



## Exhibit 1.3.g – Examples of candidates' assessments and analysis of P-12 student learning

The University of Texas at Brownsville

# Teacher Work Sample

Unit Topic: Author's Purpose

Grade and Subject: 2<sup>nd</sup> Grade English Language Arts Program Code: 192

Student Code: \_\_\_\_\_ (to be filled in by Office of Field Experience)

Reader #1 ID \_\_\_\_\_ Reader #2 ID \_\_\_\_\_ Reader#3 ID \_\_\_\_\_ (if needed)

(to be filled by the scoring faculty/supervisor)

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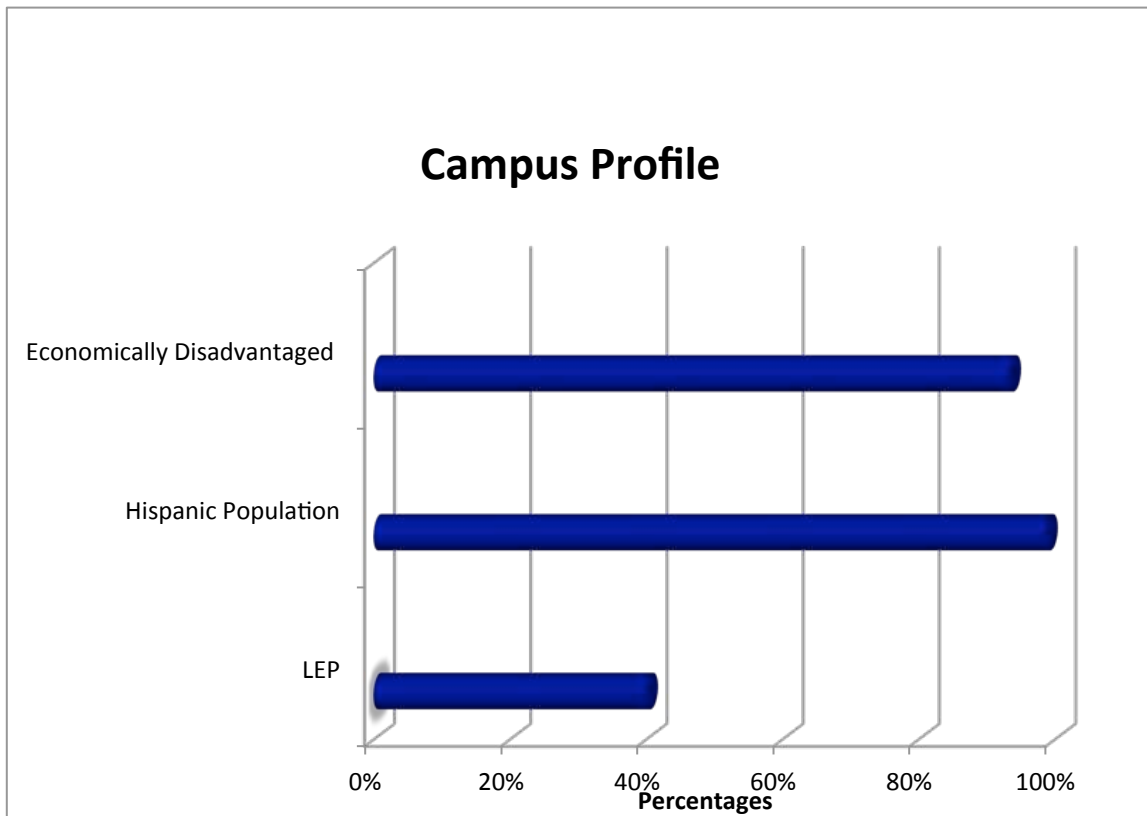
## Contextual Factors

**TWS Standard 1:** *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

### Community, school, and classroom factors

Silverside Elementary school was built in Brownsville, Texas roughly 35 years ago in 1977 towards the east side of town. It is centrally located in a residential area. With the population of students that slowly increases and decreases over time, the approximate current population of students that Silverside Elementary serves 1,094 students. The staff consists of 54 classroom teachers, 21 special assignment teachers, 36 Para Professionals and 5 custodians. According to the PEIMS Data Review of the campus profile, 98.7% of the student population is Hispanic. Among the student population, 93.3% of the students are identified as Economically Disadvantaged. Nearly 40% of students are classified as LEP (Limited English Proficient) with the majority of the students served as being English & Spanish (bilingual).

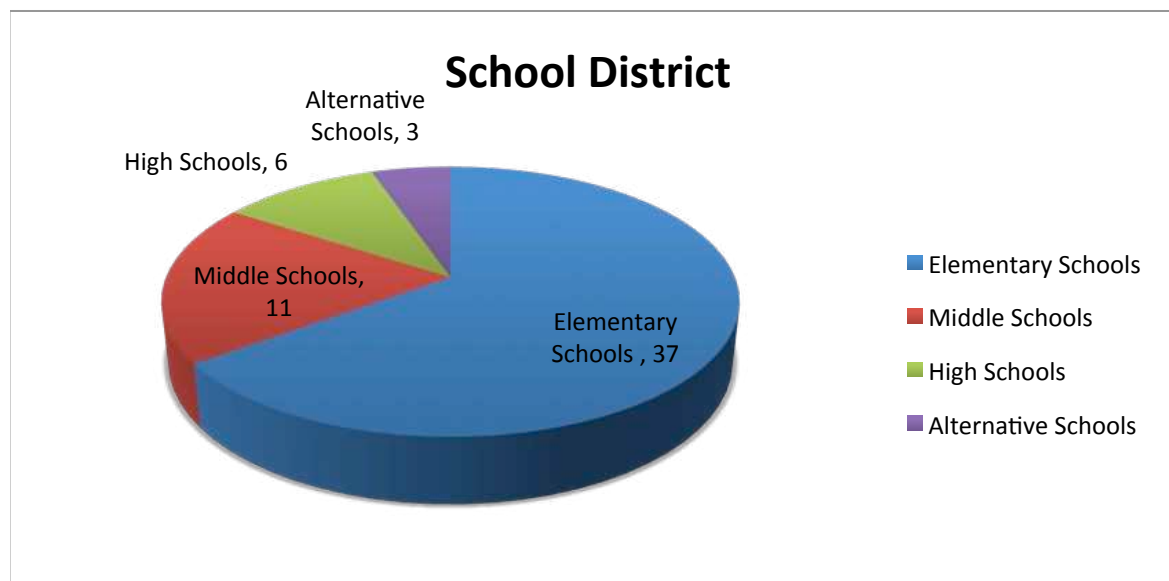
The graph below shows the Campus Profile.



The district currently runs 58 schools including 3

alternative schools, 6 high schools, 11 middle schools, and 37 elementary schools. The district population of students is nearly at 50,000 students ranging from Pre-K through high school.

**The pie below shows the school district demographics**



Silverside

Elementary is not named after a single person, but rather the school was named after the Silver family of Brownsville, a family with a history of educating local students dating back to the late 1880's. At the time of the school's groundbreaking in 1976, nine different members of the Silver family had held various positions within the district. Joseph L. Silver told those present that day at the groundbreaking that not only was the recognition a great honor, but that he was more proud of his family's achievements than of his own. Joe Smith served as Silverside's first principal. Currently the school has over 60 classrooms, a gymnasium, and a new library on campus. Silverside services students from Pre-kinder through 5<sup>th</sup> grade and includes a life-skills unit, B.I. unit, and offers other special services to students such as inclusion, content mastery, and dyslexia. The surrounding area of the school is a high-traffic residential area located right across the street from a middle school. The neighborhood in which the school resides is not in an impoverished area, however a percentage of students that attend Silverside are from government provided homes more commonly known as the "projects". Of these students, many of them are provided with state and federal assistance programs such as food stamps, welfare, WIC nutrition program, and subsidized housing and medical assistance.

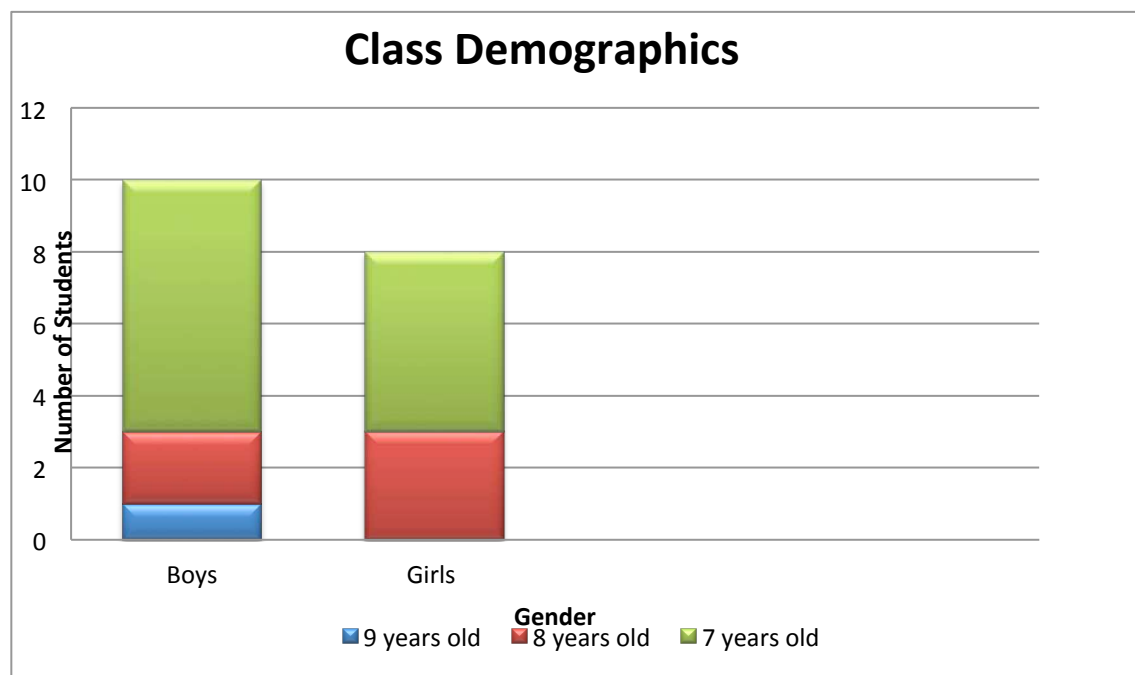
## Characteristics of students (Characteristics, Varied Approaches to Learning, Their Skills, and Their Prior Learning):

During my first placement of my teaching practicum I have been assigned 2<sup>nd</sup> Grade. The total number of students that are currently enrolled in this grade level is 140. As per my certification required I have been assigned to a Bilingual classroom. This entire classroom consists of 18 students, 8 girls and 10 boys. The age range for this specific classroom is from 7-9 years of age. All the students in this classroom are of Hispanic origin. The students primary language is Spanish, English been their second language.

**The chart below shows the class demographics.**

There is one student that is Intellectually Disabled (ID) in this class but is instructed in another classroom for English Language Arts (ELA) and mathematics. Technology in the classroom: there are 2 desktops at the back of the classroom and 1 laptop, which is for the instructor. Every student that attends Silverside Elementary is provided with a free lunch.

The students are bilingual under the advance category. The academic work they are provided at home is very limited. These children come from low-socioeconomic background. These children don't receive any state assessment as second graders. As they move on to third grade the State of Texas Assessments and Academic Readiness (STAAR) will be administer. These students have a single rotation to a science classroom twice a week and the rest is with their homeroom teacher.



## **Instructional implications**

These students are Limited English Proficiency (LEP) adapting their content lessons will lower the language barrier and make the English used in a lesson as comprehensive as possible. Incorporating visual situations or textual items will be one factor that will allow the students to understand the material been taught. Making connections to real life events and or their background will allow the students to familiarize themselves with the text.

Technology is readily available in the classroom that I have been assigned and the implementation of such technologic advances will occur throughout my lessons. Several of the items I will utilize will include but not be limited to an elmo, projector, laptop, and internet access. Every type of learning style will be address through different teaching methods. The use of manipulatives and movement will be amongst multiple approaches to assure that every students needs are meet. Students will learn how to work independently, in whole-class as well as in group by including different activities in which the express the interpersonal skills. Every student's opinion will be valued and no bullying will be tolerated. Embracing every child without regard of needs and strengths will give every single one of them the opportunity to grow academically.

## **Learning Goals**

**TWS Standard 2:** *The teacher sets significant, challenging, varied and appropriate learning goals.*

**Learning Goal 1:** Students will recognize the details in a story, which will enable them to identify the author's purpose.

**Learning Goal 2:** Students will infer the author's purpose and be able to differentiate between basic forms of writing. (to persuade, to inform, and to entertain)

**Learning Goal 3:** Students will analyze and evaluate the three forms of writing so that they may apply their knowledge to various texts.

## **Significance, Challenge and Variety**

The learning goals stated above are aligned with the Texas Essential Knowledge and Skills (TEKS) for second graders. These goals are significant to the learner, which poses challenges and exhibits a variety of cognitive skills that the students will meet. Learning goal 1 requires students to recognize and identify the author's purpose (DOK level 1). Learning goal 2 requires students to infer and differentiate between basic forms of writing (DOK level 2

and 3). Learning goal 3 it requires students to analyze and evaluate three different forms of writing (DOK level 4). The learning goals are structured to follow the Depth of Knowledge Levels (DOK'S) along with Blooms Taxonomy. Students are given the opportunity to apply what they have learned through realistic fiction and nonfiction texts. Ultimately, the purpose of the lesson will be meaningful to the students because they will be able to discover differences in texts and determine the author's purpose for writing.

### **Clarity/Appropriateness for Students**

Students will be introduced to author's purpose by connecting to previously read selections in class. After establishing the learning goals students will be exposed to the three general forms of writing. Student will show they have acquired learning goals throughout the lesson. Throughout the duration of activities they will demonstrate their comprehension by successfully completing each tasks. Such activities will consist of evaluating different text and determining the author's purpose. As a continuation of the lesson students will come across real-life text that connects to previous experiences. During the second week of school students were invited to be part of a swimming program and loved it. The text that the students will have to analyze will be connected to the real-life experience that they have recently acquired. Their level of understanding can be measured through their accuracy in completing the task at hand.

### **Alignment with National, State, and Local Standards**

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
- (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

### **Assessment Plan**

**TWS Standard 3:** *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning **before, during, and after instruction.***

Below the reader will see a chart that contains learning goals one through three that are aligned to the assessments and any adaptations need.

**The table below shows the Learning Goals followed by the Assessment Plan.**

<b>Learning Goals</b>	<b>Assessment</b>	<b>Format of Assessment</b>	<b>Adaptation</b>
<b>Learning Goal 1:</b> Students will <u>recognize</u> the details in a story, which will enable them to <u>identify</u> the author's purpose. <b>LG1</b>	<b>Pre Assessment</b>	General pre assessment done together as a class. Question and answer.	
	<b>Formal Assessment</b>	The students will work on identifying the author's purpose on previously read texts.	
	<b>Post Assessment</b>	Completion of a mini-story "The Red and Gold Tree"	
<b>Learning Goal 2:</b> Students will <u>infer</u> the author's purpose and be able to <u>differentiate</u> between basic forms of writing. (to persuade, to inform, and to entertain) <b>LG2</b>	<b>Pre Assessment</b>	Several sentences will be posted on sentence strips and students will match with color-coded circle.	Translation to first language on new acquired vocabulary.
	<b>Formal Assessment</b>	Teacher observation of individual performances.	
	<b>Post Assessment</b>	Mix and match worksheet will be provided that will contain a chart. (To match the sentence with the three basic forms of writing.	



<b>Learning Goal 3:</b> Students will <u>analyze</u> and <u>evaluate</u> the three forms of writing so that they may apply their knowledge to various texts. <b>LG3</b>	<b>Pre Assessment</b>  <b>Formal Assessment</b>  <b>Post Assessment</b>	Teacher observation of individual progress.       Students will fill in PIE (persuade, inform, entertain) of author's purpose for writing from pre-made sentences.	
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### **ALIGNMENT WITH LEARNING OBJECTIVES/LEARNING OUTCOMES and INSTRUCTION**

Students are expected to recognize the details in a story, which will enable them to identify the author's purpose.

**LG1** As well as infer the author's purpose and be able to differentiate between basic forms of writing. (To persuade, to inform, and to entertain) **LG2** The students will also analyze and evaluate the three forms of writing so that they may apply their knowledge to various texts. **LG3** The pre-Assessment activities consist of students reading and inferring what type of text they are reading through the use of color coded circles **.LG2** many of the activities that the children will be exposed to are hands on. An example the students will be exposed to newspaper and they must cut out actual text to match the author's purpose using PIE (persuade, inform, entertain) **LG3**.

### **CLARITY OF CRITERIA FOR PERFORMANCE**

The pre-assessment was given to all of the students in the class. This class does consist of one student that is Intellectually Disabled (ID) but student travels to a specialized classroom for English Language Arts and Mathematics. For this lesson student will not be present in class for the student will be in the specialized classroom. Students will work individually through some assessments and in-group collaboration. As per the above chart all the learning goals are linked to the learner outcomes. All of these outcomes are age appropriate and on grade level as per the Texas Essential Knowledge and Skills (TEKS) for second graders.

### **MULTIPLE MODES AND APPROACHES (one or more modes/approaches)**

There are multiple ways students learn as per the theorist Howard Gardner's Multiple Intelligences. Intelligences will be met by the usage of visuals (visual learners), music (audio learners), hands on (spatial), and grouping in

class (interpersonal). The learner will be exposed to different methods of learning in which the goals will be manageable and challenging throughout the lesson. Activities have been planned to facilitate each type of learner. There is no need for modification in this class although there is a need of reference to first language of students (Spanish) for new acquired vocabulary.

### **TECHNICAL SOUNDNESS**

These assessments are fair for all students. They are provided with all the necessary materials and are able to work in pairs. The learner outcomes are measurable and observable. At the end of the lesson students will demonstrate understanding by completing PIE LG3. Before instructing the students to begin the work I model and ask if they have any questions or need clarifications. I walk around through each group to monitor progress. When students seem to be struggling I provided a one to one assistance to them.

### **ADAPTATIONS BASED ON THE INDIVIDUAL NEEDS OF STUDENTS**

No adaptations are needed for individual students. The only adaptation is the use of first language to introduce newly acquired vocabulary to students. Teacher can facilitate the learning process by walking around the classroom as the students are working together and stop at the different groups to oversee the process the students are using to identify the author's purpose. If the need for modifications should arise while students are analyze or inferring the selections teacher will guide the students appropriately to complete their task.

### **Design for Instruction**

***TWS Standard 4:** The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

#### **Alignment with learning objectives:**

The learning goals are aligned to the English Language Arts TEKS for second grade and curriculum mandated by the state of Texas. This lesson was designed with the learners in mind based on the contextual factors and pre-assessment data. All goals and objectives previously stated in TWS were covered throughout the lesson.

#### **Accurate Representation of Content**

The learning activities that are presented in this unit are accurately tied to the content and curriculum. In **learning goal 1** which main focus is for students to be able recognize the details in a story, which enable them to identify the author’s purpose, the pupils will work on identifying the author’s purpose by completing a mini-story “The Red and Gold Tree.” During this activity students worked chorally. In **learning goal 2** students need to infer the author’s purpose and be able to differentiate between the three basic forms of writing, the scholars worked on this by walking to the board and placing their color- coded circles to identify the different types of sentences as well as work on a mix and match worksheet The sentences that students worked on were tied to their interest “swimming” since they have just finished their swimming lessons. In **learning goal 3** students are to analyze and evaluate the three forms of writing, students were given a large pie and a Ziploc bag with 13 sentences they had to place sentence were they belonged. This hands on activity benefits multiple ways of learning as per Howard Gardner’s Multiple Intelligences. To assess what students have learned on an individual basis they have been evaluated formally.

### Lesson and Unit Structure

The table below provides an overview of the lessons.

Activity	Builds Toward Learning Goal #	Use of a Variety of Instructional Activities, Assignments,
Students will take a pre-assessment to measure their existing understanding of the lesson that will be taught.	Learning Goals 1, 2, 3	
Students will be exposed to a PowerPoint that will showcase author’s purpose.	Learning Goals 1,2,3	
Students will work on identifying the author’s purpose on previously read texts.	Learning Goals 1,2	
Students will Complete of a mini-story “The Red and Gold Tree”	Learning Goals 1	
Students will differentiate between basic forms of writing from several sentences on board.	Learning Goals 1,2	
Students will complete mix and match worksheet.	Learning Goal 2	
Students will fill in PIE (persuade, inform, entertain) of author’s purpose for writing from pre-made sentences.	Learning Goals 1,2,3,	
Students will take a post-assessment to measure the knowledge gained throughout lesson.	Learning Goals 1,2,3	men

### Materials and Resources:

Bilingual students learn best through visuals and pictorial drawings. This unit incorporates many visuals, and hands on activities that will help LEP students, as well as small collaborative grouping for linguistic learners.

### **Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources**

There are no special education students present in class during reading instruction. The contextual factors did provide for me a very clear understanding of which students need a little more reinforcement in English based on their TPRI scores. Instruction in their first language will be present if necessary. Extra help will be provided to all struggling students as well as peer help.

### **Use of Technology**

The use of technology was present throughout the entire unit. Students were exposed to an interactive Power Point at the beginning of the lesson to students visualize and comprehend the different types of author's purpose. An ELMO was also incorporate throughout the lesson; a story that was read as a whole group was projected. A picture of a PIE was displayed on overhead to help struggling students. The technology that was present in the classroom was fully utilized to facilitate learning for students.

## **Instructional Decision-Making**

**TWS Standard 5:** *The teacher uses ongoing analysis of student learning to make instructional decisions.*

**Example One:** The first example of a time that I had to adjust my instructional plan came when I had the students complete several sentences that were in the board. When the lesson was first planned I wanted the students to only write the sentences in their journals followed by their answer choice between the three different types of author purpose. I did have the students do what was initially planned in the lesson. As the unit progressed I realize that the students needed hand on activities and to be more involved. I felt that after seeing their responses on their journals students weren't really taking much interest in the activity. Since these students are LEP (Limited English Proficiency) they need a lot of visuals. To help the students that are weak with English I realized I had to create a system in which the students could visually see the correct answer and their errors as well. As my contextual factors pointed out this class is consisted of all bilingual students advanced to intermediate. Learning goal 2 stated that the students needed to infer the author's purpose and be able to differentiate between basic forms

of writing. This was the learning goal the students were working towards and that very basic activity wouldn't allow some of them to reach that goal. So to modify my lesson I remade sentences that were tied to their interest (swimming; class had just been to the swimming pool) and produced color-coded circles that would represent the PIE (persuade, inform, entertained) that had been presented to them on a Power Point slide. The students then had to go up to the board individually and place their color-coded circles where they belonged. Theorist Lev Vygotsky and Jean Piaget believed that children learn actively and through hands-on experiences. I came to find that out that an activity that is hands on can be a lot more beneficial to students than a paper pencil activity.

**Example Two:** The second time that I needed to adjust my plan came when I had the students work on their PIE with a partner cutting phrases from the newspaper. Our campus gets newspaper every week and the grade level disburses them equally. My mentor teacher requested for me to use them in my lesson. As I was planning my lesson I thought it would be a great idea to use these when the children were working towards learning goal 3. In learning goal 3 Students will analyze and evaluate the three forms of writing so that they may apply their knowledge to various texts. The students were to get a big circle with the words PIE and they were to cut the items from the newspaper working in two's. After seeing the way the students were performing and looking closely at the way they were grouped I felt the students were not really working in a collaborative group. I also felt that the newspaper would have a very small print and it would create a lot of distraction for this specific lesson. After discussing with my mentor teacher we agreed that the students would work on groups of four for this will benefit them in their social and collaborative skills. Instead of the newspaper since the print would not benefit the student to be able to analyze and evaluate the text appropriately I opted to print a series of sentences from various text. To reinforce the activity each group was provided with paper plates that were in the same form as the big PIE. After all the modifications I felt this benefited the students and they did much better with analyzing and evaluating the three forms of writing.

### **Analysis of Student Learning**

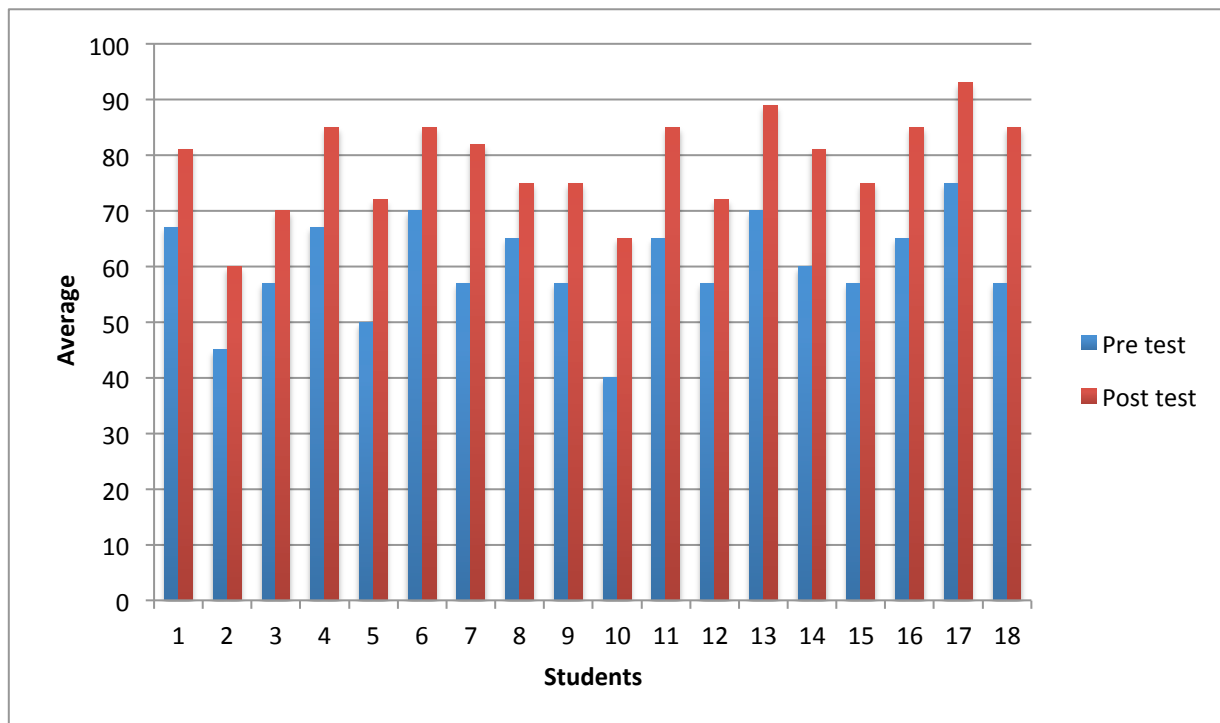
**TWS Standard 6:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

The pre assessment and post assessment results without a doubt show that my students increased their understanding of author's purpose. The graphs below show the whole class, subgroups and individual results on

the assessments. It was evident from the graphs that every student improved during the unit, which caused the scores to increase on the post assessment compared to the pre assessment. The results show me that the lessons were clear and accurate for their learning. As well as it works as evidence of the impact it created on student learning.

**Whole group:** The overall score on the pre assessment was a failing grade, and showed that the students were not up to par with the state mandated TEKS. The percentage of students that didn't pass the pre assessment was 83.33 leaving only 16.67 percent that did master this first assessment. After lessons took into effect and modifications were made to meet the learner's need the average of students who mastered the post assessment was 88 percent. This data shows that the lessons allowed the students to master the learning goals that were appropriately tied to the 2<sup>nd</sup> grade curriculum. I did have 11.12 percent out of the 18 students that didn't master the post Assessment (only two students). (Students have been assigned identified by numbers based on class roster)

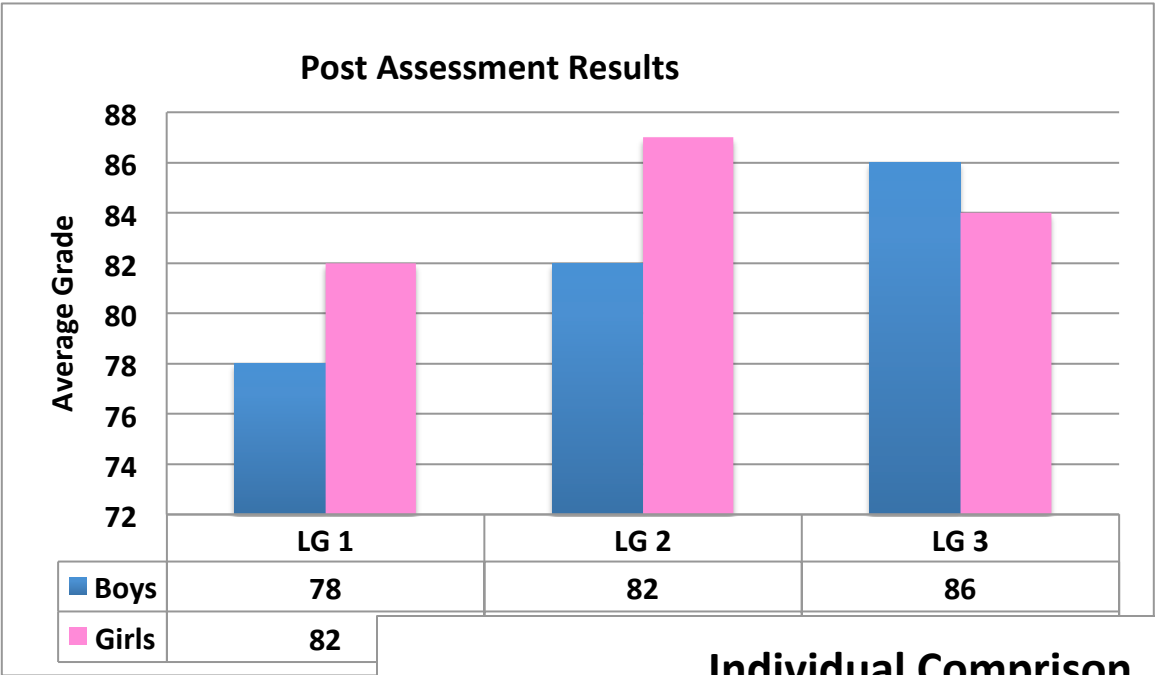
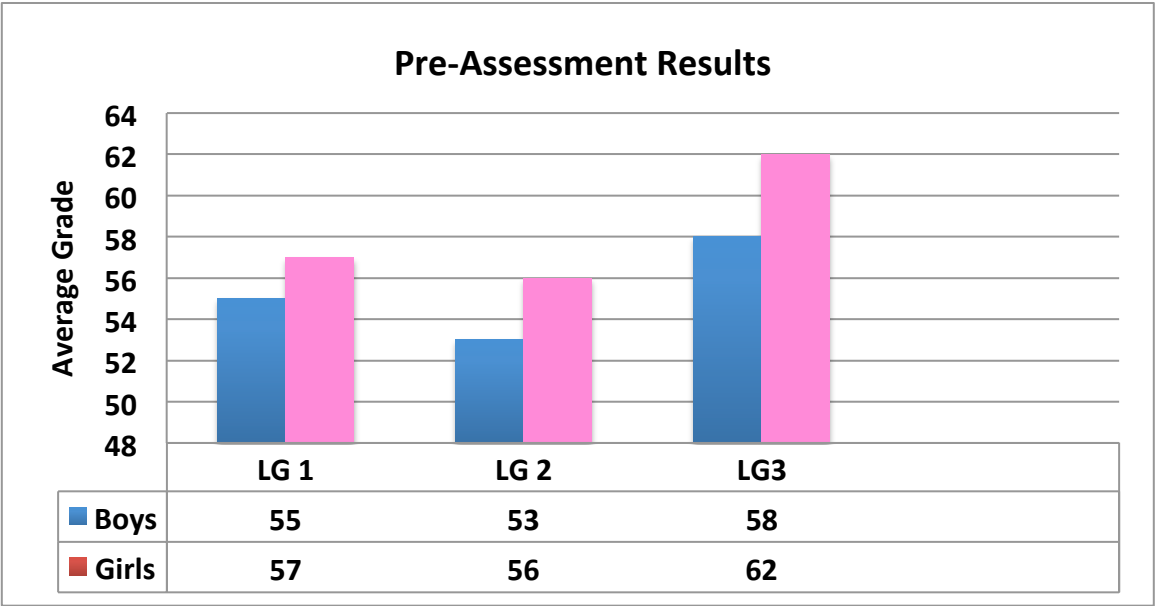
**The graph below shows the results in the Pre and Post Assessment for the entire class.**



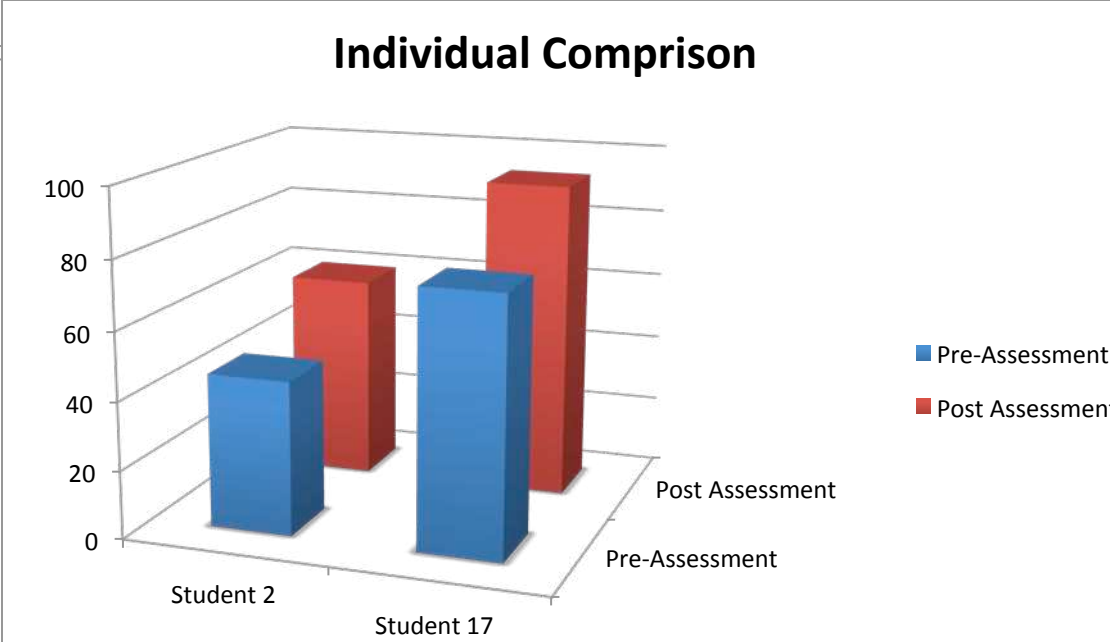
**Subgroups:**  
The comparison between subgroups will be between girls vs. boys. The reason that this subgroup was chosen was

to see whether genders affected the unit. After evaluating the Pre-Assessment and Post Assessment there was little difference. On the Pre- Assessment Results the girls scored between 2 - 5 percent higher depending on the Learning goal. (See Pre- Assessment Results) On the post- assessment the girls scored higher on two learning goals LG 1 (4 percent higher) and LG 2 (5 percent higher). On LG 3 the boys scored 2 percent higher than girls.

The graphs below demonstrate the Pre and Post assessment results for boys and girls per learning goal.



**Individual:** The two students that will be compared have been chosen based on their performance on the pre and post assessment. For



identification purposes the student with the lowest score will be student 2 and the highest grade will be student 17 (Students have been assigned numbers based on class roster.) The two students chosen are girls; they both increased their scores on the post assessment. The average on the post assessment for student 2 was a 60 this been the lowest grade in the class and for student 17 her average was a 93. There are several reasons why I believe student 2 did not master or achieve a passing grade on the post assessment. The student is constantly absent, at times seems lost throughout the lessons, this student has also been retained; a Response To Interventions (RTI) has been implanted by my mentor teacher to better assist this struggling reader. As a future educator I differentiated instruction to better assist struggling students. Several of the activities that both of these student participated in were in-group collaboration it is evident that student 2 is not transferring what she is learning to the post-assessment as for student 17 is applying strategies learned throughout the lesson to the post assessment.

### ***Reflection/Self-Evaluation***

***TWS Standard 7: The teacher reflects on his or her instruction and student learning in order to improve teaching practice.***

The learning goal that the students were most successful in was LG3 from the post assessment. In **learning goal 3** students are to analyze and evaluate the three forms of writing. I believe that one of the reasons why the students were most successful in this learning goal was because the activity behind this learning goal



incorporated was hands on. Students worked in a group and discussed where each phrase would go. At times when students work together they learn best from each other. This really helped the students because they were actively engaged throughout the entire activity. The other reason why I believe that the students were able to analyze the author's purpose was because a power point was presented to them. Technology really helps students through visuals. These children grew with technology present in their life so the need to incorporate technology into my lessons will now become a must throughout my teaching career.

The learning goal that the students were least successful in was LG1 based on the results of the post assessment and small passage. In **learning goal 1** the student will recognize the details in a story, which will enable them to identify the author's purpose. Throughout this learning goal students needed to read a passage. I believe that perhaps if my lesson had been developed a little better, students would have achieved better results. This activity we conducted together and lacked higher order thinking. We were doing it all together and I lacked to but a student selector in this activity so struggling students were just repeating the answer from other students. If this specific lesson was conducted again I would change it to better the students learning. I would use hands on activities and not just paper pencil just learn best when engaged.

### **Reflection on Possibilities for Professional Development:**

As I sit back and reflect on all the standards that we must accomplish throughout the TWS, my progress and growth as well as weakness. I believe that taking the time to learn and research the school and students that I was going to be working with provided me with the correct tools to implement my lessons effectively. Taking into consideration the students social- economic status, class demographics and the students' interest were a great help to better guide my lessons. The learning goals for the unit were appropriately tied to the Texas Essential Knowledge and Skills TEKS. The TEKS helped guide the instruction to make sure that the unit meets the standards for second grader English Language Arts. The assessment plan and chart that I created helped me guide myself as to how the students would be assessed throughout the unit. The pre-assessment was very helpful this told me where the students needed extra help and what they actually knew. To better use the pre-assessment in the future I would tell the students to mark the question that they were guessing with a star that way I can know if they actually knew the answer or not. All the students but two mastered the post

assessment after the unit this lets me know that I did well but could have worked a little closely with struggling students in a one to one basis. I feel that all the activities that I provided for the students were meaningful to their learning and tied to the learning goals as well as the TEKS. There were several modifications I had to make throughout the unit that benefited the students. These modifications also helped me understand what strategies worked better throughout the lessons when there was need for a slight modification these were made to better serve the struggling students. I think that at the beginning I was a little resistant with flexibility to adjust lessons but throughout the unit I learned that flexibility helps the students tremendously. I know that throughout my teaching experiences I will better handle these situations.

### **References:**

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<http://mrsgilchristsclass.blogspot.com/2011/07/authors-purpose-charts.html>

Mary P. (Monday, November 7, 2011) Author's Purpose -- Why reinvent the wheel?

Retrieved from <http://pitnerm.blogspot.com/2011/11/authors-purpose-why-reinvent-wheel-and.html>

Houghton Mifflin Harcourt 2011 Journeys Florida

Brownsville Independent School District Curriculum- Cscope

<http://mycscope.us/module/profile/Account/LogOn?ReturnUrl=%2f>

## Appendix A.

Name \_\_\_\_\_

**Determine the author's purpose for each of the following. Use inform, persuade or entertain.**

1. HAMSTERS FOR SALE: Humble Pet Store, in the mall: We have a large selection of hamsters for sale this week. They are interesting pets, and you will enjoy having one! They are only \$17.99 this week!! Come and buy yours today!

What is the author's purpose ? \_\_\_\_\_

2. Calligraphy is a form of handwriting . A special pen must be used. Letters are formed using up and down strokes. Most old documents were written in this form. Diplomas, certificates, and other awards are often written in calligraphy.

What is the author's purpose? \_\_\_\_\_

3. Katrina and her brother, Jesse were playing with the water hose outside one day. Jesse ran to the house to hide from Katrina so she wouldn't squirt him with the water. The back door opened, and Katrina pointed the water hose toward the door ready to squirt Jesse. To Katrina's surprise it was Mom who was now dripping wet!

*What is the author's purpose?* \_\_\_\_\_

Name \_\_\_\_\_

**Determine the author's purpose for each of the following. Use inform, persuade or entertain.**

1. *Skin Miracle's* amazing Wrinkle Remover Cream will make you look younger in thirty days or less. This remarkable cream has special ingredients to make your wrinkles disappear. The cost for a thirty day supply is \$25.99. You'll be amazed at what you see!

What is the author's purpose of this writing? \_\_\_\_\_

2. Tommy was not happy one little bit. His sister, Susan was making honor roll... again! His parents would let her do anything she wanted to do. Tommy was not making honor roll this time and he was not going to be allowed to do all the things he wanted to do. Poor Tommy! He decided he would just have to study harder and get back on the honor roll. He'd show them!

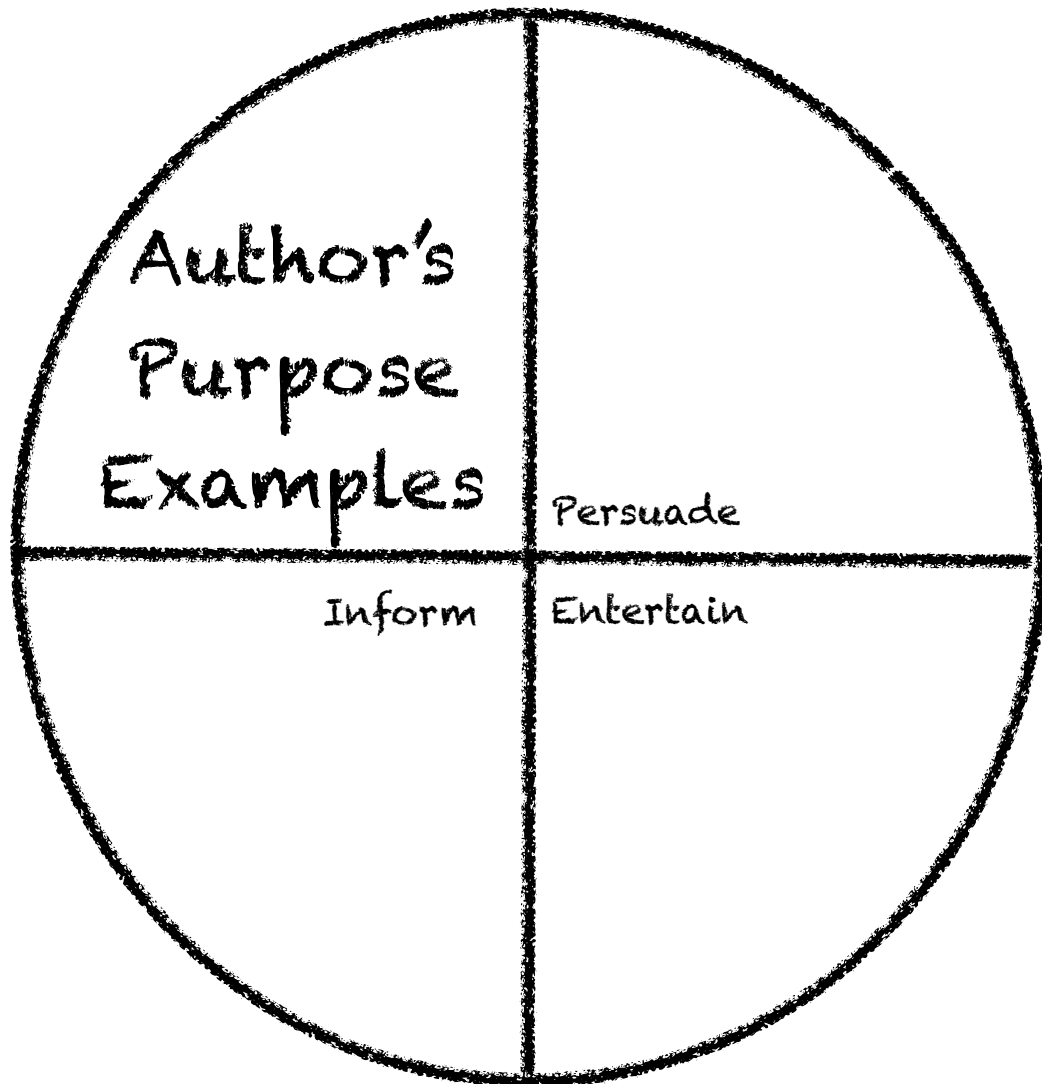
What is the author's purpose of this writing? \_\_\_\_\_

3. Laura Elizabeth Ingalls Wilder was born on February 7, 1867 in Pepin, Wisconsin to Charles and Caroline Ingalls. She met and married James Wilder in 1885. She published many books based on her travels to the West. Her writing became the basis for the "Little House" series. She died in 1957.

What is the author's purpose of this writing? \_\_\_\_\_

# AUTHOR'S PURPOSE

Cut out pictures from the book order forms to fit each type of author's purpose.



Pitner's Potpourri [pitnerm.blogspot.com](http://pitnerm.blogspot.com)  
Graphics from [ScrappinDoodles.com](http://ScrappinDoodles.com) Fonts from [KevinandAmanda.com](http://KevinandAmanda.com)

Power Point: 4 Slides

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Student ID: \_\_\_\_\_

## Teacher Work Sample Fall 2012

Unit Topic: \_\_\_\_\_ Literary Terms and Poetry \_\_\_\_\_

Grade and Subject: \_\_\_\_\_ 7<sup>th</sup> & 8<sup>th</sup> Reading Resource \_\_\_\_\_ Program Code: \_161\_

Student Code: \_\_\_\_\_ (to be filled in by Office of Field Experience)

Reader #1 ID \_\_\_\_\_ Reader #2 ID \_\_\_\_\_ Reader#3 ID \_\_\_\_\_ (if needed)

(to be filled by the scoring faculty/supervisor)

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## Contextual Factors

Located at 4750 Austin Road, just 15 minutes away from South Padre Island, Perkins Middle School has a total population of 830 students, 825 students of Hispanic heritage (99.4%) and 5 students of White race (0.6%). According to the Academic Excellence Indicator System (AEIS) Report it is estimated that all 830 students are disadvantaged economically. 480 of the students are “at-risk” and 150 have Limited English Proficiency (LEP). There are a total of 140 students enrolled in the Bilingual/ESL Education Program, 227 students in the Career and Technical Education Program, 44 students in the Gifted and Talented Education Program, and 114 students in the Special Education Program. Before arriving to Perkins Middle School, one passes the scenery of how Brownsville has been quickly growing into a successful metropolitan area. When driving thru International Blvd. one sees the vivid Hispanic culture Brownsville possesses. UTB is on one side that slowly has grown into one of the most beautiful universities the country has ever seen. It gives a sense of Hispanic culture in every step you take through the school. On the other side of UTB is The Plaza, the new bus station Brownsville finished constructing a few months ago. This too has a vivid Hispanic culture written all over it. There are varieties of American food franchises but an enormous variety of Mexican restaurants that gives a feeling of homemade food. Some restaurants have actually come from Matamoros, Tamaulipas, the city just a bridge away from Brownsville because of the sad situation that has been happening for years now. Being a person who lived in Matamoros thru her childhood, one misses the homemade Mexican cooking that one would eat on a daily basis. These delicious restaurants have made me feel right at home when eating there. Besides all the delicious restaurants, one passes different stores that people have put on their own. As one keeps driving International Blvd becomes South Padre Island Highway. Less stores and restaurants are shown and more small factories and trailers are visible on the road. But just before coming to the streetlight on Central Avenue, one sees a small daycare called “Kids Corner” and one turns right into Austin Road. Your first stop sign takes you right into your destination, Perkins Middle School, home of the Mighty Stallions.

While Regular Ed classrooms are filled up with about 25-30 students, Special Education classrooms are much smaller than that. There are no more than 10 students in every classroom and the teacher has the ability to help and be attentive to each student individually. Classrooms are filled with posters and helpful information for students and have the classroom rules visible for students to see from every angle. Technology is available for students in every classroom and students are able to use the computers for different kinds of things, like assignments, help, or just to play educational games when students have finished their assignments and still have time before the bell rings for the next class. Students at Perkins Middle School are extremely bright students who have the ability to learn and demonstrate how much they want to learn when coming to school. Students are very respectful to teachers and staff, and there are hardly any problems in school. Students at Perkins have great potential and are always encouraged to learn. As all students, sometimes they get distracted in class but when the teacher calls their attention; they quickly start paying attention and do class work successfully. Desks are arranged so that students can always look at the teacher and pay attention. Everything is arranged so that it is easily visible to them in class.

Resource classrooms in Special Education are sometimes mixed grades. Sometimes it is 7<sup>th</sup> and 8<sup>th</sup> graders, or sometimes the grades are separate accordingly. Resource classrooms are to help students and give support to students who are not ready to be in a regular education class. All the students are great students but sometimes have a low self-esteem because they know they are in a “different” classroom. Sometimes they feel that they are not “regular” because they are not in Regular Education classes with their other classmates. It is known that it is difficult for the students who are there but it is always important to let them know that they are unique and that they are not different, but in fact are special and always motivate them to never give up. Some students have been diagnosed with ADHD and some others with Mild Intellectual Disabilities. Every student is different in the classroom, every student is unique, and the Special Education teacher has the duty to always make them feel unique. As the weeks have gone by, it has been advised to help students learn successfully the important parts of poetry in Reading. The unit that will be discussed with the students will be the different parts and characteristics of poetry. It has been determined that most students do not do work outside of the class work because of different reasons so therefore much



of the work must be completed during the 45 minutes of class time. Because it is a Resource Reading classroom, instructions are read out loud and students do take turns reading but much of the reading is done by the teacher and there is a lot of support given to the students. There are many assignments that are done as a class group but some of the work is done independently with some extra support of the teacher. Tests and answer choices are read to the students out loud mostly on Fridays because that is when Oral Testing is administered but in Resource classes oral administration is done every day.

The unit I plan to cover as discussed previously is on Poetry. Many students might not have access to technology outside of the classroom so all work will be done either in the classroom or have several library days if research or books are needed. I want to try to have students read most of the assignment by taking turns and like this help them be more independent to the extent that one day they will be able to get out of the Resource classroom. I want to give as much time as possible to help students do their work independently and only ask for help when absolutely necessary. My goal is for students to do as much work as possible without teacher assistance. Since students do not have easy access to technology outside of school and they are not used to doing class work outside of class, I will try to emphasize homework and give work that does not require technology and that they can do without any use of the book, just class notes. As a teacher it is my responsibility to help the students achieve the goals that are assigned for them and that they succeed in previous learning goals and not only the ones created for this unit.

## Learning Goals

The learning goals that will be pursued for my 7<sup>th</sup> and 8<sup>th</sup> grade Reading Resource classroom will be:

1. Learning Goal #1: Students will be able to comprehend and identify the different characteristics of poetry (simile, metaphor, personification, stanza, lines, etc.) in different poems as well as outside of poems (verbally or in written tests).
2. Learning Goal #2: Students will be able to create their own poems using the different characteristics of poetry.
3. Learning Goal #3: Students will be able to read and comprehend independently instructions, assignments, questions and answers without the help of a teacher unless absolutely necessary (upon request).

The learning goals that were determined for this classroom are according to the TEXES standards as well as aligned with CSCOPE. The poetry unit is something that is for several weeks in CSCOPE because it will be on the benchmarks that are in November and in the STAAR testing in the next semester (Spring 2013). 7<sup>th</sup> and 8<sup>th</sup> graders need to successfully identify the different characteristics and different terms that are in poetry. By identifying and comprehending the different characteristics of poetry, students will then easily be able to create their own poem of choice (haiku, acrostic, diamante poem, etc.) successfully with little or no help from a teacher because they will have successfully understood the different characteristics a poem has. Students are in Reading Resource because they of course need extra help in reading. My goal for this class is to help them to be able to read with little or no help of the teacher the different instructions, assignments, questions, etc. and that they understand them. It is important that students get familiarized with the type of questions that will be given to them in the benchmarks and in the STAAR tests next year. Students always say that it is still a long way till the STAAR testing but I always tell them that time flies by quickly and that they have to be prepared so that they are successful because during the test, teachers will be able to read the questions to them but they won't be able to explain it to them. So as a teacher I want them to go get familiarized with the different types of questions STAAR testing will have and how they can get the important information of the question in order for them to understand.

These learning goals will help students to successfully learn the unit on Poetry and to help them be more independent from the teacher so that they can understand on their own and how to get the important information from different assignments, instructions, questions, etc. By helping students be more independent, we are gradually moving them from a Resource classroom to a Regular Education classroom which in reality is the ultimate goal.

## **Assessment Plan**

**Learning Goal #1:** Students will be able to comprehend and identify the different literary devices used (simile, metaphor, personification, stanza, lines, etc.) in different types of poetry as well as outside of poems (verbally or in written tests).

### **Pre-Assessment**

The pre-assessment for the students consists of a diagnostic test to know how much information students know about some literary terms. The worksheet includes different literary terms of poetry to know what literary terms students are having difficulty understanding in poetry. The questions in the diagnostic test are specifically designed in grade level for the 7<sup>th</sup> and 8<sup>th</sup> grade students. This test will let us know how much we will have to do for the students to comprehend the unit successfully.

### **Formative Assessment**

The formative assessment for the students will consist of labeling different characteristics of a poem. Students are to identify the stanzas, lines, as well as labeling the rhyme (ABAB, ABBA, AABB, etc) in the poem that will be provided for them. Students are to successfully label each part of the short poem. Students must also participate in class discussion as well as finishing the different worksheets assigned to the students to successfully identify and comprehend the literary terms in poetry. Students are to participate in answering questions verbally as well as written.

### **Post Assessment**

In order to know if students have successfully learned the unit on poetry, students will have a post assessment consisting of different literary terms where they are to identify the different literary terms in a worksheet consisting of matching the words to the definition. Students are to successfully recall what has been learned in the past 2 weeks that consist of poetry. Students are to identify and name the different literary terms successfully in this assessment.

**Learning Goal #2:** Students will be able to create their own poems using different characteristics of poetry.

### **Pre-Assessment**

In the pre-assessment for learning goal two students will be given a worksheet consisting of the three different poems that will be taught in these 2 weeks, haiku, diamante, and acrostic poetry. Students are to label the poems as best they can in order for me to know how much they know about poetry and the different kinds of poetry that we have.

### **Formative Assessment**

The formative assessment consists of different poetry lectures for students to understand and be able to identify independently the different literary terms of poetry so that they can successfully create a poem on their own. Lectures will also consist of different types of poetry which include diamante poem, haiku, and acrostic. Students will participate in class discussions about the types of poetry and write their own class notes to be able to use when creating poetry. In order for students to be interested in poetry, I will create different activities for students to be able to do their own types of poetry and to use as examples when they will have to create in the post assessment. A formative assessment will be given similar to the Pre-Assessment, a worksheet consisting of the three different types of poetry and identifying them. This will

help students to keep in mind the different kinds in order to be prepared when they are given the Post-Assessment.

### **Post Assessment**

The post assessment consists of students creating a poem of their choice from the ones that have been discussed in the different lectures of students. Students are to create successfully a poem without teacher assistance but with the accommodation to use their class notes and poetry examples they created in the 2 weeks of the poetry unit. The post assessment will let us know if students have successfully understood the unit on poetry and they can successfully create a poem on their own.

**Learning Goal #3:** Students will be able to read and comprehend independently instructions, assignments, questions, and answers without the help of a teacher unless absolutely necessary.

### **Pre-Assessment**

Learning goal three will be tied with learning goal two and learning goal one. As the students are doing the pre-assessments of the two previous learning goals, students are to circle the key words in the instructions as well as key words that will help them identify the answer in each of the questions. This will help me see if students actually pay attention to the instructions and if they know how to identify key words in the instructions and questions of the worksheets.

### **Formative Assessment**

Students will participate in read-alouds as a class with small passages and reading instructions and questions in the assignments that will be given to them. Students are to explain out loud on their own small passages assigned and identify key points of the passage. Students are also to highlight the important information in two passages that will be assigned to them. Students will be able to identify and list key points that they grabbed from the reading. This will help me monitor the progress of how well students follow instructions and identify key points.

### **Post Assessment**

In order to know if students have successfully learned how to find the key points in instructions, assignments and questions, students will have a post assessment consisting of a small very simple worksheet to see if they follow and read the instructions before starting the assignment. If students have successfully grasped the key strategies for following instructions, this will be a simple and easy A worksheet. Students need to highlight the instructions and answer the question correctly in order to get a passing grade. This will help me see how well students have successfully grasped the strategies in first reading the instructions, questions, etc.

## Design for Instruction

The unit will follow the general timeline below. For more detail, I have attached a lesson plan to this

TWS.

### Results of Pre-Assessment

When assessing the pre-assessment for the students, it was very obvious that students were having difficulty. Students had difficulty identifying the characteristics of poetry as well as identifying poetry itself. This was when it was very obvious that my learning goals were going to be challenging but attainable. The target performance for the Reading Resource class is set to be 80 percent accuracy.

The 10 question assessment consisted of 7 questions of matching words to their definition addressing Learning Goal 1 (LG1) and the last three questions assessing Learning Goal 2 (LG2). Students were to identify the different literary devices used in and outside of poetry to see how much they actually knew. The last questions were to identify each poem whether it was Haiku, Acrostic, or Diamante poem. I noticed that students had difficulty with these two and this was actually like a review test because they have already seen this last year.

As previously stated, LG1 is about achieving to comprehend and identify the different literary devices used in literature with poetry as well as without poetry. LG2 is to help students to be able to successfully create a poem of their choice by using the different characteristics of poetry. Poetry templates include haiku, diamante poem, and acrostic poem that will be discussed during the first 6 weeks of school. Lastly, Learning Goal 3 (LG3) will have students read and comprehend independently instructions, assignments, questions, and answers without the help of a teacher unless absolutely necessary. This learning goal is important for students because, even though teachers read out loud the instructions and questions during the STAAR testing, teachers do not explain or help the students. It is important for students to be able to identify words that will help them understand what the questions, instructions, etc. during class work as well as during testing time. Every question, assignment, etc. have different key points that help you understand what the assignment is saying.

### Unit Overview

Class Meetings:	Description of Assessment:	Learning Goals Assessed:
Week before unit	Pre-assessment of three learning goals	All
Day 2	Introduced Literary Terms	Learning Goal #1
Day 3	Literary Terms (continued)	Learning Goal #1
Day 4	Following directions and understanding	Learning Goal #3
Day 5	Key strategies for understanding questions, instructions, etc.	Learning Goal #3
Day 6	Types of Poetry and following instructions	Learning Goal #2 and #3
Day 7	Types of Poetry (continued) and key strategies for questions	Learning Goal #2 and #3
Day 8	Literary Terms Review	Learning Goal #1
Day 9	Types of Poetry Review	Learning Goal #2
Day 10	Post-assessment of three learning goals	All

### Activities

The lessons, activities, assignments and formative assessments have been designed with the help of the mentor teacher in order for the Learning Goals to be assessed during the first six weeks of school and for these Learning Goals to be successful towards students. Activities include identifying different poems, identifying the different characteristics of a poem, highlighting key information in passages, and following instructions in all of the assigned worksheets. This is a big challenge during Special Education because Resource classes are never at the same pace as Regular Education classes. But it is always one of the many goals here so that students can become independent so that they can later be successful in Regular Ed classes. The assignments as well as the graphic organizers for students have been designed and modified for the students.

# Sample Lesson Plan: Types of Non-Fiction

## **Materials:**

PowerPoint Presentation, Worksheets, Dictionary, Thesaurus

## **Specific Learning Objectives (TLW):**

### **7<sup>th</sup> Grade:**

- ❖ (7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.
- ❖ (17) 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:
  - (C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and
- ❖ (20) 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) use conventions of capitalization; and
  - (B) recognize and use punctuation marks including:
    - commas after introductory words, phrases, and clauses; and
    - semicolons, colons, and hyphens.
- ❖ (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- ❖ (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

### **8<sup>th</sup> Grade:**

- ❖ (7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.
- ❖ (10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
  - (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;
  - (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;
- ❖ (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
- ❖ (20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.

- ❖ (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

## **Vocabulary Words**

- Nonfiction
- Biographical Text
- Biography
- Autobiography
- Memoir
- Factual Text

## **Introduction of the Lesson**

### **Focusing Activity/Motivator:**

“We have been talking about non-fiction, does anybody recall what is the definition of non-fiction?” Teacher will begin lesson by asking students about non-fiction and will briefly introduce the terms ‘Biographical Text’ and ‘Factual Text’ and examples of each term in order for students to know what the lesson will cover today.

### **Connection to Prior Learning/Experiences:**

The teacher will explain the previously covered terms, non-fiction, biography, autobiography, and memoir, and how these terms tie to the new terms that will be taught in the lesson this day. Teacher will explain how nonfiction books tie with, biography, autobiography, memoir, and with the new term, Factual Text.

### **Relevancy (Why is this important for the students?):**

Show children the importance of books and the different types of nonfiction. Nonfiction books can help students enormously when doing research papers and it is good for them to start making it something usual for them to have as a resource.

### **Teaching (Modeling, Explanation, Examples, Etc.):**

Teacher will introduce the lesson, vocabulary words that have already been taught, as well as new vocabulary words for the lesson. The teacher will then explain the purpose of non-fiction and the different types of non-fiction and its definitions as well as examples. Students will write their class notes on the graphic organizers that will be handed to them. Teacher will model and give examples of the different types of non-fiction for students to write on their paper for them to use when doing the independent practice.

### **Check for Knowledge (Are your students with you?)**

The teacher will ask the following guiding questions through the lesson to see if students are grasping the lesson:

- What did we say Non-fiction is?
- So what do you think fiction is?
- What is the difference between Biography and Autobiography?
- What is factual text?

### **Guided Practice or Hands-on Activity:**

Teacher will fill out graphic organizer at the same time student is filling it out in order for students to see how they need to fill it out. Teacher will guide students when coming up with examples, synonyms, etc. so that students do not have difficulty coming up with examples. Students will be provided with “word banks” for the class notes so that they can have easy access to words during class discussion.

### **Check for Understanding (observable assessment, question, signal responses, etc.):**

This will happen during the class discussion and guided practice when students are filling out the class



notes with the graphic organizer that will be handed to them. Students are to participate in discussions as well as raising their hands to say answers of the different “Fill-in-the-blanks” throughout the notes.

**Independent Practice:**

Teacher will have students complete two different worksheets with their passages. Teacher will read the passage aloud and have some explanation throughout the passage. Students are to define which passage is Biographical and which passage is Factual. Students are to come up with evidence from the passage and give explanation of why they believe the label they put on the passage.

**\*Since students are in a Resource Reading class, teacher gives extra help to them. Teacher reads the passages and questions and does monitor progress by asking questions and giving hints during the questions. Some of the students have difficulty spelling and coming up with sentences so teacher helps students on how to word the sentence from the answers they are giving the teacher.**

**Evaluation:**

Teacher and students will go through both passages to see what students have come up with when labeling the passages (Biographical or Factual). During the evaluation students must answer and give explanation of why they believe it is either biographical or factual.

**Closure:**

Students will work with teacher on one worksheet by labeling different books either Factual or Biographical to see if students have grasped the information correctly.

## **Accommodations/Modifications**

The fact of the matter is that, in Special Education, accommodations and modifications are done on a regular basis with every student. Not every student needs the same accommodations or modifications as another student, but sometimes they are similar. The most important and most used accommodations/modifications have been listed below:

### **Environmental Strategies**

- ❖ Preferential seating  
Classroom size (Reading Resource class consists of 8 students)
- ❖ Think-pair-share
- ❖ Arrangements of room and desks

### **Organizational Strategies**

- ❖ Limit time for activities
- ❖ Exaggerated Goals
- ❖ Additional time to complete tasks
- ❖ Timer to complete tasks

### **Curriculum Strategies**

- ❖ Modified materials
- ❖ Allow copying from books/papers/smart-board
- ❖ Reduced assignments
- ❖ Word Banks
- ❖ Alternative assignments
- ❖ Oral Administration

### **Presentation Strategies**

- ❖ Vary content (straight to the point)
- ❖ Mode or type of presentation
  - Visual
  - Auditory
  - Manipulative
- ❖ Provide immediate correction
- ❖ Ask student to repeat directions
- ❖ Pauses when giving directions to allow time for processing
- ❖ Model and reinforce correct grammatical and articulation usage
- ❖ Pre-teach vocabulary

### **Motivational Strategies**

- ❖ Constant positive feedback
- ❖ Reinforce correct responses immediately
- ❖ Provide student opportunities to work with peers, aides and/or teachers
- ❖ Written encouragements
- ❖ Concrete reinforcements

### **Behavioral Strategies**

- ❖ Point Sheet
- ❖ Redirection

- ❖ Warnings
- ❖ Provide/withhold rewards or privileges
- ❖ Parent contact
- ❖ Contracting with student/parent

## **Instructional Decision Making**

As explained before, Resource classrooms are developed for students who need extra help in particular subjects like Reading, English, and Math. While I was able to observe and teach in all three areas, I specifically focused on the Reading Resource classes. Expectations for these students are at an appropriate level that they will be able to achieve. Not too high that it is unreachable and not too low that will affect their self-esteem. But the primary expectation of all is to achieve independence and be able to “survive” in Regular Education classrooms with all the other General Education students. In order for students to be successful in the classroom, accommodations and modifications must be made for them.

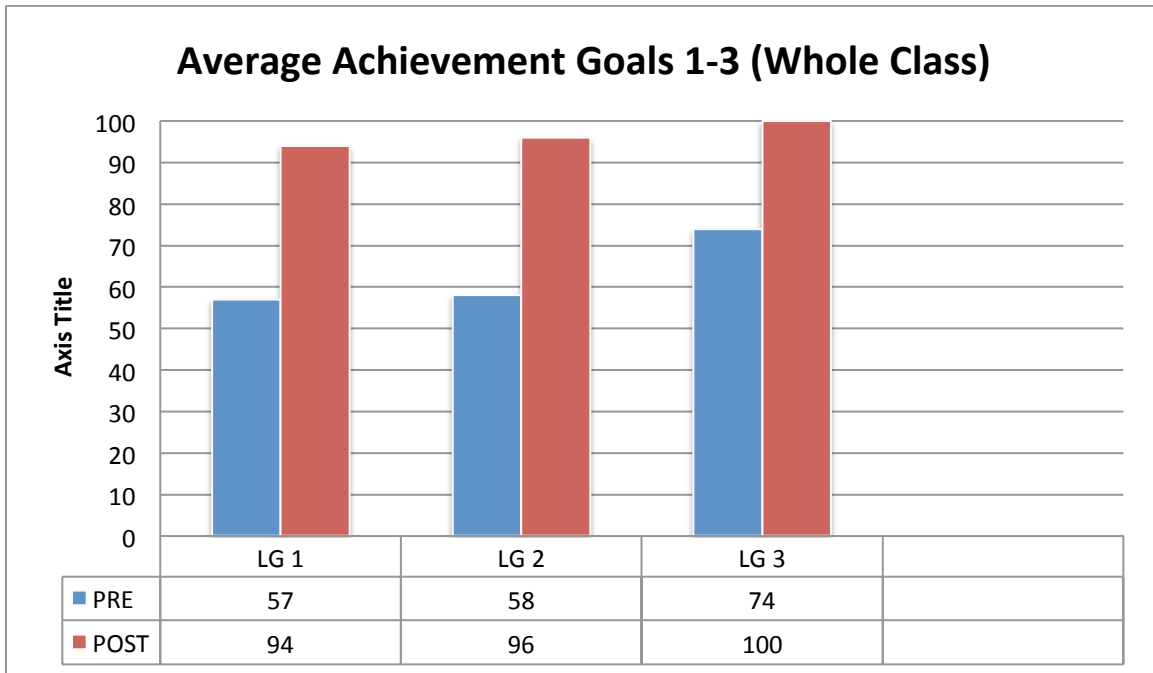
While this year, administration decided for all core teachers of the different subjects to meet together to plan together the lesson plans for each appropriate grade level, modifications needed to be made to these lesson plans for my Resource classroom where I would be collecting information for my Teacher Work Sample. Students would be provided with different modifications in the list mentioned before (in Design for Instruction). One of the major things that had to be part of the student during instruction would be a positive attitude. Students in resource classrooms suffer from mid to low self-esteem because they know they are “different.” It would always come to my attention that students would want for me to close the door so that when students from their same grade level would pass by, they would not see them and then make comments to them about being in that particular classroom. Although this would happen very often, students were always encouraged to have a good attitude towards learning and they were always reminded that if they become successful in this classroom they would be able to go into General Education with their other classmates. This would always motivate them to improve and achieve their goals.

Many of the accommodations and modifications that were already practiced by my mentor teacher are the ones I decided to continue practicing with the students in the Resource classroom. This was decided with my mentor teacher because I did not want move the students too far from their normal comfort zone. Most of the accommodations and modifications that are implemented to the students do not affect or take them too far apart from the general education classes. The only accommodation that is provided to them that is completely different with general education is Oral Administration. This consists of students working with their inclusion teacher as well as with their resource teacher either in the same classroom or to another classroom and the teacher reads the questions out loud to the students, omits one or two choices, and students are able to use notes and book. Although a couple of problems arises from this accommodation, students benefit from Oral Administration greatly. Students tend to take advantage of this accommodation and either do not bother to even study or learn the material and general education teachers do not agree with Oral Administration and its purpose. But even with these problems, students benefit greatly from the different accommodations and modifications implemented for them.

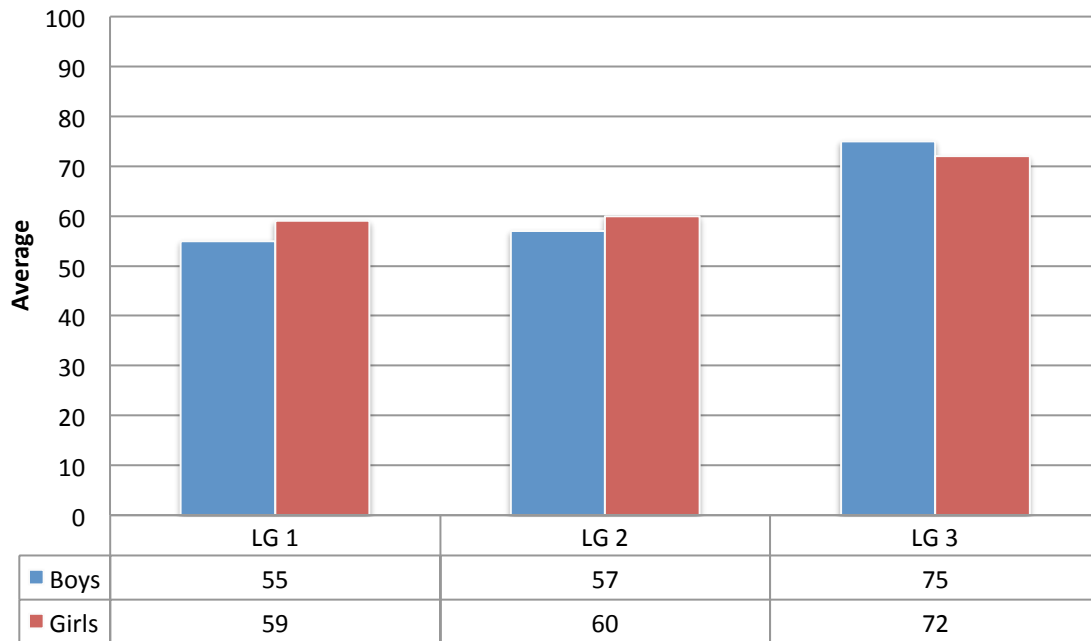
Allowing students more time and the opportunity to use notes and textbook, their grades increased in large amounts. Although some low grades sometimes occurred, these were quickly improved by the students. Students benefit greatly from the accommodations and modifications that are implemented in the classroom and the grades are solid proof of it. Students’ self-esteem increases and a positive attitude is almost shown on a daily basis.

## Analysis of Student Learning

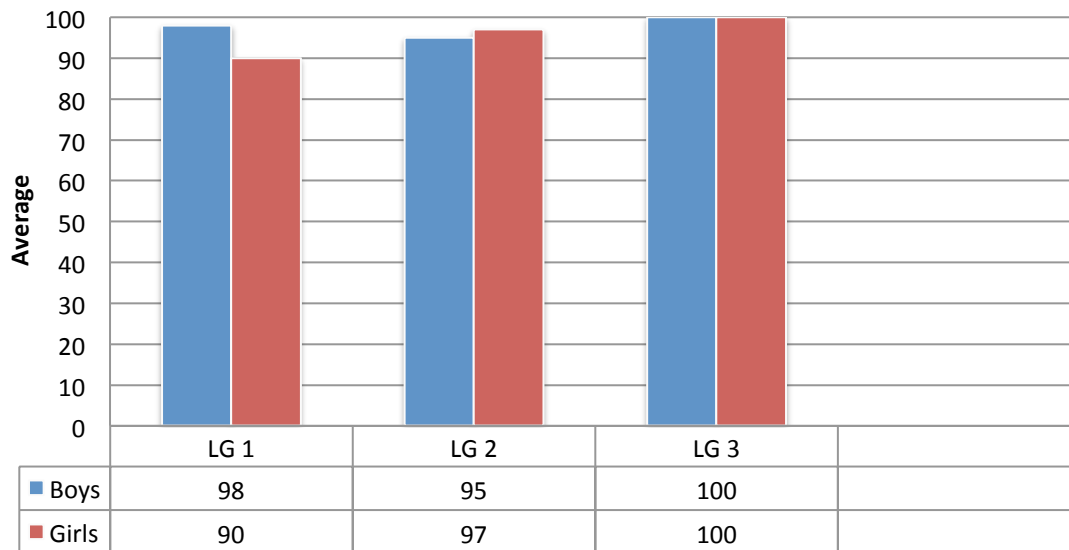
Student	Learning Goal 1		Learning Goal 2		Learning Goal 3	
	Pre %	Post %	Pre %	Post %	Pre %	Post %
1	56	98	55	97	70	100
2	67	100	60	98	80	100
3	45	95	45	86	60	100
4	50	100	67	98	90	100
5	67	80	70	100	87	100
6	65	97	56	98	75	100
7	55	96	54	94	60	100
8	49	87	58	96	67	100
<b>AVERAGE(%)</b>	57	94	58	96	74	100



## Pre-Assessment Comparison: Boys VS. Girls



## Post Assessment Comparison: Boys VS. Girls



### Summarization of Whole Class:

By looking at the graph with the student's pre- and post- assessment scores, it is very clear to see that the students overall achievement was above expectations. Students did very well with the three learning goals in the short amount of time. I am glad to see that my three learning goals were above ninety percent and students actually grasped the information that was being taught. Two of the learning goals were above ninety percent and one of the learning goals was successfully reached to one hundred percent. The learning goal in which students did the most improvement was LG3, students are able to identify key points and understand directions without the help of a teacher. On the learning goal pre-assessment of LG3 the average was 74 percent and by the post-assessment the average was 100 percent.

The students also improved their scores on both post-assessments of LG1 and LG2. Students started with a percentage of 57 in LG1 and 58 percent in LG2 and in the post-assessment students increased to 94 in LG1 and to 96 percent in LG2. Students did tremendously well these past weeks and improved in their grades greatly. Students were very attentive and really enjoyed seeing the improvement they had in the post-assessment.

With this analysis I am able to conclude that students learned more about this unit than what they already knew about poetry and literary terms. Students were always in a positive attitude and in a very good mood to start the class every day. The predicted achievement percent of the learning goals were clearly met and the scores clearly increased for each of the learning goals. The increase of the overall scores and the increase in the percentage of the class helps me measure how much the students knew exactly during the pre-assessment and how much they learned throughout the weeks after the post-assessment.

### **Summarization of Subgroups (Boys and Girls):**

Overall boys and girls increased in a very positive way after the post-assessment of the three learning goals. The best increase of all three learning goals was learning goal three. The post assessment was a fun and simple activity that clearly showed me if they had actually learned to read and follow instructions. Overall I think the boys and the girls did on average the same. When looking at the graph, one can see that not only the boys did higher than the girls and vice versa. Boys did better in learning goal one and girls did better in learning goal two. Both boys and girls achieved the maximum achievement in learning goal three. These past weeks did demonstrate me why boys did better in learning goal one and why girls did better in learning goal two.

When discussing learning goal one and doing the assessments, boys quickly grasped the information and progressed in a faster pace than the girls. When assessing and discussing about learning goal two, girls were at a faster pace than the boys. The girls were more interested in learning the different characteristics of the poetry and how to create their own poems for their loved ones or just for themselves. It was harder to keep the boys' attention during these lessons.

Although boys and girls scores were different in all three learning goals, they all did extremely well and went above expectations. I was proud to see how they evolved through the days and how much they understood the lessons about poetry. I knew they would be ready for the benchmarks come November. It was a great accomplishment for them and for me.

### **Summarization of Individual Students (Comparing two students):**

When looking at individual work of each student it was very obvious the level of difficulty each individual was having in the different areas of poetry that my mentor teacher and I decided that I would be assessing in these two weeks. Students were progressing well and it was obvious how they understood the content of poetry. When deciding to compare two individual students for this project, it was easy for me to decide to compare between a boy and a girl. I believe it was a good idea because there are things in each different life that happen every day. Boys respond to obstacles differently than how girls do. Girls' show more emotion and boys are more likely to not show emotion at all. Everyone has bad days once in a while and it became obvious to me when this was the case with my students. It was necessary to slow down the pace of the class because of how the students were doing some days. It was clear that I had to do something different once in a while or sometimes leave the work aside and try to help my students with the problems they were having in school related to class work. Comparisons between a male student and a female student are explained below.

My male student (Student A) had minor Intellectual Disabilities, Behavior Issues, and Emotional Disturbance. These three obstacles were faced on a daily basis when assessing Poetry to the students. Although Student A did successfully grasp all three learning goals it was a challenge. Student A was a

troublemaker since the first day of school. He is also the “leader” of a small group of boy students I had so if he misbehaved the others would too. The first week of school he was sent to ISS (In School Suspension) because of behavior problems. It was difficult to get to know the student well before actually assessing and deciding how to assess the student because of his absence in class. Student A interested me since the first time I met him and I knew he was one student I wanted to focus on in my TWS. We had our obstacles during the different assessments and I did have to stop the learning sometimes for him because of his frustration reaching a point where he did not want to do anything in class. Student A had to constantly “take a break” and “walk it off” because he would get angry in class sometimes. The day Student A and I learned how to work together was a day we got to “take a break” together and walk for 5 minutes around the school and talk about the problems he was having. He was willing to open up to me and tell me what was bothering him so much. After that day it was easy to accommodate the lessons for him and we reached a positive professional student-teacher relationship in order for him to be successful in his learning. The learning environment was very positive since that day. Student A would begin to support me in class and answer questions and participate in class discussion, and because of this, the other students would too. Student A had difficulty in the pre-assessments of the three learning goals. But once we reached the post assessment for the three learning goals, it was obvious that Student A had met and went beyond expectations it getting the grades he got for the three assessments. Student A was very successful in the three learning goals and went above expectations any teacher could think of. My mentor teacher was impressed on how I got the students to confide in me and respect me as their teacher.

My female student, Student B, was diagnosed with Minor Intellectual Disabilities. Student B was easier than Student A and we were able to have a great student-teacher relationship. Student B was a great student with great potential. Although she was in the Resource classes, her folder teacher was working on taking her out of Resource class and putting her in Inclusion so that she could be successfully out of Resource before going to High School in a couple of years. Every day it was reiterated that their goal was to take them out of there in order for them to be out when reaching High School. We would even explain to them why it was important for them to be in Regular Education classes once they reached High School because it would benefit them greatly when going into college. Student B did good but not as good as she should have when doing the pre-assessment to the class. She was one of the students who had the highest grade in each of the different assessments (even though learning goals one and two were failing grades). I knew that she would be one where I would see constant progress when discussing during class as well as during class assignments. Student B would work well with others and was always attentive and participating in class discussion. Student B did really well with the post-assessments and had the highest grades of all the 8 students in the Reading Resource classroom. It was obvious that she had grasped the information of poetry and that she was capable of being part of an Inclusion class. On the last week that I was at Perkins Middle School, her folder teacher was gathering information and work examples of the student in order to take to the meeting to be able to change her from Resource to Inclusion classes. This was a great accomplishment for her and I felt I was part of it because I got to see her progress while assessing Poetry.



## **Evaluation and Reflection**

### **Reflection on Instruction and Student Learning:**

In order to have a successful classroom, instruction and student learning must tie together. I learned that students would always do better when activities would be done in the classroom. Students had difficulty completing homework assignments so in order for students to achieve the goals that were set for them, students would have to complete assignments in the classroom. Thus, lesson plans needed to be straight to the point and a timer needed to be used so that students could finish the daily assignments on time. Instructional strategies as well as activities were planned for student success.

The instructional strategy which worked best with students was using graphic organizers for note taking and using the Smart Board so that students could see what and where the notes needed to be. Graphic organizers were designed to point out key ideas from the different literary devices used in different poetry that students needed to remember and learn. Graphic organizers have always been successful with this group and when talking with my mentor teacher it was decided that I should keep on implementing graphic organizers for them. While class discussion was taking place, notes were being taken down. Students were doing really well with the note-taking that when assignments needed to be done, almost no help was asked to the teacher from the students. Students would use their notes and textbook in order to find the answers or answer questions they had about certain parts of the activities. This helped me and my students to reach LG1, students will be able to comprehend and identify the different literary devices used (simile, metaphor, personification, stanza, lines, etc.) in different types of poetry as well as outside of poems (verbally or in written tests).

### **Reflection on barriers to successful learning:**

Every problem has barriers and in Special Education problems are present on a daily basis. Although students were successful with the different learning goals, there were barriers that made me think this would not be the case. A great barrier that arose in the classroom was the lack of motivation and positive attitude within the students. Classroom management was another large barrier at the beginning and thought it would be a consistent problem with the students at the beginning. Since the first day of class I wanted to do my best for these students to be successful at the end of my seven weeks in the school. Students since the beginning knew I was a "Student Teacher" (now known as Teacher Candidate) so students believed they had a huge advantage over me because I was not a real teacher. This was not the case and it was established since the first day of school. I wanted students to know that they needed to respect me as a teacher because I had the same "privileges" as teachers. I could call their parents, send them to the office, give referrals, detention, ISS (In School Suspension), etc. This took some time but it was finally achieved successfully and the students and I benefitted greatly from it.

Another barrier that happened in the class was the lack of motivation and positive attitude in the classroom. Students at Perkins are economically disadvantage and problems outside of school are constantly happening. These problems start affecting the students in school the same it affects them outside of school. Students need lots of positive feedback and support from the teacher for them to be successful in their activities. This took a lot of work but it was an achievable extra goal for the students. It was crucial for the teacher to make the student feel special each day. Each day motivation was a key part of the classroom routine. A positive attitude needed to always be shown in the class and positive feedback was given daily. A point sheet was established with the students so that at the end of the week students would receive positive reinforcements depending on the points accumulated. This was sometimes hard for students to achieve but when they saw other classmates it was a motivation to them to try harder the next week. Students really worked for this and I think it was a great way to get over a barrier in school.

### **Reflection on implications for future teaching:**

Although students did succeed in the end, I hope that in the future I can improve my strategies and teaching skills that will allow students to fully succeed in different areas of school. Although I did many observations during my college years nothing compares to what one does in their Student Teaching. It is a huge sacrifice for one to leave their job and be eight or more hours a day at a school with children without getting paid. But in the end, it is completely worth it. How my students saw me every day, how they reacted when they learned something and wanted to do more, the way they struggled but succeeded in the end was the biggest benefit of them all.

Classroom management and student behavior and attitude are key things that need to be in a classroom daily. Although this took time but at the end it was achieved, I hope to improve these key areas so that my classroom is very successful. I want for the whole time that students are in my classroom it is to their benefit and that it will be a daily learning environment. Modifications and accommodations are also a key element in Special Education and I want my students to get the best modifications as well as accommodations for them to succeed in their classes; I hope to improve my knowledge for modifications and accommodations to give my students the best ones that will help them be successful in school.

### **Reflection on alignment among goals, instruction, and assessments:**

I believe I did a really well job aligning my assessments and instruction with my learning goals. The overall achievement for my students and the learning goals set for them was set to an appropriate level. I was very satisfied with the scores the students did in their post assessments and their chapter tests during the unit that was being taught to them. Low scores were not really present in the post-assessment and it felt really great that I helped my students achieved the goals that were set for the Reading Resource classroom.

I was able to plan lessons and activities in alignment with my learning goals. We took notes in graphic organizers, watched videos, independent practice as well as guided practice on a daily basis. This helped students connect what was being learned in school with what happens outside of school. This was also emphasized in their textbook and students were able to see how everything ties together.

### **Reflection on learning community:**

Everyone at Perkins Middle School was very open in helping me daily. Administration was very welcoming since the first day I went to introduce myself. The entire Special Education department helped me be successful in class and for that I owe them tremendously. The knowledge I left Perkins with on October 12<sup>th</sup> is something I will never forget and something I know I will take with me anywhere I decide to go.

One of the teacher's in the Special Education Department let me sit in a couple of ARD's to get the hand of it and see how it is done and what happens. To be honest, it is much easier than what is taught in college. Although what I learn in college helps tremendously, being able to experience it and sit in a couple of ARD's let me see what a Special Education teacher does and how they prepare for these meetings. It was a great experience to live in my Student Teaching and I know this will benefit me greatly.

I was also able to be part of Coordination Day and see what happens when Special Education teachers and General Education teachers get together to talk about the progress students have made for a certain amount of time in the Inclusion classes. I honestly did not know about this event until this year in my Student Teaching so this helped me immensely. It is done once every six weeks and helps both Special Education Teachers and General Education Teachers see how the students are doing and what can be done

to help the student be successful. This showed how teachers come together and work for the benefit of the student. It showed me that there are teachers who care about the success rate in their classroom and unfortunately also showed me teachers who do not really care modifying their work for the student who needs extra help.

### **Reflection on how to access specialized services:**

Being in a Special Education classroom modifications and accommodations are always being implemented. Being part of the Special Education Department for seven weeks at Perkins helped me implement and come up with different modifications and accommodations that would work best with the students for them to be successful in and out of the resource rooms. I always had a Plan B in mind whenever something that I thought would work did not. My mentor teacher always encouraged me in having this because Plan A does not always work, so it is crucial to have another plan in mind so that student focus is not lost. Students were given the best modifications and accommodations possible for them and progress monitoring was done on a weekly basis to see how it was working or not working for the students.

### **Reflection upon ethical practice:**

Everything that would be shown to the students that was not on CSCAPE needed to be checked to see if it was appropriate for students. Whenever I wanted to show a video or pictures or something else which was not given in CSCAPE, it was important to see the content before showing it to the students. Copyright laws are also important to follow because it can affect you in the future if it is known that teachers are making copies of that have copyright laws.

### **Reflection on issues of professional development:**

Modifications and accommodations need to be made for the appropriate students. I must be able to have classroom management with my students in order to control them appropriately to have a positive learning environment. A positive attitude and constant motivation need to be implemented daily so that students can be able to succeed. In my life, there is plenty of room to grow in these areas.

Attending different presentations of classroom management, positive learning environment, modifications/accommodations, and lastly, a positive attitude in school will benefit me greatly to have a successful classroom during my first year of teaching. Attending in-services is important because it helps teachers grow and work together to be successful in their classrooms. Feedback is given and teachers work together to come up with solutions appropriately for the problems that may arise in the future or have already happened in school and teachers need help on how to solve this problem.

## **APPENDIX**

### **Academic Excellence Indicator System (AEIS Report)**

<http://ritter.tea.state.tx.us/perfreport/aeis/2011/campus.srch.html>