is an assessment that only scores the students' knowledge of uppercase and lowercase letters, along with the sounds. This assessment determines the placement of each student's group level.

The Formative Assessments are used during instruction and reading groups. These assessments will reveal their knowledge of the letters and sounds. As the teacher begins to instruct a letter per week, the students have the opportunity to show knowledge from instruction. The teacher may have the students to use a specific skill to check for understanding. Playing a game, cutting and paste, a worksheet, 1:1 correspondence, or through some type of creative display.

The Post Assessment will be used for the end of 12 weeks assessment plans. The teacher will administer a standardized test for the students. This assessment will include sounds, sight words, and letter recognition.

Valid Scoring Procedures

The teacher will divide 52 letters into four. The students will be placed in their respective groups as follows:

Blue: Beyond Level
Red: - Beyond Level
Yellow: - On Level
Green: - Approaching Level

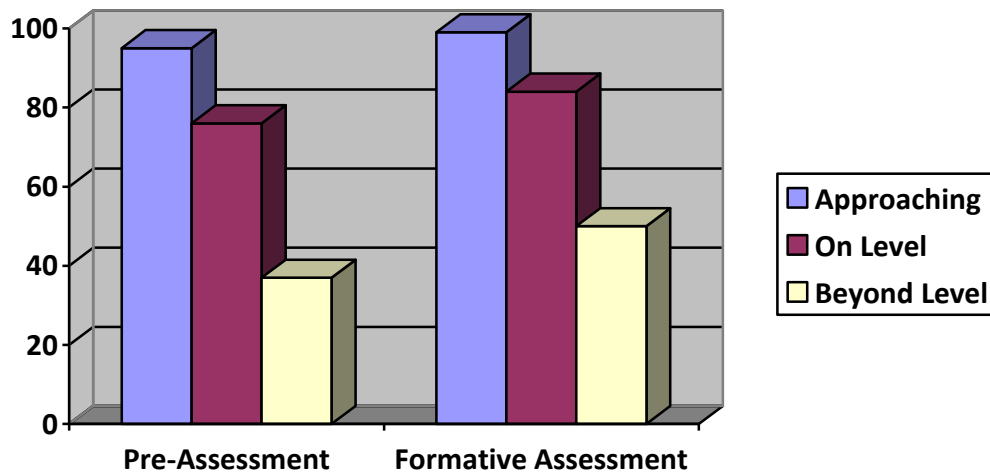# Adaptations in Assessment Administration Procedures

For those students requiring special assistance, they will be administered the assessment differently.

Design for Instruction

Interpretation and Applications of Pre- Assessment Data
Plan for Instruction
Impact of Learning Context
Use of Technology

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Interpretation and Application of Pre –Assessment

A 3D bar chart comparing Pre-Assessment and Formative Assessment across three categories. Y-axis ranges from 0 to 100. Legend: Approaching (purple), On Level (maroon), Beyond Level (yellow). Pre-Assessment: Approaching ~93, On Level ~75, Beyond Level ~36. Formative Assessment: Approaching ~97, On Level ~83, Beyond Level ~50.

The Pre-Assessment Data suggested that about five students are beyond level. Six students are on level, and only two students are below level. The teacher predicts that over 90% of the class will show growth in the areas tested with formative Assessments.

The teacher will immediately respond to those students who are approaching level, and on level with various interventions, focusing on letter and sound recognition. The interventions found with a school-adopted program OWL and the newly adopted Reading curriculum. After the teacher observes the students during the first week of instruction, the color codes of groups will take place for small group instruction.

Plan for Instruction

Based upon the information provided in the pre-assessment, the data revealed how the teacher should strategize instruction. Through instruction of small group interventions, the teacher will use the OWL program, sight word drills, and interventions such as: reviewing whole group material with the approaching levels and on level students. However, this results in time being taken away from the Beyond Level students; those groups will only receive enrichment.

Introduction of sight words daily will begin with all students. The students will break down the sight words into phonemes. The students will begin blending sounds to form words. The students will compose personal alphabet flash cards to be used during the reading center with teacher guided assistance.

Impact of Learning Context

      As I instruct, I use real-life experiences in the classroom for the children. Many of the students in our classroom are not exposed to many adventurous happenings. Based upon the Learning Context, I try to take those precautions. The children experience dancing and listening to music they may not have heard, dressing up, and learning about cultures and various characters in stories, going outside to explore, and experiencing various elements that are relevant to our daily lessons.

Use of Technology

The use of technology will be used throughout the day. The students have the opportunity to use the computers for starfall.com, to work on concepts learned in class, the alphabet, and the sounds of letters.

Instructional Decisions

Instructional Decisions Informed by Student Performance

Instructional Impact on Student Attitudes and/or Behavior

Instructional Decisions Informed by Student Performance

Modifications were used for the students who were moderately below or approaching level.

1. OWL Program: OWL is a program that enhances letter and sound awareness, and builds on other reading strategies to help students to read, blend sounds, and enhance their academic growth. It uses basic strategies to rapidly get children caught up to the next level. OWL uses a lot of repetition to allow the students to grasp concepts, review, and move to the next. OWL provides the teacher with word for word intervention strategies, big book suggestions, e-book suggestions, and going beyond the classroom suggestions.

2. A few assessment performances were individually in response to behavioral problems. A management modification would be the TRACK ticket system. TRACK tickets are used to keep behavior under control. The entire school participates in implementing TRACK tickets, but Pre-K students do not receive them. Therefore, I begin implementing them with the Pre-K students when I began to those students actively participating in "daily news," calendar time, and story time. This system helps keep the students motivated and is an incentive for positive behavior.

Analysis of Student Learning

Graphic Representation of Assessment Results
Analysis of Student Learning
Interpretation of Assessment Results

Graphic Representation of Assessment Results
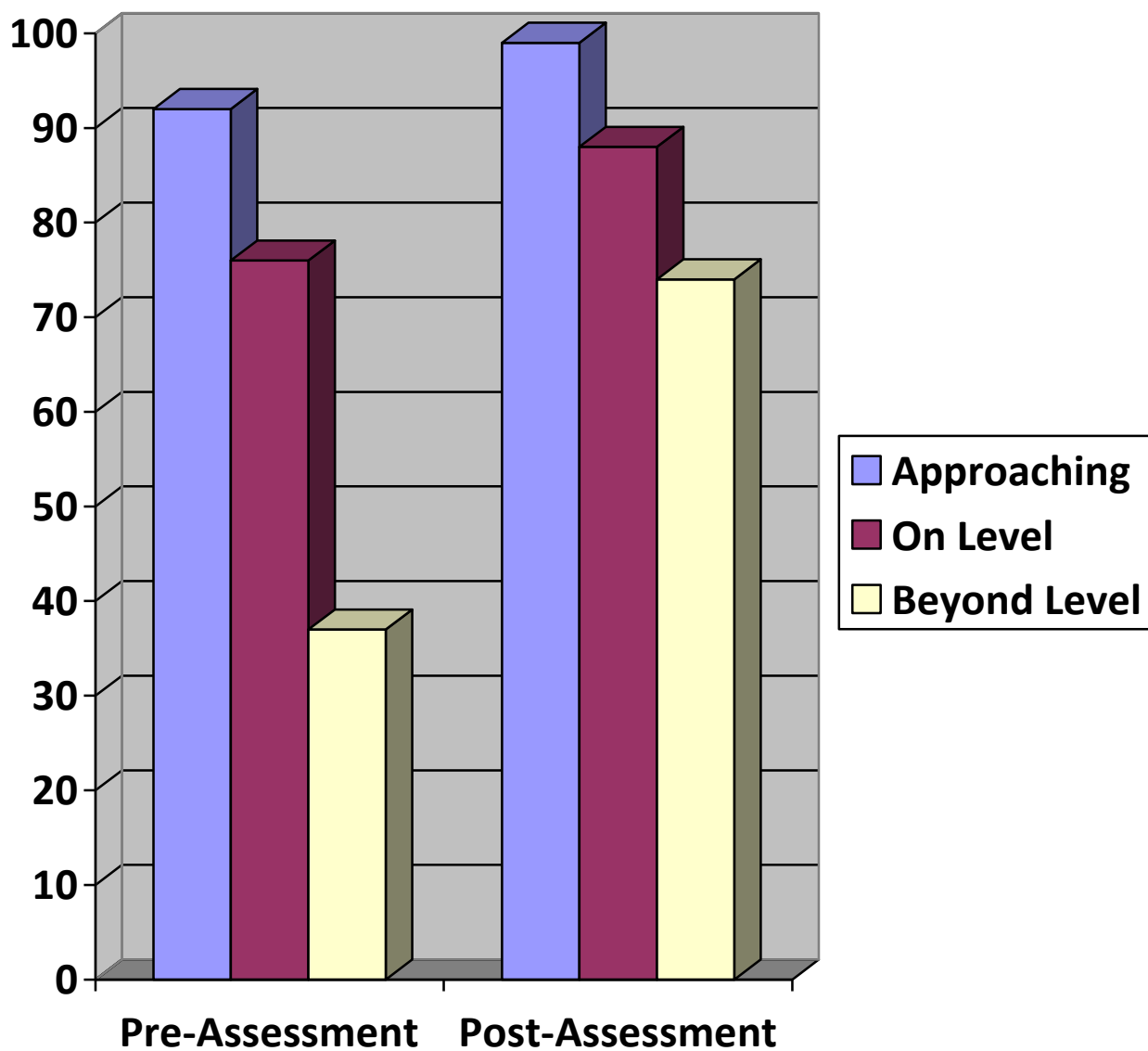
Reflection & Self-Assessment

Reflection on Modifications to the Unit of Instruction

Reflection on Implications for Professional Development

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Reflections on Modifications to the Unit of Instruction

After reflections and contemplating over the instruction of our class, there are changes that would have improved student learning throughout the entire unit. I was satisfied with the pre-and post assessments, however, the formative assessments should have been more detailed and thorough. I wanted the assessments to reveal results that are more detailed. While assessing, their knowledge of letter awareness, sound and phoneme awareness would have been more accurate with 1:1 correspondence activities. This method would have zoomed in on the individuals rather than a whole group.

Implications for Professional Development

Going into the field experiences as a Pre-Kindergarten teacher, a path in which I initially wanted to pursue and teach was rough coming from observing and teaching a 5th grade classroom just weeks before. However, using my prior experience, observations, and teaching style and correspondence with this particular grade level promoted a stronger awareness.

My strengths would be personally pointed out as: planning, implementing, creativity, energy, classroom management, knowledge of the subject, and teaching for effectiveness. However, my weaknesses would be addressed by my supervising teacher as: assessing, observing, grouping, and patience (after a long period of time). My mentor teacher has been doing teaching Pre-Kindergarten for many years now and her patience is quite thin with them. She allows them to do whatever they please and does not really require a lot from them. However, I am nothing like that. Therefore, it took a little adjusting on the students' part to apply themselves and recognize that there was a new "sheriff" in town!

Teaching Pre-Kindergarten requires a lot of planning, patience, and creativity. The key to teaching for effectiveness is reviewing and creativity – making learning fun! I believe I successfully mastered those educator standards. In order to excel in the areas of lowest achievement is to consult with my mentor teacher to discuss way to assess, and implement them into future teaching.

Overall, I thoroughly enjoyed my student teaching experience. It has not always been easy to get up and teach day after day, through sickness and personal issues, but I did it and I would not trade it for nothing in this world! This experience has taught me a variety of teaching strategies that I will use and some that I will not. What I have learned in the past 4 months, I could have never learned in the classroom or a textbook and I will be forever grateful to Turlington Elementary for the experience of a lifetime.

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