

Renaissance Teacher Work Sample Consortium

A Teacher Work Sample Exemplar

Submitted by: Idaho State University

Grade Level: 9th

Subject: Reading

Topic: Preparation to Read and Understand "Animal Farm"

Idaho State University
College of Education

Teacher Work Sample Cover Sheet

Name: _____ Student Number: ____

Degree Program: _____ Elementary Secondary

Components:

(Or) Teaching Major: English Teaching Minor:

Course: EDUC 309 EDUC 402 _____

Instructor: Dr. Newsome Date Submitted: April 2009

Field Placement (School and District): _____

TWS Grade Level(s): 9th TWS Content Area(s):
Reading

I affirm and testify that all materials included in this teacher work sample were completed by me this current semester and are not identical to my own previous work.

I understand that submission of materials identical to those of another teacher education student will constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: _____ Date: _____

As specified in the Assessment Consent section in your course syllabus, if your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised. Your signature below provides permission to disclose your identity in order to give you credit for your performance.

Signature: _____ Date: _____

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A. Learning-Teaching Context

School Community Characteristics

????????? Jr. High School is a secondary school consisting of 7th, 8th, and 9th grade students. There are currently 916 students enrolled in the school, only 15 of which are classified as ESL (2%), and 83 of which are classified as SWD (9%). This will impact my teaching because I will not encounter many ESL or special needs students. I will not need to make as many accommodations as I might at a school with a higher concentration of these types of students.

The school operates on a block schedule, with 4 full periods each day, plus a small block of time at the end of the day called PrimeTime. Each period is 83-88 minutes long. This schedule will impact my planning, delivery, and assessment because I need to make sure I am prepared with lessons that utilize the entire class period. On the other hand, I also need to make sure that I factor in enough time for each segment of the lesson and assessments.

????????? first opened in 1979, so it is a fairly new facility. Students have access to a library, two computer labs, and classroom computers. Teachers also have their own computer to use in their classroom, as well as access to TV/VCRs, and overheads. All these factors will impact my planning, delivery, and assessment. For example, when planning lessons I will be able to use technology as a resource. I will also have access to technology in delivering my lessons; I can use PowerPoint, information off the internet, videos, or overhead projections.

During my time at ????????, I will be observing and teaching in a 9th grade Reading class. Reading is a required course for all 9th graders in this school district. The Twin Falls School District Power Standards for this course include word recognition and vocabulary, reading comprehension/interpretation expository text, and reading

comprehension/interpretation literary text. This will impact my planning, delivery, and assessment in that I need to make sure that all aspects of my teaching are meeting these standards. The required texts are To Kill a Mockingbird, and Animal Farm. However, I will be teaching my lessons on the introductory material to Animal Farm. This will impact my teaching because I will need to plan my lessons to effectively lead the students into this text.

Classroom Characteristics

My Cooperating Teacher has many routines and rules in her classroom. For example, she always posts the events of the day on a chalkboard beside her desk. When students arrive to class, they must look at this chalkboard to see what materials they will need for the day's lesson, and what the lesson will consist of. This will impact my teaching because I will need to follow this procedure by preparing this chalkboard for each of my lessons.

My CT also uses a wonderful classroom management tool that involves student groups. At the beginning of the year, all the students were grouped into four "houses" according to a simple personality test. These houses all compete for points. Points can be earned by completing assignments, answering the teacher's questions, and many other ways. This will impact my delivery because I can use this tool to encourage and motivate students throughout my lessons.

I will be teaching the 8th period class, which is scheduled from 1:14 to 2:37 every other day. This schedule will impact my teaching in two concrete ways. First, I need to plan lessons and assessments that fit into an 83 minute block of time. Second, I will only be teaching the students every other day, so I will need to take into consideration the time

lapse between lessons, and how much time students have to complete any required homework. This schedule might also impact my teaching in the sense that 8th period is the last period of the day before PrimeTime, so the students are winding down and getting ready to go home. For this reason, I need to plan lessons that are engaging enough to keep their attention at this time of day.

Student Characteristics

There are 24 students in the class that I will be teaching, made up of 11 males and 13 females. All the students are 9th graders, ages 14-15. The majority of the students are Caucasian. Two students are Hispanic, but neither of them is classified as ESL. One student (#8) is from Iraq; she is classified as an ESL student and attends an ESL class every day. This student speaks English very fluently, but reads at around a fifth grade level. None of the students in this classroom are on 504s or IEPs. These factors will impact my teaching in that I will not have to make accommodations for special needs students. Further, I will not have to make major accommodations for my ESL student, although I plan to discreetly monitor her work and make accommodations for her if needed.

My CT has commented that this particular class is one of her easier classes as far as classroom management goes. All the students seem to get along and work well together. I plan to use my CT's "house" groups and several other of her management strategies with the students while teaching my lessons. This impacts my teaching by allowing me to focus a majority of class time to learning rather than management issues.

Demographic Chart

| Total # of Students = 24 | | |
|-----------------------------------|--------------|----------------|
| | Males | Females |
| Total # | 11 | 13 |
| With disabilities (IEPs) | 0 | 0 |
| English Language Learners (ELL) | 0 | 0 |
| Native American/Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black /African American | 0 | 0 |
| Hispanic | 2 | 0 |
| Native Hawaiian/Pacific Islander | 0 | 0 |
| Caucasian | 9 | 12 |
| Other (multi-racial/multi-ethnic) | 0 | 1 |
| Free or Reduced Lunch | Approx 5 | Approx 6 |

B. Achievement Targets

Targets:

#1 Students will know and learn about the main components of the Russian Revolution.

(Knowledge)

Rationale: This achievement target involves standard curriculum for all 9th grade students in the ????????????? District, and thus is developmentally appropriate. This target aligns with my CT's long-range instructional goals because she will be teaching Animal Farm immediately following my six sequential lessons. This knowledge target gives the students needed background information to understand the book. The target aligns with Idaho state standards 9.LA.2.1.2 Apply reading strategies to self-monitor for comprehension, and 9.LA.2.3.1 Read and respond to literature from a variety of genres.

#2 Students will demonstrate personal improvement in reading speed and comprehension through step by step timed reading practice. (Performance)

Rationale: Since the students will be progressing to Animal Farm, this target is developmentally appropriate in that it helps prepare them for reading the required novel. This target aligns with my CT's long-range instructional goals because students will need this skill continuously throughout the school year to be successful in her class. The target aligns with Idaho state standards 9.LA.2.1.2 Apply reading strategies to self-monitor for comprehension, and 9.LA.2.3.1 Read and respond to literature from a variety of genres.

#3 Students will analyze significant literary devices. (Reasoning)

Rationale:In order for the students to fully understand the upcoming novel Animal Farm, they will need to understand certain literary devices, particularly symbolism. Thus, this target is developmentally appropriate for the curriculum, and aligns with my CT's long-range goals. This target aligns with Idaho state standard 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism.

#4 Students will follow steps to research the Russian Revolution using the internet.

(Performance)

Rationale:This target is developmentally appropriate in that internet research is a skill that all 9th graders should be able to perform. It aligns with my CT's long-range instructional goals because the students need the information they will research in order to understand Animal Farm, and they may also need to be able to perform internet research in order to complete their final project for the book. This target aligns with Idaho state standard 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.

C. Assessment Plan

| Achievement Target | Assessments | Rationale | Modifications/Adaptations |
|---|---|---|--|
| <p>#1 Students will know and learn about the main components of the Russian Revolution. (Knowledge) <i>Criteria for Target to be met is 80%. Criteria was determined by the CT.</i></p> | <ul style="list-style-type: none"> • Pre-Assessment will be selected response - 5 matching questions. • Interim Assessment will be personal communication between myself and the students. • Post-Assessment will be selected response - 5 matching questions. | <ul style="list-style-type: none"> • Selected response is an appropriate method of assessment when “instruction is focusing on standards that center on foundational knowledge ...” (Stiggins p.98) • Personal communication is an appropriate method of assessment “as learning is progressing,” and it will help me “monitor and adjust [my] teaching.” (Stiggins p. 196) • Selected response is an appropriate method of assessment when “instruction is focusing on standards that center on foundational knowledge ...” (Stiggins p.98) | <ul style="list-style-type: none"> • There are no students on an IEP or 504 plan in the class that I am teaching. My class includes one ESL student. After careful consideration, I do not feel that this student (student #8) requires an alternate assessment. However, I will monitor the class overall as we progress through the lessons. If I observe that any students are not getting the material as presented, I will adapt as needed. |
| <p>#2 Students will demonstrate personal improvement in reading speed and comprehension through step by step timed reading practice. (Performance) <i>Criteria for Target to be met is measurable personal improvement.</i></p> | <ul style="list-style-type: none"> • There will be no Pre-Assessment for this Performance Target. • Interim Assessments will consist of timed reading passages (students’ times will be charted for each | <ul style="list-style-type: none"> • Since the goal is personal improvement, pre-assessment is not necessary. All the students will begin at their own particular level and move on from there. “It is critical that we understand that, in this category, the student’s performance objective is to integrate knowledge and reasoning proficiencies and to be skillful.” (Stiggins p. 65) • Teachers should “provide [students] with lots of guided practice in applying specified patterns of reasoning.” (Stiggins p. 101-102) | <ul style="list-style-type: none"> • There are no students on an IEP or 504 plan in the class that I am teaching. My class includes one ESL student. After careful consideration, I do not feel that this student (student #8) requires an alternate assessment. However, I will monitor the class overall as we progress through the lessons. If I |

| | | | |
|---|---|---|--|
| <p><i>Criteria was determined by the CT.</i></p> | <p>passage) followed by multiple choice questions to assess comprehension as classroom activities.</p> <ul style="list-style-type: none"> • Post-Assessment will be a final timed reading passage (students' times will be charted) followed by multiple choice questions to assess comprehension. | <ul style="list-style-type: none"> • “Selected response test item writers can use multiple choice, ... to tap the various other forms of student reasoning included in their curriculum.” (Stiggins p. 102) | <p>observe that any students are not getting the material as presented, I will adapt as needed.</p> |
| <p>#3 Students will analyze significant literary devices. (Reasoning) <i>Criteria for Target to be met is 80%. Criteria was determined by the CT.</i></p> | <ul style="list-style-type: none"> • Pre-Assessment will be a written test consisting of 5 short answer questions. • Interim Assessment will be personal communication between myself and the students. • Post-Assessment will be a written test consisting of 5 short answer questions. (The CT will be assessing the students on the full range of terms I will be | <ul style="list-style-type: none"> • Short answers fall between the realms of selected response and essay assessments. Both are appropriate here because selected response is appropriate “when your instruction is focusing on foundational knowledge and reasoning” (Stiggins p. 98), and “you can use the essay format for assessing students mastery of content knowledge in certain contexts” such as when ideas are related in “larger units of knowledge,” like a group of related literary terms. (Stiggins p. 137) • Personal communication is an appropriate method of assessment “as learning is progressing,” and it will help me “monitor and adjust [my] teaching.” (Stiggins p. 196) • Short answers fall between the realms of selected response and essay assessments. Both are appropriate here because selected response is appropriate “when your instruction is focusing on foundational knowledge and reasoning” (Stiggins p. 98), and “you can use the essay format for | <ul style="list-style-type: none"> • There are no students on an IEP or 504 plan in the class that I am teaching. My class includes one ESL student. After careful consideration, I do not feel that this student (student #8) requires an alternate assessment. However, I will monitor the class overall as we progress through the lessons. If I observe that any students are not getting the material as presented, I will adapt as needed. |

| | | | |
|---|---|--|--|
| | teaching after the conclusion of my 6 lessons. For that reason, I will include the key to all the literary and political terms I will be teaching.) | assessing students mastery of content knowledge in certain contexts” such as when ideas are related in “larger units of knowledge,” like a group of related literary terms. (Stiggins p. 137) | |
| #4 Students will research the Russian Revolution using the internet. (Performance Skills) <i>Criteria for Target to be met is completion of research, outline, and presentation.</i> <i>Criteria was determined by the CT.</i> | <ul style="list-style-type: none"> • Pre-Assessment will be personal communication between myself and the students before they begin their research. • Interim Assessment will be personal communication between myself and the students during their research. • Post-Assessment will be an outline to be created by the students summarizing their research and a group presentation of their findings. (Students will hand in this outline and do their presentation for “house points” only. It will be a simple point/no point, so for this reason I do not need to create a rubric.) | <ul style="list-style-type: none"> • “By involving our students in assessments that rely on personal communication, we can set them up for energetic and successful learning.” (Stiggins p. 194) I feel that is particularly appropriate here, as we will be moving into an energetic hands-on activity. • Personal communication is an appropriate method of assessment “as learning is progressing,” and it will help me “monitor and adjust [my] teaching.” (Stiggins p. 196) • “Use performance assessment when you need an active, hands-on way to engage your students in learning.” (Stiggins p. 158) This works perfectly for the hands-on activity of internet research. | <ul style="list-style-type: none"> • There are no students on an IEP or 504 plan in the class that I am teaching. My class includes one ESL student. After careful consideration, I do not feel that this student (student #8) requires an alternate assessment. However, I will monitor the class overall as we progress through the lessons. If I observe that any students are not getting the material as presented, I will adapt as needed. |

D. Instructional Sequence

Results of Pre-Assessment

Prior to teaching my instructional sequence, I administered a formal assessment for Targets 1 and 3. For these two targets, the criteria set by the CT was for all students to reach 80% proficiency. Unfortunately, two of the twenty-four students in the class were absent the day of the pre-assessment, but I was able to obtain data for twenty-two of the students. I did not administer a formal assessment for Targets 2 and 4, as the pre-assessment for Target 4 was personal communication, and for Target 2 no pre-assessment was needed.

Of the twenty-two students who took the pre-assessment, thirteen earned a zero score for Target 1. Eight students achieved scores between 20 and 60%. I did have one student who achieved a 100% score for Target 1. Through personal communication with this student, I was able to ascertain that he did not necessarily know the material; he was able to make some educated guesses because the questions were matching questions. Overall, the class average for Target 1 was 18%. Since the goal for proficiency is 80%, I felt quite comfortable in proceeding with teaching this target.

The results were very similar for Target 3, although for this target none of the students were able to achieve 100%. Six students received a zero score, and the rest of the students received scores between 10 and 40%. The class average on Target 3 was 19.5%. Again, since the goal for proficiency is 80%, I felt quite comfortable in proceeding with teaching this target.

Learning Activity Plan #1

Name:

Estimated Time: 83 minutes

Content Area(s): Reading

Grade Level(s): 9th

Standard(s): 9.LA.2.1.2, 9.LA.2.3.1

Achievement Targets:

Assessments:

| | |
|---|--|
| <p>#1 Students will know and learn about the main components of the Russian Revolution. (Knowledge)</p> | <ul style="list-style-type: none"> • Pre-Assessment will be selected response done before the beginning of the 6 sequential lessons. • Interim Assessment will be personal communication between me and the students. • Post-Assessment will be selected response and will occur at the conclusion of the 6 sequential lessons |
| <p>#2 Students will demonstrate personal improvement in reading speed and comprehension through step by step timed reading practice.(Performance)</p> | <ul style="list-style-type: none"> • There will be no pre-assessment for this Performance target. • Interim Assessments will consist of timed reading passages followed by multiple choice questions as classroom activities. • Post-Assessment will be a timed reading of a short passage followed by multiple choice questions, and will occur at the conclusion of the 6 sequential lessons. |

Special Planning/Preparations (i.e., safety concerns, etc.): No special preparations or planning needed.

| Procedures | Time | Materials | Adaptations for Students' Diverse Needs |
|--|---------|-------------------------|---|
| Icebreaker: Use a ball of yarn activity as an icebreaker. Have students sit on top of desks. State name and favorite <i>To Kill a Mockingbird</i> (TKAM) character, then throw yarn to next person. They do the same, and so on, until all students have participated. | 5 min. | Ball of yarn. | After careful consideration, no adaptations are needed for this part of the lesson. |
| Direct Instruction: Students sit back down. Explain that now we are done with TKAM, we will be starting a new unit on the Russian Revolution to prepare us for <i>Animal Farm</i> . Hand out guided notes. Show PowerPoint on Russian Revolution | 15 min. | Handouts, PowerPoint | Guided notes created for the benefit of student #8 . This is my ESL student, and I felt that having guided notes would particularly benefit her as a lower-level reader, as the notes add another level of reinforcement to the material. She will then be able to <i>see</i> the PowerPoint on the screen, <i>hear</i> me discussing it, and also <i>write</i> relevant items on the notes. |
| Social Learning: Students move into house groups. Discuss the difference between <i>fact</i> and <i>opinion</i> . Each group will be given part of President Obama's inaugural speech. Within their groups they will go over the speech highlighting the facts in one color, opinion in another color. Each group will then be called on to share its findings. | 25 min. | Obama Speech | After careful consideration, no adaptations are needed for this part of the lesson. |
| Direct Instruction: Timed reading skills. <i>From Gathering to Growing</i> , and <i>Down on the Farm</i> . Hand out the passages and question sheets. Time the reading, and then have students complete the questions. Students will grade their own papers. Chart time in folders and average as a house. AR on their own when finished. | 35 min. | Handouts provided by CT | After careful consideration, no adaptations are needed for this part of the lesson. |
| Closure: Inform students we will be going to the lab next class time to research this topic. Students gather their belongings. | 3 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |

Integration of Technology: Russian Revolution PowerPoint.

Outreach to Families: Introduction letter sent home to parents prior to this lesson.

Reflection: The very first part of this lesson offered me ample opportunity for reflection. I had never done the ball of yarn activity before, and it presented several problems. I had the students stand at their desks for the activity, without realizing that this arrangement would cause the yarn to become quite tangled. This activity ended up taking much longer than I had planned because of the extra time needed to untangle the yarn as we moved through the activity. If I ever do this as an icebreaker in the future, I will have the students stand around the room in a circle to avoid the tangling issue. The students also wasted some time trying to decide who to throw the yarn to next. By standing in a circle and having them simply throw it to the next student, I could also save some extra time. I also noticed that as we were moving through the PowerPoint, when I would ask an open-ended question I would get several students all shouting out answers at the same time. In the future, I will be sure to ask students to raise their hands when I ask open-ended questions to avoid this problem.

Learning Activity Plan #2

Name:

Estimated Time: 83 minutes

Content Area(s): Reading

Grade Level(s): 9th

Standard(s): 9.LA.2.1.2, 9.LA.2.3.1, 9.LA.2.1.1

Achievement Targets:

Assessments:

| | |
|--|---|
| #1 Students will know and learn about the main components of the Russian Revolution. (Knowledge) | <ul style="list-style-type: none"> • Pre-Assessment will be selected response done before the beginning of the 6 sequential lessons. • Interim Assessment will be personal communication between me and the students. • Post-Assessment will be selected response and will occur at the conclusion of the 6 sequential lessons |
| #4 Students will follow steps to research the Russian Revolution using the internet. (Performance) | <ul style="list-style-type: none"> • Pre-Assessment: Personal Communication. • Interim Assessments: Personal Communication • Post-Assessment will be the students' outline and house presentations for house points only. |

Special Planning/Preparations (i.e., safety concerns, etc.): No special preparations or planning needed.

| Procedures | Time | Materials | Adaptations for Students' Diverse Needs |
|---|---------|-----------------------------|---|
| Icebreaker: Quote on overhead relevant to the Russian Revolution. Ask students to share their reactions to the quote. | 5 min. | Quote on overhead | After careful consideration, no adaptations are needed for this part of the lesson. |
| Direct Instruction: Students will be instructed on the steps of making an outline of key players in the Russian Revolution before they do their internet research. | 15 min. | Overhead on outline format. | After careful consideration, no adaptations are needed for this part of the lesson. |
| Activity: Students will move into the computer lab. They will then be instructed in the steps to take while they are doing their internet research. They will then continue with their independent research | 30 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |
| Social Learning: Students will come back to the classroom and get into their house groups. They will follow the steps of putting their outline into presentation format. All students in the house will have a part in the presentation for house points only. | 30 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |
| Closure: Tell students that they must take home their outline, show it to their parents, and have a parent sign it. They need to bring it back next class period to turn in. House point for the parent signature. | 3 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |

Integration of Technology: Student-led research in computer lab.

Outreach to Families: Students will take outline home, have their parents review and sign it, and bring it back for house points.

Reflection: Today the students were really struggling with their research. As I moved around the room helping and supervising, I could see that the majority of the students did not know how to find *key* people involved in the Revolution for their outlines. As a reflection-in-action which I will discuss in greater detail in a later section of this Teacher Work Sample, I decided to modify the lesson by describing what constitutes a *key player*, and then giving the students hints or clues to who they should be focusing on as we moved through the research.

Learning Activity Plan #3

Name:

Estimated Time: 83 minutes

Content Area(s): Reading

Grade Level(s): 9th

Standard(s): 9.LA.2.1.2, 9.LA.2.3.1, 9.LA.2.3.6

Achievement Targets:

Assessments:

| | |
|--|--|
| <p>#2 Students will demonstrate personal improvement in reading speed and comprehension through step by step timed reading practice. (Performance)</p> | <ul style="list-style-type: none"> • There will be no pre-assessment for this Performance target. • Interim Assessments will consist of timed reading passages (to assess reading speed) followed by multiple choice questions (to assess comprehension) as classroom activities. • Post-Assessment will be a timed reading (to assess reading speed) of a short passage followed by multiple choice questions (to assess comprehension), and will occur at the conclusion of the 6 sequential lessons. |
| <p>#3 Students will analyze significant literary devices. (Reasoning).</p> | <ul style="list-style-type: none"> • Pre-Assessment: The students will be given 5 short answer questions prior to teaching the sequence. • Interim Assessments: Personal Communication • Post-Assessment: The students will be given 5 short answer questions after the teaching sequence is complete. |

Special Planning/Preparations (i.e., safety concerns, etc.): No special preparations or planning needed.

| Procedures | Time | Materials | Adaptations for Students' Diverse Needs |
|--|---------|--------------------------------------|---|
| Icebreaker: Show picture of Lenin statue in Russia. Ask what it is, where it is, and how it relates. | 5 min. | Picture | After careful consideration, no adaptations are needed for this part of the lesson. |
| Inductive Activity: Students will go into their houses. They will then be given an envelope with political and literary terms and the definitions on separate slips of paper. They will have to match up the word and definition. After they complete they will write down their answers, then switch envelopes with the other groups until they get through all of the terms | 40 min. | Envelopes with terms and definitions | After careful consideration, no adaptations are needed for this part of the lesson. |
| Activity: Timed Reading Skills. <i>The Dairy Industry</i> , and <i>Elsie</i> . Hand out the passages and question sheets. Time the reading, and then have students complete the questions. Students will grade their own papers. Chart time in folders and average as a house. AR on their own when finished. | 35 min. | Handouts provided by CT | After careful consideration, no adaptations are needed for this part of the lesson. |
| Closure: Ask the students what they learned. | 3 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |

Integration of Technology: N/A

Outreach to Families: The students were supposed to return their outlines with the parent signatures today. Although all the students brought their outlines back to class, only 4 students actually got the parent signature.

Reflection: I really felt pressed for time during this lesson. The inductive activity took longer than I had planned because the student groups needed 10 minutes to work with each envelope. There were four envelopes, so the 40 minutes I had planned was already gone. I was not thinking about the time it would take the students to put envelopes back together and switch them, and we also went over all terms together at the end of the activity to make sure the students got them correctly. In the future, I would either use a different activity to present the terms, or include an activity shorter than the timed reading to follow the terms activity.

Learning Activity Plan #4

Name:

Estimated Time: 83 minutes

Content Area(s): Reading

Grade Level(s): 9th

Standard(s): 9.LA.2.1.2, 9.LA.2.3.1

Achievement Targets:

Assessments:

| | |
|---|---|
| <p>#1 Students will know and learn about the main components of the Russian Revolution. (Knowledge)</p> | <ul style="list-style-type: none"> • Pre-Assessment will be selected response done before the beginning of the 6 sequential lessons. • Interim Assessment will be personal communication between me and the students. • Post-Assessment will be selected response and will occur at the conclusion of the 6 sequential lessons |
|---|---|

Special Planning/Preparations (i.e., safety concerns, etc.): No special preparations or planning needed.

| Procedures | Time | Materials | Adaptations for Students' Diverse Needs |
|---|---------|------------------------------|--|
| Icebreaker: Show picture of George Orwell. Ask if the students know who he is. | 5 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |
| Activity: Students will watch an informative video about the author George Orwell. Students will fill out a note sheet during the video, which I will go over before the video begins. | 30min. | Video, Handouts | Guided notes added for the benefit of student #8 . This is my ESL student, and I felt that having guided notes would particularly benefit her as a lower-level reader, as the notes add another level of reinforcement to the material. She will then be able to <i>see</i> the video on the screen, <i>hear</i> it, and also <i>write</i> relevant items on the notes. |
| Direct Instruction Activity: Present the tenets of Stalin through a poster presentation. State that many people in the world, especially in democratic societies, feel that these tenets constitute a problem. | 10 min. | Poster of tenets of Stalin | After careful consideration, no adaptations are needed for this part of the lesson. |
| Problem Solving Activity: Students will get into their house groups and discuss the problems with Stalin's tenets. They will then problem-solve by creating a new set of tenets in response to the problems they have found with Stalin's. Students will then make a poster of their new tenets and present them to the class. | 35 min. | Blank poster paper, markers. | After careful consideration, no adaptations are needed for this part of the lesson. |
| Closure: Ask the students what they learned. | 3 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |

Integration of Technology: N/A

Outreach to Families: N/A

Reflection: Even though the George Orwell video was only 27 minutes long, the students started to doze off after just a few minutes. I found that I had to constantly circulate through the room to make sure they were paying attention. My CT keeps a bag of peppermints in her desk for days when the students are sleepy or they have a test because she feels that peppermints wake them up, so after about 15 minutes I decided to pass out the peppermints. This really seemed to make a difference for the students; after that they were much more alert. However, in observing some of the other class periods, I noticed that many of the students found this video to be extremely boring, and many of the students only filled out about half of their guided notes. If I were to teach this subject again, I would find another way to present the material on George Orwell. My CT plays this video every year to show the kids why George Orwell wrote Animal Farm, but I honestly don't think the kids got much out of it.

During the poster activity, I had to modify my instruction (reflection-in action) because none of the students seemed to understand what they were supposed to do in their groups. Every single group asked me what they were supposed to be doing as I circulated around the room. At this point, I decided to go to each group individually and explain the activity to them in a clearer way. I broke the assignment down into steps for them, and this really seemed to help them understand the assignment.

Learning Activity Plan #5

Name:

Estimated Time: 83 minutes

Content Area(s): Reading

Grade Level(s): 9th

Standard(s): 9.LA.2.1.2, 9.LA.2.3.1, 9.LA.2.3.6

Achievement Targets:

Assessments:

| | |
|--|--|
| <p>#2 Students will demonstrate personal improvement in reading speed and comprehension through step by step timed reading practice. (Performance)</p> | <ul style="list-style-type: none"> • There will be no pre-assessment for this Performance target. • Interim Assessments will consist of timed reading passages (to assess reading speed) followed by multiple choice questions (to assess comprehension) as classroom activities. • Post-Assessment will be a timed reading (to assess reading speed) of a short passage followed by multiple choice questions (to assess comprehension), and will occur at the conclusion of the 6 sequential lessons. |
| <p>#3 Students will analyze significant literary devices. (Reasoning).</p> | <ul style="list-style-type: none"> • Pre-Assessment: The students will be given 5 short answer questions prior to teaching the sequence. • Interim Assessment: Personal Communication • Post-Assessment: The students will be given 5 short answer questions after the teaching sequence is complete |

Special Planning/Preparations (i.e., safety concerns, etc.): No special preparations or planning needed.

| Procedures | Time | Materials | Adaptations for Students' Diverse Needs |
|---|---------|--|---|
| Icebreaker: Ask the students what they learned the day before. | 5 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |
| Activity: Students will review literary terms by playing a review game that tests their knowledge of the definitions of the terms. | 30min. | Game board, Fly swatters, Definitions of terms | After careful consideration, no adaptations are needed for this part of the lesson. |
| Direct Instruction: Timed Reading Skills. <i>From A Strong Government</i> , and <i>Our Bill of Rights</i> . Hand out the passages and question sheets. Time the reading, and then have students complete the questions. Students will grade their own papers. Chart time in folders and average as a house. AR on their own when finished. | 35 min. | Handouts provided by CT | After careful consideration, no adaptations are needed for this part of the lesson. |
| Closure: The Students will compare and contrast orally the Bill of Rights in the United States and the tenets of Stalin, which we talked about the day before. | 10min | Copy of Bill of Rights (for teacher use only) | After careful consideration, no adaptations are needed for this part of the lesson. |

Integration of Technology: N/A

Outreach to Families: N/A

Reflection: Because the students did so poorly with the video the day before, I actually started this class with a video review even though that wasn't what I had planned. The students got into their house groups and went over their notes together. This helped them all fill in the information they had individually missed. After that I went on with the lesson as planned, omitting the Bill of Rights discussion at the end in the interest of time.

By the end of the class I had decided that it was a mistake to do the review game before the timed reading. The students got so excited and riled up playing the game that they had a hard time settling back down to do the reading. I discussed this with my CT after class, and she said that she has found that whenever she does a game it is best to do it at the end of the period. After teaching this lesson I agree that saving a game for the end of the period is a wise choice, and I plan to implement this idea in the future. The kids really enjoyed the review game, and it seemed to reinforce the literary terms for them. However, I noticed that the majority of them still did not understand the term "allegory," and since Animal Farm is an example of allegory, I decided that I will review that term further with the students during the next lesson.

Learning Activity Plan #6

Name:

Estimated Time: 83 minutes

Content Area(s): Reading

Grade Level(s): 9th

Standard(s): 9.LA.2.1.2, 9.LA.2.3.1

Achievement Targets:

Assessments:

| | |
|--|--|
| <p>#1 Students will know and learn about the main components of the Russian Revolution. (Knowledge)</p> | <ul style="list-style-type: none"> • Pre-Assessment will be selected response done before the beginning of the 6 sequential lessons. • Interim Assessment will be personal communication between me and the students. • Post-Assessment will be selected response and will occur at the conclusion of the 6 sequential lessons |
| <p>#2 Students will demonstrate personal improvement in reading speed and comprehension through step by step timed reading practice. (Performance)</p> | <ul style="list-style-type: none"> • There will be no Pre-Assessment for this Performance target. • Interim Assessments will consist of timed reading passages (to assess reading speed) followed by multiple choice questions (to assess comprehension) as classroom activities. • Post-Assessment will be a timed reading (to assess reading speed) of a short passage followed by multiple choice questions (to assess comprehension), and will occur at the conclusion of the 6 sequential lessons. |

Special Planning/Preparations (i.e., safety concerns, etc.): No special preparations or planning needed.

| Procedures | Time | Materials | Adaptations for Students' Diverse Needs |
|---|-----------|-----------------------------------|---|
| Icebreaker: Famous quote from Stalin on the board. Ask students to share their responses to it. | 5 min. | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |
| Activity: Students will review key characters of the Russian Revolution by playing a game with the white boards. Each student has a white board. Teacher will call out a review question and students will write their answer on their own board. First student to display the <i>correct</i> answer will receive a treat. | 25min. | White boards, Review questions | After careful consideration, no adaptations are needed for this part of the lesson. |
| Direct Instruction: Timed Reading Skills. <i>The Industrial Revolution</i> , and <i>The Lowell Experiment</i> . Hand out the passages and question sheets. Time the reading, and then have students complete the questions. Students will grade their own papers. Chart time in folders and average as a house. AR on their own when finished. | 35 min. | Handouts provided by CT | After careful consideration, no adaptations are needed for this part of the lesson. |
| Post Test: Students will be given the post test. | 10-15 min | Test | After careful consideration, no adaptations are needed for this part of the lesson. |
| Closure: Conclude the sequence by thanking the students for their participation and thanking the CT for the opportunity to teach in her class. | 5min | N/A | After careful consideration, no adaptations are needed for this part of the lesson. |

Integration of Technology: N/A

Outreach to Families: N/A

Reflection: Because of my previous experience with the literary terms review game, I decide to switch the sequence of this lesson and play the white board review game after the timed reading. This sequence worked much better in terms of the students' attention levels. However, in thinking about the review after class, I decided that I should have let the students have their notes about the key players in the Russian Revolution on their desks to help them in the game and for reinforcement. I also added "allegory" to this review since the students were struggling with that term the day before. This seemed to help because many of the students were able to explain the term on their post-tests, and I don't think they would have been able to do that without the extra review.

E. Reflection-in-Action

While teaching my Instructional Sequence, I encountered three situations in which I had to adapt my teaching from my original plan in response to students' learning. For this section, I will consider two of these situations:

1.

Describe the context: The first time I used reflection-in-action was while teaching my second LAP. I had gone over the steps to researching five key people involved in the Russian Revolution using the internet and putting that information in outline form. I then took the class to the computer lab to begin their research. Even though I had given the students two examples to start with, they seemed at a loss to come up with more names on their own. As I was walking around supervising their research, I saw that nearly all the students were struggling with finding names of people and determining whether any people they found were key to the Revolution or not.

Analyze: At the time I was thinking that the students were just not getting it. Since this activity involved two of my targets (1 and 4), I felt that it was really crucial that the students were able to accomplish this research effectively. I decided the students needed more instruction and help with their research than I had previously thought.

Describe Modifications:First, I called for the attention of the whole class, and I gave them some direct instruction explaining *how* you can determine whether someone played an integral role in the Revolution or not. Did the person directly influence events? Was the person a leader on either side? Did the person's actions have a lasting effect on the outcome? Then I gave the whole class a hint referring one more person they should be looking for on the internet. After that, I again circulated through the lab monitoring the

students' progress. There were several students who needed another clue to get them going, so I provided a few more hints and clues to specific students.

Rationale: I felt that this additional instruction and help would improve student progress toward my achievement targets in two ways. First, the direct instruction gave them some strategic questions to work with in determining which people were key players in the Revolution. Second, the hints and clues I provided put them back on the right track without actually giving them the answers. This seemed very effective since all the students were then able to complete their outline within the allotted time. One student even found a website detailing all of the five people I wanted the students to find by typing "Russian Revolution Leaders" into Google after I instructed the students' to question whether someone they found was a leader or not. Overall, I was very pleased with the students' achievement and learning during this lesson.

2.

Describe the context: A second time I used reflection-in-action was while teaching my fourth LAP. I wanted the students to do a problem-solving activity involving the tenets of Stalin. I presented seven of the tenets of Stalin in poster form to the students, and then told them that many people in the world view these tenets as problematic. I instructed the students to get into their house groups and "solve the problem" by creating a poster of their own tenets, essentially creating their own tenets in a way they felt was preferable to Stalin's tenets. The students moved into their groups, and I began to move around to each group to monitor their progress. I quickly realized that no one knew what they were supposed to be doing. Every group questioned me as to what they were supposed to do.

Analyze: I was really surprised that the students did not seem to understand because I thought this was a fairly straightforward activity, yet clearly, my instructions had confused them. I realized I was going to have to come up with a different way of explain the task to them in a way they would all understand. Since this activity was directly related to my first target, I really wanted the students to understand all the implications of Stalin's leadership of Russia and connect it to their own thinking.

Describe Modifications:At this point I went back to each group individually and gave them their instructions in different wording. I instructed each group to consider each of Stalin's tenets *one by one*. Start with his first tenet, consider your thoughts about it as a group, and then *rewrite* it the way you would want it if you were a political leader. I then answered any additional questions each group had.

Rationale:I thought this modification of my instruction would benefit the students in two ways. First, by working with them in their groups rather than bringing them back together as a whole group, I was able to deal with their individual questions more directly. I was also able to see more clearly what kind of help each group needed. Second, by breaking the instructions down into steps, the task became more manageable for the students. This rewording and re-teaching of the instructions seemed very effective in getting the students to understand the activity and getting them back on track. They were then able to complete the assignment, thereby moving further toward my achievement target.

F. Profile and Analysis

Table 1: Whole Class Results for Target 1

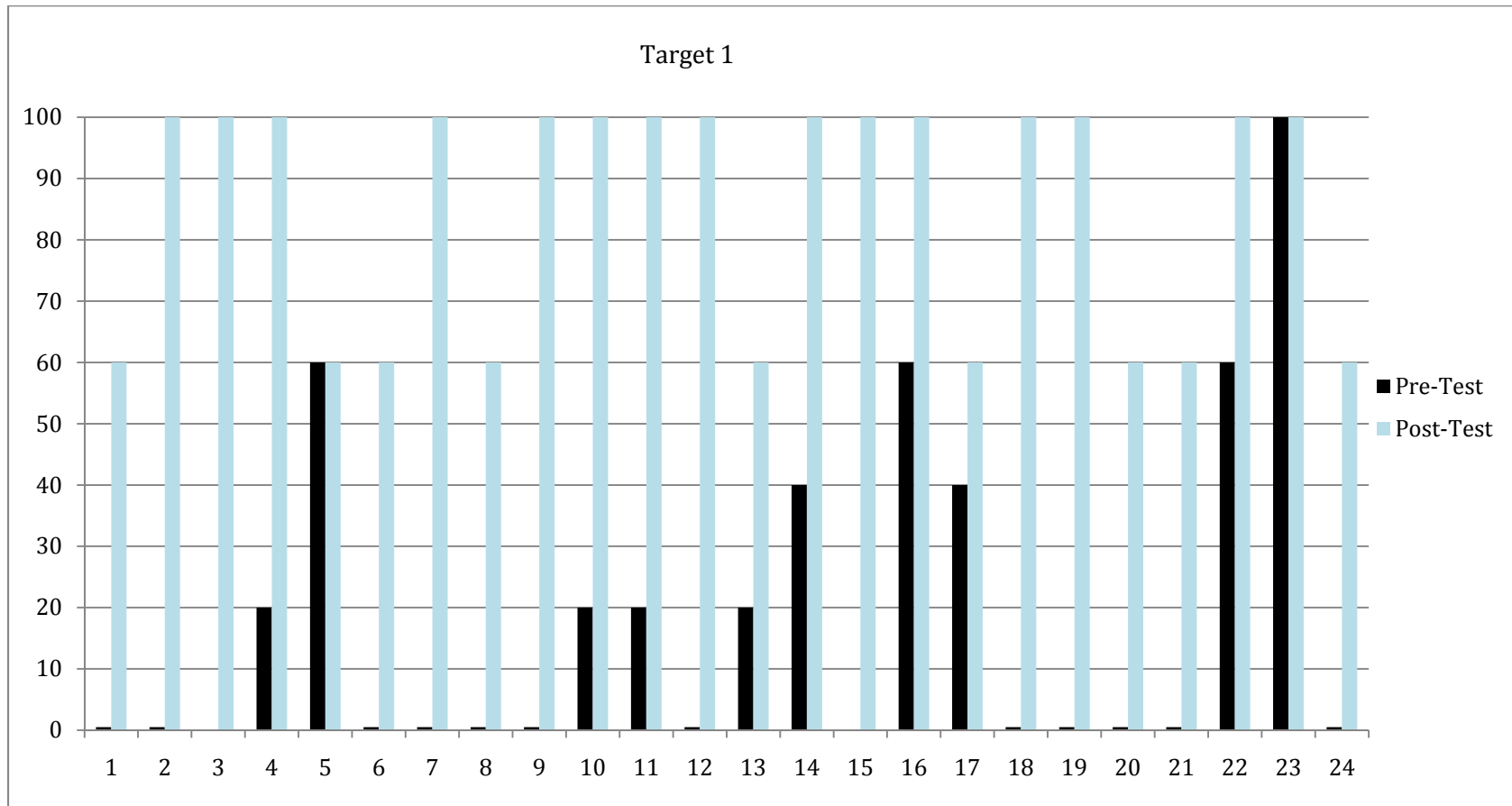


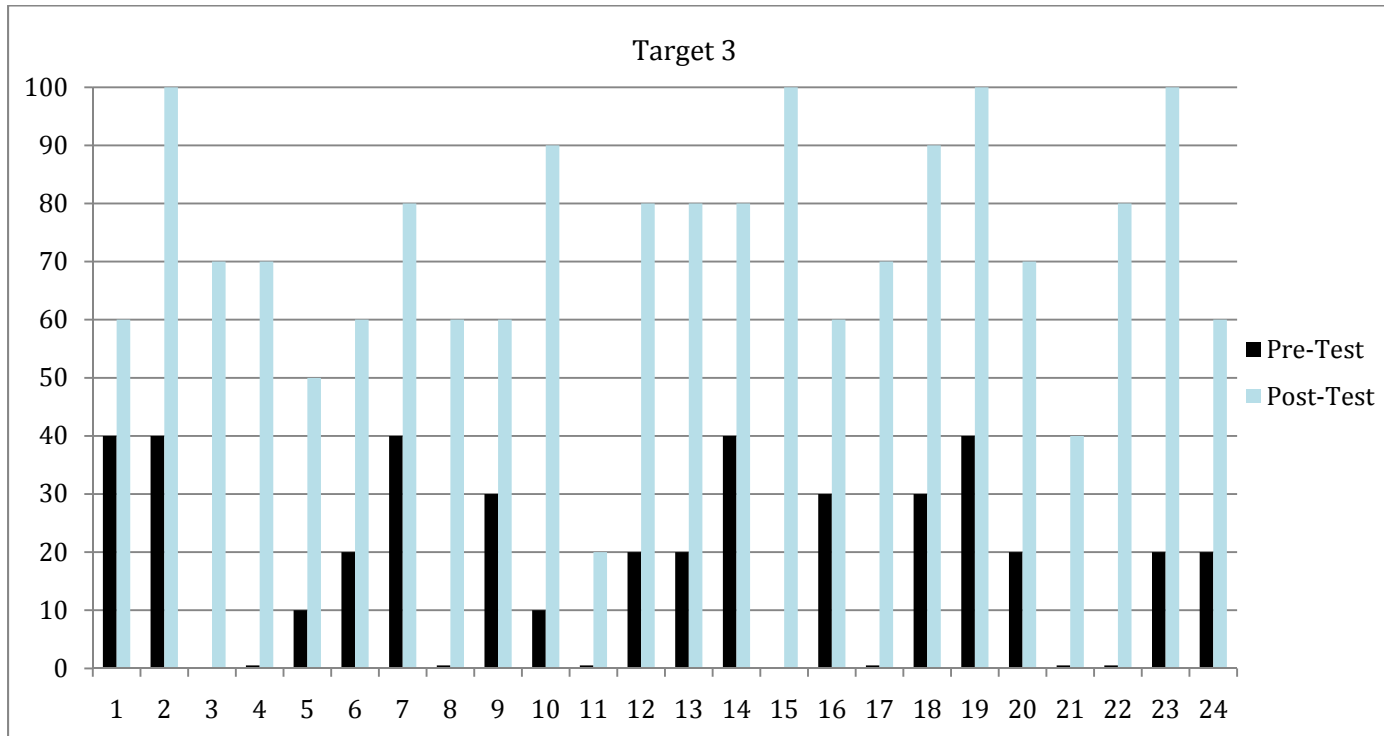
Table 2: Whole Class Results for Target 3

Table 3: Overall Impact on Student Learning

| | Students Who <i>Achieved the Target</i> According to Stated Criteria | | Students Who <i>Showed Improvement</i> from Pre-Assessment to Post-Assessment | |
|---------------------------------|--|----------------|---|----------------|
| | Number | Percent | Number | Percent |
| Achievement Target #1 | 13/22 | 60% | 21/22 | 95% |
| Achievement Target #3 | 10/22 | 45% | 22/22 | 100% |

TWS Content: Reading

TWS Grade Level: 9th Grade

Analysis of Student Learning

Target 1

Table 1 shows a graph of the overall progress of my class in regards to Target 1. Student #3 and Student #15 were absent the day of the Pre-Test, and thus I have no results to show whether they learned the material presented during my instructional sequence or not. However, I do have data for the remaining 22 students which will allow me to draw conclusions about the extent to which the class progressed toward Achievement Target 1.

Although the vast majority of the class showed improvement from the Pre-Test to the Post-Test, only 60% were able to achieve the 80% goal for the Target. As I was grading the tests, I came to the realization that questions 3 and 4 were very poorly written. *None* of the students missed any of the answers other than question 3 and 4. In other words, if I threw out questions 3 and 4, *all* the students would have achieved a 100% score. Because there were only five questions for this Target, a student could only miss one question or none in order to achieve the Target. As I was the writer of the test, I have only myself to blame. This was my first time writing a test of this kind, and I feel that I really learned that I need to be accurate with my wording. I also need to make sure I am truly assessing what I want the students to know. On questions 3 and 4 for example, the two answers the students were confusing were almost exactly the same (D and E). Further, the matching answers I provided did not include the most important information I wanted the students to know about those two people in History.

Target 3

Table 2 shows a graph of the overall progress of my class in regards to Target 3. Again, since students #3 and #15 were absent the day of the Pre-Test, I will not be including them in my analysis. I do have data for the remaining 22 students, which will allow me to draw conclusions about the extent to which the class progressed toward Achievement Target 3.

Although 100% of the class showed improvement on this Target from the Pre-Test to the Post-Test, only 45% were able to reach the stated goal of 80%. This is such a disappointing number, especially since this lack of achievement was not due to poor test writing as it was for Target 1.

My conclusions about the students' learning progress for Target 3 are varied. First, student # 11 was absent for three days during my instructional sequence. I feel that her poor score on the Target 3 Post-Test was a direct result of these absences; she was not present to learn. Beyond the 10 students that achieved the goal, there were an additional 4 students that missed the goal by just one point. The rest of the students achieved 60% or lower. I can only conclude that I did not cover the material well enough for all the students to absorb it fully. As I was grading the tests, I noticed that there were two particular terms the students all seemed to be struggling with. One was "allegory," and the other was "satire." I had actually noticed previously that the students did not seem to be understanding allegory, and I did go over that term more than I had planned. Clearly, I did not spend enough time or go into enough depth on that term the term satire. If I were to teach these terms again in the future, I would not just go over the definitions and explain the meanings through direct instruction and review. I would provide examples,

and have the students come up with their own examples as well. I think those strategies would reinforce the terms in the students minds, and be well worth the extra time if using them resulted in better student learning.

Individual Profile and Analysis

Table 4

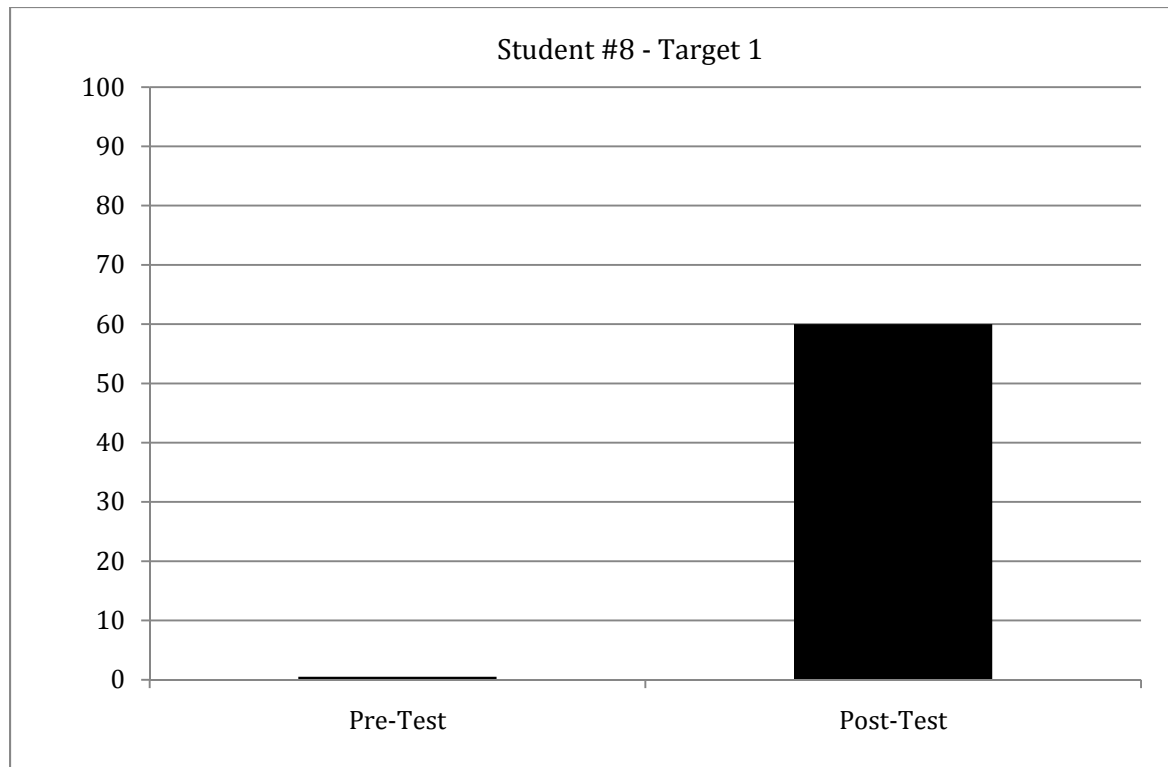
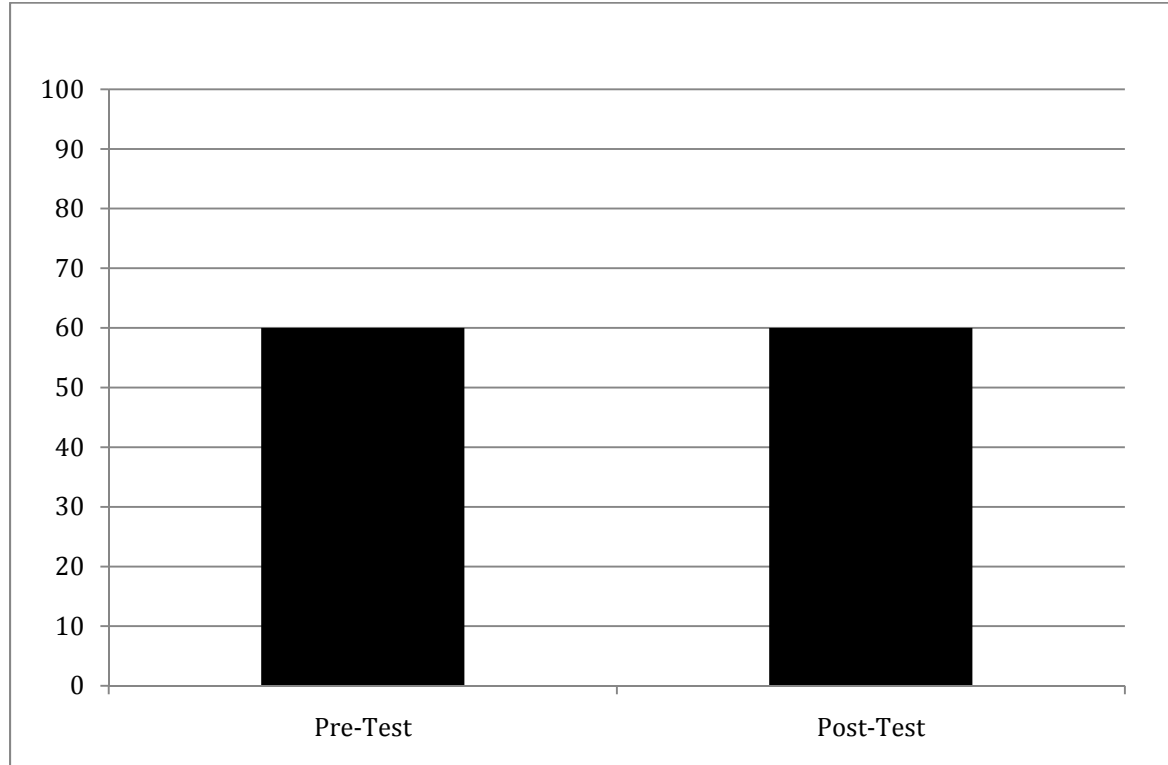


Table 5

I chose student #8 to profile for this segment of my analysis because she is my ESL student. Although she speaks English fluently, her reading level is about fifth grade. Since this is a Reading class, I felt that her lower-reading level might really affect her ability to achieve the targets of my instructional sequence.

As Tables 4 and 5 illustrate, this student was not able to achieve the 80% goal on either target. Further, she showed no improvement on Target 3. These two factors are evidence that #8 did not achieve nearly the same learning progress as the class as a whole.

Student #8 was present for each lesson in the sequence, so absences were not a factor in her poor scores. She is always attentive, and always completes her work. Clearly though, the language barrier did not allow her to fully understand or grasp the

complex meanings of these terms. However, my CT does not provide modifications or adaptations on assignments for this student, and I was told that I did not need to either. Seeing these results for student #8 after the fact shows me that I *should* have provided some modifications for her. In thinking about what I could have done, I came to a few conclusions. For Target 1, the two questions she missed were 3 and 4, which I discussed earlier. Once again, I feel that had these questions been better written, student #8 would probably have been able to achieve that Target. However, Target 3 is a different matter. I already discussed the changes I would make in teaching that Target to the whole class, and I feel that those changes would benefit student #8 as well. Yet, I believe this student would also benefit from further modifications, such as more time spent on written definitions, and additional review. If I was able to discover the terms and definitions written in her own language (Persian), I would also provide her with that information to deepen her understanding.

G. Reflection-on-Action

Now that I have finished teaching my instructional sequence, I can reflect upon the overall experience of planning, delivery, and assessment. Was my teaching effective? Were my students successful? How would I redesign my sequence if I taught it again, and what did I learn about myself as an educator? These are all questions I will address within this reflection.

1.

To begin, I will address the question of whether my instructional sequence was effective. I feel that my sequence was very effective in regards to Targets 2 and 4. These were the two targets I did not concentrate on in my profile and analysis. Target 2 involved students achieving personal improvement in their reading speed and comprehension, and all the students were able to achieve personal improvement by the end of the sequence. Target 4 involved the students completing a step by step process of internet research and then creating an outline of their findings. All the students who were present that day were able to achieve those goals. However, in the cases of Targets 1 and 3, my planning and assessments did not allow the students to achieve as much as I had hoped. As for Target 1, I do feel that the students learned the information I wanted them to learn, but my assessment of their knowledge was inaccurate. For Target 3, my planning fell short of what the students needed in order to fully grasp the material. These are the main reasons why many of my students did not meet those two targets.

2.

This brings me to the question of whether my students were successful or unsuccessful. As I stated above, all my students were successful in achieving Targets 2

and 4. The step by step nature of Target 4 was a major contributing factor in student success for that aspect of the sequence. Breaking the work into simple steps makes the learning much more manageable for the students. As for Target 2, the fact that students had *eight* opportunities to perform guided practice with their reading speed and comprehension made it possible for all of them to achieve the goal of personal improvement. As the old saying goes, “practice makes perfect,” and I feel that allowing the students so many opportunities to achieve was a benefit to all of them. Again, Target 1 was poorly assessed; from personal communication with the students I know that they all have an understanding of the main aspects of the Russian Revolution that they need to know. Target 3 is the area where my students were least successful. The high achievers in my class were still able to meet the 80% goal, but the rest of the students really struggled with this target. I blame my poor planning in this instance. The students needed more time with the literary terms, and they needed the material presented to them in more varied ways. All the students could have achieved the target if I had incorporated those ideas into my planning.

3.

Thus, I arrive at the question of how I would change my sequence if I had the opportunity to teach it again. Of course I would keep all the successful elements such as the guided practice, the internet research, and the outline. I would also keep the components I used to teach Target 1, like the group work and the tenets of Stalin project. What I would change for Target 1 is the assessment. If I kept the matching format, I would rewrite questions 3 and 4 in a more clear and precise manner, making sure I was assessing them on what they really need to know. However, I have considered changing

that assessment to a short answer or multiple choice format. Either of those types of assessments would give me a clear picture of what the students know. For Target 3, all I did was the envelope activity and the review. I simply did not spend enough time with the students on this target. Instead of the envelope activity, I would present the terms to the students in a different way. I have considered breaking the terms into three groups, and presenting each group in separate lessons, thus spending more time with the terms as a whole. Then I would add in an extra activity after the terms were introduced, like having the students use each word in a sentence, either in writing or orally. I would still do the review game at the end of the sequence to reinforce students' learning. I think all of these factors would allow the students to absorb the terms more fully, and allow them to succeed on the assessment.

4.

Finally, I learned a lot about myself as an educator, most importantly that there is always room to learn and improve. I feel I am strong in issues of timing, organization, and classroom management. However, recognizing student needs, planning, and assessing are all areas where I felt I could improve. Practice and experience, as well as professional development through teacher in-services and conferences, will definitely help me in those areas. I would also like to further my content knowledge, because I feel that the more I know, the better I can teach my students. To accomplish this, I would like to get a Masters Degree in English or Literature in the future. I have enjoyed being in a Reading class so much, that I am considering working towards an endorsement in Reading. I also plan on staying up to date in my field by reading current articles in the English Journal and other relevant publications.

Overall, I feel that being in the school with an experienced teacher has taught me more than I could have imagined. Observing, planning, teaching, and evaluating the results with the help of my CT and my 309 partner have provided me an invaluable hands-on learning experience. I have learned that I love working with middle school age students, even though I always thought high school was the only route for me. I will definitely take this experience and move forward with it into student teaching, and then on into my professional career.