

# **PTW**

**(Preservice Teacher Work Sample)**

By

English Language Arts

Secondary Education

STUDENT ID 70074

Carnahan High School

Developmental Writing

Fall 2006 Semester

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at Harris-Stowe State University during the Fall 06 Semester.

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#### **Contextual Factors**

Mel Carnahan High School is a brand new school located on South Broadway. There is one entrance at the front of the building and one road leading from South Broadway to the two parking lots in front of the entrance. There is a wrought iron fence surrounding the back of the school and rear parking lot. The buildings surrounding the school are houses, fast food restaurants, stores, businesses and gas stations. All of these factors make the high school seem like a cross between a suburban school surrounded by houses and an urban school surrounded by commercial areas. The effects of teaching at a suburban school in an urban area are smaller classrooms due to less students, more parental involvement and a new school that boasts a bit more technology than the average school.

Within the classroom the teacher student ratio is 1:23. In the 5<sup>th</sup> period Developmental Writing class there are 19 freshman students consisting of mixed races and genders. The children in the class are at varying levels and to accommodate them lesson plans must incorporate higher learning activities as well as basic ones that the

lower level students can grasp; by doing the basic activities and higher learning activities in one lesson plan the lower level students get a chance to see what they can do later on, and the higher level students get a chance to refresh themselves on the basics.

The classroom desk layout combines a series of four long tables that can seat upwards of seven students at each table. This arrangement allows students to easily work with one another and allows the teacher to easily walk in front of each student to see what they are doing or how they are doing. Unfortunately, this layout does make for a few extra talking problems, but that can easily be fixed by giving the students something to do. Another side problem arises when students are scheduled wrong and wind up in the class for a second dose, but that problem is not so bad either because it allows them to work on their homework and get a double dose that helps them retain information.

After the first assessment essay and a few morning activities, it became noticeable that the class had the basics of how to lay an essay out, how to write a paragraph and how to transition into their paragraphs down. From that one assessment it became clear that the students needed work in spicing their essays up and transitioning from paragraph to paragraph with words other than first, second and third.

There are computers in the classroom and the students know how to use them, except they do not know how to type so allowing them to use the computers sometimes slows their writing processes down. Still, the school is noted for being more ingrained with technology, but most of it seems to help the teacher more than the students but that in turn trickles down to help the students because there is more class time to use due to less paperwork.

All in all the school is a nice place to learn and teach, but due to the school still needing to fully transition into a high school the 8<sup>th</sup> graders tend to hold back the freedoms of high school that freshman deserve--free time between classes, free roaming of the school, gum chewing, etc. Aside from DESE's 2005 report of 3 expulsions and 42 suspensions, the children are not too misbehaved; I think I heard that that information on DESE's website was false and the principal, Dr. Roach, was doing what she could to get it changed. Personally, I don't believe it. I do believe the students need some work in the mechanics of writing and typing, as well as foundations in grammar and moderately advanced vocabulary, but it will be necessary from time to time to refresh the students' basic skills because a sound base is needed for an overall solid structure.

**Learning Goals:** (Aligned nearly verbatim with GLE)

1. Students will follow a writing process.
2. Students will apply writing process to write effectively in various forms and types of writing.
3. Students will be able to use and read graphic organizers to organize thoughts.
4. Students will be able to use and read a variety sentence structure.
5. Students will use proper grammar, punctuation and parts of speech.
6. Students will use precise and vivid language.
7. Students will construct meaning of text.

*Standards for the English Language Arts*

**Sponsored by NCTE and IRA**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Learning Goals:** ( 3, 4, 7)

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. **Learning Goals:** ( 4, 7)

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Learning Goals:** (1, 2, 3, 4, 7)

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Learning Goals:** (1, 2, 3, 4, 5, 6)

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. **Learning Goals:** (1, 2, 3, 4, 5, 6)

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Learning Goals:** (1, 2, 3, 4, 5, 6)

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Learning Goals:** (1, 2, 3, 4, 5, 6, 7)

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Learning Goals:** (1, 2, 3, 4, 7)

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

**Learning Goals:** (1, 2, 3, 4, 6, 7)



**10.** Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. **Learning Goals:** (1, 2, 3, 4, 5, 6, 7)

**11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Learning Goals:** (1, 2, 3, 4)

**12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**Learning Goals:** (1, 2, 3, 4, 5, 6)

### ***Missouri Show-Me Standards***

**Goal 2:** Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. **Learning Goals:** (1, 2, 3, 4, 5, 6, 7)

## **Design for Instruction**

### **Unit Plan Overview/ Graphics/Charts**

#### ***Purpose:***

The following unit plan is a two-week lesson plan designed to incorporate a variety of new strategies for writing, self-expression, and reading comprehension. This unit plan will be conducted during the first two weeks of the school year. The students will learn how to read with comprehension and write with accuracy. Students will learn how to use a variety of graphic organizers to gather information for writing essays. The final focus of this lesson plan is to open up the creative minds of the students allowing them to freely express themselves in a variety of ways.

#### **At the end of this unit plan students will be able to:**

- Better organize thoughts for essay writing
- Revise and edit essays.
- Use various graphic organizers to organize thoughts
- Understand the value of pre-reading for comprehension
- Take relevant notes from reading material

#### ***Performance Task Criteria***

Summary: Students will have a journal that will include step-by-step instructions, complete with samples of how to organize essays. The journal will also include a variety of graphic organizers and pre-reading strategies. The journal will be an invaluable tool for higher education.



## Scoring Rubric for Essays

**4 points (“A”):** Writing is clear and does what the prompt asks. Minimum punctuation errors that does not interfere with the reading.

- Used important details from the information provided
- Organized ideas logically
- All writing relates to the topic
- Used sentence variation
- Good grammar usage
- Used descriptive adjectives and adverbs
- Used great transition words and statements
- Writing is neat and almost perfect.

**3 points (“B”):** Writing is good and on point with the topic. A few errors in punctuation that reading will take notice of but will not lose focus on reading.

- I used some details from the story. Should have used more
- Sometimes moved a little bit away from writing prompt or topic sentence.
- Could have used better organization
- Need to connect my ideas with good transitions
- Word choice needs improvement
- A few grammar mistakes
- Same sentence structure

**2 points (“C”):** Writing is not clear and drifts away from subject. Some errors in punctuation that sometimes slow reader down.

- Have not stayed on topic with writing
- Need more information
- Writing is unorganized
- Poor sentences structure
- Mistakes in punctuation makes it difficult to understand the writing
- Writing is sloppy

**1 point (“D”):** Writing needs to be organized and focused. Too many punctuation errors.

- Didn't stay on point with writing prompt or topic
- Need to organize writing so that it is clear
- Need more details to support topic
- Need to increase vocabulary to include more descriptive words
- Punctuation errors made it difficult for reader to understand
- Sentence structure needs improving

### At-A-Glance Overview of Lessons

<b>Lesson</b>	<b>Content and Process to be taught</b>	<b>Assessment</b>
1	Grammar and Comprehension Assessment and Review	Outline and essay thoroughness
2	The Step Up to Writing (SUTW) Process	Accuracy of outline
3	Proper Sentence Structure and Punctuation	Paragraph accuracy
4	Essay organization	SUTW outline (Attachments A,B,C)
5	Essay organization	Final draft and Rubric (page 9)
6	Writing and Revising a Narrative	Rubric check list
7	Rewrites and Revisions	Narrative
8	Pre-Reading Exercises	Questions/Misunderstandings
9	Reading to Learn	Outline
10	Graphic organizers	KWL chart, Cornel Notes(D,E,F)

## Introduction to the Writing and Reading Processes

Teaching students how to communicate effectively is one of the priorities in the St. Louis Public School (SLPS) system. I have been teaching 9<sup>th</sup> grade developmental writing, and have found the majority of the students to be deficient in not only their writing skills, but reading comprehension skills as well. This “Introduction to the Writing and Reading Process” unit plan is designed to improve their communication abilities.

The content of this unit is appropriate for the 9<sup>th</sup> grade level where the students’ ages range from 14 to 16 years. The lessons are designed to accommodate all cultures and academic ability levels. The lessons are on a Flesh-Kincaid readability level of 8.0.

The initial writing lesson will stem from their own experiences. The students will be given a writing prompt that will require them to talk about their families, travels, and goals in life. This essay will give the students an opportunity to express themselves and talk about their backgrounds. This assignment will allow me to **assess** the writing level they are on, provide insight on what enhancements are needed, and give me a perspective on their culture.

Most of the students that I have encountered have had difficulty organizing their thoughts for writing essays. Three organizational tools will be utilized to help with organization:

1. The outlining process (A,B,C)
2. Main Idea Mapping Web
3. Cornell Notes (D,E,F)

The reading comprehension will be addressed to help enhance the students’ writing abilities. SLPS students have low MAP Test scores showing that students’ ability to write effectively after reading a long passage is below grade level. This unit will enhance the students’ comprehension abilities by introducing them to three pre-reading strategies:

1. Pre-reading (Looking at charts, graphs, heading, etc.)
2. KWL Charts - After the pre-reading students will fill out the chart. (Brown v Board of Education)
3. Anticipation Guide- Students will fill out true or false questions about Brown v. Board of Education

During the students' reading, they will utilize the following reading strategies:

1. Cornell Notes – Students will take notes organizing thoughts and formulating questions and answers to the questions. (D,E,F)
2. Discussion web – Students will fill in answers to the question discussed in the pre-reading strategy
3. Utilize sticky notes to highlight new information and confusing information for group discussion after reading.

After the students read the text, they will get into the small groups and conduct the following post-reading strategies:

1. “Save the last word for me” reading strategy. Students will write statements cards and discuss thoughts and reactions.
2. Discussion Web – I will ask the students to provide four reasons why segregation is justified or not.
3. RAFT – Students will be instructed to choose a character and write about the issue from that characters perspective.

**Key vocabulary:** Metaphor, Analogy, Function, KWL chart, Cornel notes, Main Idea Mapping, Topic Sentence.

**Vocabulary exercises:** The “**Metaphor tree**” – students will have to fill in branches that correlate with the first part of the metaphor. An **analogy exercise** – students will have to draw a line to the sentence that completes the analogy. The “**Step Up-To Writing**” **sequence exercise** – the components of step up to writing with examples will be scrambled on a graph. The students will have to sequence the steps and place appropriate examples under the various sections.

**Pre Assessment:** Open topic essay and Do Now Questions, which concluded that students lacked the basics of writing including, vivid language use, essay organization, essay construction, note taking, and the use of figurative language.

**Formative Assessment:** Students will tell me what they learned, and what they need clarity on. Also, homework will be used as a formative assessment.

**Summative Assessment:** The students will be required to turn in a final project that will include all of the skills covered in the unit, and will be graded upon the rubric.

**Resources:**

1. Step Up To Writing Teacher's Guide
2. Prentice Hall Writing and Grammar, p 466, Readability level 8.0
3. Prentice Hall Literature, pp 230-239, Readability level 8.0
4. Picture Bride book, Readability level 7.5
5. World Explorer /Africa book, Readability level 8.5
6. Teacher crafted grammar exercises handouts
7. VirginiaTech Cornell Note Taking System

The assessment tools that will be utilized will give an accurate account of comprehension; assessment includes pre-assessment as Do Nows and the first open topic essay, mid-assessment as a second essay on 9/11 and possibly branching essays, and the final assessment as the Africa essay. Also, the final project is designed to allow students to show their level of learning of the various strategy used for enhancing writing and reading comprehension.

**Technology:**

The technology implemented throughout the curriculum includes the use of computers by both student, for writing essays and research, and teacher, for attendance check and teaching updates via email. The overhead will also be used to demonstrate materials like the Cornell Note Taking System and the SUTW Process; the overhead also offers students a chance to work with me while I lecture and demonstrate material. Later on, Promethean Boards might be used if they are set up, which will act as interactive boards students can write on or do quizzes on.



## **Classroom Management**

Proper classroom behavior is a difficult thing to obtain and maintain due to many factors like student eating habits, sleeping habits, social relations, etc. If a student eats a lot of sugary foods in the morning or during lunch they can develop extra energy that can be a problem in the classroom. Another student might not sleep enough causing him or her to sleep during class or lose focus on the lesson. Some students get placed in classes with their friends, which can cause problems in the classroom due to excessive talking, note passing, horsing around, etc.

Ways to get around all this mess vary. An easy approach needed right of the bat is an establishment of class rules. These rules are established by putting them on paper right away and by going over them. The rules are strongly enforced over the first few weeks until students get into the swing of things, which in turn puts the students in a regimen that will help them to know what is needed of them within the class.

After establishing the rules they must be enforced. Disciplinary actions need to be done if they are called for; students can be written up, sent to the office, verbally reprimanded after class, or just simply stared down until quieted. Some students can be reprimanded by just seeing shame on the teacher's face, but those students are few and far between. Instead, verbal and nonverbal warnings should always be used before hitting another level like an office referral or parent conference.

Another thing needed to establish a sound class is a general seating arrangement. Students do not need a seating chart, but they do need an idea of where they need to sit—people tend to sit in the same place day in and day out with or without a seating chart.

Friends need to be broken apart so they do not disturb one another and the surrounding class.

Within my classroom students are seated at long tables that allow seven students in a row. These tables are good for collaborative learning, but not for individual learning because people are so close. Also, due to students finally being properly placed in my classroom after nine weeks of classes, I found a seating chart to be useless because students would leave the class or new students would enter. Still, a teacher has to make do with what they got, so I use them and make sure friends are separated and that the back row is always empty so I can move people for the day. Typically, once I move a student they stop talking. Sometimes I need to call the office and tell them that the next time I call down there just send a security guard to escort a student to the office; that little trick works wonders and usually results in a quiet classroom and no office referrals.

Also in my classroom, the students typically know that a “Do Now” on the front board is there so they have something to do right away. Typically, I can transition from that “Do Now” by jumping right into a lesson correlating to the “Do Now” or by quickly reviewing what they have done and using it as a pre assessment that tells me where I need to begin my lesson. The “Do Nows” are great for giving the students something to do right away and for acting as a foundation for my lesson plans.

Students are motivated constantly by me because I try to reinforce where this lesson is coming from and how they can use what they are learning in this class and other classes. Thus, I find reinforcing the importance of each lesson a good approach to avoiding excessive talking and a lack of focus in the classroom because students realize why they need to focus and why the skill being covered is important.

## **Classroom Management:**

### **Class Syllabus**

**Course description:** This course is designed to enhance the students' reading, writing and comprehension abilities. We will explore and analyze a variety of literary forms, and create our own pieces.

**Materials Needed:** Pen—blue or black ink

Pencils—No. 2 lead

Three ring binder

Loose leaf paper

**Student Responsibilities:** Students will be expected to be present everyday, come prepared with tools, including books, paper, pens, pencils and homework, participate in class discussions, complete all assignments, projects, and tests with 90% accuracy, and behave accordingly—No Gum, No Late Work, No Talking During Lessons.

**Expectations:** I expect students to be prepared, stay focused and demonstrate and understanding of basic Language Arts principles. I need a good partnership and support from parents in order to reiterate importance of work and learning.

**Grading Method:** Homework – 10%

**Grading Scale:** A 100-91

Essays and tests – 50%

B 90-80

Projects – 15%

C 79-70

Participation – 20%

D 69-60

Warm-up – 5%

F 59 and below

## **Assessment Plan:**

### Learning Goals:

1. Students will follow a writing process.

**Assessments:** In order to assess this are students will write essays and do paragraph plan worksheets. The worksheets allow me to pre-assess the students and see where they are in the writing organization; the sheets will also be great to use as a post-assessment testing instrument to see of the students can organize a topic, essay, topic sentence, hook sentence and introduction paragraph within the classroom. The essays will act as pre-assessments, summative assessments, and post-assessments. They will pre-assess by showing me what the students can do on paper and where I need to go with my lessons; summative assessment comes in by showing me how students are coming along with their writing skills and what I might need to go over again; post-assessment comes into play with the essays showing me how far the students have come with their essay creation.

2. Students will apply writing process to write effectively in various forms and types of writing.

**Assessment:** In order to help boost student grades and in order to develop indicators of whether students know how to write in various formats, I have used a four paragraph assignment that will have the students write a paragraph for each of the following four types of writing: expository, descriptive, persuasive, and narrative. This assignment was a post-assessment because it followed a lesson over these various essay types, but it also acted as a pre-assessment because it

showed me if the students grasped enough of the concept in order to move on to bigger essays like research essays, persuasive essays, etc.

3. Students will be able to use and read graphic organizers to organize thoughts.

**Assessment:** I pre-assessed this by using the plan a paragraph worksheet, and by using a lesson that included a worksheet on brainstorming. This was later assessed throughout the quarter and near the end of the quarter (summative and post-assessment) by giving them essays to write that required them to turn in their various drafts and brainstorming/organizing sheets.

4. Students will be able to use and read a variety sentence structure.

**Assessment:** This was pre-assessed by the open topic beginning essay and later a summative assessment was giving with a 9/11 essay. It has not been fully post-assessed because students need help in sentence creation. Once again, it will be post-assessed by an essay, but it will also be post-assessed by worksheets that will have the students look for improper sentence structure, sentence fragments, etc.

5. Students will use proper grammar, punctuation and parts of speech.

**Assessment:** The warm-up exercises act as pre-assessments of this by having the students write down what they think certain figurative language words mean and by having them see if they can spot errors on the board that I purposely did before certain classes. Summative and post-assessments come in the form of essays and essay editing worksheets.(G)

6. Students will use precise and vivid language.

**Assessment:** Pre, summative and post-assessments of this learning goal come into play when I grade their paragraphs and essays.

7. Students will construct meaning of text.

**Assessment:** Worksheets with poetry on them will be used so students can identify figurative language, inferences, etc. These worksheets will act as post-assessments so I can see if the students grasped the figurative language techniques I went over, and if they grasped how to infer as well.

### **Family Involvement plan:**

In order to get parents involved I had to utilize the computers, specifically the internet. The website <http://www.thinkwave.com> offers me the ability to post student grades, attendance and homework online in a password protected system. Once I make the parents aware of what I am doing and after making sure they approve of their child's files being put on a private website, I will give the student and parents a password that will allow them to view their child's file anytime they feel the need to. This will prevent any "surprise" grades around progress and quarter report card times. This will also help them to get more involved with their child and will offer them the chance to know exactly what their child needs to do that night for homework.

If this plan works properly it will help the school system become more integrated within the household. Hopefully, instead of just hearing the student claim they are doing well or that they do not have any homework, the parent will view the site on a daily basis and will know exactly what their child needs to do. From there, I hope the parents will contact me if they see a bad grade in the grade book, or if they see an assignment that they do not understand the importance of.

By doing this family involvement approach I can maintain a relationship with parents without having to call them all the time or send the notes everyday; still, calls and notes will be necessary due to them being great means of communication, and sometimes the only means of communication. This will act as a direct line between my classroom and the home. It will allow the parents to view the information on their child as a write it on a daily basis. This will also allow me to circumvent student negligence involving

keeping out the family, not showing up to class and not delivering messages or grades to parents.

Another way to get the community and parents involved in my classroom is by getting an actual job application and having the students learn how to properly fill it out. This will utilize community resources and will help the students develop a necessary skill in today's work force. From there I will hand them another job application to take home to their parents. Once at home they will go over the job application with their parents and learn any tips or tricks their parents might have for them as well as some different descriptive terms and perspectives stemming from their parents.

Chaperoning is a great way for parents to get involved with their student. Parents can chaperone school dances or student teacher sporting events—the parents would act as the student team's coaches. Parents can also come in for field trips that would be related to my subject area. For example, a field trip to the central library which would teach my students how advanced research is done and what kind of things can be found in such a big database of materials.



Dear Parent,

I will be your student's developmental writing teacher at Mel Carnahan for the next two quarters. My name is Joshua Hanock and I look forward to working with your child and meeting you as well. At the end of this letter I have attached a course syllabus and hope that you will read over it to get an idea of what we will be doing in the classroom and what is expected within the classroom.

Thank you,

Joshua Hanock

## Class Syllabus

**Course description:** This course is designed to enhance the students' reading, writing and comprehension abilities. We will explore and analyze a variety of literary forms, and create our own pieces.

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**Student Responsibilities:** Students will be expected to be present everyday, come prepared with tools, including books, paper, pens, pencils and homework, participate in class discussions, complete all assignments, projects, and tests with 90% accuracy, and behave accordingly—No Gum, No Late Work, No Talking During Lessons.

**Expectations:** I expect students to be prepared, stay focused and demonstrate and understanding of basic Language Arts principles. I need a good partnership and support from parents in order to reiterate importance of work and learning.

**Grading Method:** Homework – 10%

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B 90-80

Projects – 15%

C 79-70

Participation – 20%

D 69-60

Warm-up – 5%

F 59 and below

## **Instructional Decision-Making**

Within my ninth grade classroom I encountered a number of situations that required me to rethink my strategies and lesson plan approaches. The first, and one of the most vivid memories, came near the beginning of my student teaching endeavors. I was teaching a lesson on plot outlines so the students could comprehend literature more efficiently—I was teaching literature at this time not only because it goes hand in hand with developmental writing, but because at that time things were messed up in the school and schedules were off causing my cooperating teacher and I to have to teach a literature course—and I suddenly found that the students could not get how outlines worked. I gave them examples from other stories and even helped them with their plot outlines on the story they were covering in class, but even those steps did not work for about sixty percent of the students in the class.

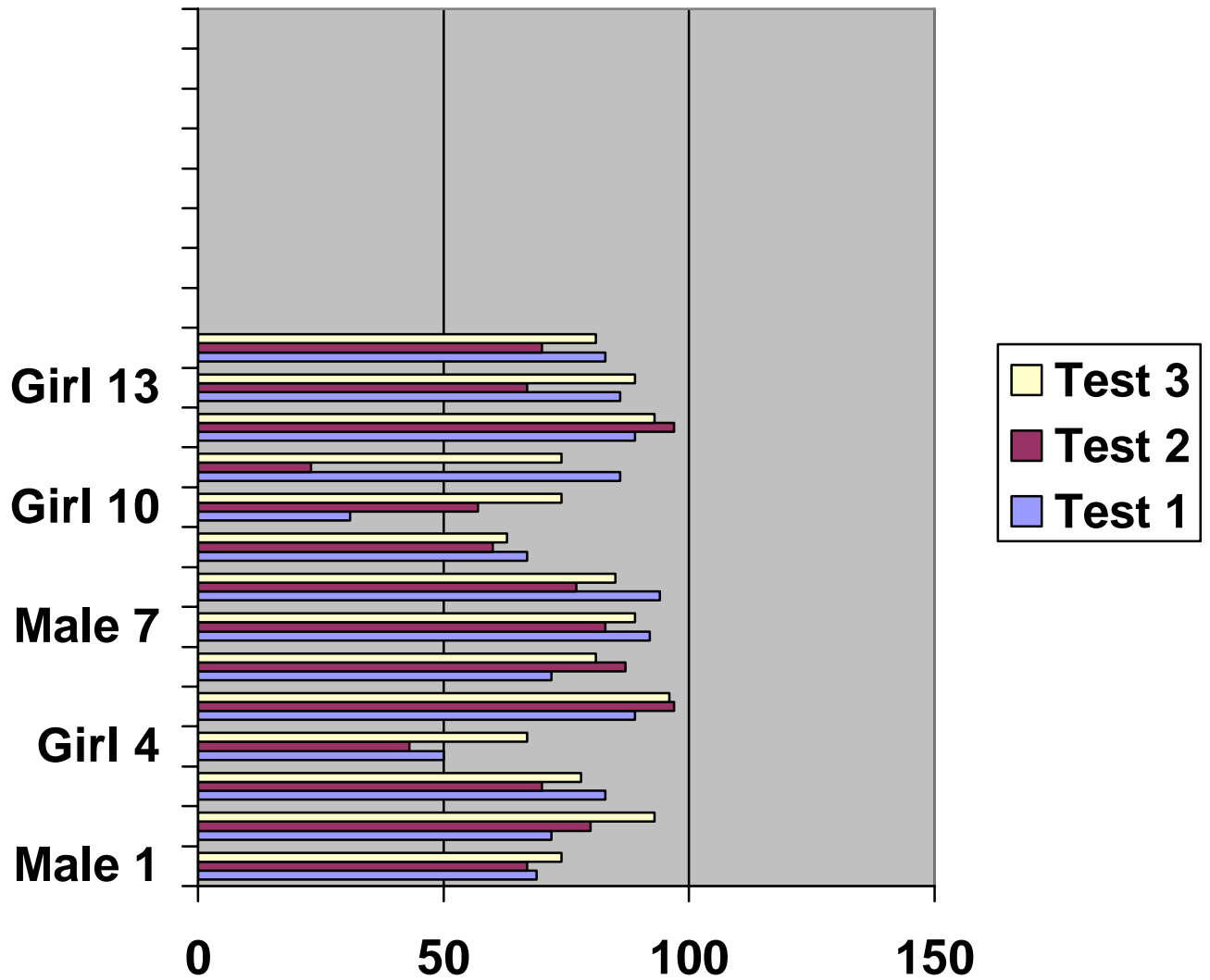
So what I had was a lesson I thought would be a basic review for them turned out to be a bit of a problem stemming from the fact that they could not connect with the information I was presenting. After coming to terms with this conclusion, I had the students finish reading the story and work together in groups so that they could help one another with the overall ideas found in the story.

The next class period I came prepared. I gave them the plot outline sheets as an in class assignment, but this time I explained it to them in terms they could understand better. By relating the exposition, rising action, climax, falling action, conflict and resolution to a horror movie the students picked it up almost immediately; I wrote out the terms, found on the plot outline sheet, onto the board and went through them one by one with the class using a horror movie of their choosing—still, I had to make sure I knew the

horror movie. For example, one of the classes did a Friday the 13<sup>th</sup> movie and we went through how all of those terms apply to it; the exposition comes at the beginning when all the campers are arriving and Jason rises from the grave, and the climax comes when Jason is just about to kill the main character. By doing this I came to terms with the students and connected the information to something that interested them. Thus, they were able to do their plot outline worksheets and apply them to the story they had read.

When teaching the students how to write essays I kept emphasizing the use of descriptive and vivid language; eventually, after the students took a benchmark test I realized a good majority of them did not understand basic figurative language terms. Without the understanding of these terms the students were unable to comprehend literature and use vivid language within their own writings. This came as a shock to me because I was not prepared to teach figurative language because I figured a ninth grade class would know what a metaphor or simile is.

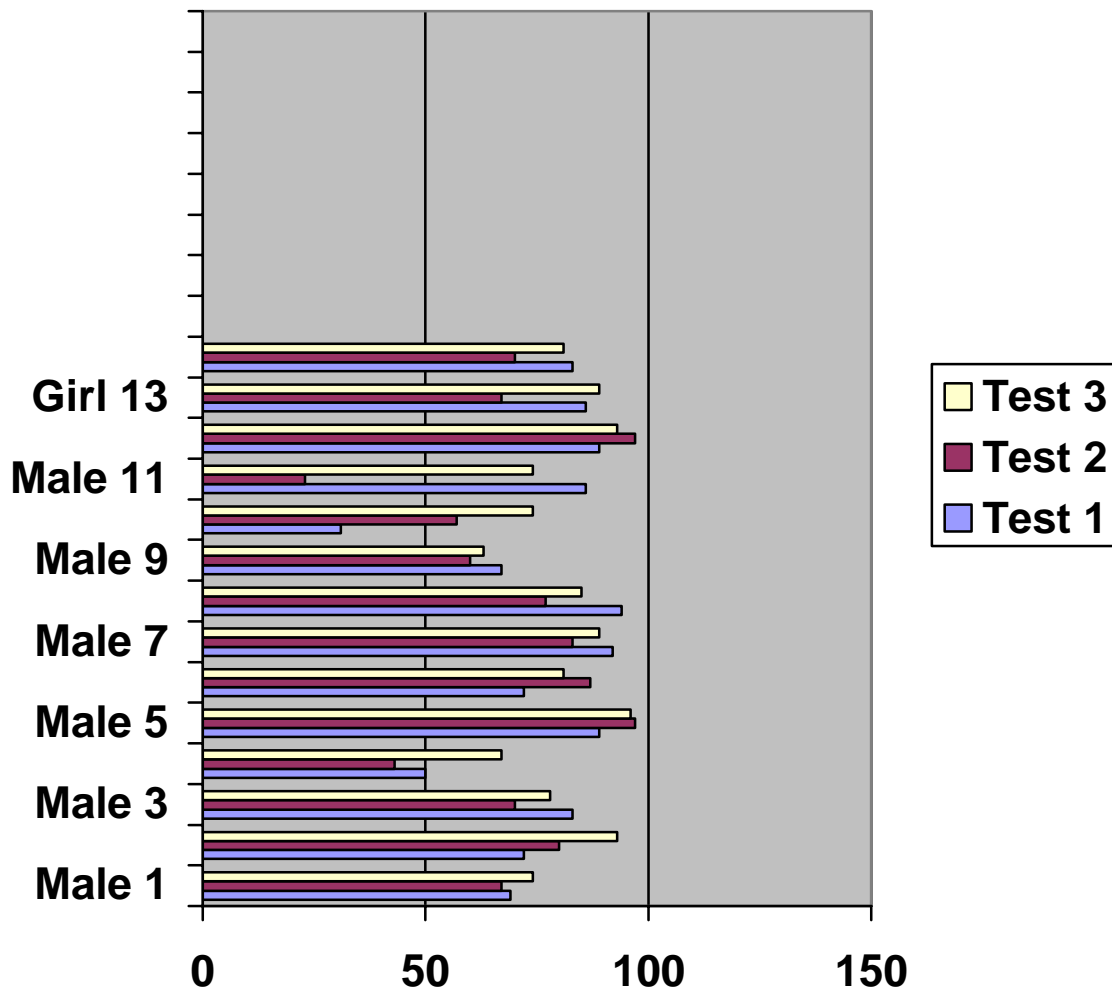
After some overnight preparation, I came up with a lesson involving figurative language and how to identify it in poetry. After that I tested the students on it and found they did not yet grasp the four terms I gave them. So I gave them four more terms because time is of the essence when it comes to teaching, but I made sure to review the old terms while simultaneously relating them to the new terms. So when it came to the final assessment they were ready for all the terms I gave them, as well as being able to identify them in poetry and literature. Thus, I was able to move on, or back, to teaching them about the use of descriptive language in their essays.



**Whole Class:**

By reviewing this graph I can see the scores the students had on their pre-assessment test, summative assessment test and post-assessment test over figurative language, which in turn relates directly to my aforementioned learning goals by teaching them vivid language, proper parts of speech, how the writing process works, how to

interpret text, how poems are organized, how to write poetry and how figurative language correlates to their writing abilities. Most of the students that did well to begin with pretty much stayed on course with their abilities. The students that did poorly usually picked up a thing or two along the way and their post-assessment scores show their improvements. The lesson was a relative success because the students did learn something, maybe not everything I wanted them to, but something. This will allow for me to move on with occasional lessons reviewing the material on these tests to help the students do even better and learn even more. By doing this chart and looking at a whole class I got a better idea of what is going on in and outside of the classroom.



**Male and Female scores:**

For the second part of my observations I looked at the chart in a gender specified view. I averaged the scores of all the female students and the scores of all the male students. This allowed me to see how my teaching style can possibly affect the different genders, and maybe how the subject material impacts each gender.

*Pre-assess male avg.: 81% Summative male avg.: 67% Post-Assess male avg.: 79%*

*Female avg.: 72% Female avg.: 72% Female avg.: 83%*

The data pertaining to the female/male averages is enlightening. It appears that the male students did a bit worse at the end of the lesson, and the females did

considerably better. This could be improved upon by bringing more examples of figurative language into the classroom, aside from poetry. Maybe rap music could be brought in to connect with everyone a little better, especially the males. This data analysis has really helped me to see that the males in my classroom need to be given more differentiated instruction in order to grasp the concept as well as the females.

The other problem comes in the fact that neither one of the groups averaged above the 85% benchmark. This tells me that review will be needed throughout the semester and year to prepare the students for future classes, test and standardized tests. Neither one of the groups is in the red zone, zone saying they didn't grasp the concept, but it does leave room for improvement on my part. Like I said before, maybe rap music should be brought in to make a better connection with the figurative language material, because I find that once the students can connect the ideas to other things that truly interest them then my job is a whole lot easier, and their learning is a whole lot more enriched.

### **Two individual students:**

The two students I focused on were Female 10 and Male 9. Male 9 was kind of stagnant in his test scores, meaning he did not really move up or down with his scores, but instead kind of just stayed right where he was at; I take this as meaning he has the material down but lacked certain concepts that will help him to understand it better. Thus, it would be smart to find time to work with him individually so he could grasp the concept even better instead of just kind of floating by with his prior knowledge on the topic.



Female 10 was a nice shock for me. I worked with her and did not even realize I was getting through to her, but it turns out I was. Her test scores started off in the low thirties, but got progressively better until she finally hit the mid seventies mark. What that means is that she nearly doubled her understanding of the material since in between the pre and post assessments. It also shows me that with a little review in the future she too can benefit from it by possibly reaching up to that 90<sup>th</sup> percentile.

### **Reflection and Self-Evaluation**

The two most helpful instructional strategies I had to use throughout the semester were modeling and collaborative learning. I found that in a few of my classes there was quite an arrangement of ability levels. Typically, I would have a few gifted students interspersed with even more lower level students, which in turn were interspersed with those in between. I recognized that in order for the class to grasp a concept direct lecture could not be used and only lessons with interactive activities seemed to work at all. Thus, modeling came to the forefront alongside of collaborative learning.

Modeling would allow me to lecture, typically while using the overhead, to the class while showing them exactly what to do; so basically the class would receive auditory instructions and visual instructions. A typical activity would include the students reading along with me while I went over an example essay on the overhead. Then as a class we would pick out things we thought were incorrect and change them. By the students interacting with me and by them watching me use the proper punctuation marks and correction marks they could apply the concepts to their own editing abilities and writing processes.

Collaborative learning was great because it allowed low level students to learn from those who were a bit above them in terms of knowing the concepts being taught. From there the moderate and upper level students would further ingrain the concepts by helping the others out. Another side benefit comes in the form of social factors. The students tend to be less talkative in their groups; I found them to typically work quietly and be more assertive in their groups than they would have been if I had used a whole classroom learning approach.

The two greatest barriers my students faced were their lack of ability to comprehend what they read and their lack of basic language arts skills—sentence structure, past, present and future tense, etc. In order to properly prepare my students for the lessons they need to be taught, I will need to have a week or two week refresher course over the basics. This would help prepare them for future lessons involving sentence development and essay writing. As for their comprehension abilities, I would more than likely have them free read every class for ten minutes or so, as well as demand a few book reports for the semester. As childish as it seems to be, I believe that the more a person reads the better they become at comprehension, writing and identifying words. Thus, book reports and free reading would force them to read more.

Working with my colleagues during my student teaching experience allowed me to find new approaches to my teaching. For example, my family development plan improved when I learned about online, up-to-date report cards for parents to view. By working with my cooperating teacher I learned different methods to quiet students down and get them to focus—an example would be the “Do Nows” at the beginning of each class. My teaching performance started off weak but strengthened throughout the experience. Unfortunately, I find that the best way to learn is to be left alone. Thus, I think my performance will improve two fold once I get into my own classroom and away from the heavy workload student teaching has caused me to have. Still, at the beginning I was mush, and now, near the end, I am becoming a sculpture. As for my students, I found that near the end of my student teaching experience that they did not want me to

leave and had gotten use to me assisting them and teaching them, which in turn leaves me to believe that I had a moderate impact on their learning.

The only specialized services I encountered came in the form of students needing extra help or resource teachers. Aside from the resource teachers, I too would specifically pick them out when walking around the room to make sure they were grasping the concepts I wanted them to. If I gave them a test I would give them extra instructions if they needed it so that they could do well on the exams. In the future it would be nice to know from the beginning what kids need special services so that I can prepare my instruction better, because the first few weeks of my student teaching had me at a loss to recognizing who needed special help and who did not. So I think that just by knowing who needs what from the beginning will drastically improve my approaches to helping those whom need a bit more help.

Throughout the semester I had to assist students with the internet; this was not because they did not know how to use the internet, but because they did not know how to stay off of improper sites that could possibly endanger the school's computer network and my professional status. Aside from that, ethical practices should be natural to any teacher. Simply put, I kept my personal business and experiences out of the classroom, and I made sure to keep all forms of advertisement out of my classroom as well. Otherwise, aside from that, ethical and legal standards are relatively easy not to worry about due to me having a tight lip.

In order to professionally grow I will need to stay in the trade and keep educating myself from my experiences and future class work. I feel that one way I could grow is by learning more in my content area because I find that I lack certain knowledge that could be beneficial to the students when it comes to literature and poetry. Another way to go about this would be to just keep doing what I am doing, and that is reading and researching. Of course, aside from my content knowledge I could also need a bit of improvement in psychology.

Another thing I could improve on is recognizing and finding things that would be beneficial to me and my classroom. For example, the internet has a wide arrangement of lesson plans and ideas to use in the classroom, and I believe that if I could learn how to find them better then I could possibly always have something at hand and something new fresh to use in the classroom. Just recently, I have started going to the library and researching books on lesson plan development, and books that already have a fair amount of lesson plans in them. I believe as a teacher I should not reinvent the wheel on a regular basis. Instead, I should use what is out there and bring what I find suitable to me and my students into the classroom. From there, I can take what I have brought in and make it my own.

**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			
Joshua Hanock		Course 0402I	Section 01
Major Secondary Education School		School Placement Site Mel Carnahan High	
Grade Level Ninth	Subject Developmental Writing	Date 10-24-06	Faculty Mrs.Dwellingham
Date	Event (e.g., committee meeting, open house)	Contribution	
10-14	Parent teacher conference	I sat in on conference with parent, vice-principal and cooperating teacher. Contributed by adding my observations of the student to the conversation, and by supporting the truthful things the cooperating teacher had to say.	
11-6	Staff Development	Listened in on a staff development meeting and contributed by voicing my opinions to the committee leaders. My opinions involved frustrations with the lack of working copy machines and the overuse of the air conditioning system.	
10-30	Student/teacher volleyball game	Supported by coordinating and supervising the students during the game.	

**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**

Joshua Hanock

Course 0402I

Section 01

Major Secondary Education  
School

School Placement Site Mel Carnahan High

Grade Level Ninth  
Mrs.Dwellingham

Subject Developmental Writing

Date 10-24-06

Faculty

<b>Date</b>	<b>Event (e.g., workshops, conference, course)</b>	<b>Benefits Derived</b>
10-14	Parent teacher conference	I sat in on conference with parent, vice-principal and cooperating teacher. Contributed by adding my observations of the student to the conversation, and by supporting the truthful things the cooperating teacher had to say.
11-6	Staff Development	Listened in on a staff development meeting and contributed by voicing my opinions to the committee leaders. My opinions involved frustrations with the lack of working copy machines and the overuse of the air conditioning system.
11-14	Promethean board meeting.	Sat in and assisted in Promethean Board presentation that was given to students and faculty, which helped everybody to become aware of the limits the board has.
Semester	Educ. 0230 course	The Foundations of Education course introduced me to educational law and helped further my roots in educational history.



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

Field Experiences and Clinical Practice

## Professional Contribution Log

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

### Form 4.9. Professional Contribution Log

<b>Form 4.9. Professional Contribution Log</b>		
Joshua Hanock	Course 0402I	Section 01
Major Secondary Education School	School Placement Site Mel Carnahan High	
Grade Level Ninth Mrs.Dwellingham	Subject Developmental Writing	Date 10-24-06 Faculty
Date	Event or Service (e.g., conference presentation, mentoring)	Contribution
10-14		I sat in on conference with parent, vice-principal and cooperating teacher. Contributed by adding my observations

**Form 4.9. Professional Contribution Log**

Joshua Hanock

Course 0402I

Section 01

Major Secondary Education  
School

School Placement Site Mel Carnahan High

Grade Level Ninth  
Mrs.Dwellingham

Subject Developmental Writing

Date 10-24-06

Faculty

<b>Date</b>	<b>Event or Service (e.g., conference presentation, mentoring)</b>	<b>Contribution</b>
	Parent teacher conference	of the student to the conversation, and by supporting the truthful things the cooperating teacher had to say.
9-13	Tutored two students during my eighth grade planning period.	I showed the two students the writing process and how it works, which in turn helped them to greatly improve on their next set of essays.
11-14	Promethean board meeting.	Sat in and assisted in Promethean Board presentation that was given to students and faculty, which helped everybody to become aware of the limits the board has.

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

Field Experiences and Clinical Practice  
Instruction Plan for a Single Lesson: for Tutorial and Small Group, and Whole Class  
Teaching Experiences

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

**Form 4.2 Instruction Plan for a Single Lesson**

<b>Form 4.2 Instruction Plan for a Single Lesson</b>			
Name	Joshua Hanock	Course	EDUC 402I Section 01
Major	Secondary Education	School Placement Site	Mel Carnahan High School
Grade Level	9	Subject	Developmental Writing
	Dwellingham	Date	11-1-06 Faculty Mrs.
<i>Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.</i>			
1. Briefly describe the students in this class, including those with special needs. (Component 1b)			
The students in the class are mostly at a moderate level to low level. In order to properly			

meet the classroom needs I will go over a lesson dealing with basic figurative language terms—idiom, cliché, onomatopoeia, alliteration—that need to be covered in order for them to move on to writing better essays and comprehending deeper literature.

2. What are your goals for the lesson? What do you want the students to learn?  
(*Component 1c*)

The goals for the lesson are to have the students learn some basic figures of speech that will help them to write better, comprehend what their reading more efficiently and use vivid language in their writing endeavors. Also, I want the students not only to learn what the terms are, but to be able to use them as well.

3. Why are these goals suitable for this group of students? (*Component 1c*)

The goals are suitable for these students because a majority of them did poorly on their achievement tests, and some of those scores stem from their lack of being able to comprehend figurative language due to them not knowing basic figures of speech like metaphors, similes, clichés, idioms, etc.

4. How do these goals support the district's curriculum, state frameworks, and content standards? (*Components 1a and 1c*)

These goals mainly support NCTE standards 1, 2, 3, 4, 6, 9 and 11.

**1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

**3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

**9.** Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

**11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Missouri Standards:

R2.A Locate, interpret and apply information in title, table of contents and glossary, and recognize the text features of fiction, poetry and drama in grade-level text.

GLE

8. Students will be able to use and read a variety sentence structure.

5. How do these goals relate to broader curriculum in the discipline as a whole or in other disciplines? (Component 1c)

These goals relate to literature comprehension, uses of vivid language in all essays and identifying literary techniques, which in turn will help them in future Language Arts classes.

6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (*Component 1e*)

The students will be engaged in the content by having to identify four sentences and what type of figurative language they represent, giving more examples of those figurative languages and by engaging them in collaborative learning that will have them identify figurative language in literature/poetry.

**Lesson:**

1. Have students do the “Do Now” which involves looking up figurative language definitions and giving examples—idiom, cliché, onomatopoeia, alliteration.

10 minutes

2. Go through clichés on overhead by giving and receiving examples from the students. 5-10 minutes

3. Go over alliteration overhead and have them do the activity. 15-25 minutes  
Activity includes using examples and extending them into longer sentences, and giving own examples.

4. Go over onomatopoeia and have them do overhead. 15-25 minutes  
Activity includes making a comic strip, giving examples and writing sentences.

5. Go over idioms and give and receive examples. 5-10 minutes

Total class time is 1-2 class periods

7. What instructional materials or other resources, if any, will you use? (*Component 1d*)

I need overheads and an overhead.

8. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (*Component 1f*)

I will assess the students by looking at their examples to see how they grasped the concept. Then I will give them a chance to study for a test over the four figurative language terms, and from there I will give an overall assessment over all the figurative language terms we went over, which will act as a post-assessment.

9. How do you plan to make use of the results of the assessment? (1f)

If the students did relatively well with the concept I will refresh them quickly over it later on amidst another lesson in more advanced figurative language. If the students did poorly with their examples I will review the terms with them. If only a few students did poorly I can work with them on an individual basis to catch them up to speed.

The activities will be collected and placed in their portfolios alongside of their tests and essays.



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

Field Experiences and Clinical Practice  
Instruction Plan for a Single Lesson: for Tutorial and Small Group, and Whole Class  
Teaching Experiences

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

**Form 4.2 Instruction Plan for a Single Lesson**

<b>Form 4.2 Instruction Plan for a Single Lesson</b>			
Name	Joshua Hanock	Course	EDUC 402I Section 01
Major	Secondary Education	School Placement Site	Mel Carnahan High School
Grade Level	9	Subject	Developmental Writing
	Mrs. Dwellingham	Date	10-24-06 Faculty
<i>Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.</i>			
10. Briefly describe the students in this class, including those with special needs. (Component 1b)			
The students in the class are mostly at a moderate level, with a few being at higher levels and few being at lower levels. In order to properly meet the classroom needs I will place			

them into groups so that they can work together and help one another—thus lower level students will get help from higher level students, and higher level students will reinforce their learning by teaching the lower level students.

11. What are your goals for the lesson? What do you want the students to learn?  
(*Component 1c*)

The goals for the lesson are to have the students learn some basic figures of speech that will help them to write better, comprehend what their reading more efficiently and use vivid language in their writing endeavors. Also, to meet the needs of students by giving them an important skill that will allow them to comprehend what they have read better. This objective stems from a test given to them to see how much they have achieved, and from their lack of figurative language in their essays.

12. Why are these goals suitable for this group of students? (*Component 1c*)

The goals are suitable for these students because a majority of them did poorly on their achievement tests, and some of those scores stem from their lack of being able to comprehend figurative language due to them not knowing basic figures of speech like metaphors and similes.

13. How do these goals support the district's curriculum, state frameworks, and content standards? (*Components 1a and 1c*)

These goals mainly support NCTE standards 1, 2, 3, 4, 6, 9 and 11.

**1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

**3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word



identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

**9.** Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

**11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Duration: 1-2 class periods

Missouri Standards:

R1.E Develop vocabulary through text

R2.A Locate, interpret and apply information in title, table of contents and glossary, and recognize the text features of fiction, poetry and drama in grade-level text.

R3.B Analyze author's use of figurative language

GLE

9. Students will be able to use and read a variety sentence structure.

14. How do these goals relate to broader curriculum in the discipline as a whole or in other disciplines? (Component 1c)

These goals relate to literature comprehension, uses of vivid language in all essays and identifying literary techniques.

15. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (Component 1e)

The students will be engaged in the content by having to identify four sentences and what type of figurative language they represent, giving more examples of those figurative

languages and by engaging them in collaborative learning that will have them identify figurative language in literature/poetry.

**Lesson:**

1. Have students do the “Do Now” which involves looking up figurative language definitions—metaphor, simile, hyperbole, personification. 10 minutes
2. Arrange students into groups. 2 minutes
3. Hand out worksheets. 2 minutes
4. Ask for answers and examples from class. 11 minutes
5. Go over what the groups need to do. 5 minutes
6. Go around classroom and make sure they are doing what is needed. 19 minutes
7. Collect sheet. 1 minute
8. Go over worksheet the next day. 10 minutes

16. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (*Component 1a*)

Students lack comprehension when they read poetry and when they read figurative language. The students lack the crucial basics of figurative language so in order to get them to a more advanced stage we need to start at the bottom.

17. What instructional materials or other resources, if any, will you use? (*Component 1d*)

I need copies of the worksheets for the groups, a board to write on and a marker to write with.

18. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (*Component 1f*)

I will assess the students by looking at their group worksheets and comparing them with my answer key after the lesson has been completed. Also, the next class period the “Do Now” warm up will ask for an example of each of the figurative language techniques we covered; then, once I collect the warm ups I can see who grasped the concepts and where I can go from there.

19. How do you plan to make use of the results of the assessment? (1f)

If the students did relatively well with the concept I will refresh them quickly over it later on amidst another lesson in more advanced figurative language. If the students did poorly on the worksheet I will have to give them a full on refresher lesson similar to what I did already. If only a few students did poorly I can work with them on an individual basis to catch them up to speed.

The group worksheets can be used in parent conferences as well as act as inserts to be put into student portfolios.

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

Field Experiences and Clinical Practice  
Instruction Plan for a Single Lesson: for Tutorial and Small Group, and Whole Class  
Teaching Experiences

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

**Form 4.2 Instruction Plan for a Single Lesson**

**Form 4.2 Instruction Plan for a Single Lesson**

Name	Joshua Hanock	Course	EDUC 402I	Section	01
Major	Secondary Education	School Placement Site	Mel Carnahan High School		
Grade Level	9	Subject	Developmental Writing	Date	10-05-06
	Mrs. Dwellingham			Faculty	

*Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.*

20. Briefly describe the students in this class, including those with special needs.  
(Component 1b)

The students in the class are mostly at a moderate level, with a few being at higher levels and few being at lower levels. In order to properly meet the classroom needs I need to

guide them into the more advanced material with a bridge from the basic and moderately challenging material.

21. What are your goals for the lesson? What do you want the students to learn?  
(*Component 1c*)

The goals for the lesson are to have the students how to infer what an author is saying or what a story is describing—moods, lessons, morals, etc.

**Objective:** To meet the needs of students by giving them an important skill that will allow them to apply what they have read to seemingly inapplicable things. This objective stems from a test given to them to see how much they have achieved.

22. Why are these goals suitable for this group of students? (*Component 1c*)

The goals are suitable for these students because a majority of them did poorly on their achievement tests, and they said that most of their problems with the test stemmed from questions seemingly having nothing to do with what they read.

23. How do these goals support the district's curriculum, state frame-works, and content standards? (*Components 1a and 1c*)

These goals mainly support NCTE standards 1, 2, 3, and 11.

**1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

**3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**11.** Students participate as knowledgeable, reflective, creative, and critical members of a

variety of literacy communities.

**Missouri Standards**

R1.G. During reading, utilize strategies to – self-question and correct, infer, visualize, predict and check using cueing systems.

R1.H. Apply post-reading skills to comprehend and interpret text – question to clarify, reflect, analyze, draw conclusions, summarize, paraphrase.

**GLE**

10. Students will be able to use and read a variety sentence structure.

24. How do these goals relate to broader curriculum in the discipline as a whole or in other disciplines? (Component 1c)

These goals relate to not only what I am covering now, but what the students do with what I am covering outside of this classroom in the real world and other classes that ask questions where students will need to infer meanings.

25. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (Component 1e)

The students will be engaged in the content by having the poem read to them and by reading it again themselves in groups. The group work will allow for collaborative learning to take place, which in turn lets the students bring together all of their opinions on each question pertaining to the poem. The questions themselves will be taken from a literal level to an interpretive level; thus allowing the students to learn the steps necessary to infer the next time they read something.

**Lesson:** 1. Have students do the “Do Now” which will ask them what an inference is.

2. Go over how inferring will help them to do better on future tests and such.

3. Get students into groups.

4. Hand out worksheets.

5. Read poem out loud to class.

6. Go over what the groups need to and have them get started.

7. Go around classroom and make sure they are doing what is needed.

8. Go over answers to the worksheets.

9. Collect worksheets.

Duration: 1-2 class periods

26. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (*Component 1a*)

To accomplish student interest I have chosen a poem with an odd theme to it. This will allow for more discussion over the poem and will allow the students to learn better from an interest in what they read.

27. What instructional materials or other resources, if any, will you use? (*Component 1d*)

I need copies of the poem and worksheets.

28. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (*Component 1f*)

I will assess the students by looking at their worksheets after the lesson has been completed, and, by using an answer key I have made beforehand, I will grade them accordingly and see what needs to be gone over again or what was done well.

29. How do you plan to make use of the results of the assessment? (1f)

If the students did relatively well with the concept I will refresh them quickly over it later on amidst another lesson. If the students did poorly on the worksheet I will have to give them a full on refresher lesson similar to what I did already. If only a few students did poorly I can work with them on an individual basis to catch them up to speed.

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

Field Experiences and Clinical Practice  
Instruction Plan for a Single Lesson: for Tutorial and Small Group, and Whole Class  
Teaching Experiences

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

**Form 4.2 Instruction Plan for a Single Lesson**

**Form 4.2 Instruction Plan for a Single Lesson**

Name	Joshua Hanock	Course	EDUC 402I	Section	01
Major	Secondary Education	School Placement Site	Mel Carnahan High School		
Grade Level	9	Subject	Developmental Writing	Date	9-20-06
Faculty	Miss Williams				

*Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.*

30. Briefly describe the students in this class, including those with special needs.  
(Component 1b)

The students in the class are mostly at a moderate level, with a few being at higher levels and few being at lower levels. In order to properly meet the classroom needs I need to go through the basics as well as show them a more advanced approach so those at higher

and lower levels have goals and expectations to reach.

31. What are your goals for the lesson? What do you want the students to learn?  
(*Component 1c*)

The goals for the lesson include the students learning how to format an essay via brainstorming, writing proper introductions, and coming up with decent hook sentences to obtain reader interest.

32. Why are these goals suitable for this group of students? (*Component 1c*)

The goals are suitable at this level because the students are at the beginning stages of grasping how to properly write an essay, and using a language to within the essay to convey reader and writer interest. Thus, a refresher course cannot hurt anything and modeling for them an advanced approach will not hurt either due to them getting a double dose of things to do and goals to obtain.

33. How do these goals support the district's curriculum, state frame-works, and content standards? (*Components 1a and 1c*)

These goals mainly support NCTE standards 4, 5 and 7.

**4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**5.** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

***Missouri Standards***

**Goal 2:** Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

34. How do these goals relate to broader curriculum in the discipline as a whole or in other



disciplines? (Component 1c)

These goals relate to not only what I am covering now, but what the students do with what I am covering outside of this classroom in the real world and other classes that ask for essays. The goals also broaden student knowledge later on by incorporating research skill necessary to brainstorm and write an essay.

35. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (*Component 1e*)

To engage them in the content I will model the content for them with an interest of my own that will hopefully interest them as well. Once modeled the students will get an example and understanding of what to do and will go to work on their own paragraph plans in order to ingrain the knowledge given to them in my model. By giving the students time to work on their own paragraph plans, I can walk around and see who needs a bit of work and who is ready to move on. Thus, I can assess the students' abilities and see what I might have to do later on down the road.

36. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (*Component 1a*)

One difficulty lies in the students' interests. In order to keep them interested I will have to speak to them while doing what is needed and demonstrate a topic that will spark a few interests and ideas. Another difficulty comes in when students cannot grasp the concept, and I am preventing this from happening by assessing them and modeling for them an example of what is needed.

37. What instructional materials or other resources, if any, will you use? (*Component 1d*)

I will need an overhead, paragraph plan worksheet, completed outline to reference to, and a board to place the Do Now on.

38. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (*Component 1f*)

I will assess the students by looking at their paragraph plan worksheets as they do them and once they have brought them back to me. The worksheets will give me a clear indication of who grasped the topic and who did not grasp it.

39. How do you plan to make use of the results of the assessment? (1f)

If the students did relatively well with the concept I will refresh them quickly over it later on amidst another lesson. If the students did poorly on the worksheet I will have to give them a full on refresher lesson similar to what I did already. If only a few students did poorly I can work with them on an individual basis to catch them up to speed.