

Harris-Stowe State University

Teacher Education Department

Conceptual Framework

**PREPARING EFFECTIVE TEACHERS FOR A
DIVERSE SOCIETY**

**Student Teachers'
PRESERVICE
TEACHER WORK SAMPLE (PTW)**

**In
The Student Teaching Internship**

Elementary Education

**Subject Taught: Communication Arts
Sixth Grade Level**

**HSSU STUDENT ID 65432
Fall 2006 Semester**

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Reflective Summary

This Preservice Teacher Work Sample Project is comprised of the Harris-Stowe State University's Teacher Roles, incorporates the MoStep Quality Indicators, and NCATE Program Standards. The submitted documents are evidence of my qualification for certification in Elementary Education. The documentation represent my knowledge and application of: contextual factors, learning goals, assessment plans, design for instruction, classroom management for instruction, family involvement plan, instructional decision-making, and analysis of learning. This document also includes and Reflection and Self Evaluation of the content covered.

The Harris-Stowe State University Teacher Roles: *Master and Deliverer of Content Skilled Instructor, Organizer of Learning, and Diagnostic Prescriber; Manager of Behavior, Counselor, Communicator with Parents, and User of Technology* are addressed across the Five Curriculum Core: Contextual Factors, Learning Goals, Assessment Plans, Family Involvement, Design for Instruction, Classroom Management, Instructional Decision-Making, Analysis of Learning, and Reflection and Self Evaluation. As a Master teacher I must possess the skills and knowledge to impart content materials, demonstrate mastery of subject matter, utilize lesson enhancers, and encourage questions and high-order thinking. The Communication Arts unit learning goals follow the guidelines for DESE's grade level expectations. As I reflect upon the strategies used for this unit, it clearly demonstrates my ability to design high quality instruction using appropriate learning goals to improve student's performance. The unit also exemplifies my capability to assess student's work, manage behavior, nurture a family partnership, and employ strategies to reach students that need extra services.

Contextual Factors

Community, district and school factors

The Clark Academy neighborhood is predominately African-American and has a mixture of large single family homes as well as two and four family structures. The area is experiencing new residential construction and some homes have been rehabilitated by professional African-Americans that have not given up hope on city living. However, most homes are in need of repair. The social-economic profile is moderate income to poverty level for mostly single parent families. Some household income levels are less than \$10,000 a year. More than half the students receive free or reduced breakfast and lunch.

North Union Boulevard is a major artery that runs from mid-town to the end of the city. The local businesses in this area are liquor stores, gas stations, a Schnucks grocery store, a Sears department store, Walgreens and a trucking school.

Charles Quincy Troupe is the Alderman for this community with a population of 3,800. The political climate is high for this community and school and local politicians have a lot of input into the governing of the school. Drugs, crime, and unemployment have perpetrated the community. As a result of this the population has been reduced drastically. Most of Saint Louis school tax dollars are generated by property taxes; therefore this school has had severe budget cuts in order to stay in operation. Tax dollars for the improvement of student learning is challenged. However, the school receives donations and other support from surrounding businesses (shoe, uniform, and discount department stores) for the students.

Clark Academy is a two-story building located in the North side of St. Louis City and is in the St. Louis public school district. The school is located on Union Boulevard and Cabanne Street between Soldan High School and the Cabanne Branch library. The building is in need of

some updates and maintenance. Clark Academy's most precious commodity (elementary students) hails from this environment. As the students attempt to learn and progress, they also have to deal with adult problems. It appears at least 2% of the students become homeless sometime during the school year or have more than ten people living in a two-bedroom home. The bright side is that this school has a history of parent participation from fathers, mothers, and grandmothers. Teachers are expected to buy most of the supplies to create an enriched learning environment. This year the district was reorganized and Clark Academy received new teachers and continuing teacher substitutes.

Classroom factors

Clark is an elementary school for pre-K through sixth grade. Twenty-two teachers service 300 students. The staff includes a principal, reading and math resource teacher, speech therapist, nurse, counselor, social service personnel, self-contained teachers, special education, and an in-school suspension specialist. Technology at this school entails overhead projectors, televisions with video cassette recorders and digital video recorders, LED with smart boards, and computers inside fifth grade classes as well as a computer lab for all other grades. Teachers have computers and printers with access to the Internet and assistance on-line from the school district. The school is in the process of installing computers in the sixth grade classes later this fall. However, there are some fundamental tools such as globes and maps that are not in every classroom.

The third through sixth grades have been departmentalized. That is, they change classes to take half of their curriculum from two team teachers. This reorganization is to prepare the students for middle and senior high schools. Standard English is the language spoken. There are no ESL students.

Student characteristics

The classroom level is sixth grade. The students in this class come from different backgrounds and have different learning styles. Most of the students are visual learners. The whole class consists of 16 students, 10 females and 6 males. They are all African-American from single and two-parent homes. Some of the students are bussed in, some arrive by car or hired van, and the rest stay within three to four blocks of the school.

The following information was gathered after a survey and observations of my eight students that are profiled in my pre-service work:

Student 1B	1B is a high-achieving male student of a two-parent home and lives with five siblings. He is always well groomed and has the tools he needs to work with for the day. 1B is studious, verbal, and completes most assignments within the allotted time. 1B is rebellious when the content consists of a writing assignment. It takes some coaxing and threats to assure the task is completed 1B comes He states “his personality is his best quality; I want to be a paleontologist when I grow up; I need to improve in social studies; and I like to go over my cousin’s house over the weekends.”
Student 2D	2D is a high-achieving female student is an attentive and verbal student. She is well groomed and comes to class ready and eager to work. She can stay focused for long periods and completes her assignments in the allotted time. She is a fluent reader and writer. She needs some behavior management during group sessions.
Student 3M	3M is a high-achieving female student. She is well-groomed and has the tool she needs to work with for the day. She excels in reading and writing and completes her assignments on time. She is cooperative and participates in class all the time. She states “I want to be all that I can be when I grow up; I need to improve my sentences; and I like to spend time with my brother on the weekends.” She comes from a single-parent home and lives with one other sibling.
Student 4K	4K is an average-achieving female student who participates in class with zest. She is cooperative but is deliberate when it comes to classroom assignments. I usually give her an extra minute or so to complete her task. She likes to double check her work.
Student5A	5A is an average-achieving male student who could be better with his studies if he would stay focus. However, he likes to draw when he should be working and continually cleans out his desk. He has to be reminded to pay attention in class and stay on task several times throughout the day. My concern is that he talks to himself very loudly and is distracting to other students. I placed him in the back row and position myself at his desk while giving an assignment to make sure he gets started. I periodically walk by his desk to make sure he is on task. He states “his best quality is drawing, he wants to be a policeman when I grow up; I need to improve my behavior; and I like to go the library on the weekends.” He has a library card and visits there often. He is always entering drawing contests. He understands he must check his behavior when he becomes agitated. He asks to have time out to regroup. His household consists of a mother, aunt uncle and one sibling.
Student6S	6S is a low achieving female student who receives reading resource twice a week. She has a medical condition that requires discretion and frequent trips to the bathroom. She will be a talented artist one day and finds her solace in this activity whenever she is frustrated. I encourage her to draw a picture along with her writing assignments this motivates her to use good penmanship. She has to be coaxed to participate in class.

Student7M	7M is a low achieving female student who participates only when called on. She appears to be shy. Her reading and writing ability are average. If she could receive some one-on-one help she would move to reading and writing fluently. Focusing is one of her weak points. Her strengths are her ability to complete assignments on time.
Student8R	8R is an average to low achieving male student. He needs reminding to stay focused. He suffered trauma to the head at the age of six. Although his seizures are not as frequent, he has a teacher's aid daily. He loves to write recipes and cook. He talks out loud to himself and can be distracting. His teacher aid is there to keep him focused.

Instructional implications

The community and home environment have an impact on the instructional implications in the classroom. Most students that walk to school have been left to supervise younger siblings. Their time management skills may affect their ability to remember to bring their homework, tools for school, and other documents sent home for signing. These students usually arrive late for breakfast and as a result do not have a meal until lunchtime. As a result, students are fidgety, hungry and attentive during lesson plans if they have not eaten. A third of the students are bussed in or attend after-school programs, therefore instruction time is affected in the afternoon. Teachers can not be effective with the curriculum if students exhibit misbehavior during the teaching of the content matter.

Students at the sixth grade level have the ability to demonstrate a cognitive, psychomotor, and affective objective with competence. The students understand how to use tool social science inquiry to produce oral and visual presentations. Students at the sixth grade level have mastered reading strategies such as decoding, using the print in the context and inferring what the author means in a story. Students understand how to compose text using descriptive language appropriate for a targeted audience.

The students of the sixth grade class have six students that receive reading and math resources, speech therapy, and counseling services. **Student 8R** receives 900 hours of resource time. The Individualized Education Plan (IEP) was lowered to 300 hours the second week of school and will be assessed again after the first grading period. **Student 8R** misses half of the in-class social studies and communication arts curriculum on Tuesdays and Thursdays. The student feels left out and usually needs one-on-one attention to bring them up-to-date and to keep on task. The lesson plans contemplate **student 8R** and the other resource student's time missed and the work is sent to the resource teacher. **Student 6S** receives reading resource and needs a lot of one-on-one attention to keep on task.

The instructions are repeated and explained again in a one-on-one setting to resource students. The students from resource are given a task list to complete. This assures that they are on target to finish the assignment. Tests and quizzes are altered for the resource students for social studies and communication arts curriculum.

The remaining of the class are sometimes placed in cooperative learning groups during some social studies and communication arts projects. A peruse of the room with eye contact or physical movement through the aisles assures on task behavior. The objectives and instructions are written on the board for visual students. Students that need body movement are allowed to stand at their desks while completing assignments are move to an unoccupied desk to spread out while working.

Students will always be referred to their immediate environment (classroom) to help them understand or apply a new concept.

Learning Goals

- Goal 1** Students will develop word analysis skills, fluency, and systematic vocabulary.
- Goal 2** Students will read, comprehend, analyze, and use persuasive speaking and writing strategies.
- Goal 3** Students will understand and apply appropriate writing and research strategies.
- Goal 4** Students will review and revise communications to improve accuracy and clarity.
- Goal 5** Students will demonstrate their ability to identify common and proper nouns in a sentence.
- Goal 6** Students will identify and explain figurative language in poetry and prose (emphasis similes and metaphors).
- Goal 7** Students will use the writing process to compose simile and metaphor poems.

The learning goals (1-7) will be referred to as L1, L2, etc. for the remaining discussion of this section.

What they should know: The students are at the sixth grade level. Students should be able to communicate effectively using their writing, listening, speaking, and reading skills. Students should be able to think critically and logically; interpret and appreciate literary works; evaluate written, oral, and visual materials; and recognize the importance of communication skills in careers and everyday living.

Appropriateness and Alignment of Learning Goals

The two-week unit plan follows the St. Louis Public School's objectives for (CLEAR) Content Specifications-Leading-to-Expected-Achievement-Results. As such, the plan may appear to be disjointed. However, the unit goals support the district's curriculum, (CLEAR) for reading; the state frame-works, Show-Me Standards; and the content standards for Missouri Department of Elementary and Secondary Education Grade Level Expectations (GLE) which are used to

sequence the unit plan and understand what students should know at the sixth grade level. This information was retrieved from the website on August 2006 at:

<http://www.dese.mo.gov/divimprove/curriculum/GLE/GLEindex.html>.

The lesson plans also follow the CLEAR communication arts instructional strategies and the pacing guide activities.

DESE's Grade Level Expectations states that sixth-graders can:

The learning goals for the two-unit plan support these expectations. All of the learning goals listed for the two-week unit plan are all appropriate.

- Read grade-level instructional text with fluency, accuracy, and expression.
- Adjust reading rate to difficulty and type of text.
- Apply pre-reading and post-reading strategies.
- Use persuasive language during oral or written communication.
- Use details from text to explain cause and effect.
- Develop vocabulary through text, using roots, affixes and suffixes.
- Develop vocabulary through context clues, glossary, dictionary and thesaurus.
- Apply conventions of spelling, capitalization, and grammar.
- Use details from text to make predictions and draw conclusions.
- Write summaries of text from magazines, newspapers and/or informational articles.
- Identify and explain figurative language in nonfiction text.
-

The learning goals for the two-unit plan support these expectations.

All of the learning goals listed for the two-week unit plan are all appropriate for my sixth grade class students. Reading and writing are related and fundamental. As such, the communication arts curriculum enables students to express themselves fluently and accurately when decoding and composing text. A successful outcome for the learning goals will be apparent if the students develop high-order thinking when predicting and drawing conclusions from literary content and are able to compose text using correct sentence structure, grammar, and spelling conventions. The unit will be considered a success if the average score is 75% or better for the formal summative evaluation.

The learning goal levels are taken from Bloom's Taxonomy. They move from the lowest to the highest level during the two-week unit. **L2** and **L6** use levels one (Knowledge) two (Comprehension), four (Analysis), and six (Evaluation). Students must be able to use *knowledge* from previous reading selections to *comprehend* newly encountered vocabulary. They must also be able to *analyze* and *evaluate* a reading selection to summarize what they read. **L1** and **L5** cover one of the lower levels (Knowledge) and moves to a higher level (Application). **L3** and **L4** are from the higher levels, that is *Application*, *Synthesis*, and *Evaluation*. Students must be able to apply, put together and evaluate their information when writing and researching materials. **L7** use Application, Analysis, Synthesis, and Evaluation. These levels are demonstrated during their use of the writing process to compose simile or metaphor poems and critique other student's poetry.

Assessment Plan

Pre-assessments, formative and post assessments will be used to evaluate the student's success of the learning of the goals. Additionally, a review will be done for weeks one and two of the unit for a summative assessment later. The learning goals (1-7) will be referred to as L1, L2, etc. for the remaining discussion of this assessment plan.

L1 pre-assessment is a short answer paper and pencil representation on vocabulary words and their antonyms from the short story "Stray". The formative assessment is an oral question and answer on vocabulary words reinforced with an exercise on spelling, building vocabulary, grammar skills from the Writing and Grammar text. The post assessment is a diagnostic check for vocabulary words from the "Stray" short story. A pencil and paper assessment will be used for this learning goal.

L2 pre-assessment is an oral exhibition of student's performance to use oral speaking and persuasion skills in the story "Stray" (as in stray dog). Students may elect to play the position as a parent or child. An observation checklist is used to evaluate the skit. The formative assessment is an oral evaluation of student's reading, comprehension and analyzing skills to engage in dialogue to critique a short story. The homework from the Answer Reading Check exercises in the literature book is given to assess and reinforce the learning goal. Students will write a persuasive essay paragraph for the post assessment. The student will take the role of the child to keep the stray dog or take the parent's position to not keep the stray dog. Students will demonstrate their ability to write a persuasive paragraph using language from the skit performed in the pre-assessment and the short story "Stray" in the Prentice Hall Literature book. A scoring rubric is used to evaluate the essay.

L3 pre-assessment is a visual representation of a graphic organizer for the dog article. A scoring rubric will be used for this learning goal. The formative assessment is a visual and oral representation of dog topic for appropriateness. The post assessment is a visual representation of the research material of dog article on selected topic. A scoring rubric will be used for this learning goal assessment.

L4 pre-assessment is a visual representation of a submitted draft on selected topic of dog article for revising and editing. The formative assessment is the student's ability to use the Writer's Checklist to critique article written article for publishing. The post assessment is a written representation of the published dog article. The Writer's Checklist will be used for the pre and post assessments.

L5 pre-assessment is a written representation used to find nouns and proper nouns in a 9/11 poem. A scoring rubric is used for the worksheet. The formative assessment consists of students identifying nouns and proper nouns in their immediate environment. The post assessment is a visual representation worksheet where students identify common nouns and change them to proper nouns. A scoring rubric is used for this worksheet.

L6 pre-assessment is a written representation of student's ability to define figurative language (emphasis simile and metaphor) or give an example. The formative assessment is an oral question and answer session to identify similes and metaphors in sentences in a poem and in the immediate environment. The post assessment is an oral representation of students using items from their immediate environment to compose sentences to demonstrate their knowledge of a simile and metaphor. An observation checklist is used for the assessment.

L7 pre-assessment is a written representation of students identifying similes and metaphors in worksheet sentences. The formative assessment is an oral question and answer

session where students identify if the sentence uses a simile or metaphor. The post assessment is a written and visual representation of a pattern used to compose a simile or metaphor poem. A scoring rubric is used for the assessment.

All formative assessments are used to reinforce and check for ongoing understanding. Homework is assigned as well as engaging students in oral question and answer sessions to evaluate the learning goal success.

I have anticipated the overall scores for the pre-assessments of the learning goals based on the Grade Level Expectations for sixth graders. The overall “Required Post Assessment Scores” are used to determine if the student’s performance met the learning goals.

Learning Goal	Overall Anticipated Pre-Assessment Scores	Overall Required Post Assessment Scores
1	60%/100%	75%/100
2	2/4 or 50%	5/8 or 75%
3	5/8 or 75%	10/15 or 75%
4	60%/100%	75%/100
5	8/16 or 50%	75%/101
6	40%/100%	7/10 or 75%
7	70%/100%	5/8 or 75%

Assessment Plan

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1	Pre-Assessment – Given on previous Thursday before reading of story	Short answer paper and pencil representation on vocabulary words and their antonyms from the short story “Stray”.	Extra time given and explanation and examples of antonyms
	Formative Assessment	Oral question and answer on vocabulary words reinforced with an exercise on spelling, building vocabulary, grammar skills from the Writing and Grammar text.	Students will be given extra modeling and guiding to complete exercise. Will complete the odd problems only.
	Post Assessment	A pencil and paper representation Write five sentences using the vocabulary words from the “Stray” short story.	Students will write three sentences.

Assessment Plan (Continued)

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 2	Pre-Assessment	Oral presentation Students will act out a persuasive scene in the role of a child that persuades the parent to keep a stray dog or the parent who takes the position to not keep the stray dog.	Prompting of students during skit.
	Formative Assessment	Oral short answer Evaluation of student's reading, comprehension and analyzing skills to engage in dialogue to critique a short story. Homework is assigned from the Answer Reading Check exercises in the literature book.	Rephrasing of questions for student and extra time to answer questions given.
	Post Assessment	Essay Written Representation Persuasive paragraph as parent or child in "Stray" short story.	3-4 sentences acceptable as a paragraph.
Learning Goal 3	Pre-Assessment	Visual representation Graphic organizer for dog article.	Assist student with graphic organizer.
	Post Assessment	Visual representation Presentation of research material of article on dogs for appropriate topic.	Students will receive assistance in Internet, magazine, newspaper, and trade book searches.
Learning Goal 4	Pre-Assessment	Visual representation Compose main idea and submit draft for revising and editing.	Assist students in composing main ideas for presentation.
	Formative Assessment	Visual representation Students will use Writer's Checklist to critique written article.	Student will return paper to me after every two checklist items before proceeding.
	Post Assessment	Written and visual representation Final article presented for publishing.	Assist students with checklist before submitting final article.

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 5	Pre-Assessment	Written representation Find nouns and proper nouns in 9/11 poem.	Students given a book mark with examples of nouns and proper nouns.
	Formative Assessment	Oral question and answer Students identified nouns and proper nouns in their immediate environment.	Students given more time to answer when called upon.
	Post Assessment	Written representation Identify common and proper nouns in worksheet. Change common nouns to proper nouns.	Student will answer three questions.
Learning Goal 6	Pre-Assessment	Visual representation Define figurative language (emphasis simile and metaphor) or give an example.	Pronounced words for students and explained that they were figurative language.
	Formative Assessment	Oral question and answer Students identify similes and metaphors in the sentences of a poem and in the immediate environment.	Students given one-to-one assistance as well as using immediate environment to help them understand how to identify similes and metaphors.
	Post Assessment	Oral representation Students compose sentences using a simile and metaphor for items in the immediate environment.	Students will compose a sentence for a simile or a metaphor.
Learning Goal 7	Pre-Assessment	Written representation Students identify similes and metaphors in worksheet sentences.	Students answer five sentences.
	Formative Assessment	Oral question and answer Is this sentence a simile or metaphor?	Students given more time when called upon.
	Post Assessment	Visual and written representation Students submit simile or metaphor pattern worksheet with composed poem.	Students given extra time to complete assignment.

Name _____

Date _____

Pre-Assessment for Learning Goal 1

Vocabulary for “Stray”

Define the following words and list their antonym.

1. **timidly**
2. **trudged**
3. **grudgingly**
4. **ignore**
5. **exhausted**

Antonyms

1. _____
2. _____
3. _____
4. _____
5. _____

Answer Key for Pre-Assessment for Learning Goal 1

Vocabulary for “Stray”

Define the following words and list their antonyms.

1. **timidly-** shows fear or shyness
2. **trudged-** walk as if tired or with effort.
3. **grudgingly-** in a resentful way.
4. **ignore-** pay no attention to.
5. **exhausted-** tired.

Antonyms

1. **bold** _____
2. **sprinted, ran,** _____
3. **helpful** _____
4. **attentive, listening** _____
5. **energetic** _____

Answers will vary.

Scoring Rubric for Pre- Assessment Learning Goal 1**Vocabulary for “Stray”**

Definitions and antonyms are scored according to 6th grade level vocabulary. Students must demonstrate evidence of the meaning of the word and its antonym.

Vocabulary Word #	Antonym Word #	Highest Possible Score	Student Score
1	1	20	
2	2	20	
3	3	20	
4	4	20	
5	5	20	
		100	

Name _____

Date _____

Post-Assessment for Learning Goal 1

Vocabulary for “Stray”

Directions: Write a sentence using the following vocabulary words correctly.

1. timidly
2. trudged
3. grudgingly
4. ignore
5. exhausted

No answer key needed. Sentences will vary.

Scoring Rubric for Post Assessment Learning Goal 1**Vocabulary for “Stray”**

Criteria	10 pts - sentence	5 pts	3 pts.
Sentence is structured correctly.	Sentence is structured with correct grammar, punctuation, and spelling.	Sentence has 3 or less errors in grammar, punctuation, and spelling.	Sentence has 4 or more errors in grammar, punctuation, and spelling.
Student used vocabulary word correctly.	Sentence clearly demonstrates knowledge of vocabulary word	Sentence demonstrates some knowledge of vocabulary word.	Sentence demonstrates little knowledge of vocabulary word.
Total Points	100		
Student score			

Pre- Assessment for Learning Goal 2

Persuasive Skit

Directions: Students will exhibit a persuasive dialogue between a parent and child regarding a stray dog. Students will take the position of the child to keep a stray dog or the position of parent to not keep a stray dog.

Student Name _____

Scoring Rubric for Persuasive Skit

Position and Criteria	4	3-2	1-0
Child- presented persuasive reasons for keeping a stray dog.	Student presented 3	Student presented 2	Student reasons were not persuasive, responses were not appropriate, and little or none participation during the skit.
Parent- presented persuasive reasons for not keeping a stray dog.	Student presented 3	Student presented 2	Student reasons were not persuasive, responses were not appropriate, and little or none participation during the skit.
Highest possible score	4		
Student Score			

Post Assessment for Learning Goal 2

Persuasive Paragraph

Directions: Student will compose a persuasive paragraph using two of the vocabulary words from the story. Student will take the position of the parent or child from the “Stray” story.

Student Name _____

Scoring Rubric for Persuasive Paragraph

Position and Criteria	4	3	2-0
Child- presented persuasive reasons for keeping a stray dog.	The paragraph is written in the correct format. Strong persuasive reasons are used in the paragraph. All words are spelled correctly.	The paragraph almost meets the required format. Words chosen create a persuasive argument for the reader. One or two words are misspelled.	Student paragraph is beginning to meet the required format. Argument is weak. Several words are misspelled.
Parent- presented persuasive reasons for not keeping a stray dog.	The paragraph is written in the correct format. Strong persuasive reasons are used in the paragraph. All words are spelled correctly.	The paragraph almost meets the required format. Words chosen create a persuasive argument for the reader. One or two words are misspelled.	Student paragraph is beginning to meet the required format. Argument is weak. Several words are misspelled.
Student used vocabulary words	Students used 2 vocabulary words correctly	Students used 1 vocabulary word correctly	Student did not use any vocabulary words
Highest possible score	8		
Student Score			

Student Name _____ Date _____

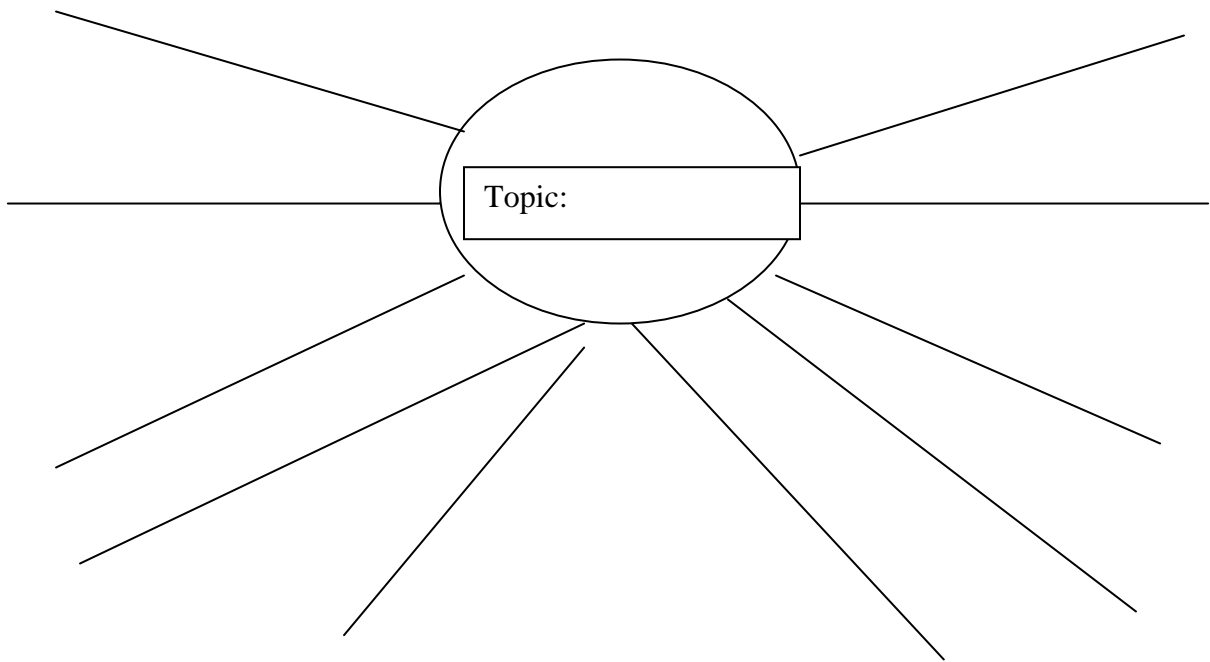
Pre-Assessment for Learning Goal 3

Graphic Organizer for Dog Topic

Directions: Use the graphic organizer to generate ideas for dog article from a selected topic. You may choose one of the topics listed to research your article on dogs:

Food (prices or brands), animal shelters, care for dogs, abuse of dogs, a dog breed, or dogs in media.

Help: Your graphic organizer should answer the questions: who, what, when, where, and how.



Scoring Rubric for Graphic Organizer

Criteria	4-3	3-2	2-0
Student graphic organizer	Student presented 7 - 10 ideas	Student presented 6 or less ideas	Student presented 4 or less ideas
Student graphic organizer ideas are related to topic	All student ideas are related to topic	Some ideas are not related to topic	No evidence student understands how to compose ideas related to topic
Highest Possible score	8		
Student Score			

Post Assessment for Learning Goal 3

Research

Students will bring in their researched articles on dogs for appropriateness.

Student’s articles must have been researched using the computer, newspaper, trade books, or magazine for selected topics: food (prices/brands), animal shelters, care for dogs, abuse, breed of dogs, and dogs in media.

Learning Goal 3 Check list for research article

Criteria	5-4	3-2	1
Article derived from appropriate tool of inquiry	Yes	Choice of inquiry had little information available	Inappropriate tool of inquiry used
Selected topic used	Yes	No, another topic approved	No, another topic but not approved
Researched enough information to write article	Yes	Acceptable amount of information	Need more information
Total points	15		
Student points			

Pre-Assessment and Post Assessment for Learning Goal 4

Dog Research Article

Directions: Student will submit title and a writing draft of dog article for further revising and editing. Student will submit completed written article for post assessment.

Student Name _____

Evaluation Checklist for Writer’s Dog Article

Possible Points	Criteria	Points Earned for Pre- Assessment	Points Earned for Post Assessment
5	Paper has a title		
10	Paper has beginning, middle, and end.		
10	Paper uses paragraphing appropriately		
10	Paper flows smoothly from one idea to another.		
10	Paper stays on topic.		
10	Paper includes details and examples.		
15	Paper uses precise and vivid language.		
10	Paper includes a variety of sentence structures.		
20	Paper includes correct grammar/usage, punctuation, capitalization and spelling.		
100			

Name _____ Date _____

Pre-Assessment for Learning Goal 5

Directions: Label the common nouns with a “c” and the proper nouns with a “p”.

The Dust of September
By Christine Morrison, Grade 4

The dust of September
The dust, the smoke, the clouds
From the dust of September.

The sadness, the sorrow, the darkness
From the dust of September.
The pretty sites are gone, the love, the death
From the dust of September.

The families, the lives taken away
By the dust of September.

Our country is sad, but our country still stands
In the dust of September.

Our flag still waves
Through the dust of September.

We will never break, we will stand together
Through the dust of September.

People hurt, hearts broken, but we survive
In the dust of September.

Answer key for Learning Goal 5

	Common nouns		Proper nouns
1	dust	16	September
2	smoke		
3	clouds		
4	sites		
5	sadness		
6	sorrow		
7	darkness		
8	love		
9	death		
10	families		
11	lives		
12	country		
13	flag		
14	people		
15	hearts		

**Scoring Rubric for Pre-Assessment for Learning Goal 5
Common and Proper nouns**

1. 16 - 10 = 4
2. 9 - 7 = 3
3. 6 - 4 = 2
4. 3 or less = 1

Common and proper nouns labeled _____

Score _____

Post Assessment for Learning Goal 5

Make Me Proper! Proper noun Worksheet

Directions: Underline the common noun(s) in the sentence. Replace the common noun(s) with proper nouns in the last column. *Remember: proper nouns are always capitalized.*

		proper nouns
1.	September 11, 2001 the terrorists attacked our country.	
2.	I remember the day the hijackers crashed into the World Trade Center.	
3.	The terrorists crashed airplanes in more than one city.	
4.	The president was not in the White House when the hijackers attacked the Pentagon.	
5.	We had just celebrated a holiday before 9/11.	

Bonus points: Name the proper nouns in the sentences above and receive an extra point. ☺

Make Me Proper! Proper noun Worksheet

Answer Key: Learning Goal 5

Directions: Underline the common noun(s) in the sentence. Replace the common noun(s) with proper nouns in the last column. *Remember: proper nouns are always capitalized.*

		proper nouns
1.	September 11, 2001 the <u>terrorists</u> attacked our <u>country</u> .	The Jackson gang (terrorists) United States (country) September – proper noun
2.	I remember the <u>day</u> the <u>hijackers</u> crashed into the World Trade Center.	Day (Monday) John and Jane Doe (hijackers) World Trade Center – proper noun
3.	The <u>terrorists</u> crashed <u>airplanes</u> in more than one <u>city</u> .	The Jones gang (terrorists) Delta (airplanes) City (St. Louis)
4.	The <u>president</u> was not in the White House when the <u>hijackers</u> attacked the Pentagon.	Mr. Bush (president) Jack and Jill Jones (hijackers) White House and Pentagon – proper nouns
5.	<u>We</u> had just celebrated a <u>holiday</u> before 9/11.	Judy and I (We) Holiday (Labor day)

Bonus points: Name the proper nouns in the sentences above and receive an extra point. ☺

Answers may vary for replacing of common nouns.

Rubric for Worksheet for Learning Goal 5

Criteria	Points each	Total points
Underlined nouns (10)	5	50
Replaced nouns with a proper noun (10)	5	50
Answered bonus question correctly (must list all 4)	1	1
Possible points		101
Student points earned		

Student's Name _____

Pre-Assessment for Learning Goal 6

Figurative Language Vocabulary –

Directions: Define or give examples of the following figurative language vocabulary.

1. Alliteration-
2. Anecdotes-
3. Hyperbole-
4. Imagery-
5. Metaphor-
6. Onomatopoeia-
7. Personification-
8. Rhyme-
9. Rhythm -
10. Simile-

Name _____ Date _____

Pre-Assessment Answer key for Learning Goal 6

Figurative Language Vocabulary

Directions: Define or give an example of the following figurative language vocabulary.

1. **Alliteration**- the repetition of initial consonant sounds in two or more alike words or syllables. Threatening throngs or wild and woolly.
2. **Anecdotes**- short narrative of an interesting, amusing or biographical incident.
3. **Hyperbole**- using extravagant exaggeration. Mile-high ice cream cones.
4. **Imagery**- figurative language.
5. **Metaphor**- a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest likeness or analogy between them. Drowning in money.
6. **Onomatopoeia**- the naming of a thing or action by a vocal imitation of the sound suggests the sense.
7. **Personification**- representation of a thing or abstraction as a person by the human form.
8. **Rhyme**- one or two words corresponding in sound. Play and lay or word and bird.
9. **Rhythm**- a flow of sound and silence or the use of accent, meter, and tempo.
10. **Simile**- a figure of speech comparing two unlike things.

Answers may vary. Students may give their definition and or example.

**Scoring Rubric for Pre-Assessment for Learning Goal 6
Figurative Language Vocabulary**

10 points for each correct answer

Criteria: answer must demonstrate some knowledge or example of vocabulary word.

Possible points 100

Student Score _____

Post Assessment for Learning Goal 6

Simile and Metaphor Sentences

Directions: Students will point out items in their immediate environment to compose a sentence using a simile and a metaphor.

Scoring Rubric

	5-3	2-1
Metaphor	Student used item to correctly make a metaphor sentence.	Student did not use item correctly.
Simile	Student used item to correctly make a simile sentence.	Student did not use item correctly.
Points	10	
Student score		

NAME _____ Date _____

Identifying Similes and Metaphors

(Pre-Assessment Learning Goal 7)

Decide whether each sentence contains a simile or a metaphor. Write the word SIMILE if the sentence contains a simile. Write the word METAPHOR if the sentence contains a metaphor.

1. The baby was like an octopus, grabbing at all the cans on the grocery store shelves.
2. As the teacher entered the room she muttered under her breath, "This class is like a three-ring circus!"
3. The giant's steps were thunder as he ran toward Jack.
4. The pillow was a cloud when I put my head upon it after a long day.
5. I feel like a limp dishrag.
6. Those girls are like two peas in a pod.
7. The fluorescent light was the sun during our test.
8. No one invites Harold to parties because he's a wet blanket.
9. The bar of soap was a slippery eel during the dog's bath.
10. Ted was as nervous as a cat with a long tail in a room full of rocking chairs.

Identifying Similes and Metaphors

(Pre-Assessment Learning Goal 7)

ANSWER KEY:

Decide whether each sentence contains a simile or a metaphor. Write the word SIMILE if the sentence contains a simile. Write the word METAPHOR if the sentence contains a metaphor.

1. (simile) The baby was like an octopus, grabbing at all the cans on the grocery store shelves.
2. (simile) As the teacher entered the room she muttered under her breath, "This class is like a three-ring circus!"
3. (metaphor) The giant's steps were thunder as he ran toward Jack.
4. (metaphor) The pillow was a cloud when I put my head upon it after a long day.
5. (simile) I feel like a limp dishrag.
6. (simile) Those girls are like two peas in a pod.
7. (metaphor) The fluorescent light was the sun during our test.
8. (metaphor) No one invites Harold to parties because he's a wet blanket.
9. (metaphor) The bar of soap was a slippery eel during the dog's bath.
10. (simile) Ted was as nervous as a cat with a long tail in a room full of rocking chairs.

Identifying Similes and Metaphors

Scoring Rubric for Pre-Assessment Learning Goal 7

10 points for each answer (underlining of simile or metaphor acceptable)

Possible score 100

Student score _____

Name _____ Date: _____

Learning Goal 7

Post Assessment

Metaphor Poetry Pattern Worksheet

1. Select a subject or noun. It can be a place, person, an object, an event, or a time of year.

2. List interesting words that describe the subject in a new or unusual way.

3. Choose from your list of words to complete your poem. Arrange the phrases in an interesting way.

Name _____ Date:

Learning Goal 7

Post Assessment

Simile Poetry Pattern Worksheet

1. Think of a subject or noun. _____

2. List words and phrases that can be compared to the subject.

_____	_____
_____	_____
_____	_____

3. Try several descriptive statements.

subject is as: or subject is like:

Choose the simile you like best and write it below. Write your poem on the back of this paper. Write the title of your poem.

Simile or Metaphor Poetry Scoring Rubric for Learning Goal 7

4 points	3 points	2 points	1 point
Student followed directions for all three areas of poetry pattern	Student almost submitted required items on poetry pattern worksheet.	Student submitted little of the required items for poetry pattern worksheet.	Student submitted items do not match requirements of poetry pattern worksheet.
The poem is written in the correct format. Powerful words and images are used in the poem. All words are spelled correctly	The poem almost meets the required format. Words chosen create a nice visual picture for the reader. One or two words are misspelled.	The poem is beginning to meet required format. Basic words and images are used in the poem. Several words are misspelled.	The poem does not match the required format. Words and images chosen are often confusing to the reader. Many words are misspelled and it detracts form the reading of the poem.
Total points	8		
Student score			

Design for Instruction

The results for the pre-assessment

The results of the pre-assessments for **L2, L3, L4, L5, and L7** were better than what I anticipated. The student's performance for the pre-assessments exceeded my expectations. The scores indicate that instruction modification will not be needed.

The results of the pre- assessments for **L1 and L6** were not what I expected. The student's skills are weak in the area of these learning goals. Students had trouble with **L1** - the vocabulary and use of antonyms. Their skills can be strengthened by using activities to build their vocabulary comprehension. Students need to understand the vocabulary for their reading level in order to read fluently and comprehend the text. Students also showed signs of weakness for **L6** -defining figurative language. The lesson plan was modified to cover similes and metaphors only for the Poetry part of the unit. Students will use the activities on the next page to develop their skills in these areas.

Activities

The students will be given spelling/vocabulary tests on the vocabulary words from their Literature books. Students will be given five of their vocabulary words on Thursday to look up and study their spelling. A spelling test and sentence dictation will be given on Monday mornings. The activity outcome is to improve the student's vocabulary and spelling conventions. This activity should improve the performance for **L1**.

The second activity for **L1** will be a game of "Jeopardy Vocabulary", which will be played once a month. This activity follows the same guidelines as the television show Jeopardy. Students will play this during their computer lab time using the Smart Board. Students will be given the definition for one of the words and they will supply the word. Words are an accumulation of Literature book readings and other vocabulary throughout the curriculum (Social Studies, Science, and Math).

The activity that will be used to enhance their performance for **L6** is writing a poem or short story for the morning writing prompt using one of the figurative languages. As a motivation, selected student's poems and stories will be posted in the weekly newsletter sent home to parents. This will encourage students to participate in the writing prompt and will improve their knowledge of figurative language.

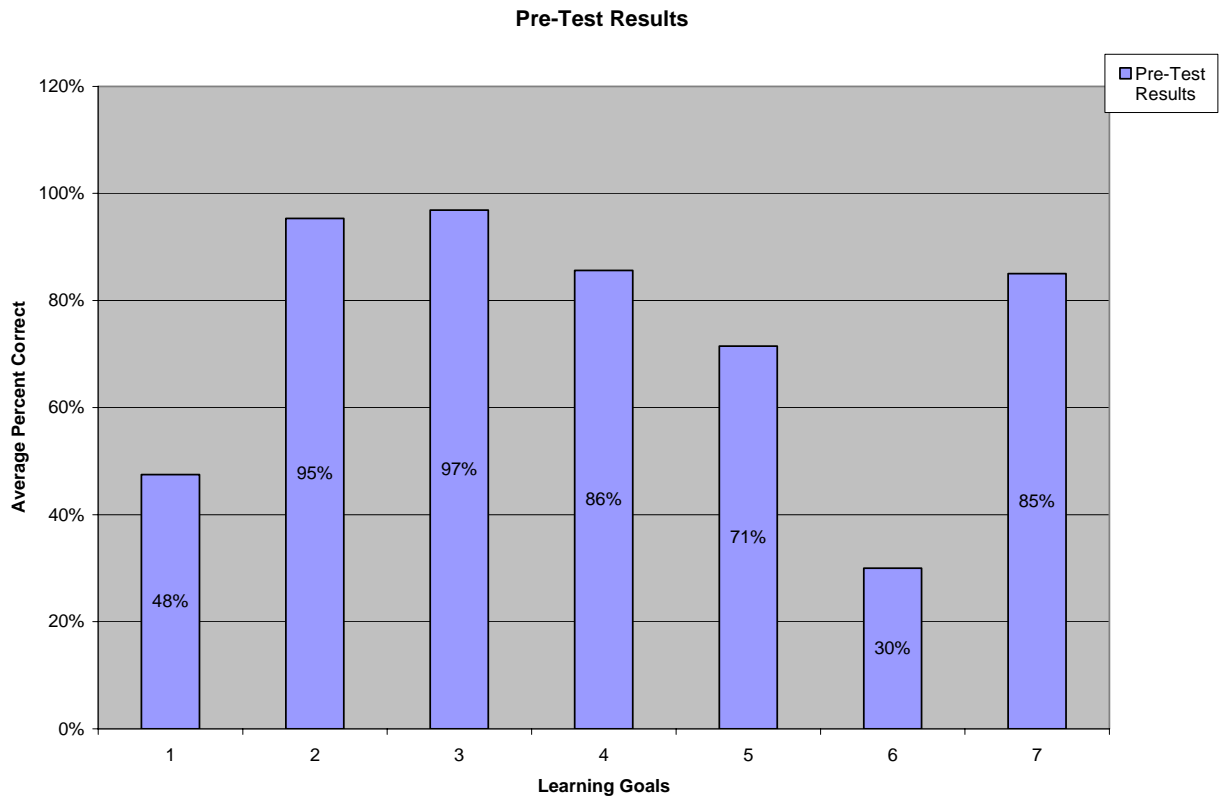
Technology

The following technology enhanced the lesson plans and activities for my two-week unit:

- DVD movie and player – "Fluke" movie excerpt
- Overhead projector and Smart Board to display transparencies from lesson plans.
- Internet- research of dogs in media

Scores from Pre-Assessment for Learning Goals

Student #	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
1	60	4	8	95	13	40	100
2	60	4	8	95	13	40	100
3	60	4	8	95	13	40	100
4	60	4	8	90	13	40	90
5	40	3	8	85	13	20	90
6	20	3	6	70	8	20	70
7	20	3	6	70	8	20	70
8	40	4	8	70	10	20	80
9	60	4	8	95	13	40	90
10	60	4	8	90	13	40	90
11	40	4	8	80	10	20	80
12	40	4	8	80	10	20	70
13	40	4	8	80	10	20	70
14	60	4	8	95	13	40	100
15	60	4	8	95	13	40	80
16	40	4	8	85	10	20	80
Goal Possible score	100	4	8	100	16	100	100
Total points earned	760	61	124	1370	183	480	1360
Total points possible	1600	64	128	1600	256	1600	1600
Average % correct	48%	95%	97%	86%	71%	30%	85%



Two-Week Unit Block Plan- Week 1 (Writing, Listening and Speaking)

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Prepare students to read short story “Stray” using prereading strategies	Lesson Plan 1 “Can I keep this dog?” Viewing selection of movie “Fluke” (child convincing mother to keep stray dog). The reading of the story “Stray” by Cynthia Rylant	Graphic organizer for dog topic	Students will read “Dogs in Media” article in literature book.	Review materials from Learning goals for the week.
Lesson Objectives	Learning goal: 1	Learning goal: 2	Learning goal: 3	Learning goal: 4	
Major Activity for the Day	Pre-Assessment – Written representation -Define vocabulary words from story and their antonyms. Post Assessment- Written representation -Use vocabulary words in a sentence.	Pre-Assessment-Oral exhibition. -Students will act out a persuasive scene as the position of parent or child to keep a stray dog. Post-Assessment- Essay -Write one persuasive paragraph using two of the vocabulary words from the story. Take the position of the parent or the child.	Pre- Assessment – visual representation Graphic organizer for dog topic. Post Assessment- visual representation Present research articles on dog topic using the computer, newspaper, trade books, or magazine for selected topics: -food (prices/brands) -animal shelters -care for dogs -abuse -breed of dog - dogs in media	Pre-Assessment – visual representation Submit title and a writing draft of article for revising and editing. Post Assessment – Written representation Presentation of final published article.	

Two-Week Unit Block Plan –Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Preparation for poetry reading and writing using comprehension strategies for figurative language. Reading of “Dust of Snow” by Robert Frost, “My Picture Gallery” by Walt Whitman, and “Saying Yes” by Diana Chang	Lesson Plan 2 “Make Me Proper” Common and Proper nouns	Lesson Plan 3 “What is It Like?” Simile and Metaphor Poetry Lesson Plan	Lesson Plan 3 (Part 2) “What is It Like?” Simile and Metaphor Poetry Lesson Plan	Lesson Plan 3 (Part 3) “What is It Like?” Simile and Metaphor Poetry Lesson Plan
Lesson Objectives		Learning goal: 5	Learning goal: 6	Learning goal: 7	Learning goal: 7
Major Activity for the Day	Pre-Assessment –Written representation Define figurative language.	Pre-Assessment-visual representation “Dust of September” Find common and proper nouns in 9/11 poem. Post Assessment-visual representation “Make Me Proper!” worksheet. Identify common and proper nouns. Change common nouns to proper nouns.	Post Assessment – Oral Students will use items from their immediate environment to compose sentences to demonstrate their knowledge of similes and metaphors.	Pre-Assessment- visual representation Students will identify similes and metaphors in Identifying Similes and Metaphors worksheet	Post Assessment- Written and visual representation Students will use a poetry pattern (simile or metaphor) to compose a poem.

HSSU 65432

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Classroom Management Plan for Instruction

Teacher Responsibility

One of my roles as an elementary teacher is to implement effective management and discipline skills. The implementation of these skills will allow me to conduct my classroom efficiently and productively. I must be proactive in my approach to structure instruction to maximize learning and control student behavior. I understand that I must be flexible, but yet unyielding in maintaining responsible student behavior to have a well-managed classroom. My goal is to create a learning environment that is safe and organized. I have outlined my objectives that I will use to accomplish my goal. All materials will be complete and ready before the teaching of the lesson plan. Adaptations will be made when necessary interruptions occur. I will make my self available for further questions and understanding of subject matter during morning homeroom and study hall periods. My success will be determined during assessment of what the children have learned. The student will learn the importance of writing, listening and speaking and how they will use it in real-life situations. The lesson plan activities are motivating, fun and build self-esteem.

Keeping Students on Task

To make sure instruction is on-going and that students are getting the maximum learning experience, I must make regular surveillance to make sure students are on task. I will do this by keeping everyone in view, use “with –it-ness” – be aware of what students are doing even though I am not in close proximity, and cueing students that are off task by calling the students name or moving closer to student that is displaying off-task behavior. I will make sure I am prepared and have the necessary materials and equipment for all activities, this will eliminate down-time and student’s having time to engage in undesired activities.

I will use a variety of strategies to manage and motivate students. My strategies will be making eye contact, using a quiet and an unemotional voice when addressing misbehavior, and making a request twice only, waiting five seconds, using close proximity, and staying calm, professional at all times, rewarding, using consistency, giving choices, and modeling of expectations.

Praise and Rewards

Students will be given “red strips” during the two-week unit when the appropriate behavior is being demonstrated. The rules are as follows: students must raise their hands to answer a question (a physical cue will be used for this response type), no excessive talking or walking during activities, and mandatory participation in classroom activities. Three “red strips” are required to earn an extrinsic item. Students may redeem the strips at the end of the two-week plan for various rewards. Students will also receive praise for participation and modeling of good behavior.

Addressing Misbehavior

I must be aware of who is listening, understanding, participating, or misbehaving. I will stand where all student’s are visible at all times. Scan the classroom regularly. This will let the students know that I am aware what is going on at all times in the classroom. My constant monitoring will detect inappropriate behavior and allow me to deal with it immediately. Upon the first infraction (infractions will be noted on student participation checklist), student will receive “The Stare”. The second infraction will be a reminder of the correct rule or procedure and the student will be asked to repeat the correct rule or procedure. Upon the third infraction, (this is the last warning before consequence is given) student will be told to stop the rule violation and given the consequence.

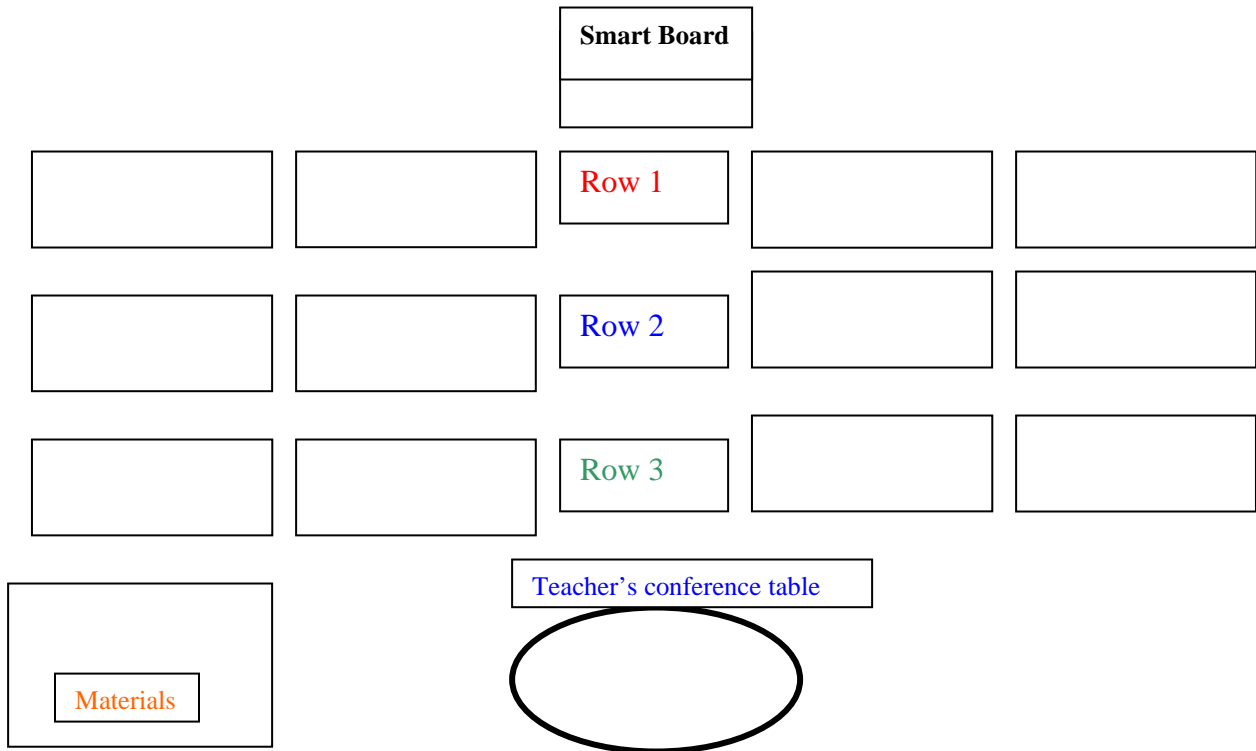
Transition and Activities

Students will be told on Monday that whenever I announce we will start on our “Unit Plan” they will go in order by rows to get their portfolio from the teacher’s conference table. They will sit quietly or continue any unfinished work until time to engage in the daily activities. A squeeze bus and a fuzzy colored ball will be introduced as the cue to answer a question. The items will be tossed to the student he or she will then give their answer and toss it to the next student that I have indicated. Activities from the lesson plan will use individual, pairing, and group activities. Pairs will be decided using famous “pairs” that are familiar to students. Heterogeneous groups will be arranged counting off by fours using first or last names. Everyone must participate in the question and answering activities. It is sometimes difficult to make sure this happens therefore my plan is to use index cards with numbers assigned to student names. I will draw and use all the index cards during the activities which will ensure equity. Collecting and passing out of papers will be done by the paper monitor for the week.

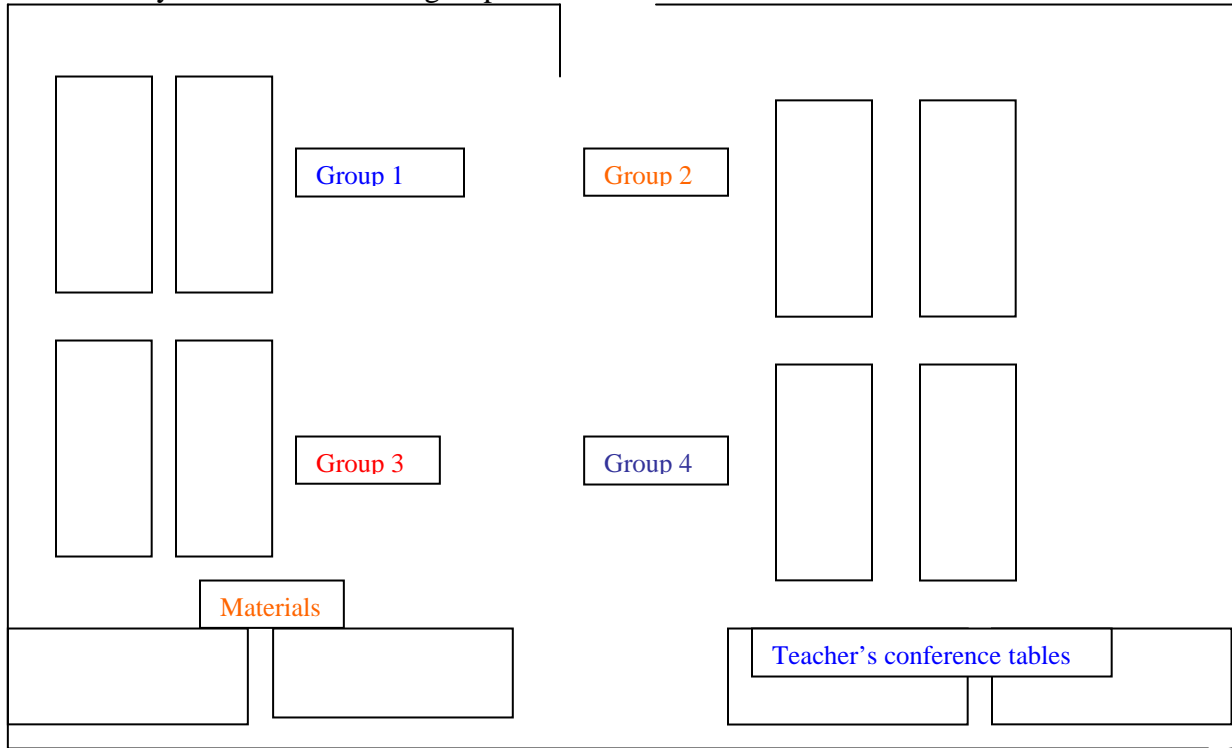
A letter to the parent or guardian will be sent home the Friday before the two-week unit (see Family Involvement Plan) is taught. The letter will outline my teaching strategies, anticipated learning outcomes, and desired student behavior during the two-week unit plan. The letter will also emphasize and encourage parent/guardian participation.

There are sixteen students.

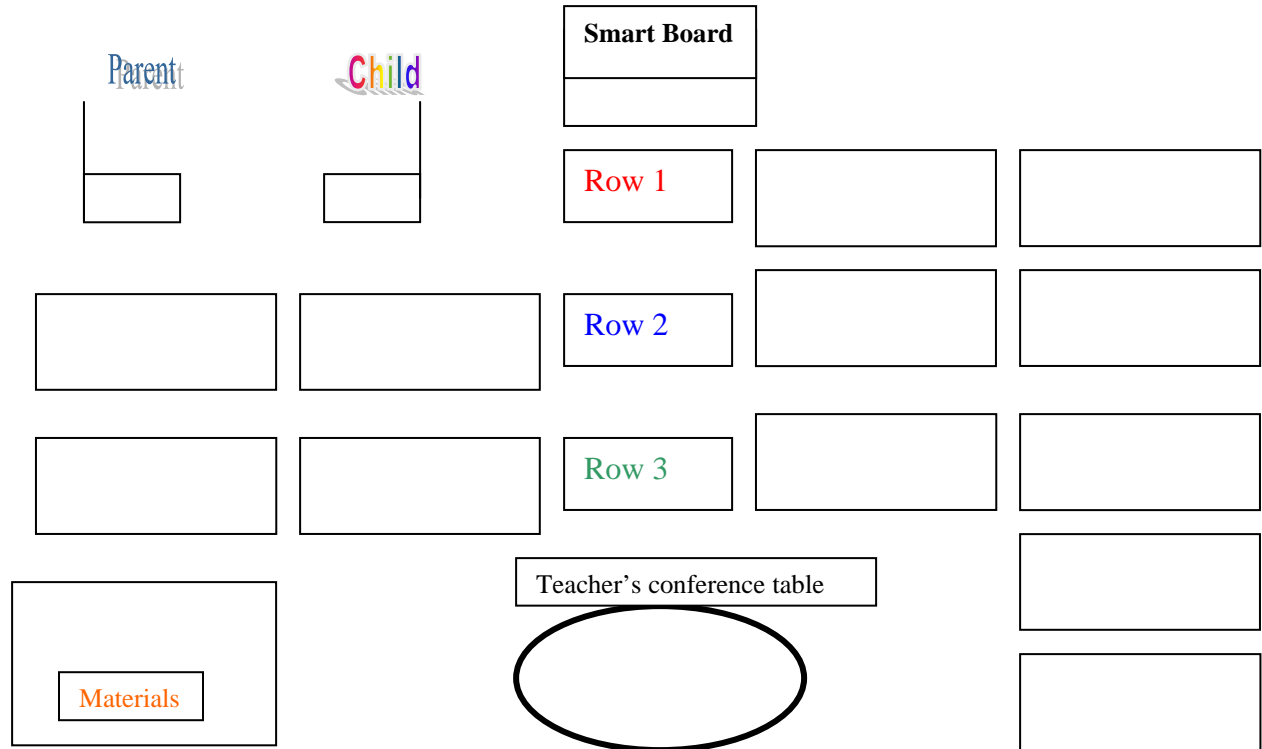
Individual Activities: Short story reading, graphic organizer, Make Me Proper lesson, and all figurative speech activities use the regular classroom set up. There are students that talk excessively during class. This type of student will be moved to single tables to address this situation.



Group Activity: Composing drafting, editing, and revising of dog article. There are students that talk excessively during class. This type of student will be addressed when grouping students for the activity. The student's are grouped in fours.



Paired Activity: Students will use the two chairs positioned in front of the class for the persuasive stray dog scene. There are students that talk excessively during class. This type of student will be moved to single tables to address this situation.



Family Involvement Plan

Family and Community Resources

Students could walk to the *local library* to listen to the Librarian read some poetry selections that use similes and metaphors. Students would discuss which selection was their favorite and tell why. Students will select a book from the school's library on poetry to read to the class during Library time (**L6 &7**). Students could take a trip to the local *Animal Shelter* to view dogs and listen to how to properly care for dogs. The field trip would help them understand why keeping a stray dog involves work, time and family input (**L2**). Additionally, student's will receive the *daily newspaper* for the anniversary of the 9/11 tragedy (**L5**). Students will engage in dialogue concerning the news articles from the paper. Students will make their own poem regarding the tragedy.

Family Communication

A *letter* will be sent home to parents the Friday before the unit starts. The contents of the letter are described under the Classroom Management section. A *phone call* to parents/guardian will be made to praise student for participation and progress during the unit as well as a mention of misbehavior during class if necessary. A *progress report* will be sent home to the parent/guardian at the end of the first week of the unit and again at the end of the second week of the unit. The progress report will indicate what was taught and how the student is progressing. The report also will indicate any issues that need to be addressed, such as misbehavior, missing in-school or homework assignments. Parents must sign the progress report and make comments regarding the discussion of the content of the report with the student. If the progress report is not received by Tuesday of the next week, another phone call will be made to the parent/guardian

regarding his or her child and another progress report sent home. Parents are welcome to view their child's on-going portfolio for the unit.

Family Involvement- School –Based

Parents could attend a “*Poetry Reading*” night or “*Poetry Reading*” afternoon. The selections will be read by their child. The program will last one hour and refreshments will be served. Students will use their creativity to rearrange and decorate the room to look like a Café. Students will also make costumes or props to enhance the program.

Family Involvement- Home Activity

Parents will be asked to help students study vocabulary words for *Jeopardy Vocabulary* game. Parents will receive a copy of the directions and how the game will be played. This can be played with younger siblings also with appropriate vocabulary words. Students can play this game in the car, before bedtime, and while waiting in line for a service.

Clark Academy Elementary School
1020 North Union Boulevard
St. Louis, Missouri
(314) 340-3366

Dear Parents or Guardian:

We are excited about starting our Communication Arts two-week unit plan for reading, writing, listening, and composing poetry! Our success will depend upon the students being encouraged to do their best on this unit. My strategies are to build your child's vocabulary, reading fluency, and improve their writing skills through enriched motivating activities. Through the series of activities, the overall goal is prepare your sixth grader to perform at middle school level in the Communication Arts curriculum.

Do:

1. Please encourage your child to do his or her homework daily. May I ask that you provide a regular place and time for your child to do their homework and have your child show you his or her homework assignment and explain what he or she learned in class?
2. Help him or her to be more organized.
3. Encourage your child by explaining that you believe that he or she can succeed through trying and working hard at the assignments.

Behavior Expectations

Students will be given the guidelines for modeling good behavior during the unit. Students must raise their hands to answer a question, no excessive talking or walking will be tolerated, and it is mandatory that students participate in all activities. Students modeling good behavior will receive praise and rewards. However, students that are disruptive and inattentive to participation in activities will receive three warnings before a consequence will be given. My expectations are that everyone will participate to their best ability with little or no misbehavior. A call to parents and a progress report will be forthcoming after a third infraction of the rules.

All students can learn in an enriched and nurturing environment. We are looking forward to a successful year for all of our students. If you have any questions or concerns at any time during the unit or year, please contact me at the number above.

Sincerely,
Ms. J. Vaughn



Instructional Decision Making

Modifications

The first modification came during the teaching of pronouns and proper nouns. Most students became confused when I tried to teach proper and pronouns at the same time. A formative assessment was used from the Writing and Grammar book on proper nouns and pronouns. This exercise was a diagnostic test to take an assessment of their previous learned knowledge of proper nouns and pronouns. After reviewing the diagnostic test, I decided to drop the pronouns and introduce them at a later date. Instead, I went with the common and proper nouns. This worked much better.

The strategy I used was a lesson plan using a 9/11 poem. Students had to label the common and proper nouns. I had much more success with this strategy. Also, I had the students name common nouns verses proper nouns in their immediate environment. I wrote the list of common and proper nouns on the board for further reinforcement. Some students informed me that they were confused because the parts of speech sounded almost alike. I also made available to students a grammar helper bookmark. This grammar helper has the definition and an example for a noun, pronoun, and proper noun. What I learned from this incident is that a master teacher must know when to modify the lesson plan to reach and teach every student.

The second modification came during the second week of the unit plan. The figurative language in poetry and stories had to be modified. The pre-assessment for **L6** figurative language showed that more than half the students did not know the meaning of the vocabulary. However, most students were familiar with simile, metaphor, rhyme, and rhythm from the ten vocabulary words administered. The original **L7** would have been for students to: Use the writing process and figurative language to compose poetry or stories. However, after engaging

students in a formative assessment about figurative language the learning goal clearly could not be met. I decided to modify the lesson to only use similes and metaphors. Students used the same activity to identify similes and metaphors in their immediate environment. I still had some students that were not making the connection of how a noun could be compared to another like item. Some students became confused and frustrated due to the similarities between a simile and metaphor. I decided to restart the next day. I brought in three types of stuffed dogs, teddy bears, and magazine pictures. Students were able to use their senses to make the connection when composing sentences during the post assessment. I was so excited that I closed the door and allowed the students to “give each other high fives and cheers”. Everyone wins when the lesson is modified to accommodate the learning level.

Analysis of Student Learning

Whole Class

On the whole, I think the class attained nearly all of the learning goals. The learning goal I was most concerned with was learning goal five that dealt with pronouns and proper nouns. This learning goal had to be modified to identifying common and proper nouns. The whole class had an average score for this goal; 72% is an average overall score for this learning goal. The class average would have been higher had some students taken the test more seriously. There were a few students that did not work to the potential that I have observed during class and on daily assignments.

Learning goal one uses level 1 and 2. The pre-assessment scores indicate the students were weak in vocabulary comprehension. After the reading of the story for the learning goal, some student's scores improved significantly. My post assessment scores for this learning goal improved almost 50 percent. I anticipated the improvement due to the reading of the story. When vocabulary is imbedded in text students can use their decoding skills to comprehend the meaning of a word. I think the reading of the story significantly changed the outcome of the post assessment scores.

Learning goal two uses level 1, 2 and advances to the higher levels of thinking. The students were very strong in this area. They enjoyed the persuasion activity more than the writing assignment. However, it is important that students are able to write as well as speak when engaging in constructive responses across the curriculum. The scores exceeded my expectations. The pre-assessment as well as the post assessment scores were nearly excellent. The writing activity for this learning goal showed an increase of five percent. I was totally satisfied with their performance for this learning goal.

Learning goal 3 uses higher levels; Application, Synthesis, and Evaluation. The value I saw in students accomplishing this goal is that they must know how to research materials and use the materials to compose a report. I had hoped the students would not take this task lightly because of the topics. The reason why I chose the dog topics is to make it interesting and engaging. Students were able to demonstrate their skills in using a graphic organizer for a topic and eventually use the Internet and other tools of inquiry to research the topic. The scores were surprisingly great. The post assessment score of 95% is a great score for this learning goal.

Learning goal 4 also use the higher levels. This learning goal demonstrated student's ability to use the writing process to compose an article. The students improved about four % upon their final revision of their article. Students showed improvement in using paragraphing appropriately, the flow of their ideas, details, vivid language, and sentence structure. There was much huffing and puffing but the grammar, punctuation, capitalization and spelling did improve. I was very pleased with the results of the post assessment scores for this learning goal.

Learning goal five uses the lowest level of thinking as well as the high order thinking levels. This is the learning goal that showed only one percent improvement. However, the scores for this learning goal did not meet the requirements. I expected an overall score of 75% for the class. The class performance was not what I anticipated. Although the learning goal was modified, the scores did not improve. This learning goal will have to be taught again. Sixth graders have acquired the learning level to complete this task successfully. My suspicions are that the students did not take the assessment seriously.

Learning goal six and seven requires higher level thinking. Student's overall pre-assessment score for learning goal six was 30%. This resulted in a second modification of the learning goals. The post assessment overall score of 93% showed significant improvement due to

learning goal adaptations. Learning goal 7 post assessment score of 91% showed a small increase from the pre-assessment. However, the overall learning goal requirement for this learning goal was met. Students were able to perform the task with success. I was satisfied with the performance of the students.

Subgroups

I

I decided to look at the differences of the pre-assessment and post-assessment scores of the high, average, and low achievers. I used all of the learning goals for comparison. The scores were similar to a yo-yo movement. The scores low achieving students scores were possible due to the time they are at reading resource. Students miss the learning environment with their peers and engaging in the answering and questioning sessions. I believe most of the learning for the learning goals came from the immediate environment and other students. I believe these factors attributed to the low scores for the low achievers.

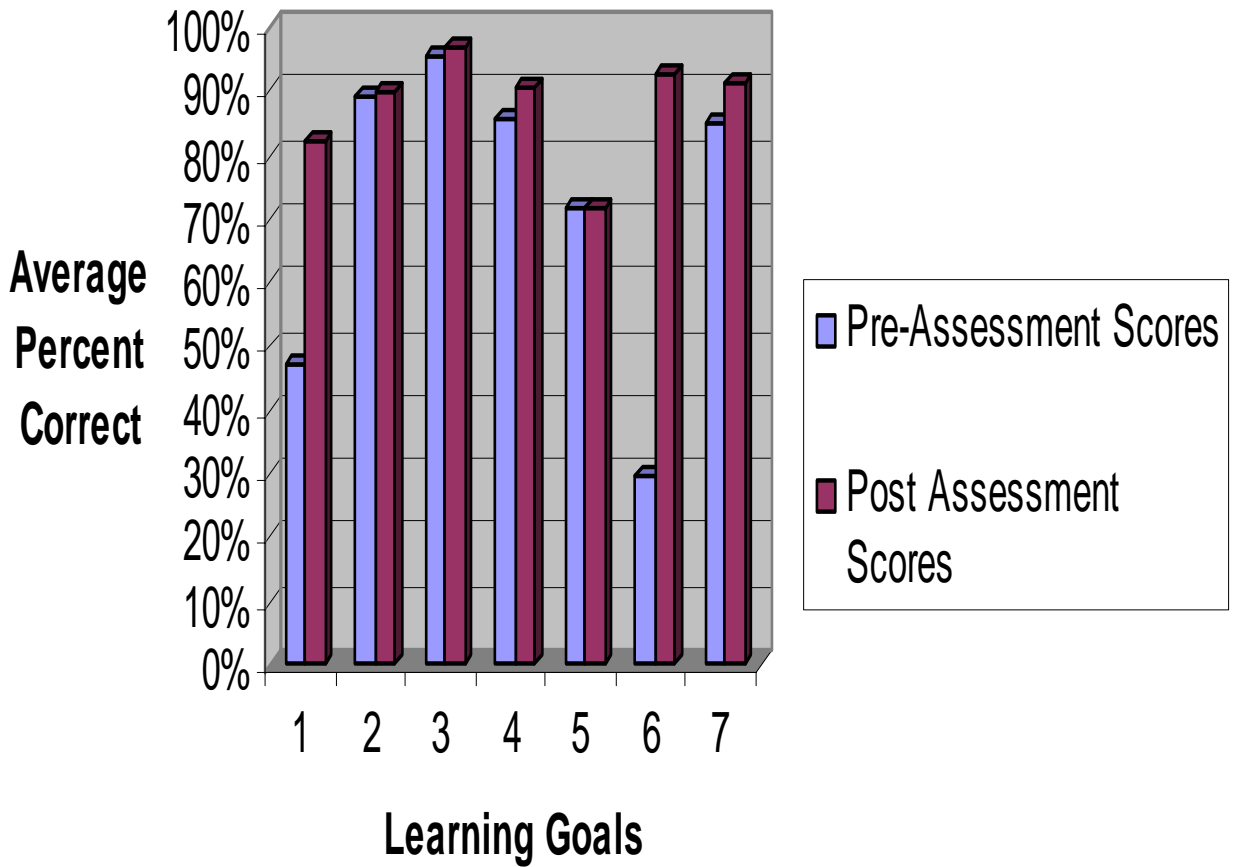
Individuals

The students I chose to look at more in depth were the students that attend reading resource. I will use the scores to help the students attain more concentration for the learning goal five. The task for the learning goal was to underline common nouns and replace with proper nouns. Students that attend the resource class scores were very poor and did not meet the requirements. I adapted the activities to accommodate their learning level; however I think the students need further enrichment to be successful in this learning goal.

Post Assessment Scores

Student #	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
1	100	8	15	100	76	10	8
2	100	8	15	100	91	10	8
3M	100	8	15	100	101	10	8
4K	75	7	15	97	86	10	8
5A	85	7	15	97	75	10	8
6	70	6	15	75	81	8	6
7	70	7	13	75	50	8	6
8R	70	6	13	75	36	8	6
9	71	7	15	100	55	10	8
10	75	8	15	100	51	10	8
11	70	6	14	80	70	8	6
12	75	6	15	85	100	10	8
13	70	8	13	75	86	8	6
14	100	8	15	100	70	10	8
15	100	8	15	100	60	10	8
16	85	7	15	90	71	8	7
Goal Possible score	100	8	15	100	101	10	8
Total points earned	1316	115	233	1449	1159	148	117
Total points possible	1600	128	240	1600	1616	160	128
Average % correct	82%	90%	97%	91%	72%	93%	91%

Pre and Post Assessment Comparisons



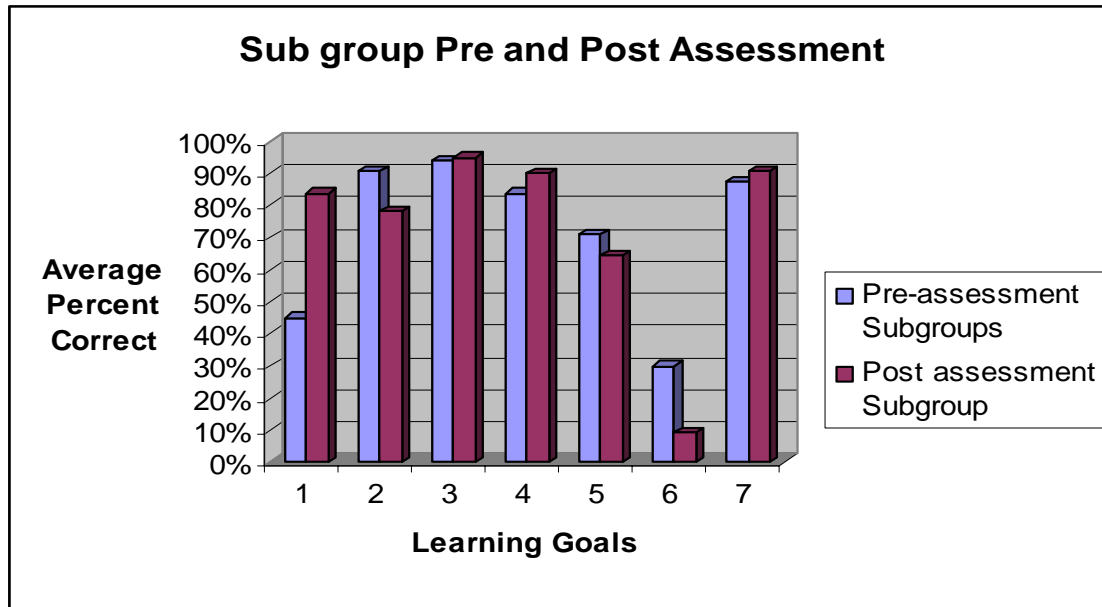
Sub group for Pre and Post Tests

Pre-Assessment

Student #	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
1	60	4	8	95	13	40	100
2	60	4	8	95	13	40	100
3M	60	4	8	95	13	40	100
4K	60	4	8	90	13	40	90
5	40	3	8	85	13	20	90
6	20	3	6	70	8	20	70
7	20	3	6	70	8	20	70
8R	40	4	8	70	10	20	80
Goal Possible score	100	4	8	100	16	100	100
Total points earned	360	29	60	670	91	240	700
Total points possible	800	32	64	800	128	800	800
Average % correct	45%	91%	94%	84%	71%	30%	88%

Post Assessment

Student #	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
1	100	8	15	100	55	10	8
2	100	8	15	100	91	10	8
3M	100	8	15	100	101	10	8
4K	75	7	15	97	86	10	8
5A	85	7	15	97	55	10	8
6	70	4	13	75	46	8	6
7	70	4	13	75	50	8	6
8R	70	4	13	75	36	8	6
Goal Possible score	100	8	15	100	101	10	8
Total points earned	670	50	114	719	520	74	58
Total points possible	800	64	120	800	808	800	64
Average % correct	84%	78%	95%	90%	64%	9%	91%



Reflection and Self Evaluation

Instruction and Student Learning

One of the strategies that I believe to be most helpful to the students was Jeopardy Vocabulary. The students were able to practice their vocabulary from their literature book. Students like engaging in competitive and fun activities. The visual learners were benefited from this exercise also. The students were motivated to participate because they thought it was a game, however, it helped many of the students attain **L1**.

Another strategy that I think contributed to student learning was using writing prompts to introduce students to different forms of the figurative languages. The students were motivated and excited about having their poetry or short story published in the classroom newsletter. This strategy was instrumental in **L7** (poetry pattern) being successful.

Improving Practice

One of the barriers that affected student's learning was time and absenteeism. Although I can not prevent absenteeism, it affected the flow of my lesson plan. I was not prepared to reteach the material with the same impact as before. I had two students that attended resource during the start of a lesson plan and did not participate in the anticipatory. I believe the anticipatory part of the lesson is most important. Students that are absent from class during this part of the lesson miss the motivation for the activity. Also, the students miss the engaging of learning during question and answering sessions. Student learning is enriched when everyone can participate. No matter how much I tried; the students that are absent still received the watered down version of the lesson plan. Upon reflection, I would make a plan to reteach the material during study hall or homeroom time to help improve student's performance.

Another barrier to student learning was inattentiveness to the lesson plan. Students had to be constantly reminded to put away drawings, books, toys, and other distracting items. This interrupted student learning and the flow of the lesson plan. Upon reflection, I would reiterate the rules more during the learning process and place them in full view.

Teaching Performance

Classroom management was one of my concerns. During the first three days of my two-week unit I think my behavior management skills may have impacted the learning of my students. I found myself running out of time when teaching the lesson plans. Some students were inattentive, blurting out, and talking during the lesson. These actions resulted in repeating of directions, waiting time, and unfinished worksheets. Upon reflection, I think some students challenged me because I was a student teacher.

I networked with my colleagues to ask about strategies to improve my classroom management. I asked for advice from my cooperating teacher on how to handle certain students. I talked to the student's parent whenever I had a concern about their behavior and their attendance. I called some parents regarding their student's performance and used the newsletter as a point of reference to indicate the importance of what I was doing. Although I only had a chance to build a rapport with three parents; it was affective in helping my student's well performance and well being. The help I received from my colleagues and the backing from the parents helped me gain confidence in the area of my classroom management. On the fourth day of my unit things started running a lot smoother. Parents and colleagues are good resources to help when you are having problems with student behavior.

Specialized Services

I actually did make a visit to the Reading Resource teacher before I started the spelling and vocabulary test activity. I asked for her advice on how to do an adaptation for spelling and vocabulary words for my resource students. She advised me to allow the students to choose the five words they wanted to spell out the ten words given. This improved their performance scores. I scored their spelling test different from the class and this adaptation actually worked. Also, I had a concern about a student that had problems reading fluently. After talking with the resource teacher I found out the student may need glasses. I contacted the student's mother and found out the student did indeed wear glasses and had a pair she should have been reading. The outcome was great; the student now wears her glasses and reads fluently and with ease.

Ethical Practice

I experiences applying professional ethical standards when I had to use adaptations to help the students that used reading resources. I had to make sure these students received the same enriched learning time when reteaching missed activities as the rest of the classroom. In addition, I applied the legal standards set by the St. Louis City Public School District Board when using technology. Students were given instructions on which web sites they could use when performing their research on dog articles on our computer room.

Professional Development

I think classroom management and assessment planning are critical to improving my ability to facilitate student learning. Assessment planning is important because a teacher must know how to assess if the learning goals are being met. Classroom management is equally important because no matter how many wonderful goals and lesson plans you deliver, if you cannot manage behavior and materials no learning will be forthcoming.

HSSU 65432

I think a class on classroom management and how to assess student learning would be beneficial to my performance as a teacher in these critical areas.

APPENDICES

**Harris-Stowe State College
Teacher Education Department**

Field Experiences and Clinical Practice
School and District Contribution Log

Source: Danielson, C. (1996). Enhancing professional practice: A framework for teaching.
Alexandria, VA: Association for Supervision and Curriculum Development

Form 4.8. School and District Contribution Log

Form 4.8. School and District Contribution Log		
Name Janice Vaughn Section		Course : EDUC 402
Major: Elementary Education		School Placement Site: Clark Academy Elementary
Grade Level 6	Subject: Communication Arts	Date: 11/17/06
Faculty: Ms. Joyce Hughes, Cooperating Teacher – Ms. Yvonne Chatwell, HSSU Sup.		
Date	Event (e.g., committee meeting, staff meetings & open house)	Contribution
8/23/06	Attended teacher's orientation meeting.	Asked questions about new assignment of cooperating teacher. Informed about who's who at the school.
9/11/06	Teacher's staff meeting.	Engaged in questions concerning Benchmark testing, Terra Nova testing and how to take daily attendance.
9/18/06	Teacher staff meeting.	Engaged in questions concerning MAP review and Terra Nova testing.
10/16/06	Teacher staff meeting.	Engaged in questions regarding second session of Benchmark testing and general staff housekeeping questions.
10/26-27	Parent /Teacher conference.	Engaged in dialogue about student's performance with parents and was introduced as the student teacher.
11/18	Teacher staff meeting.	Engaged in dialogue about student's previous year MAP performance.

**Harris-Stowe State College
Teacher Education Department**

Field Experiences and Clinical Practice
Professional Development Log

Source: Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development

Form 4.10: Professional Development Log

Form 4.10: Professional Development Log		
Name Janice Vaughn Section		Course EDUC 402
Major Elementary Education		School Placement Site: Clark Academy and HSSU
Grade Level: 6th	Subject : Communication Art	Date: 11/16/06
Faculty: Cooperating Teacher, Ms. Joyce Hughes & HSSU Supervisor, Ms. Yvonne Chatwell		
Date	Event (e.g., workshops, conference, course)	Benefits Derived
8/24/06	Using Computers in the Classroom	Instruction in: Web Blogs, Digital Story Telling, and how to use the Microsoft Word to help student’s edit papers during the writing process.
9/8	Classroom Management Seminar	Classroom management behavior guidance information and dialogue received.
9//22/06	Professional Development Day	MAP RESULTS (State Indicators, CA, Science and Math scores needed for AYP. Report Card aligned with Classroom Instructions Early notification to parents of At Risk Students Record keeping (S-1’s. Lesson plans, Prof. Dev. Plan.
9/28	Seminar – Director of Teacher Education for the State of Missouri	Engaged in dialogue about PRAXIS preparation, components, support, and guidance.
10/6	Classroom Management Seminar	Professional Code of Ethics – presentation on how to conduct yourself as a teacher in and out of the classroom.
10/20/06	Classroom Management Seminar	Communication- How to use effective communication with students in the classroom.