



Teacher Work Sample



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10157400

Prairie View A&M University

April 24, 2012

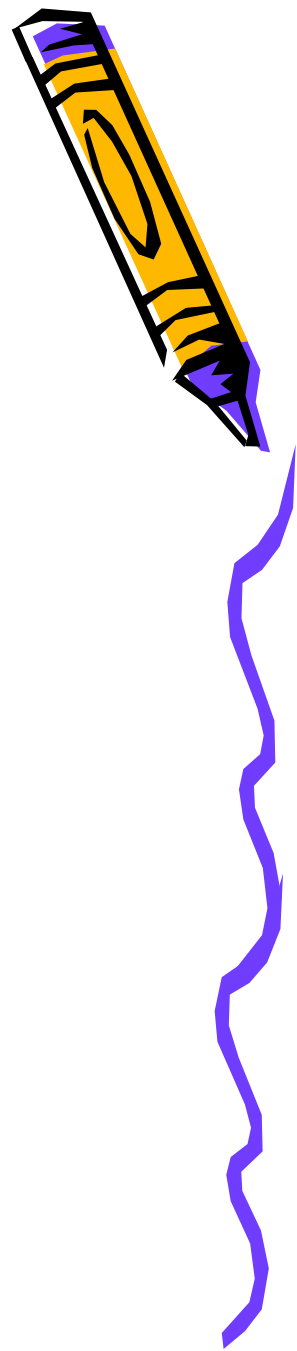
Cypress Lakes High School

Speech 7-12 (Professional Communication 9-12)



Table of Contents

The Teacher Candidate.....	Page
Learning Context.....	Page
Learning Goal & Objectives.....	Page
Assessment Plan.....	Page
Design for Instruction.....	Page
Instructional Decisions.....	Page
Analysis of Student Learning.....	Page
Reflections and Self Evaluations.....	Page
Competent Communication.....	Page



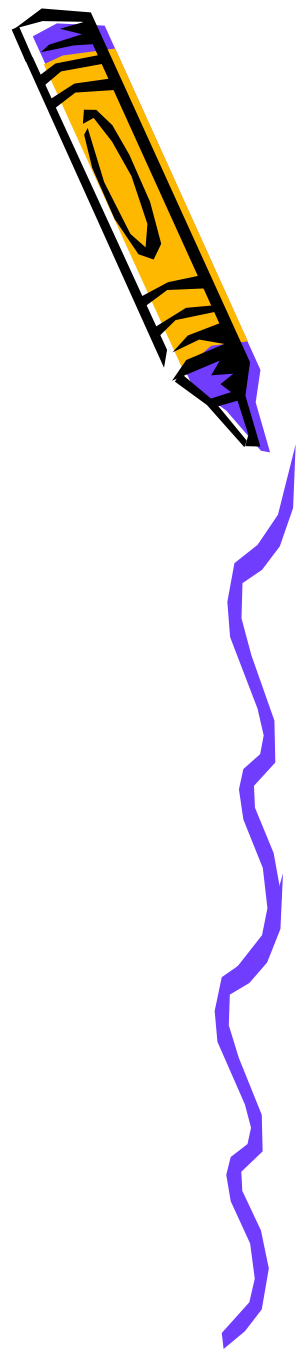
The Teacher Candidate

Kamesha C. McNeil, 23

Shreveport, Louisiana

Communication Studies
w/ Teacher Certification
In Speech

"I believe that all
children deserve an
equal education"



Learning Context



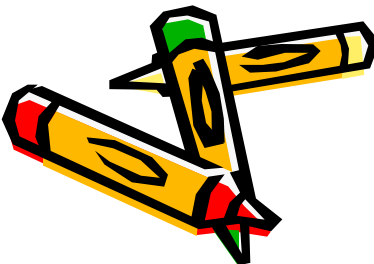
Community & School Factors: Cypress Lakes High School is located west of Highway 6 and south of FM 529 on Greenhouse Road off the cusp of Katy, Texas. The community has predominantly working and professional class families. More than 25% have a Bachelors degree, more than 15% has a Masters, and more than 55% has at least a high school diploma.

Cypress Lakes High School is the 10th High School to open in the Cypress Fairbanks School District. Due to the high level of growth in the southwest part of the district, there was a need to provide enrollment relief for Cypress Springs High School for the 2008-2009 school year, therefore Cypress Lakes was opened.

The 2011-2012 school year is Cypress-Lakes’ 4th year of being open. The school has approximately 3,400 students enrolled. One principal, Sarah Harty, one associate principal, and 6 assistant principals which are assigned to a certain amount of students from each grade level and handle discipline related issues.

The staff at Cypress Lakes High School include 201.5 teachers, 36 paraprofessionals, and 20 administrators. 66% special education students, and 8.7% Limited English Proficient students. Attendance rates include 94.4% African American, 93.2% Hispanic, 94.4% White, and 93.4% economically disadvantaged. The most current data indicates the campus has a 16% mobility rate

A. A	Hispanic	Caucasian	Native American	Asian	Pacific Islander	Two or More	Economically Disadvantage
21.5 %	53.6%	16.5%	0.3%	5.7%	0.0%	2.4%	58.4%



Instructional Implications of the Classroom:

The classroom I will be teaching in is on the 2nd level of the school on the English hallway. There are 32 desks in the class, which is not enough for a few of my 5 class periods. I have four desktops inside of my class and 20 laptops. This will be very help when incorporating technology in my lessons. There is one teacher work-desk, an “Elmo”, projector mounted from the ceiling, and a white board at the front of the class. There are five rooms inside of my classroom, one for supplies room which stores supplies for the Fine Arts Department, an office for the teacher, an office for the Speech/Debate team, and two other practice rooms for the team to practice in. Since the space is very large, the environment feels open and less cluttered. The classroom rules, policies, and procedures are on the wall large enough for everyone to see. The Speech/Debate team’s certificates and trophies are showcase on one side of the room. I believe this set the environment in a very motivating and encouraging manner.

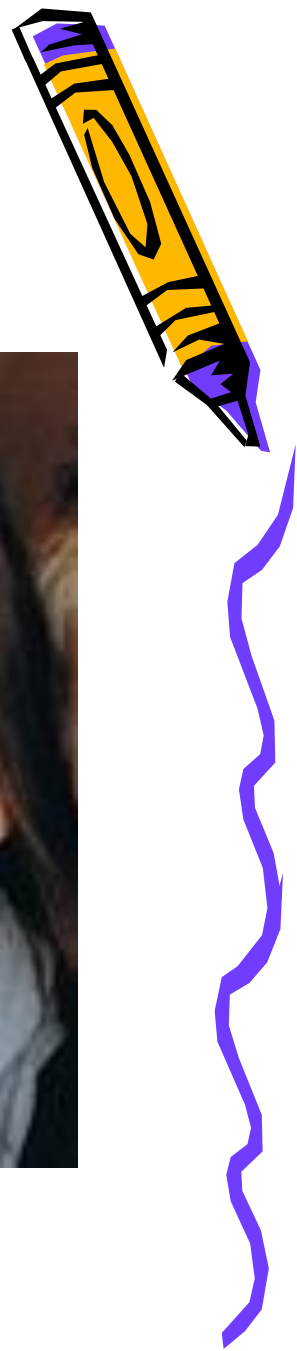
The Professional Communication class is a fairly new class. The class was originally referred to as the Communication Application class. The Cy-Fair district has revised some of the TEKS and create a new class. Due to my cooperating teacher being the D.C, I will have one class period off for a D.C planning period, and one Professional Communication planning period. This leaves me with 4 classes of Professional Communications and one period of Specch/Debate. Students are allowed to take this course anytime throughout their high school career. This allows the student to interact with students of all grade levels. This could result in maturity levels being an area to address in the class.



Instructional Implications of the Classroom Teacher and Teacher Candidate:

Miranda McDonald, my cooperating teacher, has been a Speech/Debate teacher for nine years. She has been at Cypress Lakes for 3 years. She is the chairperson for the Fine Arts Department and the coach for the Speech/Debate team. She believes that all children deserve an equal education and strives to close the achieve gap among students.

I predict that we will connect and great a warm environment for our students. I believe I will learn a great amount about teaching and other things such as how to stay organized, parent communication, classroom management, etc.



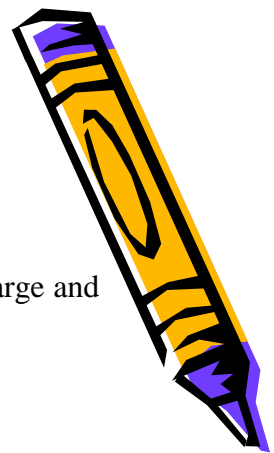
Instructional Implications of the Students:

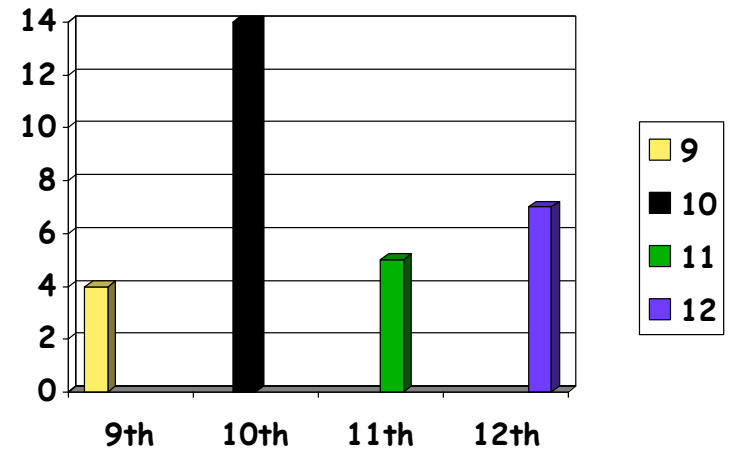
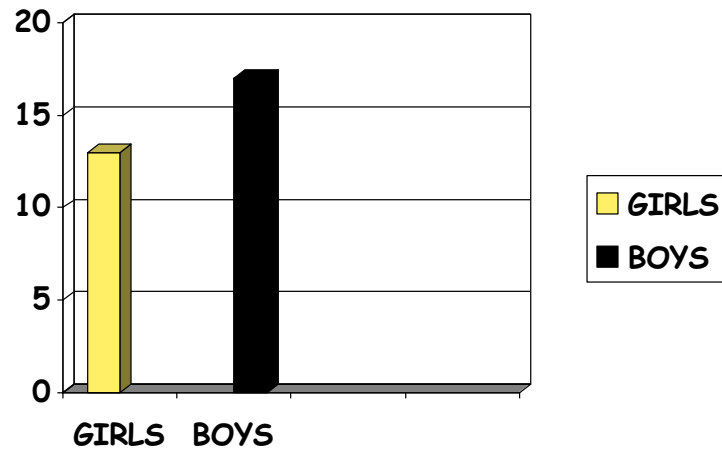
In my four class periods of Professional Communications, I have 30-35 students per class period. This is fairly large and may cause may issues with classroom management.

FOCUS:

My 3rd period Professional Communications class has 30 students. There are 13 girls and 17 boys. There are 4 ninth-graders, 14 tenth-graders, 5 eleventh-graders, & 7 twelfth graders. There are 3 students in this class with IEPs. Two of those students are female and all are 12th graders.

As I design instruction and assess learning within my unit, I will need to acknowledge the socio-economic level of my students, since more than a few students come from low-income households with little parental involvement. Many will not have easy access to computers or assistance from other adults outside of the room, so they will need time in the classroom to complete assignments. It is felt by the classroom teacher that these students will not usually complete assigned homework outside of the classroom, especially if it entails a large amounts, all of the work is to be complete during class. Lessons are planned in a manner where assignments will be broken down and stretched over a period of time so that all student will have ample time. I will also have to consider the fact that some of my students are ESL and three have IEPs. Adjustments and modification will have to be included to insure that all students needs will be met and learning styles will be catered to.





Learning Goal and Objectives

Appropriate Learning Goal:

LG1- Students will identify the bullying epidemic that continues to affect their everyday environments such as school, social media sites, and personal life.

LG2- By speaking out against bullying they will provide a positive message to their peers and leave their viewers with a positive message.



Appropriateness:

These goals address many crucial components of the curriculum because they will allow the students to participate in various activities to challenge them to speak out about the issues they face in their generation and everyday life. They encourage the students to work with other to express their feelings about a common interest. They allow the students to use many types of technology and a bit of social media in the classroom in a positive way. These goal also allow the student to reconnect with prior knowledge on perceptions.

Objectives Lead to the Goal:

1. Define, give characteristics, and explore the differences between bullying and cyber bullying.
2. Connect the freedom of speech amendment to cyber bullying.
3. Analyze social norms, perceptions, and stereotypes.
4. Describe methods and programs designed to overcome, prevent, and resolve bullying behavior.
5. Create various forms of communication to address bullying and cyber bullying.



CRITICAL TEKS:



C.6 apply safety regulations

C.8 apply ethical decision making and understand and comply with laws regarding use of technology in communications such as a) exhibit ethical conduct b) discuss copyright laws in relation to fair use and duplication of material

C.10(xi) identify and analyze ethical and social responsibilities of communications

C.10 C (viii) identify and use appropriate strategies for dealing with differences such as gender, ethnicity, and age

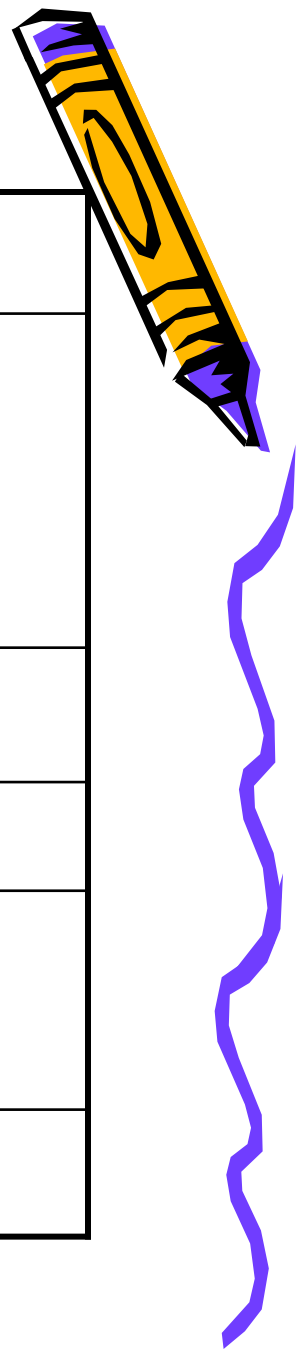
C.10E (xi) make individual presentations to inform, persuade, or motivate an audience

C.10K deliver products in a variety of appropriate media



Assessment Plan

Learning Objective(s)	Type of Assessment	Assessment Format	Adaptations
Define, give characteristics, and explore the differences between bullying and cyber bullying. Demonstrate through various forms of communication that address bullying and cyber bullying.	Journal Entry	(Pre-Test) TSW write 10 differences between bullying & cyber bullying. (Post-Test) Bullying/Cyberbullying PSA	-Oral Assignment -Shortened/Reduced Assignment -Extended Time
Connect the freedom of speech amendment to cyber bullying.	Lesson/PowerPoint	(Formative Assesment)	- Hard Copy of Notes
Analyze social norms, perceptions, and stereotypes.	Lesson/PowerPoint	(Formative Assesment)	-Hard Copy of Notes
Describe methods and programs designed to overcome, prevent, and resolve bullying behavior.	Lesson/PowerPoint	(Formative Assesment)	-Hard Copy of Notes
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Reliable Assessment

I decided to use various types of assessments throughout this unit. For the LG1, I conducted a post assessment that required the students to write in their journals at least 10 differences between bullying & cyber bullying

LG1 will be measured by requiring the learner to practice or demonstrate the learned information through various forms of communication. Student will be graded using a rubric with many components factored in. (see Next Page)

LG2-LG4 will have formative assessments throughout the lesson and activities that will be conducted each day. After every lesson I will assess the students orally by asking questions which require the learner to respond with the correct knowledge. The students participation will determine his/her level of understanding.

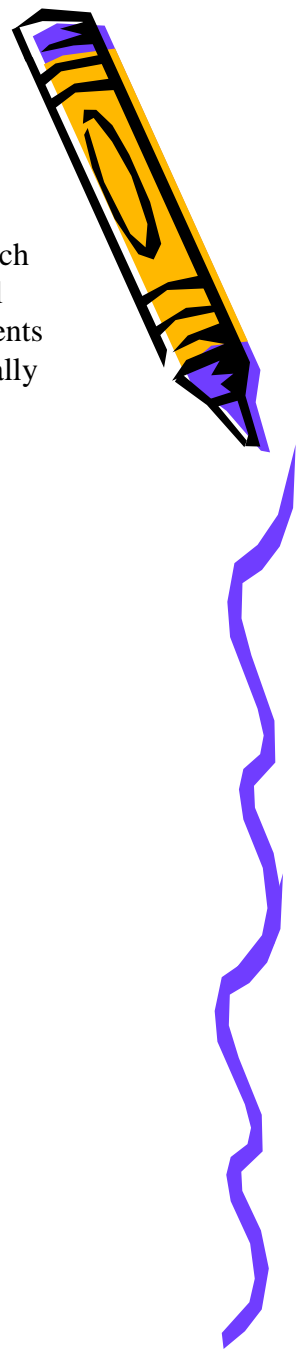
Adaptations in Assessment Administration Procedures

For students with IEPs, modifications will be needed. During the lesson, a hard copy of the notes will be provided to each student. The students will be allowed preferential seating. I will continuously check for understanding with all students, answer any questions, and set a pace where all students will be able to stay on the same track. For students with IEPs additional time will be provided for note taking and assignments. Many assessments may be offered orally and/or at a specialized time for the students with IEPs.

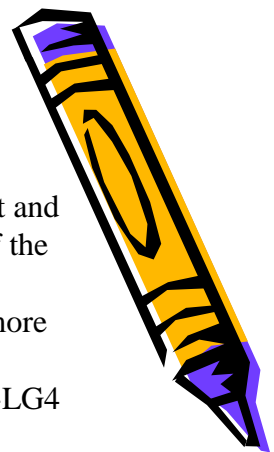


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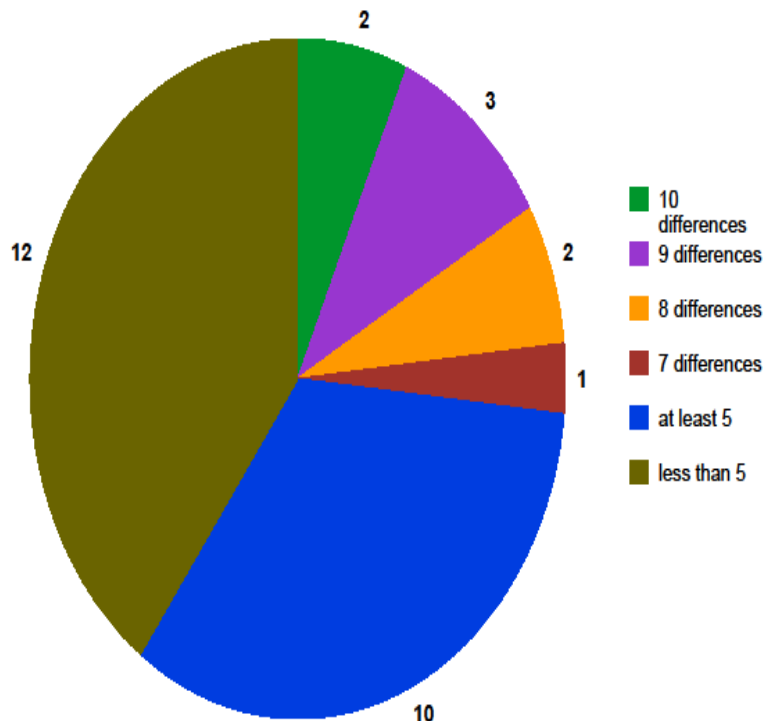


Design for Instruction

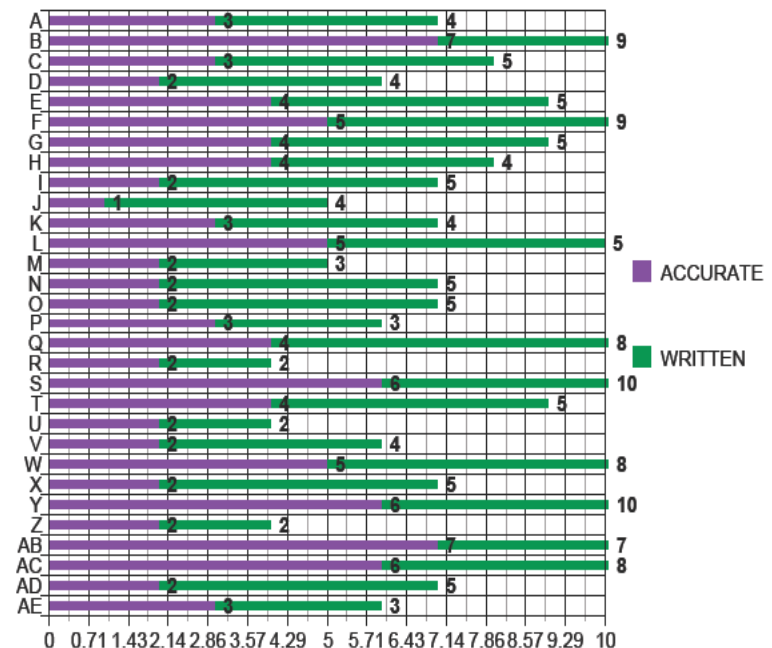


In my Pre-Assessment, I measured/scored the students based on the number of differences the students were able to list and the accurateness of their answers. Each accurate answer was worth 10 points. This first chart allowed me to see if the students could tell me ten differences between bullying & cyber bullying. The first graphs shows how many differences the students could list whether they were accurate or not. The majority of the students could not list more than 5 differences they knew about bullying and cyber bullying. The second chart show how many answer were actually accurate and true. From this information I will plan my lesson so that all students will master LG1. LG2-LG4 will have formative assessments throughout the lesson and activities that will be conducted each day. After every lesson I will asses the students orally by asking questions which require the learner to respond with the correct knowledge. The students participation will determine his/her level of understanding & achievement. LG1 will be measured by requiring the learner to practice or demonstrate the learned information through various forms of communication. Student will be graded using a rubric with many components factored in. (see Next Page)

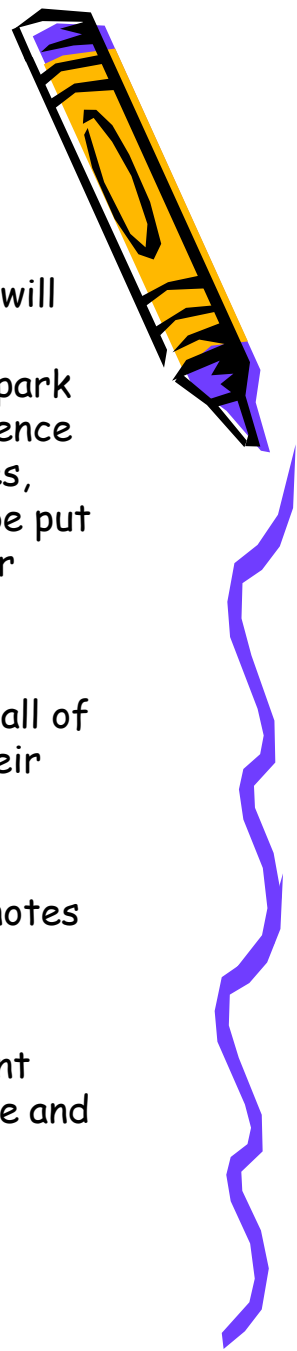
Number of Differences Listed



Answers Written Compared to Answers Accurate



Lesson Plan Narrative



The flow of this unit will spread over a 2 $\frac{1}{2}$ week span.

Day 1: The lesson will begin on a Thursday where the first lesson over Cyber bullying will be conducted. The lesson will be conducted by PowerPoint. The students will be required to take notes. I will include many real life analogies and situations to spark the students interest and keep them involved. The students will learn the difference between bullying & cyber bullying (LG1), cyber bullying legal issues & consequences, and ways to stop & prevent cyber bully (LG4). For the activity the students will be put into a group of 3-4 and will demonstrate the affects of cyber bullying on a poster board.

Day 2: The groups will present their poster boards to the class. When finished with all of the presentations the students will be allowed to showcase their messages to their peers by hanging their poster boards on the wall outside of the classroom.

Day 3: TSW review prior knowledge of the first amendment. The students will take notes on Freedom of Speech, Social Norms, and how they tie into bullying.

Day 4-8: TSW Begin brainstorming, writing, and filming a Public Service Announcement that conveys all knowledge on bullying and leaves a positive message that motivate and encourages its audience to take a stand against all forms of bullying.

Day 9: TSW present their PSAs.



Impact of Learning Context

Through-out this unit I must be aware of student participation and note taking. Even though students can access the notes on any computer through Epsilen, I want to make sure that all students are actively listening during the lesson. The activities will be group activities, so I must watch each groups' pace and ability to communicate. I have decided not to break the work down by giving each member a responsibility, instead I want the member to all work equally on each part of the finished products. Therefore, no one is able to say that someone didn't do their part. I have included each student with an IEP in a separate group. The pace and understanding of my students with IEPs will be monitored.

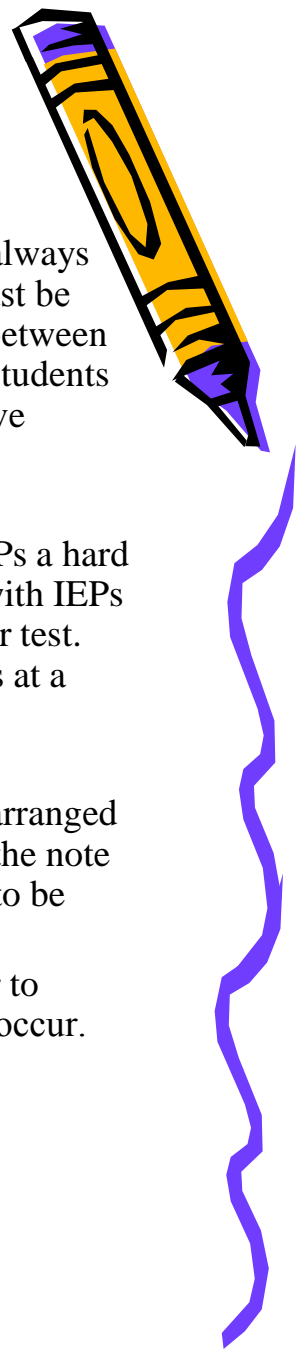


Use of Technology

I will use technology throughout my lessons. The notes will be administered through PowerPoint. Hard copies will be provided for students with IEPs. We will watch several videos on cyber bullying through this unit. During the major project they will be allowed to use video cameras to record a PSA during class time. The students will also be allowed to use laptops inside of the class to edit films and upload them to Youtube so that they may be viewed.

Considering the fact that many students will not have the use of a computer off campus, all the assignments will be completed in class during class hour. Students time-management will be monitored to insure the students are advancing from bell-to-bell.





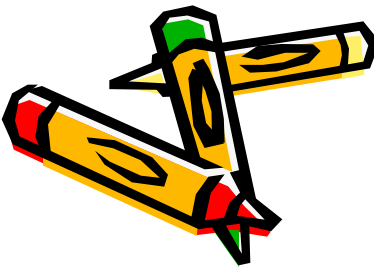
Instructional Decisions

In order to teach the same lessons to all students, modifications must be made. My cooperating teacher always post all lesson plans on the school's share page website and email them to parents each week. It must be relevant to inform parents, students, and administration that there are modifications or differences between students with IEPs and those without. For my unit on CyberBullying & Ethics in Communication, students would be required to take notes, work in group, and use various type of technology over an extensive period.

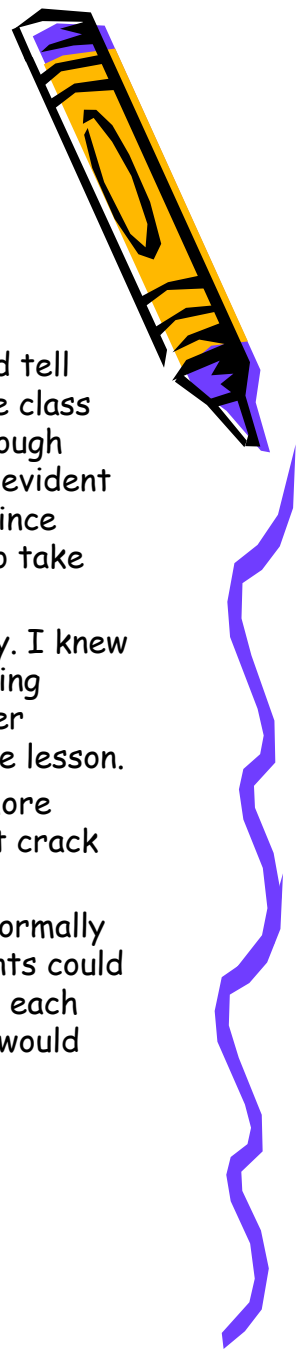
One modification I made was during the lesson when note taking is required, I handed students with IEPs a hard copy of the notes. This way I could keep the class on a smooth pace. This would prevent students with IEPs from getting behind and frustrated. My teacher allows students to use all hand-written notes on their test. Although they were given a hard copy students with IEPs were still required to hand write the notes at a later time if they wanted to use notes on their test.

A second modification made was I allowed all students preferential seating. Even though the class was arranged in a horse-shoe way, some students complained they could not see the board. I always state before the note taking begins that if anyone needed to move closer to see, feel free to do so. This allowed students to be comfortable and able to focus on the content.

If students are uncomfortable in the environment their focus will be off. Making modifications that cater to student's needs is a helpful way to cut down on a lot of the classroom management issues that will occur.



Instructional Impact on Student Attitudes and/or Behavior



When the lesson was first introduced I noticed that students had different attitudes about it. I could tell that students that were looked upon as the very athletic students and the students that kept the class laughing about everything had very low interest in the topic. They felt as if they already knew enough about bullying or felt that bullying doesn't happen anymore. From the Pre Assessment test it was evident that they didn't know as much as they thought. They also made statements that suggested that since bullying doesn't affect them they didn't need this lesson. Other students that with were known to take interest in everything supported the introduction of the lesson with the same enthusiasm I had.

As the unit progressed all students showed much more interest in the lesson than before the first day. I knew that I would have to show the dramatic impacts that bullying has on their generation. After showing videos about bullying that tugged at their emotions from the view of suicide rates, deaths, & other traumatic things that have resulted from bullying, the students had a stronger compassion for the lesson.

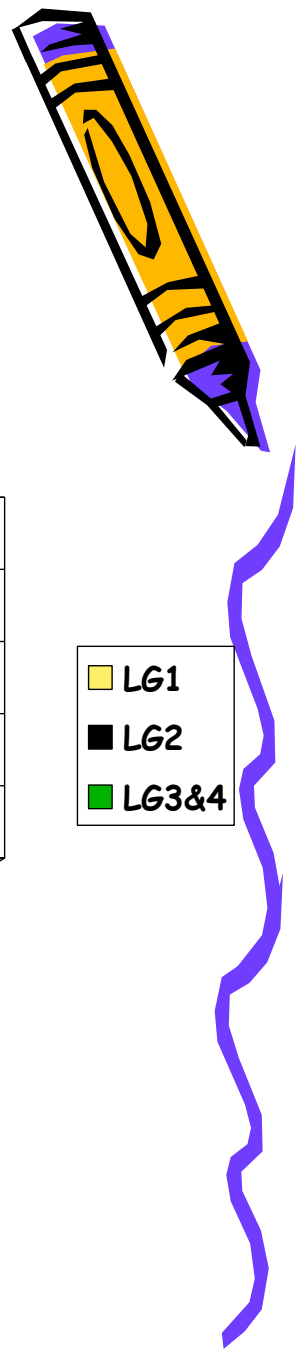
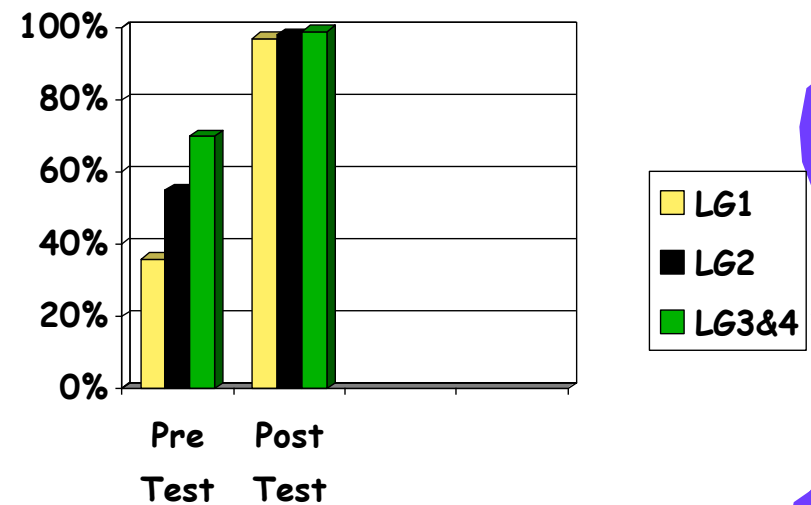
By the end of the lesson I observed a big change in the atmosphere of the classroom. It seem to be more peaceful and warm. Students grew open to each other and welcoming. The students seemed to not crack jokes as much and even the small teasing that took place seemed to decrease around the room.

I believe the attitudes change because the students faced head on a major issue that many wouldn't normally speak out on or talk about in an open setting. I set the environment on the first day where students could feel about to speak their opinions and feeling about this topic. Once students began to open up to each other barriers were broken and the students all felt passionate about the positive message they would get to send to their peers through their final PSA assignment.

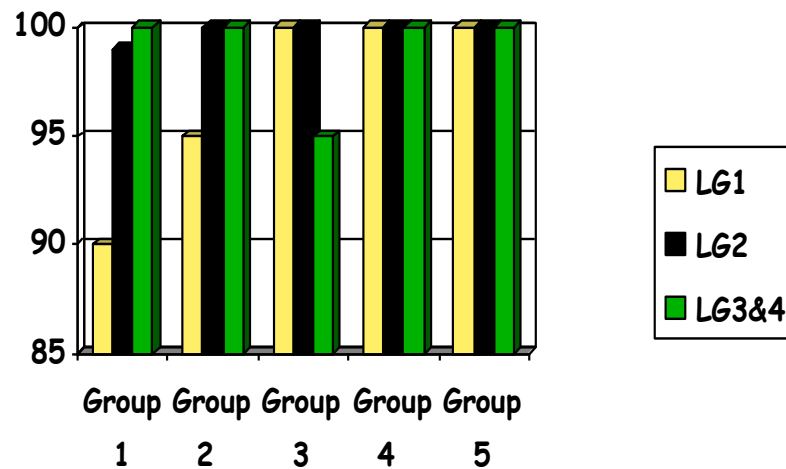


Analysis of Student Learning

- After creating the table and graph to assess individual students' progress for all learning objectives, it was clear to see that achievement is evident. Learning Goal 1: (Define, give characteristics, and explore the differences between bullying and cyber bullying. Demonstrate through various forms of communication that address bullying and cyber bullying) was met collectively as a class after conducting the post-assessment project and had the highest rate of progress (61%). Almost every single student improved from the Pre- to Post-Assessment for this learning goal. Student J had the highest increase from pre-test to post-test. The way the assessment were given could be a factor to the improvement. The pre test was written and assessed prior knowledge and the post test was a hands on project given over 8 days. The students really enjoyed the hands on activities. The students not only met the goals that I had put before them but they went beyond.
- I expected them to score a 80% on Learning Goal 1. They scored a 97% which is 17 percentage points above what I expected.



Subgroup 1: Groups with Students with IEPs vs. Groups Without

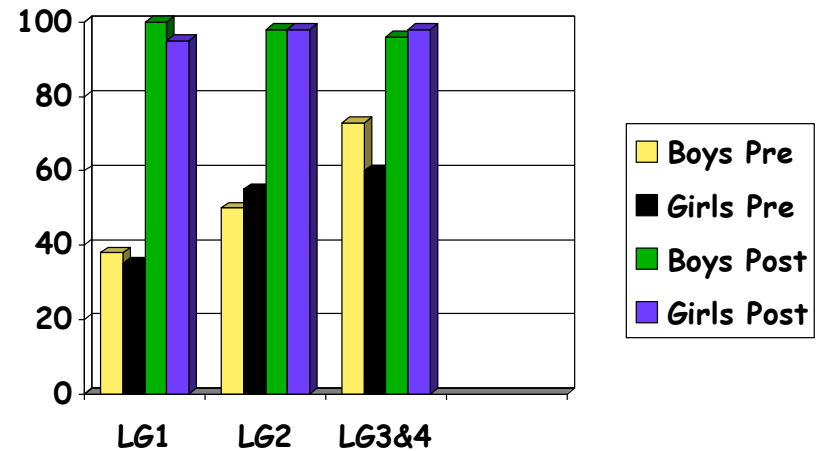


I decided to compare grades of groups that included students with IEPs and groups without. Groups 1, 3, & 5 all have one student with an IEP. Groups 2 & 4 do not. It is clear that groups that had a student with an IEP still achieve an equal amount as those without. Group 5 had a student with a learning disability, but the grades of the group show evidence that the disability didn't hold the group back or made the group as a whole succeed any less. I expect the group with students with IEPs to perform a little less than the groups without. My prediction was proved incorrect.



Subgroup 2: Boys Vs. Girls

- The graph below portrays subgroups 2 of students: boys and girls. I chose to sub group this way because I felt that the girls had shown more interest in the topics we were studying. After analyzing the data of all girl groups and all boy groups I have come to understand that the girls did score lower on their pre test questions in Learning Goal 1. Although the boys showed less interest in the topics at first their scores proved a greater increase from pre to post test on LG3&4.
- In the pretest for LG1 the boys scored higher on their individual pretest. The score for their post-test was higher than the all girl groups. This shows me that even though their interest was low they perform at a great level during assignments.
- I think I take the most pride in the fact that both groups not only met but exceeded the goals set before them. I also noted that both, girls & boys, worked very hard to bring up their post test scores through the PSA project. Not only did they learn the lesson from me, they learned many things from each other that wasn't a focus, like how to create a video, edit a video, and upload a video.



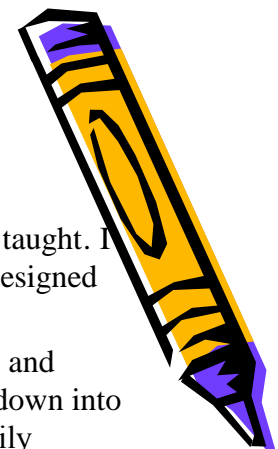
Reflection and Self-Evaluation

I learned that pre assessment are a great way to find out what prior knowledge students have about a lesson soon to be taught. I learned formative assessment are a great what to check for understanding throughout the lesson. The post test I designed allowed to students to demonstrate what they learned across the entire lesson.

When planning my lessons week by week I learned to be aware of students time management. If I did set specific goal and guidelines throughout the recording phase, I would have to keep pushing the final date back. Breaking a project down into small parts help my students with time management and expectations I'd set. I learn that if I don't stick to my daily expectations on what needed to be completed that day, students would wait to the last minute to try to complete all the work. The first two days I was weak at checking the student progress and pace. Once I laid down daily guidelines the students began to pick up their pace and manage their time better.

My cooperating teacher specifically picked this lesson for me to lead because she felt that the students would relate to someone closer to their age and knowledgeable about social medias today and issues with bullying faced in this generations. My cooperating teacher predicted that I would shine a better light on the topic that she would. She felt that my ideas for this lesson would benefit the class. My enthusiasm for equality for all students would interest the students and also enlighten her on a few things.

My ability to attend to the attitudes and behaviors of the students during instruction was a concern for me. I wanted to be sure that I could keep the students interested and serious about the topic. I didn't want the tstudents to take this topic lightly. I knew that my ability to meaningfully analyze and interpret assessment results to determine student learning was a bit weak, so I asked my cooperating teacher many question about procedures and accuracy. If I didn't understand something I would take it to her first. She allowed me to make decision on my own, but guided me in taking best practices. Since the students were allowed to film around the campus during class time, management was a major area to focus on. I had to ensure that the students would not disturb other classes or any other functions of the school. I first emailed all Assistant Principals to get permission to film and to endure them of my expectations not to disturb. With my cooperating teachers help the filming process went smoothly. We picked certain day and certain area to film in. Students understood the schedule and managed their time in that area accordingly.



I realize now that teaching is very time consuming and challenging. Without time management and organization skills, being a teacher could be the most stressful career ever. I plan to strengthen these skills 100 times over to ensure that I give each and every student a enriched learning experience. In the future I plan to continue to provide interactive lessons and activities. I want to learn to present each lesson in at least 10 different ways. I want the students that enter my class to have variety of learning opportunities.

Along side time management and organization, I improve my procedures for students that want to tur in work late. My cooperating teacher has a great system for this issue. I found myself feeling sorry for students that didn't turn there work in on time and just letting them turn it in without consequence. I know that I need to improve on this. I want to be fair to all students and ensure equality in my class, even for graduating senior that choose to slack.

I plan to keep a journal for another way I can develop professionally. Keeping a personal journal will allow me to look back at it and evaluate the mistakes I have made and learn from them. I think it would be not only interesting but beneficial to see the growth process in myself as a teacher.

