



# **Teacher Work Sample**

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Lamkin Elementary– Cy–Fair ISD  
1<sup>st</sup> Grade  
Spring 2013

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# Contextual Factors

- ▶ The teacher uses information about the learning-teaching context and student individual diversity to set objectives and plan instruction and assessment.

# Cy- Fair Mission Statement

The District will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress Fairbanks ISD graduate will exhibit the following attributes.

- ▶ Effective Communicator
- ▶ Competent Problem-solver
- ▶ Self-directed Learner
- ▶ Responsible Citizen
- ▶ Quality Producer

# **The Cypress-Fairbanks Independent School District**

- ▶ The district covers a small portion of Houston, the city of Jersey Village, and other unincorporated areas in Harris County (including Cypress). The district covers 188 square miles of land.
- ▶ Cypress-Fairbanks ISD holds true to its tradition of continual student growth and changing demographics, receiving more than 106,000 students as of Sept. 15 for the 2010- 2011 school year. CFISD remains the third-largest Texas school district behind Houston and Dallas, and the 26th-largest in the nation (American School and University, Sept. 2010).
- ▶ More than 43,000 students have enrolled in CFISD in the last 10 years.

# Lamkin Elementary Campus Goal

- ▶ Inherent in the belief that all children have the right to experience success, Larkin's mission is to provide an environment that is conducive to the development of intellectual, physical, social, and emotional growth which will insure progress toward all children becoming responsible individuals prepared to meet the demands of an increasingly complex society.

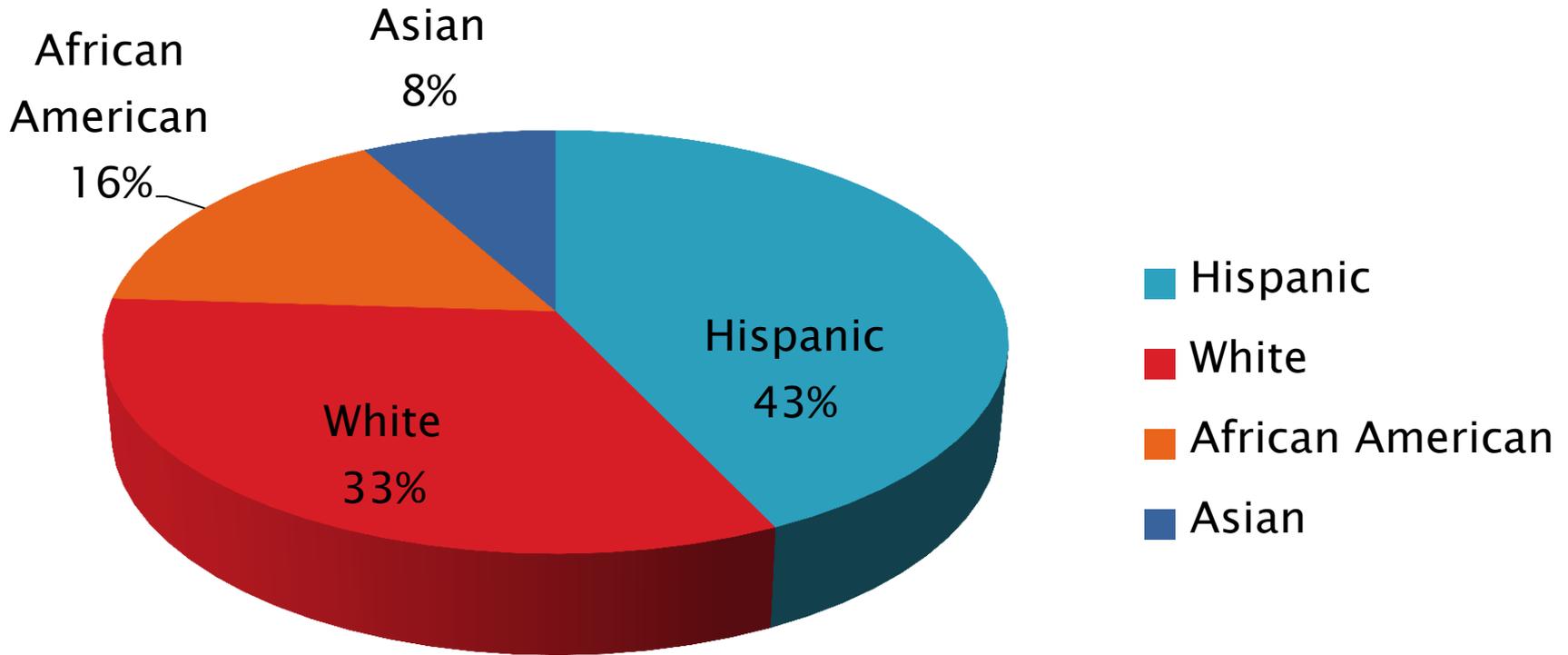
# Lamkin Elementary Curriculum

- ▶ CFISD elementary schools are comprised of students in grades K-5. Students who qualify for the Preschool Program for Children with Disabilities or for Pre-kindergarten are bused to sites that provide these programs.
- ▶ Core subjects at the elementary level include reading, language arts, mathematics, science, social studies, technology applications, health, physical education, art, music, and theatre arts.
- ▶ Every campus faculty includes the following members: counselor(s), nurse, diagnostician, speech and language clinician, dyslexia specialists, reading specialist(s), and content-area liaisons, as well as specially trained/certified teachers in the following areas: art, music, physical education, technology applications, English as a Second Language, and gifted education.
- ▶ The District's HORIZONS program is for academically-gifted students. In kindergarten, gifted instruction is provided in language arts and mathematics. In grades 1-5, the program addresses the four foundation areas: language arts, mathematics, science, and social studies.

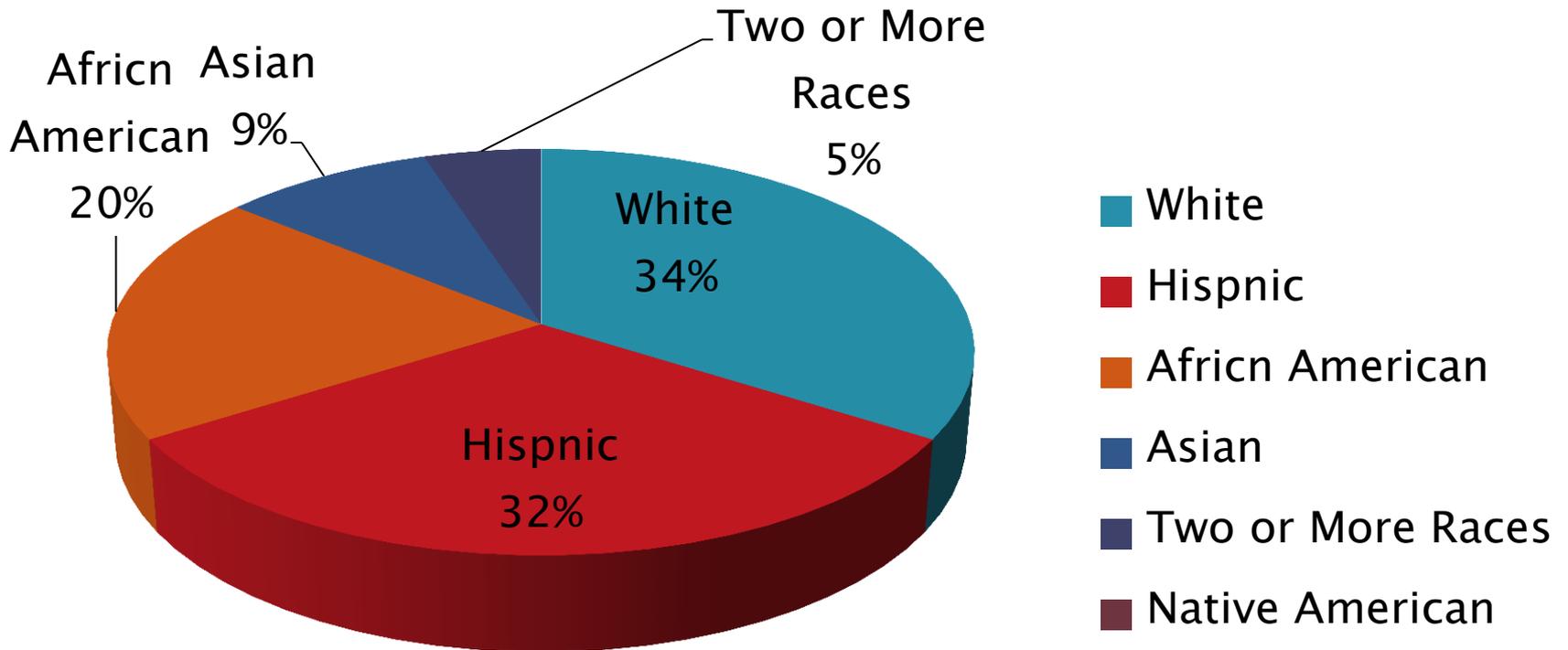
# Lamkin Elementary Curriculum

- ▶ CFISD's Bilingual and ESL programs provide additional support in English language development for students who have a home language other than English and who have been identified as limited-English-proficient.
- ▶ Elementary schools in Cypress-Fairbanks also feature enrichment activities such as student clubs, tutorial sessions, cultural arts programs, academic competitions, and field trips.
- ▶ Report cards are issued every nine weeks. Academic progress reports are sent to parents after the fourth week of each grading period.

# Cy-Fairbanks ISD Student Ethnicity



# Lamkin Elementary Student Ethnicity



# Lamkin Elementary History

- ▶ Lamkin Elementary traces its history back to 1884 when a small one-room schoolhouse, known as Big Cypress Schoolhouse, No. 2, Dist. 6, was built. As the years passed and the elementary and high school students were provided separate facilities, the elementary was renamed Lamkin in honor of Mr. and Mrs. G.A. Lamkin, Jr. Prior to his appointment in 1947 as Superintendent of the District, Mr. Lamkin served nine years as principal of Fairbanks Elementary.

# Lamkin Elementary



- ▶ Lamkin Elementary serves grades Preschool to fifth grade.
- ▶ Seven percent of Lamkin is Special Education. Two percent of Lamkin's student body is gifted and talented. Thirty-two percent of the students are economically disadvantage.
- ▶ Lamkin has 56 full time teachers and a student/teacher ratio is 16:1.

# Community

- ▶ Lamkin Elementary School is a public school serving 981 students in grades preschool- five.
- ▶ Lamkin Elementary is located outside of Houston in Cypress, Texas off of Telge Road.
- ▶ In 2011, Lamkin Elementary School had 17 students for every full time equivalent teacher.
- ▶ Lamkin has a very active Parent Teacher Organization. PTO organizes volunteers, sponsors various student events, and conducts fund-raisers. The profits from our fundraisers provide monies for cultural arts activities, field trips, technology, landscaping, books, and playground equipment

# Classroom Characteristics

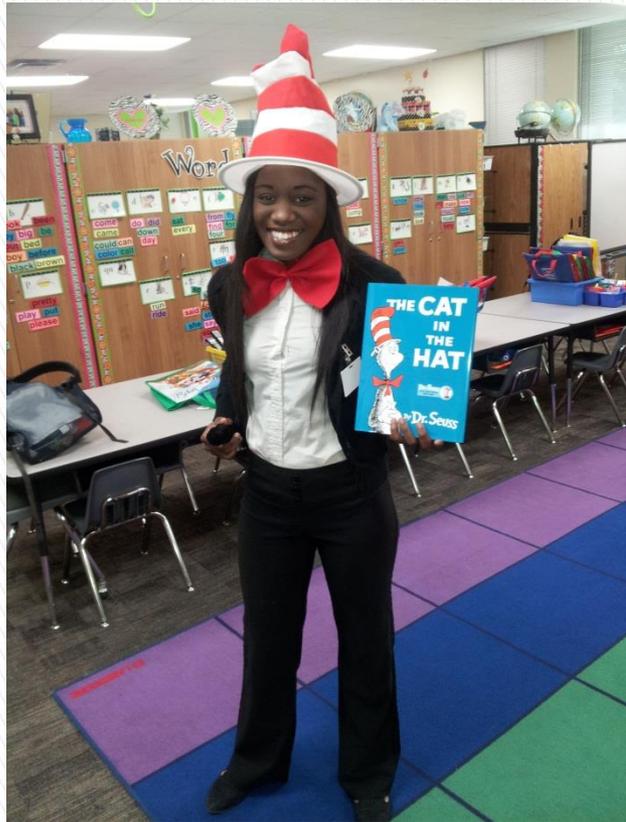
- ▶ 1<sup>st</sup> Grade
- ▶ All subjects
- ▶ Mrs. E. Johnson (Teacher)
- ▶ Class begins at 8:30 to 3:50
- ▶ 20 students
- ▶ 11 girls and 9 boys



# Physical Classroom



# Instructional Implications of the Classroom Teacher



**Racquel Edwards-  
Student Teacher**



**Mrs. E. Johnson  
Cooperating Teacher**

# Mrs. E. Johnson

- ▶ 1<sup>st</sup> Grade Teacher
- ▶ Taught for 22 years
- ▶ Certified to teach GT
- ▶ Certified ESL
- ▶ Specialization: Reading
- ▶ Taught at Lamkin for 12 years



# Objectives / Intended Learning Outcomes

- ▶ The teacher set significant challenging, varied and appropriate objectives that clearly aligns with national and state standards

# Teks

- ▶ (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
  - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts

# Teks

- ▶ (19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
  - ▶ (A) write brief compositions about topics of interest to the student;

# Teks

- ▶ (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

(B) recognize and use basic capitalization for:

(i) the beginning of sentences

# Objectives

- ▶ The student will review facts about insects.
- ▶ The student will learn facts about ladybugs.
- ▶ The student will correlate everyday life to the book, “The Grouchy Ladybug.”
- ▶ The students will compose a composition correlating with, “The Grouchy Lady Bug.”
- ▶ The students will use prior knowledge to make their own lady bug

# Assessment Plan

- ▶ The teacher uses clear multiple assessment modes and approaches to assess student learning before, during and after instruction

# Pre-Assessment

- ▶ Before reading the story I asked probing questions about ladybugs. These question went with the thematic unit of insects.

How many legs does a insect have?

Do insects have wings?

What color is a ladybug?

What does it eat?

Where do they live?

# Assessment Plan

- ▶ 1) Purpose of learning outcome: The purpose of the learning outcome I have come up with is to enhance the students ability to recognize what they are reading and to relate it to everyday life. The students correlate what bugs them to the grouchy ladybug. The students will write their personal experiences that they have connected with the story. After the students have written about what bugs them they will make a actual ladybug. There will be a rubric to make sure that students are graded accurately on the outcome that is listed below. The purpose of this rubric is so that students are graded fairly and so that students and parents understand the marks that the student receives. With this assessment plan, the educator, students, and classroom run smoothly because of good organization.
- ▶ Learning Outcome: Students will write their compositions with 80% accuracy. The students will also use prior knowledge of insects and construct their own ladybug with 80% accuracy.
- ▶ 2) Assessment Context: The assessment context will be in an assessment form of a worksheet and learning activity. This worksheet will have blank lines for the student to write their personal experiences. The students will also have a change to make a actual lady bug. (This is the Learning Activity)

# Writing Rubric

- ▶ Grade 1: Writing Evaluation
- ▶ First grade students learn to respond constructively to others' writing and determine if their own writing achieves its purposes. In Grade 1, students also identify the most effective features of a piece of writing using criteria generated by the teacher and class. Writing standards recommend that students keep a portfolio of their own written work to monitor growth as a writer.
  
- ▶ Grade 1: Written English Language Conventions
- ▶ Students in 1st grade are expected to write and speak with a command of Standard English conventions appropriate to this grade level. In particular, 1st grade writing standards specify these key markers of proficiency:
  - ▶ Sentence Structure
    - ▶ — Write clear and coherent sentences and paragraphs that develop a central idea.
    - ▶ — Use nouns and verbs to write complete sentences.
    - ▶ — Achieve subject and verb agreement in simple sentences.
  - ▶ Grammar
    - ▶ — Identify and correctly use singular and plural nouns.
    - ▶ — Identify and correctly use action verbs in simple sentences.
    - ▶ — Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.

# Writing Rubric Cont.

- ▶ Punctuation
  - ▶ — Distinguish between declarative, exclamatory, and interrogative sentences.
  - ▶ — Use appropriate end punctuation for sentences (i.e., period, exclamation point, or question mark).
  - ▶ — Use commas in dates and items in a series.
- ▶ Capitalization
  - ▶ — Use capital letters for the pronoun “I,” the first word of a sentence, names of people, days of the week, and months of the year.
- ▶ Spelling
  - ▶ — Spell three- and four-letter short-vowel words and grade-level-appropriate high frequency and sight words correctly.
  - ▶ — Focus on regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop).
  - ▶ — Write with more proficient spelling of inflectional endings such as plurals and verb tenses.
  - ▶ — Spell single syllable words that have r-controlled vowels (star); that have the final consonants f, l, and s (doll); and that have ck as the final consonants (back).
  - ▶ — Use resources to find correct spellings, synonyms, and replacement words.
- ▶ Penmanship
  - ▶ — Print each letter of the alphabet legibly in both capital and lowercase, using correct formation, appropriate size, and spacing.
  - ▶ — Write text left-to-right and top-to-bottom on the page, with attention to margins and spacing letters, words, and sentences appropriately.
  - ▶ — Gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture.

# Rubric for Ladybug

\_\_\_\_\_ Has 2 antennas

\_\_\_\_\_ Has 6 legs

\_\_\_\_\_ Has head

\_\_\_\_\_ Has body with spots

\_\_\_\_\_ Has eyes

# Design for Instruction

- ▶ The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

# The Grouchy Ladybug



# Anticipatory Set

- ▶ I introduced *The Grouchy Ladybug* by Eric Carle and conduct while wearing a Ladybug costume

# Writing

- ▶ After the book is finished, the I introduced the next part of the lesson. In this second part, I tell the students to think about what bugs them. After the students share several examples, I explain to the students that we are going to do a activity where we write down what bugs us in full detail, draw a picture and also make a lady bug to correlate with the story.

# Closure

- ▶ The students shared their sentence and illustration with the class. The students were able to show what they have learned to the whole class and also it was hung up in the class.

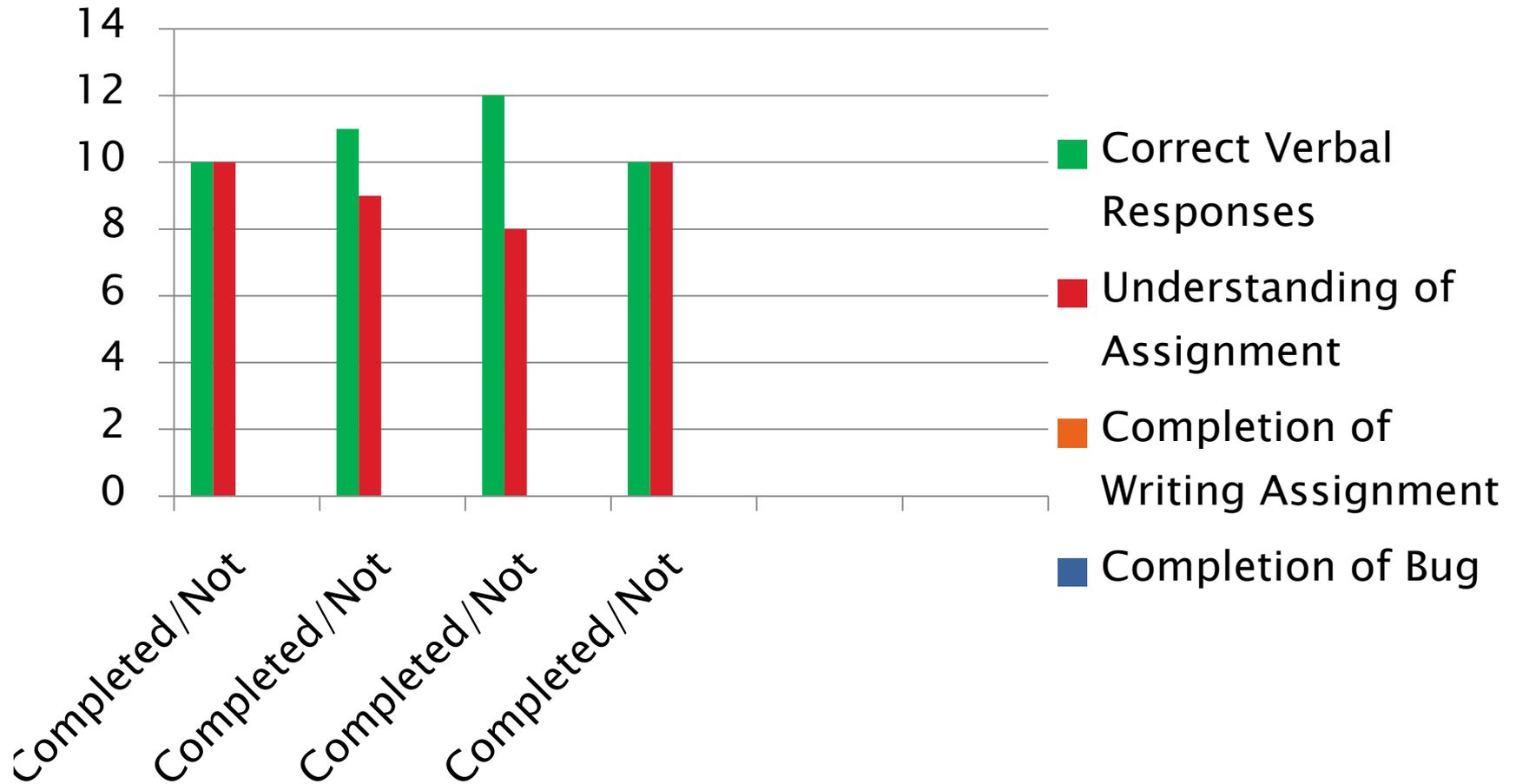
# Instructional Decision Making

- ▶ The teacher uses ongoing analysis of student learning to make instructional decisions.

# Instructional Decisions

- ▶ The students were well behaved for the most part. I think that they were really excited that they were able to share a real life situation with myself and their peers. I gave praise to the students who stayed on task, and I corrected the student who were not in a positive manner. The students who were off task I made sure I constantly asked them “Do you want to make ladybug with all of your friends?”. After asking these questions there were no problems.

# Expectations Of Student Work



# **Analysis of Student Learning**

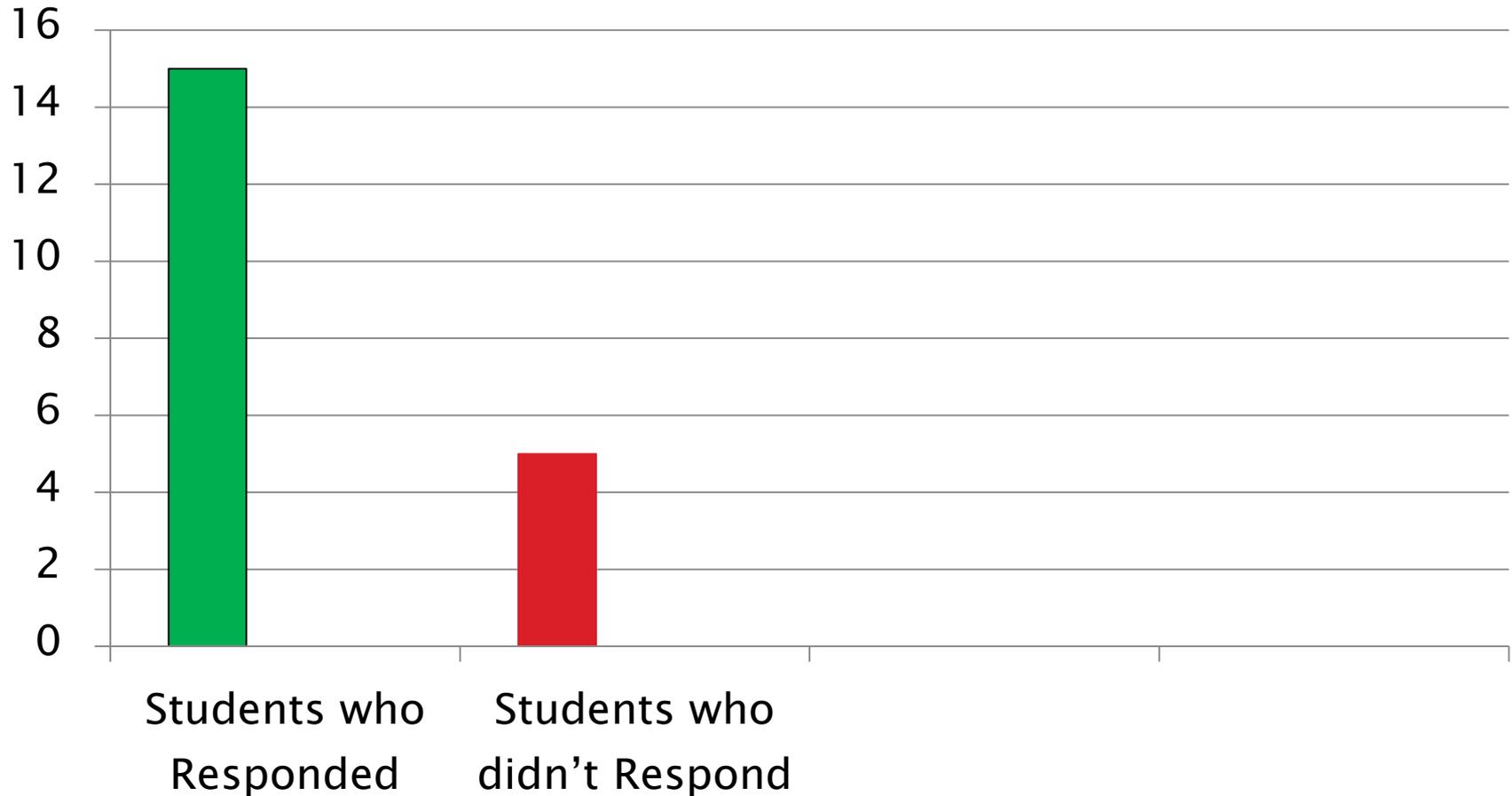
The teacher uses assessment data to profile students learning and communicate information and student progress

# Analysis of Student Learning

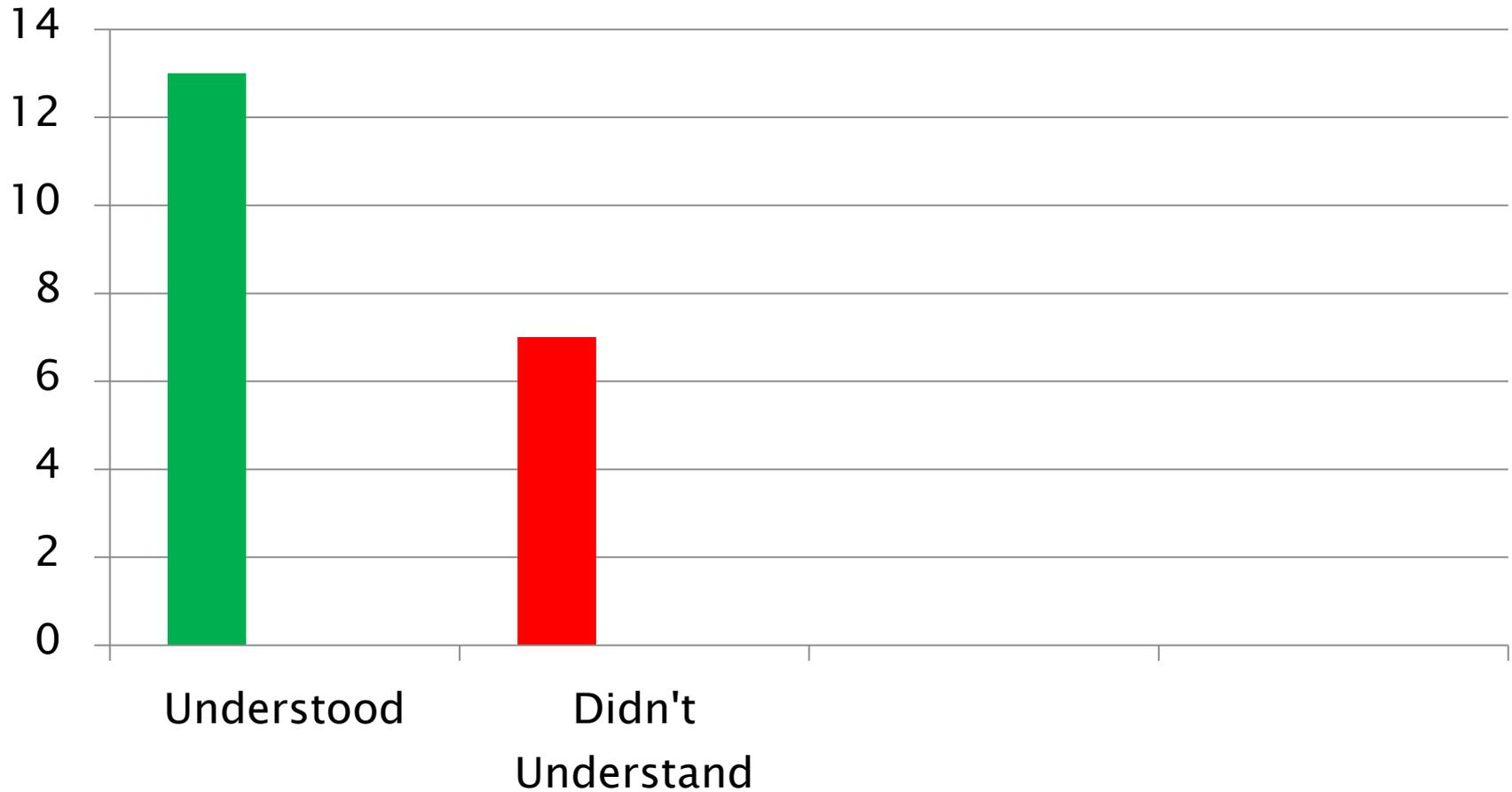
- ▶ For the most part all of my students understood the lesson and completed all of their assignments. I knew this because the students successfully answered questions, completed the writing assignment that was given as well as completed constructing their own ladybug.



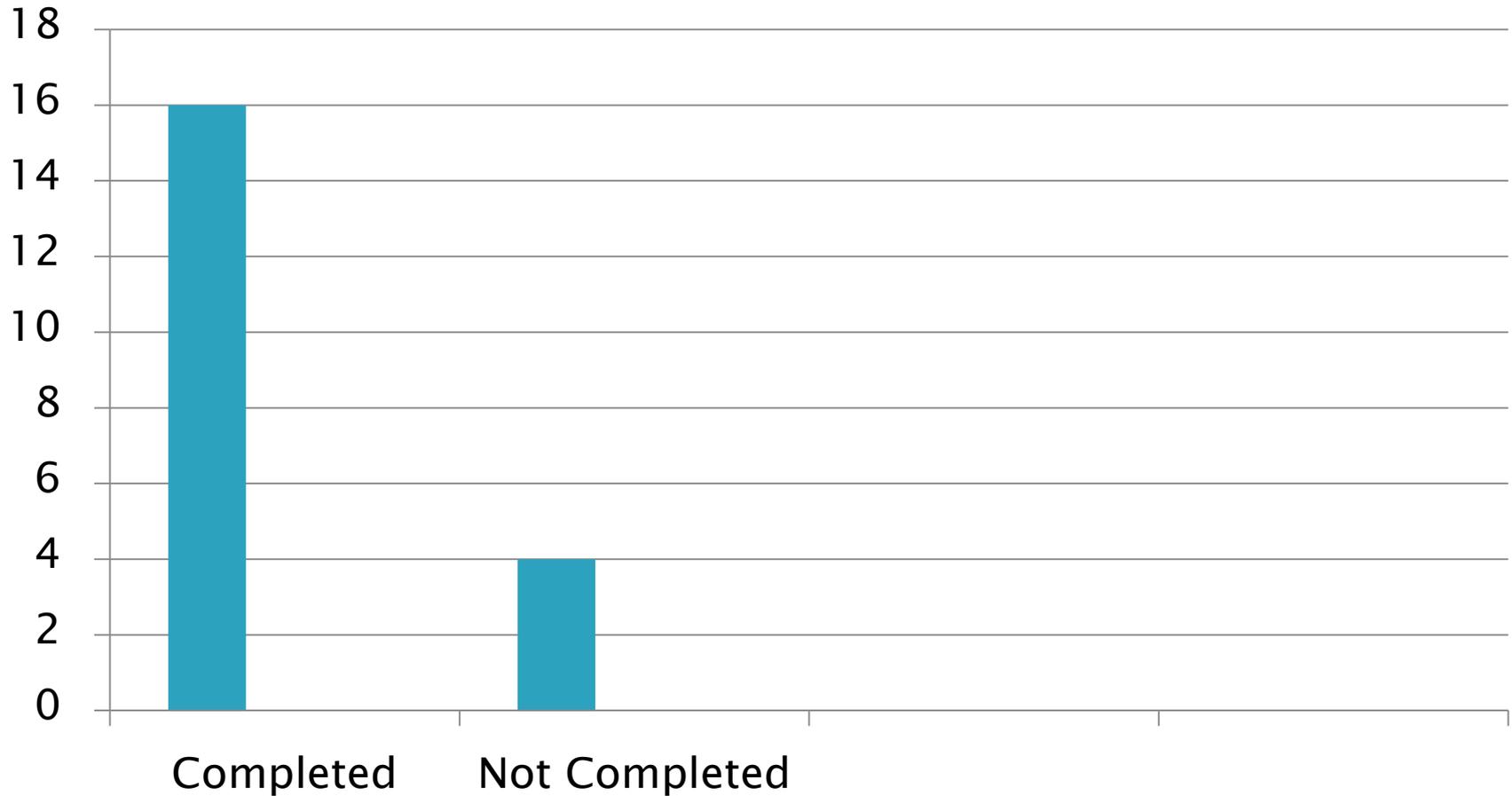
# Correct Verbal Responses to Oral Questions About Insects



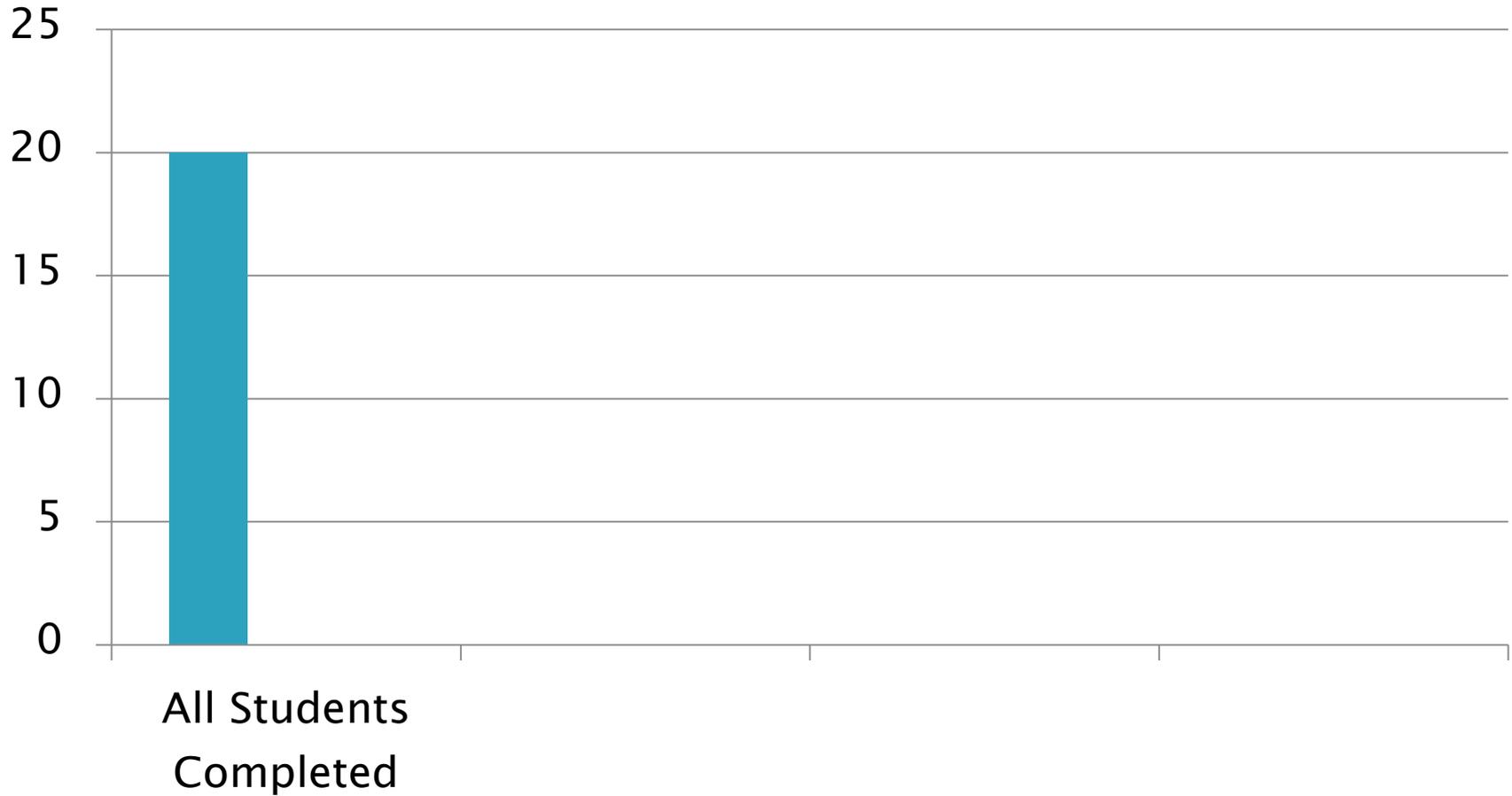
# Understanding the Assignment Instructions



# Students Correctly Completing Written Assignment



# Completion of Ladybug



# Reflection and Self Evaluation

By teaching this lesson I learned a lot about myself as well as my students. I learned that it doesn't hurt to think outside of the box with children. I dressed up as a ladybug and the students seemed to be more engaged with learning. The students seemed as though they wanted to know more about ladybugs. The lesson that was performed suited the needs for all of the students. The oral questioning and reading was for auditory learners. The written part was for the auditory and visual learners. Lastly, making the ladybug fit the needs for the visual learner and the kinesthetic learner. I feel that the lesson was a success. The only issue would probably be the fluency of passing out materials and also the children's behavior, which for the most part was under control. The assessments that were given more than 80% were successful.

# Reflection on Implications for Professional Development

- ▶ While student teaching, I learned that 5<sup>th</sup> graders are still babies. I first went in with a non-confident attitude towards teaching older kids but realized I enjoyed it tremendously. I learned a lot of strategies as to how to present information to a student. While teaching first grade I learned how to be a better nurturer and listener. It was a huge difference between 5<sup>th</sup> grade and 1<sup>st</sup>. As I have been student teaching in 1<sup>st</sup> grade and 5<sup>th</sup> grade, I have learned to always be open minded and professional. I learned that it is ok to volunteer, participate and join in with the staff. Over time I have volunteered for after school science camps, during school science camps, after school sports for my students and also Lamkin Elementary Family Fun Night. I am so elated to have this experience under my belt. Through my experience, I have realized that I would like to teach math and science.

# References

- ▶ Lamkin Elementary School Page

<http://schools.cfisd.net/lamkin/index.stm>

- ▶ Cypress Fairbanks ISD Official Website

<http://www.cfisd.net/>