

Teacher Work Sample



Teacher Work Sample

Presented to

Dr. Patricia Smith, Instructor

In Partial Fulfillment of the Requirements for

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Prairie View A&M University

College of Education

Department of Curriculum and Instruction

Spring Semester 2012

By

10149548

Date Due: April 24, 2012

Date Submitted: April 24, 2012

-digit* TWS Scoring Identification Number:

*Last 4 digits of PVAMU ID + birth month & year in MMY 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”)

Spring 2012

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

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

EC-12th

*Specialization/Teaching Field

(i.e. ESL, RLA, History, etc.)

History 8-12

University Supervisor

Carolyn Scott

Student Teaching Campus

Hempstead High School

School District

Hempstead Independent School District

TWS classroom - grade level(s)

11th

TWS subject(s) taught : US History

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: _____

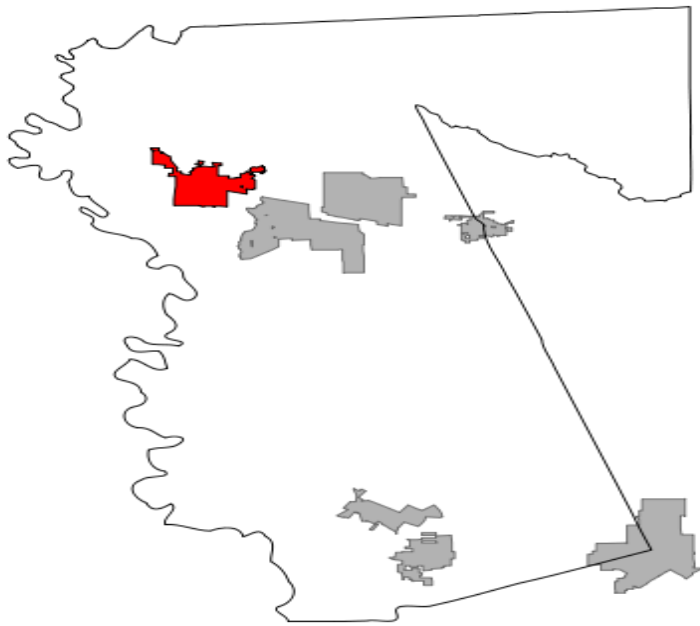
(required on hard copy only) Classroom Mentor Teacher

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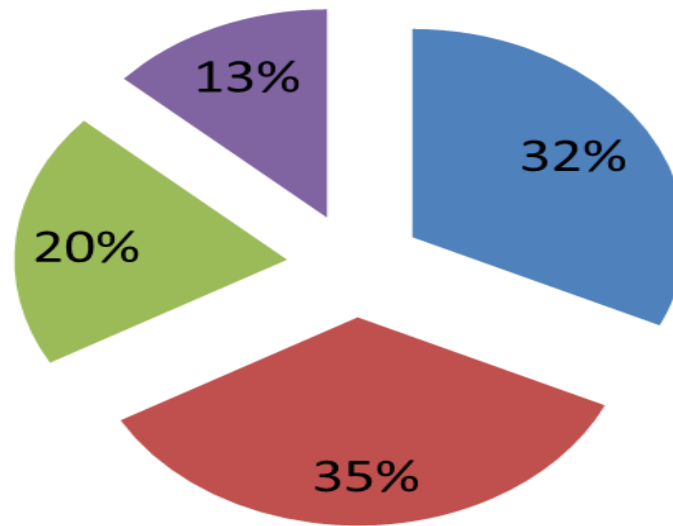
Instructional Implications of the Community

Hempstead is a city in Waller County, Texas. Located at the junctions of U.S. Highway 290, Texas State Highway 6, and Texas State Highway 159, roughly 50 miles northwest of Downtown Houston.



Demographics of Hempstead, Texas

■ White ■ African American ■ Hispanic ■ Other

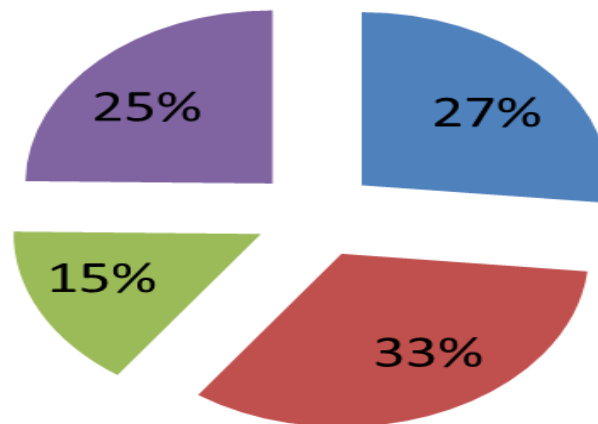


On December 29, 1856 Dr. Richard Rodgers Peebles and James W. McDade organized the Hempstead Town Company to sell lots in the newly-established community of Hempstead, which was located at the projected terminus of Houston and Texas Central

Railway. Peebles named Hempstead after Dr. G. S. B. Hempstead, Peebles's brother in law. Peebles and Mary Ann Groce Peebles, his wife, contributed 2,000 acres (8.1 km²) of the estate of Jared E. Groce, Jr. for the community. On June 29, 1858 the Houston and Texas Central Railway was extended to Hempstead, causing the community to become a distribution center between the Gulf Coast and the interior of Texas. On November 10 of that year Hempstead incorporated, The Washington County Railroad, which ran from Hempstead to Brenham, enhanced the city upon its completion.

Break-down of Household Demographics

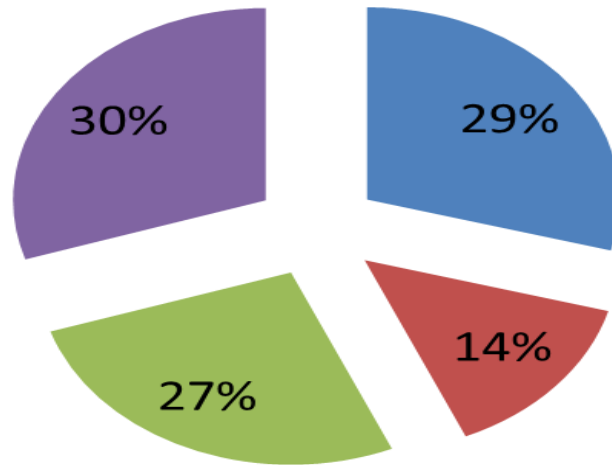
■ With child < 18 ■ Married
■ Female Head ■ Non Families



Hempstead is famous for its watermelon crop, and until the 1940s the town was the top shipper of watermelons in the United States. Billy DiIorio was known as the Watermelon King and Angelina DiIorio was known as the Watermelon Queen. Both resided in Hempstead, Texas. The town holds an annual Watermelon Festival in July.

Age Demographics

■ < 18 ■ 18 to 24 ■ 25 to 44 ■ 45+



The town has grown in recent years because of its relative closeness to Houston along U.S. Highway 290. The current economy is based on county government, shipping, and a large auto dealership which closed its doors in 2009. According to the U. S Census, city's population is 5770.

Instructional Implications of the Community

Hempstead ISD

The slogan of the Hempstead Independent School District is, Promoting Excellence in Education for All Students through TEAMWORK, exemplifies the attitude and the environment of the school. Enormous change and improvement ranging from academics to facilities characterize the key features of the Hempstead School District.

The district is conservative in its approach to learning with a strong emphasis on basic skills; however, innovative and progressive methods of instruction and curriculum have produced powerful results in a short period of time.

A great amount of enthusiasm and excitement exists at this time with the many positive changes which are occurring in the Hempstead Independent School District.

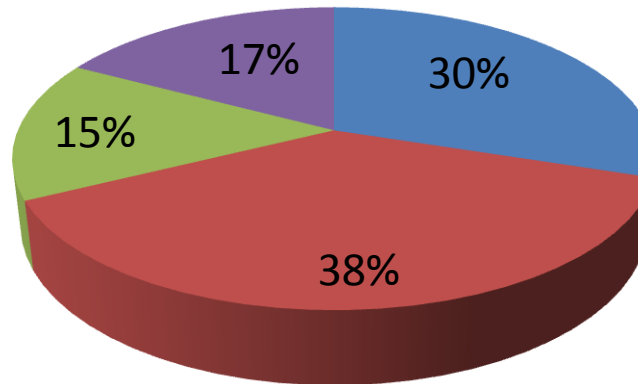
Encompassing 190 square miles, Hempstead ISD has one early childhood school (PK-2), one elementary school (3-5), one middle school (6-8) and one high school (9-12). With the passage of bond issues in 1996/2001/2006, the district has undertaken an aggressive building and renovation program.

Hempstead ISD today is a vibrant school district that provides for students Pre-K through the twelfth grade. Innovative thinking and teamwork are hallmarks of the district. Hempstead ISD provides a number of other educational

Hempstead ISD strives to be a leader in all aspects of educational technology. District classrooms are equipped with state-of-the-art digital technology which includes: interactive whiteboards, projectors, laptops, and student response system.

Hemstead ISD Special Programs

■ Bilingual/ESL ■ Career & Technical
■ Gifted & Talented ■ Special Education



The graph above shows that Hemstead ISD caters to all student needs through various programs. Approximately 15% are gifted and talented (G.T), 17% special education (Special Ed.), 38% Career & Technical, 31% bilingual, 30% English second language (ESL).

Hemstead ISD also provides other educational opportunities, including special education for preschool and school age children, as well as adult education programs. Professional growth opportunities available to its personnel include state Margaret

Kilgo Scope and Sequence Assessment Training, Building Strong Student-Teacher Connections, Subject Area Curriculum and Assessment Writing for K-12, Reading Strategies Training, ELPS Academy Training, Gifted and Talented Initial Training and Annual Renewal.

Essential district highlights that might affect student learning at Hempstead ISD include the following:

■STATE 2A ONE-ACT PLAY CHAMPIONS

■One-Act Play State 2A Awards ~ Samuel French Award, Best Actor, Two All-Star Cast Medals and One Honorable Mention All Star Cast Medal

■One-Act Play Region 4 2A Competition Awards ~ Two All Star Cast Medals and One Honorable Mention All Star Cast Medal

■One-Act Play Area 2A Competition Awards ~ Best Actor & Best Actress

■One-Act Play District 2A Competition Awards ~ Two All Star Cast Medals and One Honorable Mention All Star Cast Medal

■One-Act Play Zone Competition Awards ~ Best Actor, Three All Star Cast Medals and Three Honorable Mention All Star Cast Medals

■4th place in the 2011 26AA District UIL Academic Contest

■Ten Academic UIL Regional Qualifiers

■One Alternate to State in Prose Interpretation

Hempstead Middle School District UIL competition

■Received 50 Team & Individual Medals & Ribbons at 26AA District UIL Meet

■105 Hempstead Middle School students received 177 Commended Performances on TAKS

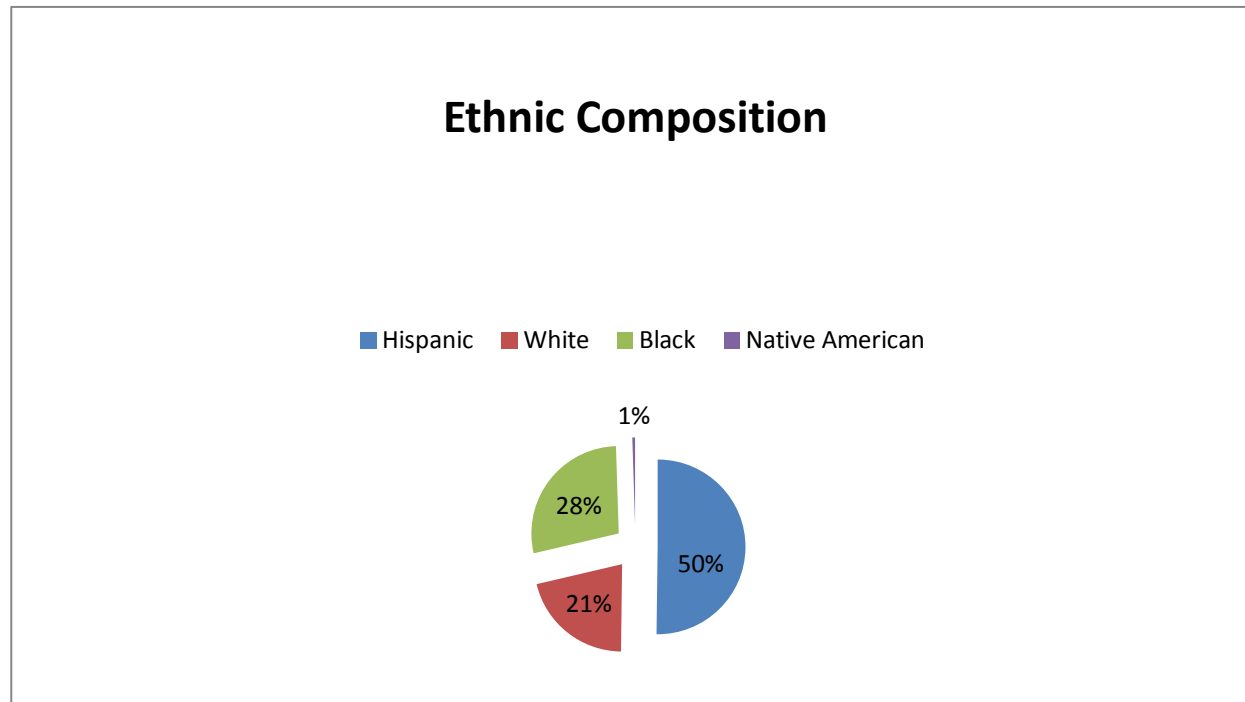
■Twenty-seven (27) students received Commended Performance on ALL TAKS tests taken ~ 8 Eighth Graders, 3 Seventh Graders and 16 Sixth Graders

District Demographics:

Hempstead Independent School District consists of four schools throughout the area. Before the establishment of the district there were several private schools that were conducted during this time, and early public school sessions held in rented quarter. From 1881-87, the old Waller County Jail served as a school for annual rental fee of 250. In 1885 the town passed a bond issue building to be erected. In 1866 the state board of education of the State Superintendent of Schools was established. 1867 Freedman's School for Negroes was established in Hempstead in an area called Frog Pond. In 1873, All Hempstead schools came under the

STUDENT ETHNICITY		DISTRICT ENROLLMENT	
White	24.3%	Hempstead High School	374
African American	34.5	Hempstead Junior High School	318
Hispanic/Latino	40.6	Hempstead Elementary	284
Asian /American Indian	1.3%	Hempstead Early Childhood	348
Alaska Native, Native Hawaiian Or other Pacific Islander			
Two or More	1.9%		

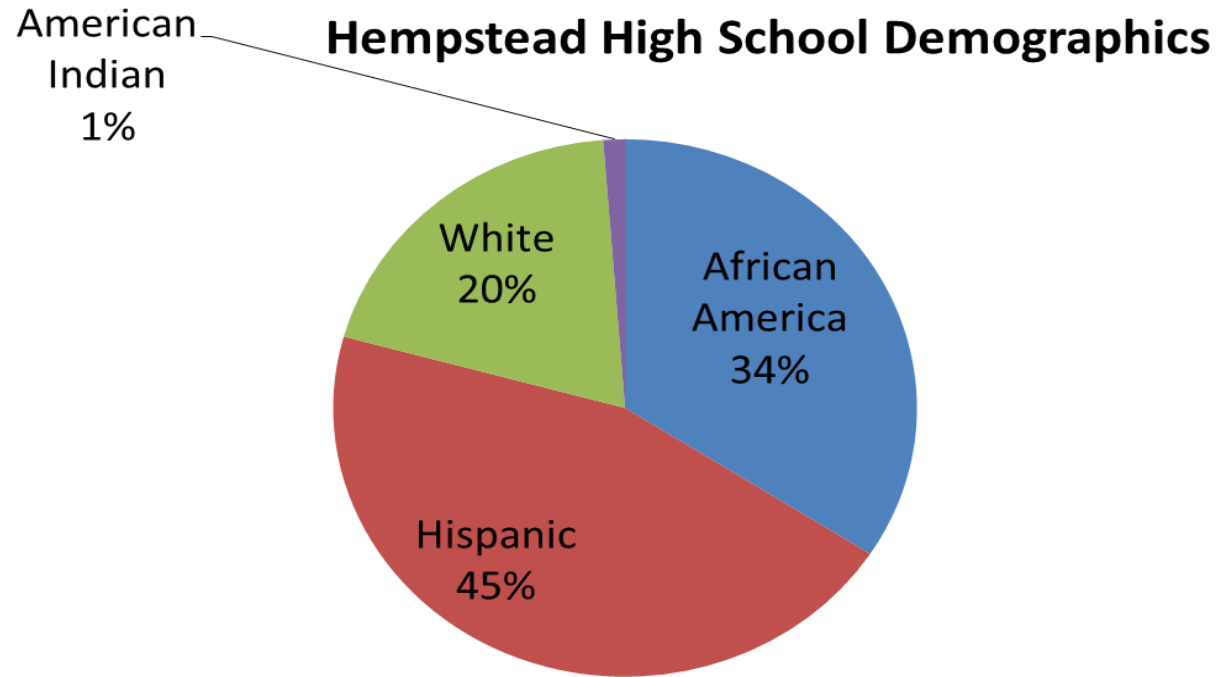
The Hempstead Independent School District Ethnic Demographics



According to the chart, Hempstead ISD serve students from all walks of life. The ethnic composition consist of 28% Black, 41% Hispanic, 50% White, 0.5 % Native Americans, 0.0% Asian/Pacific Islander. Being a district that is majority low/middle class, out of 1300 students, over 50.7% have free or reduced lunch, and 64% are considered at risk.



Hempstead High School is a ninth through twelfth grade campus in Hempstead ISD. The school has approximately 374 students. According to 2010's AEIS report more than forty percent of the schools population is Hispanic , thirty-four percent is African American, twenty percent is White, and very low percentage of Asian/Pacific Islander and Native Americans comprise the rest.



All but fifty three percent of the students are labeled Economically Disadvantaged. Eighteen percent is also labeled as having Limited English Proficient (LEP). Forty four percent of the students at HHS students deemed At-Risk in the 2009-2010 school year.

All teaching staff and faculty at HHS, have been recognized as a leaders in technology integration. Hempstead High School students take a rigorous course of studies in core academic subjects and participate in a balanced fine arts program that includes technology applications, art, journalism, dance, theater arts, music, and band. HHS competes in many UIL sporting events. Students have the opportunity to play, basketball, football, track, volleyball, and golf.

Classroom:

The school opens at 7AM. Upon arrival at school, students go to the cafeteria or gym and are dismissed to classes at 7:40AM.

Breakfast is served between 7AM and 7:15. In the interest of safety, students may not arrive earlier than the time established unless requested by a teacher. The school day ends at 3:18PM. After school the athletes have practice to the time of 3:30. Parents picks up all the students in front of the school. Students are allowed to congregate in the lobby or the front of the school until parent arrives.

Students are also monitored by faculty or staff during that particular time. With students beginning school at 7:40p.m am, they spend the first five minutes of class with mild humor from Mr. Spivey(.Announcements are held during the first five minutes during second period. During the announcements students say the pledge. After the pledge each student undergoes a moment of silence. The school announcements inform students on US history, activities, current events, and weather. The cooperating teachers classroom is covered with historical posters, influential quotes, liberty kids booklets and maps with confirmation of student learning. The student teacher teaches 90 students throughout the school day. The classroom consists of thirty four desks. The classroom has two white dry erase

boards used for the objectives and homework assignments by day. The student's desks are prearranged diagonally in five vertical rows/sections. There is also a table located in front of the classroom with historical books and magazines, and LCD projector. There is also cabinet and book shelves located directly adjacent to the reading table. Next to the cabinet are bookshelves filled with US history textbooks. Also, located around the room are the students completed projects. Having a 49 minute class/bell schedule, the educator must abide by a certain routine for all classes to ensure time is spent wisely while teaching any lesson to ensure students mastery.

The student has provided a visual of the classroom below to give the viewer a better diagram of a high-quality classroom



environment:





Salary Base for Hempstead High School Staff & Administrators						
School Administration Average Base Salary	Teacher Average Base Salary	Beginning Teacher Average Base Salary	Teacher With 1-5 Years' Experience Av. Base Salary	Teacher With 6-10 Years' Experience Average Base Salary	Teacher With 11-20 Years' Experience Average Base Salary	Teacher With Greater Than 20 Years' Experience Average Base Salary
School: \$68,545	School: \$49,326	School: \$41,817	School: \$42,897	School: \$48,741	School: \$53,539	School: \$58,279
District: \$66,124	District: \$47,153	District: \$41,685	State: \$43,527	State: \$47,451	State: \$50,153	State: \$58,427
State: \$70,209	State: \$48,263	State: \$41,165				

The faculty at Hempstead High School is forty seven. The total professional staff includes 37.6 teachers, professional support 5.4, and

2 campus administrators (School Leaders.). At Hempstead High the average salary of beginning teachers salaries is \$41,831. Teachers with one to five years of experience is \$42,897. Teachers six to ten years of experience is \$46,263. Teachers that have eleven to twenty years of experience receive \$48,802. The teachers that have accumulated over twenty years of teaching experience will receive \$57,493.



Cooperative Teacher

Mr. Mark Spivey is African American male approximately fifty three years old. Mark Spivey graduated from Prairie View A&M University with a Bachelor of Arts in History. Mr. Spivey also earned a Master's of Education in Educational Administration & Counseling. Mr. Spivey has been teaching for 9 years. In the field of teaching, he is able to incorporate all interests and bring them together in fun and energetic way. Mr. Spivey serves as a core team member of the amazing staff at Hempstead High, not simply teaching the subject matter, but also about life and the importance of taking advantage of every opportunity it presents. Mr. Spivey received Teacher of the Year honors in 2006 for Hempstead ISD. Ms. Spivey and the Mr. Maronie shared similar teaching styles, incorporating relevant and important facts



Mr. Kyle T. Maronie (@Mr_Maronie on Twitter) is a senior undergraduate history major at Prairie View A&M University. His research interests include Black Male Achievement in American public schools, and the History of Education in the Eastern Caribbean. Kyle was born in the Commonwealth of Dominica, where he resided until the age of 8. Mr. Maronie moved to Houston, Texas after the passing of his mother and has lived there since. He began his public education in the heart of Houston, at our Mother of Mercy Catholic School, where he was Salutatorian, and Forest Brook High School where he graduated in the top ten percent of his class. Mr. Maronie decided to attend Prairie View A&M University, because of its rich history, tradition, and family environment.

He decided to become an educator because of his strong passion to increase minimum standards for student education. He said, “If we could take the best practices from the countries around the world, and create a global standard for education, then we would better prepare students for global leadership and success.” Mr. Maronie is currently a Community Assistant for American Campus Communities, where he mentors, and advises 102 freshman males.

Second Context

The two contexts I will choose to impact student learning by setting a comfortable learning environment and enforcing student motivation. The student teacher believes that students learn better when they are comfortable and secure when learning in the classroom. Students are also motivated to learn when they are surrounded by those who want to learn. The student teacher understands that he must display motivation for learning when teaching. The student teacher will always give students encouragement for their efforts for giving correct responses during classroom discussion. Extrinsic motivation will provoke students to achieving-their academic success.

Learning Goal and Objectives

The student teacher sets high standards for all students to accomplish during every . The student teacher expects that all students will achieve their goal by completing assessments individually. When students work independently on assessments it will afford students adequate feedback and academic assistance. Students went through a thirty day plan mastering all three TAKS objectives. The student teacher incorporated TAKS objectives weekly from Monday through Thursday for classroom instruction. The student teachers used Friday for assessments.

<u><i>Appropriate Learning Goal:</i></u>	At the conclusion of this unit every student should understand the individuals, issues, and events of the World War II . The unit of World War II combined multiple objectives that is taught throughout the 11 th grade curriculum. The components consist of Bombing on Pearl Harbor, the bombing of Hiroshima and Nagasaki, D-Day, and the final Surrender of the Japanese
<u><i>Multiple Objectives Leads to Goal:</i></u>	<ul style="list-style-type: none"> • Articulate the overall Anglo-American strategy for 1942-1943, and to assess how successful it was • Identify the reasons why the U.S. government decided to focus on the defeat of Germany rather than Japan, and to assess the wisdom of this decision • Analyze the magnitude of the U-Boat threat in the Atlantic in 1942 and early 1943 • Identify on a map locations that were important to the war in southern Europe and the Mediterranean • List and explain the significance of the most important military engagements
<u><i>Objective Match Learners Context:</i></u>	Instruction will take place for this unit. The Instructor will give students a list of questions to answer dealing with the importance of people, battles, political bills, and chronological dates from previous listed events.
<u><i>Suggested Learning Activities</i></u>	<p>Students will be asked higher order thinking questions that correlate to TAKS</p> <p>Learning Activities:</p> <p>TAKS Card Quiz (Pre-Asset)</p> <p>World War Presentations/ Notes</p> <p>Strengths and Weakness of the Axis and Allies (Summative)</p> <p>Major Exam (Formative)</p>

Re-teach: Review of Major Exam

Detailed TEKS

(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;

(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

(C) analyze the function of the U.S. Office of War Information;

(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;

(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and

(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

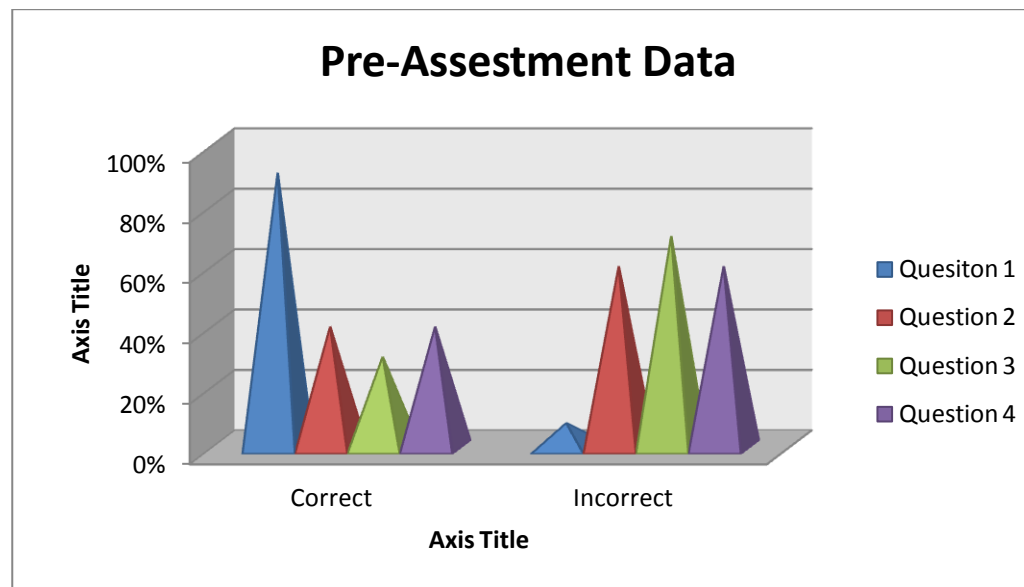
SPED

*Accommodations/
Modifications*

The cooperating and student teacher facilitates by floating around the classroom monitoring the students as they work. As they are monitoring and recognize a student who needs assistance, they will provide the student one on one aid regarding the lesson.

Pre-Assessment Plan

The students were pre-assessed using a TAKS card quiz that focused on the events and people of WWII . The students were asked if they knew the historic significant battles and important people during World War II. The students were given a list of questions to answer dealing with the importance of people, elections, political bills, and chronological dates from previous listed events.



Assessment Plan Overview

LEARNING OBJECTIVES	TYPES OF ASSESSMENT	ASSESSMENT FORMAT	ADAPTATIONS
TAKS Objective I: THE STUDENTS UNDERSTANDS INDIVIDUALS, ISSUES, AND EVENTS OF THE World II.	USAGE OF TAKS Q & A STRENGTHS AND WEAKNESS UNION & CONFEDERATE PROJECT ORAL RESPONSE	World War II QUIZ MULTIPLE CHOICE QUESTION	VISUAL DISPLAYS PROVIDE CONCRETE AIDS USAGE OF REAL LIFE SITUATIONS HARD COPY NOTES

Reliable Assessment:

In order to make certain mastery and student's growth, the instructor is able to evaluate pre-assessment and post-assessment by evaluating the student's area of concern. In my pre-assessment, the majority of my student's area of weakness was remembering the significance of civil war battles and the generals of the Union and Confederate forces. The student teacher was disappointed to the majority of students pre-assessments was below TAKS objective 1. With the average passing rate of 52% for the pre-assessment, the student teacher will use procedures such as giving warm-up/ bell work that will engage students in the learning process to ensure mastery of the objective. After the four days of lessons centered on TAKS Objective 1. The students were assessed given by the school skills specialist. Every test is graded out of 100% and student goal is 80% to ensure mastery. The teacher candidate

administered a ten question quiz/assessment on each Friday. Each teacher is recommended to do a at least one re-teach/re-test of every formative- assessment if students first performance is below mastery level.

Formative-Assessment:

The student teacher formative-assessment for this unit will be a combination of unit questions, classroom discussion and Pre-Assessment:

Unit Questions

List 3 events that led to World War II?

What years did the World War II start?

Who was the president of the United States during World War II?

Design for Instruction

.

When student teacher collected data from the formative assessment, it was necessary that there must be a re-teach/ re-test. The pre- assessment proved that some of the students had difficulty retaining information that was taught from current semester. The pre- assessment was 57% and the formative benchmark was 64% passing. Studying the data there was a seven point jump. It is evident that some of the students were not grasping the concepts of World War II

The re-teach warm-up will consist of 3 problems that were mostly missed on the formative assessment. After I would re-explain my lesson; I would have the students distinguish between the various Axis /Allied Generals, battle victories, and vocabulary. Then, for independent practice I will place students in groups of three for reading sections in the assigned textbook. By design; I placed high, middle, and low performing students in a group to produce corporative learning. Students also had difficulty distinguishing victories of the various battles.

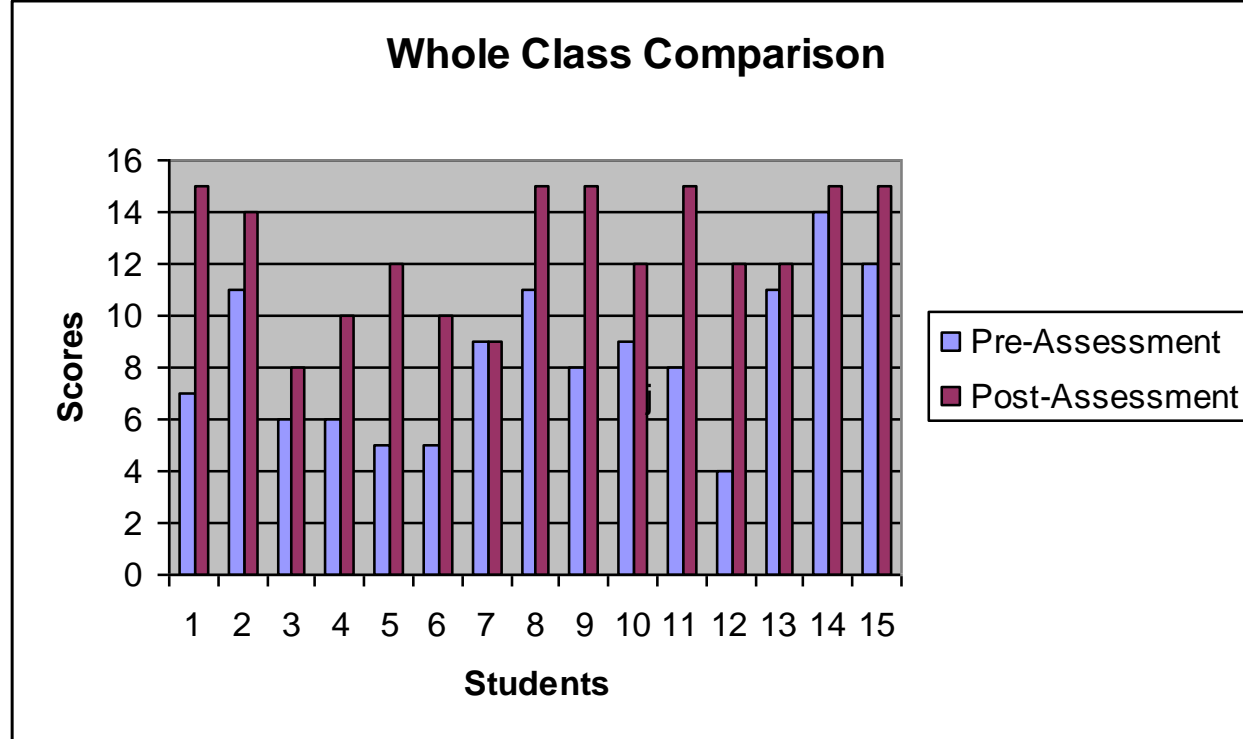
Instructional Decisions

Using knowledge of my students based from concrete data, I was able to construct pacing schedule for this particular unit. The utilization of the pre-assessment data influenced the student teacher to have the notion that all students share comparable information of the unit. The teacher intern also noticed that some of the areas needed more clarification than others. This modification would take more instruction time than others. This gave the teacher more time focus and drive home valid points for students comprehension. This modification was not just benefited to my students, but also gave the student teacher more adequate time to prepare lessons. Even though this modification was effective, other modifications appeared through student's insubordinate and disruptive behavior. Although the lesson on the American Home front was planned in the lesson; the student teacher had to eradicate some fun portions of the lesson. The student teacher substituted the previous assignment with worksheet/ assessment for a grade. The students fulfill the modification to totally get the affect out of the World War II Unit.

Surprisingly after the modification was enforced, the students behavior adjusted significantly. Throughout the lesson all students were good participants of the lesson. During the classroom discussion majority of the students answered questions posed by the teacher intern. The students seemed to be appreciative and energized the activities and lesson. These modifications assisted students grasp/ understanding.

Analysis of Student Learning

Scores of the students of the given assessments show increase of mastery of TEK's Objectives. The pre-assessments was a tool used to provide data to construct an affective lesson and activities for students understanding.



Whole Group

Whole group facilitated activities consisted of worksheet exercises, class discussions, and reflections were used to ensure the students received the proper understanding of World War II.

Sub-Group

text book assignments were used for cooperative learning for the lower performing students to gain the knowledge from the higher and middle performing students and vice versa. This was used during the unit as more help for them to grasp the objectives and helped the other group to increase their mastery of the objectives.

Reflection and Self-Evaluation

The student teacher experienced student's lack of interest in US history due to previous misconceptions of history. The teacher believes that the use of hands on experiences would have improved the students learning ability in the classroom. By engaging students in the lessons was significantly noted to have a better outcome with assessments.

During instruction, the intern teacher could have provoked thinking by asking higher order questions. The student teacher found it difficult to assist in connecting Battles of WWII to current student perspectives. By asking students critical thinking questions throughout the lesson would have eliminated student inquiry during classroom assessments.

When planning this unit the student teacher realized that students learning can be controlled by the teacher's lack of material and preparation. It is noted through the student teacher experience that planning is not strength. With the assistance of the cooperating teacher the teacher intern can reach all students IEP's, modifications and the accommodations of all students learning styles.

It is understood that some units are in need of more instruction due to extensiveness. The teacher candidate realized that direct instruction was an excellent technique of learning to reach all students with modifications and students IEP's.

By the content knowledge, the teacher was able to show various examples to the students. The student teacher was also able to relate content with current day factuality. The teacher intern implemented appropriate assessments and activities.

The teacher intern enforced expectation classroom constitution, classroom consequences, and rewards. The classroom management skills of the student teacher were often challenged, due to the lack of enforcement. The student teacher learned that the use of proximity eliminated excessive talking. On multiple occasion students that were insubordinate was sent to ISS (In school Suspension). The teacher learned that the over usage of ISS affected students ability to perform well in a class setting.

The student teacher believes that usage of technology such as LCD screen was enforced during instruction. In this unit, the teacher candidate had difficulty of the over use of lecturing. At often times planning and instruction became predictable for the students. The teacher realizes that practice of technology in the classroom can be utilized as a tool for students learning when teaching lesson on the Pearl Harbor Attack and the Holocaust.

The intern teacher plans on working towards to eliminate all weaknesses by investing more time into preparation and by focusing on accommodating all of the needs of students learning styles.

References

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World Wide Websites

Demographic Data

<http://ritter.tea.state.tx.us/cgi/sas/broker>

Socioeconomic Data –Zippskinny.com

Hempstead I.S.D Website

hempstead.isd.esc4.net/

(TEKS) Social Studies - <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113b.html>