

Contextual Factors

Introduction:

Part 1: The Macro Context:

The N. Providence school district is located right outside the city of Providence. This school is one of 6 elementary schools within the N. Providence district. The town of N. Providence and the school sits in a suburban area. The school is located on a main and busy road that is usually combined with a lot of traffic during the morning and evening hours. The district is made up of 3,337 students and 353 teachers. 80% of the schools in the town are public. 19.7% of school systems are nonpublic and 0.3% are public charter schools. 71% of students are not eligible for free or reduced priced lunch while the remaining 29% is eligible for subsidized lunch programs. 79% of the students in the town are white, 12% Hispanic, 6% African American, and 2% Asian. 2 % of the students in this district receive ESL or bilingual education services, while the remaining 98% do not need these services. 82% of students are not qualified for special education services or support. 12% of students do qualify for general education with support. 6% of students are within a self-contained classroom and 0.1% of students are homebound or hospitalized. Student attendance in this district is at 94%, while there is a 91% stability rate and a 10% mobility rate.

The elementary school where I am student teaching, serves 243 Students and 25 teachers. 62% of students in this school are not eligible for reduced lunch, while the remaining 38% are eligible for subsidized lunch programs which show that this school is economically diverse. The ethnicity of the school is made up of 11% African, 20% Hispanic, 68% white, and 1% Native American students. I have talked to my cooperating teacher about the students' mobility rate within the school. She was not sure what the percentage is right now but at one point a few years ago, it was at a high percentage around 50%. This year she mentioned that there are not that many students coming into the school or leaving. This year there are five new students in our class who transferred from other school districts. 76% of students do not

receive special education services, 17% receive general education with support, and 7% are in a self-contained setting.

Part II: The Micro Context:

Inside the classroom, there is a computer and a printer for the teacher to use mainly for educational purposes. The children can use the computer at times to play an educational game. The school will be purchasing new laptops that will be located in the library for the children to use. This classroom has a set of rules and expectations that the children should follow. We have split the class up between boys and girls at one time. I took the group of girls to do a reading lesson for about 10 minutes. We are making guided reading groups for us to challenge readers within the classroom on different levels. We have a wide range of readers from “non-reader” to above level readers at a level of 19. The classroom population is at 18 Students, 9 girls, and 9 boys. Their ages range from 5-7. This classroom consists of 3 children of African American decent, 2 children of Hispanic/Asian decent, and 13 children who are White/Caucasian.

This classroom is not an inclusion setting, although we do have new students that transferred from another school and we are learning where they stand academically. We are also looking to see if some children will need support. There is one student who went to Kindergarten last year at age 4, and turned 5 in late September. She will only be turning 6 soon, while most of the children in this classroom will be turning 7. She has been tested with the AIMSWEB program and her score came back as a “non-reader”.

We may have one or two students in the class with language barriers. It is still early to know for sure right now. 13 of these students had previously been in full day kindergarten last year. My cooperating teacher told me that most of the students coming into school from the full day Kindergarten have higher reading scores than the children coming from half-day Kindergarten. We looked at the reading scores and noticed that more than half the class are leveled readers or higher. The students last year coming into first grade from half-day Kindergarten received around a 1 on the AIMSWEB reading scale. Now we see a big difference from half-day Kindergarten to full day because the students are already beginning the school year at level 3, and even up to level 19, which is mid 3rd grade! It would be interesting to do more research

on the benefits children are receiving from full day Kindergarten. *Yes, that is interesting – something to research when you work on a Master's Degree!*

The students in the classroom will influence my instructional planning and assessment in some ways. I know that if I have any reading lessons to do with the children, some children will be put into groups for higher level learning and thinking. Other children who may be lower level readers may require more attention than the other students. They will probably not be as independent as the readers at the levels of 14-19. I plan to also do more grouping of students when I teach math and science. I plan to group students according to those who can stay on task and those who fall off task easily. ***I'm not sure what you mean – are you hoping to get one group help another? And, how will you know if they are off task? Could they still be listening and learning and just look like they are not on task?*** I have begun to recognize those students and can now decide how I want to plan for any specific grouping or working together on a math or reading task. I know that this first grade is right now very talkative. My cooperating teacher and myself are working very hard at keeping them focused and on task to complete assignments correctly. In knowing their challenging behaviors, I want to redirect behavior in a positive way by giving them more hands on assignments that require them to do more moving, cutting with scissors, or using different manipulatives for math. I am also planning to incorporate more songs for better understanding with my science unit.

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, to plan instruction and assess learning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: The Macro Context				
Knowledge of District, Community, and School (RIPTS 1)	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning.	4
Part II: The Micro Context				
Physical Classroom (RIPTS 6)	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	4
Knowledge of Characteristics of Class Members (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	3
Knowledge of Students' Skills And Prior Learning (RIPTS 3)	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	3
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	3
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4)	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	3
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 25/42

Considering the demographics, what do you see as the relationship between the school district, the school and your classroom? What more can you find out about the school? You've got some good numbers, but, what else about the community/environment? Also, consider pre-assessment, what are some of the ways to find out more about their basic understandings and learning levels?

Acceptable Teacher Candidate – Teacher Candidate Work Sample

Learning Goals

- #1. Students find that weather can change from day to day and over the seasons.
- #2. Students discover that the sun provides light and heat and it warms the land, air, and water.
- #3. Students will see that plants and animals have features that help them live in different environments.

Unit Objectives	Related Standards (GLE's)	Depth of Knowledge
<p>Objective 1: Students will recognize factors that affect weather, such as temperature, wind, precipitation and clouds.</p>	<p>ESS 1 (K-2)-3 Students demonstrate an understanding of how the use of scientific tools helps to extend senses and gather data about weather (thermometer: temperature)</p>	<p>Skills and Concepts (DOK 2)</p>
<p>Objective 2: Students will infer that areas receiving direct sunlight are warmer than shaded areas</p>	<p>S-3 Earth and Space sciences: Students identify that the sun as a star and as a source of heat and light for the Earth.</p>	<p>Skills and Concepts (DOK 2)</p>
<p>Objective 3: Students identify different surfaces and communicate the fact that some surfaces absorb more heat than do other surfaces.</p>	<p>NSES: The sun provides light and heat necessary to maintain the temperature of the Earth.</p>	<p>Skills and Concepts (DOK 2)</p>
<p>Objective 4: Students will demonstrate that wind, or moving air, can make objects move. They infer that wind can blow fast or slow.</p>	<p>ESS1 (K-4) INQ+SAE –4 Explain how wind, water, or ice shape and reshape the earth.</p>	<p>Skills and Concepts (DOK 2) Extended Thinking (DOK 4)</p>
<p>Objective 5: Students describe the four seasons, including weather and other signs that are associated with them.</p>	<p>ESS1 (K-2) –4 Students demonstrate an understanding of processes and change over time within earth systems by ... 4a observing and recording seasonal and weather changes throughout the school year.</p>	<p>Strategic Thinking (DOK 3)</p>
<p>Objective 6: Students explain things that people can do to cool off or warm up. They describe how people adjust to the weather conditions during different seasons.</p>	<p>ESS1 (K-4) POC –5 Based on data collected from daily weather observations, describe weather changes or weather patterns.</p>	<p>Skills and Concepts (DOK 2)</p>

Rationale / Purpose

The purpose of this science unit on weather and seasons focuses on constancy and change. In this unit students observe and record weather conditions. They investigate factors, such as sunlight, temperature, wind, condensation, and forms of precipitation. They study seasonal weather patterns and some ways that humans, other animals, and plants respond, including migration and hibernation.

Studying the weather helps students understand constancy and change. They learn about weather patterns and how they change throughout each season. Thermometers are tools that allow students to record temperature patterns. If the children can record the temperature all school year long, they can tell the months when the temperature drops into cooler and cold air, and then can see in what months the temperature begins to rise again.

The children will explore how people and animals adjust to different weather conditions. Lifestyles may change here on the eastern side of our country but some remain the same in other areas of the country where it is somewhat warmer. Sometimes children may find it difficult to picture other people not going through the four seasons like we do in Rhode Island. For example, we know that it does not snow in Florida when it is snowing here. It is good for the children to look at a map of our country so we can explain the weather patterns to them. They should be encouraged to watch the Meteorologist on the news to see what types of weather we are expecting and maybe they could tell us what the weather is like in other parts of the country also. The weather and seasons unit is a unit that can be exciting for the children because the weather is always changing in Rhode Island. Children prepare for the changes of the different seasons and they like to share their stories also. This unit can be very hands on also by giving the children opportunities to use thermometers, pinwheels, trips outside, rain buckets etc.

Good point about what they know – while we may know that it is not snowing in Florida, they may not be able to get much of a handle on that one. This is good – but while you may talk about weather in other places, a main focus on local weather could be a better choice for first graders.

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Learning Goals				
Learning Goals (RIPTS 2)	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate.	6
Part II: Unit Objectives				
Alignment with National, State or Local Standards (RIPTS 2)	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	6
Classification of Unit Objectives (RIPTS 5)	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	4
Clarity (RIPTS 8)	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	6
Appropriateness For Students (RIPTS 3)	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals.	4
Part III: Rationale				
Rationale / Purpose (RIPTS 4)	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	4
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL 36/42

The organization of this section of the TCWS implies that the organization and implementation of your unit will be outstanding! The rationale could get more at the root of why and, what about the challenge? What are some of the ways you can challenge their thinking? - Unit Objectives and Depth of Knowledge?

September 2010

Part I: Assessment Plan

Assessments	Objectives Addressed	Rationale for Assessment Choice	Adaptations
<p><u>Pre-Assessment</u> Curriculum-based assessment on weather and weather patterns.</p>	There is no specific objective related to the pre assessment. The CBA is based on prior knowledge.	This assessment is chosen to understand what the learners know already and what they find challenging.	The children use a hardcover reading book to hide their responses from on looking children.
<p><u>Formative Assessments</u></p>			
Performance Assessment	#1-6	Children may work in pairs or groups. They will sometimes work independently. There will always be a performance task during these science lessons.	Children will be paired by academic abilities and behaviors.
Teacher Observation(checklist)	#5,6	On-going assessment on skills, concepts, thoughts on new ideas, predictions.	Take note on learners who are challenged with making predictions that link appropriately or inappropriately to lessons.
Q & A Class Discussion	#2,4,5,6	This is designed to keep students engaged, to activate prior knowledge, and discuss thoughts and ideas on closing lessons.	Encourage all students to respond, call on students who like “chatting” to share their ideas aloud.
Science Journals	#1,4,5,6	Students write in journals to record things they have done in the class and during the investigation. They write down data they have gathered from lessons.	Write the question on the board, have students draw a picture of what their investigation looked like, write words on the board related to the lesson for children to use in their sentences.
<p><u>Post Assessment</u></p>			
Curriculum Based Assessment on weather and weather patterns.	#1-6	The assessment is chosen to find out what the children have learned since the start of the unit.	The children use a hardcover reading book to hide their responses from on looking children.

Part II: Narrative

The assessments in my visual organizer will help me determine baseline information about my students' strengths and needs. The pre-assessment I planned was a curriculum based measurement which allows me to see where the students are at in terms of understanding types of weather and weather patterns. It also tells me what types of skills the students have when answering questions. For example, do they know how to match a word to a picture by drawing a line? Can they determine that there may be more than one answer sometimes? The pre-assessment in this unit regards questions that relate to each of the lessons I plan to teach. It has lots of pictures of types of weather and offers multiple ways of showing answers. **great – there is so much more than just the science content, isn't there?**

The formative assessments are appropriate measures for students' progress because I find that the students can show different ways of learning. I plan to take notes and observe how children are performing during their science investigations. I like to see how children "figure out" things when they seem to struggle. I think it's important for these students to write in their science journals about their investigations each time they do a science lesson. I plan for them to draw a picture that also relates to the science lesson so I can see how they interpreted the lesson. The students are usually engaged in a discussion before, during, and after the lesson. Before the lesson I probe questions to get them thinking and wondering. During the investigation, I ask them questions that will help extend their thinking. Students at this age will fall off task easily and forget that it is a learning experience. Asking questions during the investigation redirects their behavior and encourages them to return to science thinking. At the end of the unit I will give the students the same curriculum based assessment. I want to see the progress the students made since the beginning of the unit. **You made a good point about redirection – And, continued writing in journals will be so helpful to them in the long run.**

The students will be scored using a rubric for the post assessment. The criterion of my rubric follows the GLES used during the unit. The criteria includes if the student can use a thermometer properly, if they

can record weather patterns. I will also include how well the student relates to the science lesson through their writing. The objectives used in the unit be included and related to the criterion for evaluating the students.

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9)	The organizer does not clearly present: how the objectives are aligned with the assessments; and/or the justification for the method of each assessment; and/or any appropriate adaptations of the assessments.	The organizer clearly presents: how some of the objectives are aligned with the assessments; and/or the justification for the method of some assessments is incomplete or inappropriate; and/or some assessment adaptations are missing or inappropriate.	The organizer clearly presents: how all the objectives are aligned with the assessments; and the justification for the method of all assessments; and appropriate adaptations for all assessments within this context with these students	6
Multiple Forms of Assessment (RIPTS 9)	The assessment plan: includes only one assessment form; does not assess students before, during or after instruction.	The assessment plan: includes multiple forms of assessment; some are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	5
Alignment of Unit Objectives and Assessments. (RIPTS 9)	Very few or none of the objectives: are aligned with the overall assessment plan: none of the assessments are congruent with objectives in terms of content and cognitive complexity.	Some of the objectives: are aligned with the overall assessment plan: some assessments are congruent with objectives in terms of content and cognitive complexity.	Most/all of the objectives: are aligned with the overall assessment plan; all assessments are congruent with the objectives in terms of content and cognitive complexity.	5
Justification for Assessment Methods (RIPTS 9)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, “Why did the candidate assess the unit objective that way?”; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	5
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to some assessments that are appropriate to meet the individual needs of some students.	Candidate makes adaptations to most/all assessments that are appropriate to meet the individual needs of all students.	3

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale (RIPTS 9)	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	5
Scoring Procedures (RIPTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	Some scoring procedures are explained; items or prompts are clearly written; some directions or procedures are clear to students	Most/all scoring procedures are explained; all items or prompts are clearly written; all directions or procedures are clear to students	4
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 38 /48

The Assessment Plan provides a good overview of the ways you'll assess student understanding. I wonder, are there any children who need specific adaptations? You have included good ideas for adaptations in general. Also, what do you anticipate with regard to the rubric and scoring?

Design for Instruction

Pre-assessment Data:

Looking through my pre assessment data, I noticed where my student's strengths and weaknesses were. I noticed that some students had a problem following directions. For example, when I said "circle two pictures of places that would be most warm", some of them circled three pictures. They also had some difficulty drawing lines from the word to the picture. Some of the students might not have been able to read the words, "dew, fog, rain, snow, frost, and hail. Next time I will read one word at a time and have them match it to a picture. When I look at the pre assessment tests, I feel that some of the answers might not be accurate due to the way I had explained the test to them. I did read each task one by one and offered appropriate timing. I will remember to make changes in my instruction when they receive the test again, only to be sure they understand what my directions are. I noticed that many students did not understand where areas of "shade" would be. They were asked to mark an "X" on "cool places to rest". They should have put an "X" on the gazebo, and the two shaded areas under the two umbrellas. Now that we talked about shade in one of our lessons, I hope that this will be understood when they are assessed again.

Unit Visual Organizer

Lesson number & Topic	Unit Objectives	Overview of Activity
Lesson 1: What Makes the Weather? Predicting the Weather	Objective 1: Students will recognize factors that affect weather, such as temperature, wind, precipitation and clouds.	Students are chosen to read the thermometer, look out the window, and cut & paste a picture of the weather and record this information into their science notebooks.
Lesson 2: Exploring the Sun's Warmth	Objective 2: Students will infer that areas receiving direct sunlight are warmer than shaded areas.	The students bring thermometers and pieces of chocolate in a bag outside when it is sunny. Students record temperatures in shaded areas and in sunny areas. They observe what happens to their chocolate in both areas also.
Lesson 3: Getting Warmer	Objective 3: Students identify different surfaces and communicate the fact that some surfaces absorb more heat than do other surfaces.	Students measure the temperatures of the window sill, a table in the classroom, and the gym floor. They report out which surface absorbed the most heat and which surfaces absorbed less heat.
Lesson 4: Exploring the Wind	Objective 4: Students will demonstrate that wind, or moving air, can make objects move. They infer that wind can blow fast or slow.	Students create pinwheels during class and discuss what is needed to make their pinwheel move. The students are brought to the play yard to test their pinwheels.
Lesson 5: Changing Seasons	Objective 5: Students describe the four seasons, including weather and other signs that are associated with them.	Students look at 4 large pictures of the seasons. They talk about animals they see hibernating, ice, leafs & their changing colors etc. We also plan an autumn scavenger hunt.
Lesson 6: Changing Seasons & Adjustments	Objective 6: Students explain things that people can do to cool off or warm up. They describe how people adjust to the weather conditions during different seasons.	Students write sentences in their science notebooks about how people adjust to weather changes during different seasons. They draw pictures that match their sentences.
Lesson 7: Animals & Changing Seasons	Objective 7: Students find how animals change when the seasons change.	Students act out hibernation process in front of their peers by listening to a hibernation script.
Final Science Lesson: post assessment		

Lesson Plans

Lesson 1: (aligns with lesson #2)
Title: Exploring the Sun's Warmth
Grade Level: 1
Content Area: Science

Context of the Lesson:

I am teaching this lesson because it aligns with following lesson on temperature and also meets grade level expectations for grade 1. In this lesson, the children identify that the sun is used as a source of heat and light for the Earth.

Standards:

ESS 1(K-2)-3

Students demonstrate an understanding of how the use of scientific tools helps to extend senses and gather data by...
3a using scientific tools to extend senses and gather data about weather (e.g., thermometer: temperature).

S-3 Earth and Space Sciences:

-TSW Identify the Sun as a star and as a source of heat and light for the Earth.

Specific Learning Outcomes (objectives):

1. The students will be able to identify the change in temperature that results from the amount of sunlight the earth receives.

Opportunities to Learn:

This lesson requires all children to be actively engaged. All the children will be able to observe what happens during the activity as well as record their data in their science notebooks. My instruction can be modified to those children who need extra support. I can write simple instructions or visuals in their science notebooks to help them be more independent during the activity.

Materials: 2 Chocolate bars (split into pieces), sealable plastic bags, thermometers (2 for each group), science notebooks, pencils, pB18: Exploring the Sun's Warmth

Instructional Procedures:

1. Gather children's attention and tell them "We are going to do an experiment today with our thermometers and chocolate. Some chocolate we will put in the shade, and some chocolate we will put in the sunlight"
2. Begin to conduct a poll. Ask the children "how many of you think that the chocolate will change in the sun? Why do you think that? How many of you think that the chocolate will change in the shade? Why do you think that?"
3. Tell them that they will need to record their observations in their science notebooks at some point.
4. The children will be paired in their groups prior to going outside.
5. Once we get outside, we will place a bag of chocolate in the shade, and a bag of chocolate in the sunlight. A thermometer needs to be placed on each bag so the children can look at the temperature.
6. While the children are outside observing the bags, I will remind them that they will be using Fahrenheit to record the temperature.
7. I will also be interacting with the children as the time passes and asking them questions about how the thermometer is rising or changing.
8. The children should be observing and writing on their worksheet when needed, after 10 minutes and after 20 minutes.
9. Once 20 minutes is over the children will make their way inside.

10. A wrap up of the lesson will be continued. We will go over our predictions and have them draw in what the chocolate looked like in the sun and in the shade.
11. We will conclude with saying “Sun is a source of heat and light, the sun warms the earth and warms the air.”

(aligns with lesson #3)

Title: What things get warmer?

Grade Level: 1

Content Area: Science

Context of the Lesson:

In this lesson the children will learn why temperatures are different in different places. The concept of heat absorption is the focus of the lesson. Some materials absorb more of the sun’s heat than other materials do.

Standards:

From The NSES

1. Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. Those properties can be measured using tools, such as rulers, balances, and thermometers.
2. The sun, moon, stars, clouds, birds, and airplanes all have properties, locations, and movements that can be observed and described.
3. The sun provides light and heat necessary to maintain the temperature of the earth.

Specific learning outcomes (objectives)

1. Children will demonstrate that some materials absorb more of the sun’s heat than do other materials.
2. Children will identify different surfaces and communicate the fact that some surfaces absorb more of the sun’s heat than do other surfaces.

Opportunities to Learn:

Children that have difficulty staying on certain tasks will be provided with added guidance while they make their way through the activity. I will be asking them questions during the lesson and activity to stay on top of their performances and learning experiences. The children will be placed in groups which will help other learners, who may be more independent, be given the opportunity to observe and take responsibility for the expectations that are given.

Instructional Procedures:

1. The children will be told to meet on the floor as a group to discuss the science lesson.
2. I will tell the children to think about walking barefoot on a hot summer day. I will ask them “Would you rather walk on the grass or on a paved sidewalk?”
3. I will gather answers and continue with a chart listing other materials that they can predict would become warm, hot or stay the same when it is left in the sun.
4. I will then read the first two pages of the book: Bringing the Rain to Kapiti Plain.
5. We will talk about what happened to the things mentioned in the book during the drought. I will ask “what do you think made them hot? Why might some things get hotter than others?”
6. I will introduce our activity. (Weather depending on going outside) The children will be grouped for this activity.
7. I will tell them to touch different surfaces letting them know that some objects have more heat than others. Their temperatures are higher.

8. The children will be told to place a thermometer on the cement in a sunny area. They will wait 3 minutes and then record the temperature. They will repeat this step placing the thermometer on the dirt for 3 minutes. They will then repeat this step and place the thermometer on the brick wall.
9. They will compare the temperatures in different places, as a whole group.
10. I will ask them “Which surface was the warmest?” “Which surface was the coolest?”
11. The children will be brought inside the classroom and will sit as group to wrap up the lesson.
12. I will ask the students “Did the surfaces you tested feel warm or cool? Did some feel warmer than others?” I will listen for responses.
13. An extension to the lesson will be for the students to write sentences in their science notebooks about today’s lesson. They will be given the words thermometer, heat and temperature to use in their sentences.

Lesson 3: (Aligns with lesson #7)

Lesson Title: Animals and Changing Seasons

Grade: 1

Content Area: Science

Context of the Lesson:

I am teaching this lesson because it relates to how animals change with different seasons. In this lesson the children will look at pictures of different animals and discuss how what they do to hibernate. The children also reenact how a bear and a chipmunk hibernate by listening to a script that is read to them about hibernation.

Standards:

LS1 (K-4) POC –3

Predict, sequence or compare the life stages of organisms – plants and animals (e.g., put images of life stages of an organism in order, predict the next stage in sequence, compare two organisms).

Specific Learning Outcomes:

1. The students will determine the process of hibernation between bear and a chipmunk.
2. The students will be able to write and draw what they witnessed and learned.

Opportunities to Learn:

The students are shown visual representations of different animals in hibernation mode. They are also encouraged to engage in a small discussion about what hibernation is. The students then mimic the process of hibernation by pretending to be a bear while the other students watch what happens. The activity repeats itself allowing students to begin to naturally memorize the steps of the hibernation process between a bear and a chipmunk. The lesson offers different approaches for learners of all kinds.

Instructional Procedures:

1. The students will be introduced to the lesson with a short discussion about hibernation.
2. I will read 2 pages from their science book which contains information about hibernation and talks about how different animals change color, eat more food, and grow thicker coats.
3. Once we have established what hibernation is, the students will be able to participate in the next activity.
4. They will be called to a larger area in the room to begin the activity.
5. A student will be called to begin the activity

6. I will explain to the student that they, as well as the rest of the class, will listen to what I read to them. For example, part of the script says “The bear will first eat a lot of food and will get full and fat” so the student has to pretend to eat a lot of food and then look full and fat. (There is a basket of small pumpkins and apples in the classroom that the children can pretend is food)
7. I will read the script aloud and the student will follow along and act out the process. Once the student has finished another student can have a turn.
8. After about doing the process of hibernation of a bear, about 4 times, I will begin to read the chipmunk script.
9. Students will be called to act out how a chipmunk hibernates. Once this has been done about 4 times the children will be called back to their seats.
10. Once the students are back at their desks and have settled down they will take out the writing journals and respond to this prompt: “Tell me how a bear or a chipmunk hibernates, tell me all that you know” “Use what you learned from acting out the bear and chipmunk”
11. Once the students have written their responses they can draw a picture that matches what they wrote.
12. The children will then read their responses aloud if they would like to.

Narrative

Because the unit is aligned with my assessment plan, the students will be able to meet the learning goals I have set for them. **The alignment is not a guarantee.** The learning goals of each lesson are also aligned with the appropriate grade level expectation. I am trying to make my unit free from worksheets and dittos. The learning goals in the unit focus on hands on activities and interactive lessons and discussions with all the students. I am able to create a supportive learning environment that encourages appropriate standards of behavior by grouping students according to personality traits and academic ability. I don't want students who might become overwhelmed by others, working together. I have grouped students in pairs before, and it has worked very well! I supported 9 groups of children around the classroom by providing them with positive feedback on their work efforts with their partner. **It sounds like you really organized yourself as you planned for this unit. It is so important to get to know your students so you can make the right decisions about small-group work.** When each pair presented their work, I rewarded their good effort with a reinforcement sticker. Many of my lessons offer positive social interaction. Whether they are paired together or testing their pinwheels outside as a group, my goal is for them to be working in a structured yet social activity. The students are allowed to discuss their investigations with their peers, to me that shows good science learning and thinking. I am always looking for motivated students; it is difficult to motivate

students when they have no interest in a topic. I try to begin my science lessons with something that will become interactive and involves them thinking critically.

I think that having more technology would be beneficial to me. Young learners love to see “new” things happening in the classroom. Having an ‘elmo’ would be great because I could be putting up real pictures for the children to look at. They can even write in their science notebooks while they observe a photo, or they can draw from their seats their own version of a particular photo. I really like having visuals for the children to look at, and technology in the classroom is one easy way to show a visual in a different way.

Yes, the ‘elmo’ document camera would be quite advantageous – not just for your use but also, an excellent way to involve the students – they can share their work and talk about their strategies. What else? How else could you integrate technology?

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIPTS 8)	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	3
Unit Visual Organizer (RIPTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	6
Lesson Plans (RIPTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	6

Narrative				
Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Alignment with Learning Goals and Unit Objectives (RIPTS 2)	<p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p>	<p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p>	<p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p>	4
Classroom Climate (RIPTS 6)	<p>Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	5
Use of Technology (RIPTS 2)	<p>Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.</p> <p>A description of how planning and/or instruction could be enhanced with the use of technology is absent.</p>	<p>Candidate uses technology appropriately.</p> <p>Technology contributes to teaching and learning.</p> <p>OR</p> <p>Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.</p>	<p>Candidate consistently integrates appropriate technology.</p> <p>Use of technology makes a significant contribution to teaching and learning.</p>	3
Organization, readability, spelling, and grammar (RIPTS 8)	<p>This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.</p> <p>Unprofessional presentation.</p>	<p>This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.</p> <p>Adequate presentation.</p>	<p>This section is well organized, readable, and uses appropriate spelling and grammar.</p> <p>Highly professional presentation.</p>	6

TOTAL 33 /42

Your lesson plans really pull students into the lesson – very engaging activities. There are so many ways to see what they've learned, even during these types of activities. Notes written within the paper ask questions for you to ponder – Technology?

Acceptable Teacher Candidate – Teacher Candidate Work Sample

Instructional Decision-Making

Part 1

During my science unit there were some things that I planned to revisit and think about, and then actually modify the original design for instruction. Many of my science lessons were based from the teacher's science manual written by Houghton Mifflin. The lessons followed the manual but I was able to either rearrange things or modify the lessons differently. After doing two science lessons with my students, I was able to understand how they learn and what they needed. These particular students are very active and they enjoy lots of interaction and hands on activities. They like to be engaged in social situations and work together in groups or pairs.

In one lesson from the teacher's science edition, the activity was for the students to conduct a scavenger hunt. The scavenger hunt was supposed to be conducted in the school yard. I realized that this lesson should be more interesting and could involve more effort if they were given more time. I really wanted to do the fall scavenger hunt and the thought of the students going outside to search for things in the play yard would be a disadvantage. First, our school yard is made up of cement grounds and no grassy areas for children to play or run on. Another disadvantage is that there are not many plants or things growing around our school yard that the children could observe, I've only seen broken sticks on the ground and berries that had fallen from a tree. It was enough for students to observe and find challenging. I realized that the scavenger hunt would be a lot more interesting and motivational if the students conducted it from their own home and yard, and then brought their findings to the school. I gave the children 6 days to

complete their assignment. I also added more to the lesson to make learning about fall more challenging to them. I had the students work in pairs and each pair of students looked at a fall book and came up with 5 words that they read or described from their story. They then presented these words with their partners to the rest of the class. I was really glad that I did this. ***It sounds like it worked well. What do you think they learned from this assignment?*** I wasn't sure how they would work together because I was nervous that they would get up, or become off task by talking with each other, but they didn't. I had paired them well by learning ability, the type of book they could read, and by behavior. From this point on I realized that this group of chatty students is actually a very bright group of children.

Going back to the scavenger hunt, the children brought in their scavenger hunt items on a Friday. I thought it would a fun way to end the week with a little art project. I had some of the students present their findings to class (the list of items were made up by myself and the students). Some of the students found all 10 items from the list even including an empty bird's nest! I analyzed all of what these students did. We came up with a list of items, they went home to find them, most children worked with one or two family members to do the assignment, and ALL children came back to school with fall scavenger hunt items. I was very surprised at how well this lesson went. That Friday, the students glued their items on cardstock. They brought their project home the following Monday to display for their families.

This lesson was completely extended and modified for all the students. I could see interest in learning and they even learned about new things that children brought into school. Such as, different types of seeds, berries, a closer peek at a birds nest etc. All of

my students met the unit objective for this lesson which was to describe the seasons including the weather that is associated with them. This part was conducted when we looked at a poster board of all the four seasons and we compared each season to the next. Then we proceeded to talk about autumn. ***An added piece is the connection you were able to help them make with their home life.***

Part 2.

Another time during my unit when an individual student's learning or response caused me to revise a different portion of my original design for instruction was the final lesson about how animals change and prepare for winter. In this lesson I wanted to receive student work in their science notebooks. I wanted the students to write about the lesson and what happened and use new words they heard from the lesson itself. There is a small group of students in the class who have difficulty getting motivated to write. One student in this group, I thought, had a low writing ability. I could not believe the outcome of what this student did once the lesson was complete.

First, I didn't want to follow the teacher's edition about how animals' fat keeps it warm during winter. I wanted to go through the entire process of how an animal hibernates, but how? and how to plant it in their heads so they can write about it after so I can see evidence of student learning? I came with an idea to have the students act it out. The students in this lesson were told to listen to my hibernation story about a bear. I chose one student to act it out, first they eat food (they pretended to eat out of a basket of pumpkins and apples), then the bears put leaves in their den (they pushed construction paper leaves under a table, which was the bears' den) then they crawled in the den to

sleep, the bear breathes slowly, takes care of a cub (they held a stuffed animal bear), and then comes out again for a snack etc. So I did this with about 4 children then we did the hibernation process of a chipmunk and it was a bit similar. But the reason why I repeated the story over and over was because I believe repetition of things helps children, especially young learners, learn ideas and concepts. Because they repeated the steps over and over and watched other students act out the animal's hibernation process, it would be easier for them to write about. When it came time for them to write in their science notebooks, I went around the room asking some of the students to read what they wrote to me. I went over to one student who, like I said, I thought was a low writer. This student had about 6 or 7 complete sentences that described what a bear does to hibernate.

Well, that seems like quite a bit of writing. He used words from the lesson, and then drew a picture to show his idea. I had to really praise him a lot for his effort. The one thing I really knew that describes the effect of his progress is that this student knew he did well and asked to read it to the class. I allowed him to share it to the class, and I also wanted my cooperating teacher to hear what he wrote. At first I wasn't going to have them write in their science journals, but I knew I had to make that revision because I realized I wasn't going to get the feedback on student learning if I didn't. ***I'm sure you***

are glad you had him write, after all. Such a pleasant surprise.

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	6
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	5
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	6
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	6
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL 39 /42

It was nice to read about the work you've done with science in your first-grade classroom. And, the changes you made really say a lot about your level of expectations for your students.

Analysis of Student Learning

Part 1

The two unit objectives I chose to analyze were **objective #2**: Students will infer that areas receiving direct sunlight are warmer than shaded areas and **objective # 6**: Students explain and describe how animals adjust to the weather conditions during different seasons.

I chose to use my two objectives with a subgroup of students and two students who demonstrated different levels of performance.

Subgroup

Student	Objective #2 Question #1: Find some cool places to rest (mark an X on the picture). (answer: under the hut, under the 2 umbrellas) Question #2: Which people would be warm (mark an X on the picture) (answer: children gardening flowers, baseball player)	Objective #6 Question: Which animals are getting ready for winter? (Mark an X on the picture) Answer: Squirrel, geese (flying south)	Performance
J.D	Pre-assessment: Met Objective Post-assessment: Met Objective	Pre-assessment: Met Objective Post-assessment: Met objective	Although J.D met both of the objectives. He shows difficulty in his writing performance for objective #6.
J.P	Pre-assessment: Received 2 out of 3 on question #1. Received 1 out of 2 on question 2. Post-assessment: Received 2 out of 3 on question #1. Received 1 out of 2 on question 2.	Pre-assessment: Met Objective Post-assessment: Met Objective	J.P is able to provide more evidence of learning in his writing. He has very strong writing skills; he tends to rush through his work causing him to make careless mistakes.

E.B	Pre-assessment: Met Objective Post-assessment: met objective for question 1. Received 1 out of 2 on question 2.	Pre-assessment: Received 1 out of 2 Post-assessment: Received 1 out of 2	E.B falls off task easily. She has difficulty following directions even when they are very straight forward and structured. She seems to daydream a lot and concentrates more on what the others are doing in the class. Her writing skills may lacking because of these issues.
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This chart represents how the students performed on the pre and post assessments. It also provides a brief statement about how these students performed on their writing tasks. I feel that some of the responses in the pre/post assessment were not true, valid answers. After reviewing and thinking about the pictures that the students marked an 'X' on, I thought that I could have changed up the pictures and made the task easier to understand and look at. As I said in another part of this TCWS, students in first grade find it difficult to understand that there may be more than one answer. It does bother me that E.B didn't mark the geese flying south in the post-assessment. I had shown the children a large poster picture of geese getting ready for the winter, although, I am speaking about a student who falls off task easily. **Be careful of making judgments/assumptions.**

Here are the exact samples of what these students wrote in their science notebooks when I asked them to tell me something they learned about how the bear OR chipmunk hibernates:

J.D: Chimunks Hibernation in the Winter. Chimunk can not.

J.P: Bears hibernation in the winter and they eat alot of food. Chipmunk liv in a burrow and they eat alot of food.

E.B: Chipmunk can hibernation in winter They ate nots they can sleep and love they baby

In these work samples, the children show some evidence of student learning. I know that they did so much more during the activity part of the lesson, but when it comes to writing it down what they did, there is a big difference.

Individuals

Student	Objective #3	Objective #6	Written Performance (formative assessment)
C.P	Pre assessment: Received 2 correct out of 3 On question 1. Received 2 correct out of 2 on question 2. Post assessment: Met Object for question 1. Received 1 out of 2 correct on question 2.	Pre assessment: Received 1 correct out of 2. Post assessment: Received 1 out of 2 correct.	C.P has an excellent writing ability for a child at the first grade level. This student shows impeccable punctuation marks, capital letters when needed and exceeds vocabulary skills in her writing.
O.P	Pre assessment: Received 2 correct out of 3 on question 1. Meets objective on question 2 Post assessment: Met objective for question 1. Met objective for question 2.	Pre assessment: Received 1 out of 2 correct. Post assessment: Met objective	O.P is a student who works at a slow pace. She erases and rewrites a lot of her work which makes it difficult to read. She shows writing skills that are at the very basic level.

The chart above compares two students at high and low levels of academic abilities.

Here is an exact sample of what they produced in their science notebooks when asked to write about how bears OR chipmunks hibernate.

C.P: Chipmunk's hibernat in the winter. They gather there food right before winter. So they can get very fat. They sleep in a burrow dering winter. In then they wait till spring.

O.P: chipmunks dig u big hol and thea et ulot uv fod

I used these two examples of student writing to show a learner who exceeds what is typically expected of what a first grader can produce for a written response. I also provided a sample of what a student who is still developing in many areas including site words which have been part of our spelling list. The words 'of' and 'a' were part of our words list in class. C.P shows evidence of student learning and understanding. O.P shows very little evidence of student learning. Although O.P is able to mark what animals are getting ready for winter in the post assessment, she has difficulty meeting the objective in her writing. O.P is also lacks in her ability to add more to her writing because again, she is always erasing what she wrote and is very slow at writing because she has difficulty spelling out words.

Part 2:

Most of my students were able to meet objective #6: Students explain and describe how animals adjust to the weather conditions during different seasons. I feel that the activity that went along with this lesson was a very developmental idea for children at this grade level. The lesson was repetitive, which was a plan to get them to recite the how the process of hibernation begins and ends between two animals. The task of this lesson was for students to act out the hibernation process. They had to pretend they were a bear or chipmunk and listen to the script to play the part of the animal while the rest of the class watched and listened.

Objective #2 was somewhat difficult for students to achieve on the pre/post assessments. Like I had said, I feel that the pictures in the assessment weren't the best for deciding if the student has met the objective or not. I think if I were to ask the students individually, "What would be warmer for someone? Playing baseball on a baseball field or sitting under a tree?" If they said sitting under a tree I could ask why and they would hopefully respond with something about standing in the shade is cooler than standing in the sun. ***That might be difficult for them to decide. They may choose based on their preference to sit under a tree vs. playing baseball. This section might have been too abstract for them; you think?***

If I had to go back to doing the assessments I would have chosen different pictures from the teacher's resource book that went along with the lessons. I know that this group of first graders asks many questions about what the pictures are and the assessment could have been a little more accurate if I had changed it up a little. Besides the assessments I gave, I really think that the activities went very well with all the lessons. I had a chance to group students, give them take home assignments, I had them use thermometers and make predictions, and even act out scenarios. The children enjoyed what I had to offer them for this science weather unit and they were always excited to begin science because it was fun for them and at the same time there were challenging points. There are always new ways to assess the students and I don't mind having them mark an 'X' on pictures, I just will analyze their thinking for next time.

You'll have to share with me what you mean about "analyzing their thinking."

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis of student learning: is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.	Analysis of student learning: is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.	4
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	4
Interpretation of Data (RIPTS 9)	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	5
Evidence of Impact on Student Learning (RIPTS 9)	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	4
Insights on Effective Instruction and Assessment (RIPTS 10)	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	5
Self Evaluation and Implications for Future Teaching (RIPTS 10)	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	5

TOTAL 32/42

Make sure you connect student performance to what you know about what they know. This is not the place to write about what you perceive to be an issue, just “state the facts.”

Acceptable Teacher Candidate – Teacher Candidate Work Sample
TCWS/Candidate Reflection
October 2010

My student teaching experience at Millersville Elementary School has been a successful moment in time for me. There have been wonderful things that happened during this experience that I would like to embrace in this reflection. Aside of the many positive aspects at the school, there have also been some challenges that I have encountered as well. One incident I can recall which became somewhat of a difficult battle for me was dealing with student behaviors. I can recall the first week of student teaching, the students were well behaved and didn't know what to expect. They were quieter and seemed shy with the others in the class. After the first week went by my cooperating teacher and I could see immediate changes in the students' attitudes and behaviors. They began talking much more, and shouting out things to other students. It became more difficult to get their attention and to transition to different things. This definitely affected my instruction. I had to come up with ways to redirect the students when they were behaving inappropriately. I did notice a change after I began teaching them full time. They adjusted to my instruction and expectations and they understood who was in charge of the classroom. I felt that my cooperating teacher and I both had equal part in taking charge over the students.

Another incident that occurred was my situation with a child who confronted me about how her mom hits her. I know and learned that these situations happen and they absolutely need to be addressed immediately. My feelings were hurt from hearing that a child has to experience these things at home. I told my cooperating teacher what the little girl said and she had to talk to the school's psychologist and nurse so things could be

documented. I ended up talking with the nurse and psychologist with my student that day. The little girl opened up to some additional things that went on when her father is not around and the mother is the caretaker. I ended up talking to someone over the phone who works for DCYF. The information was documented for future purposes. It's hard to hear that many children go through this, but the best thing for them is their safety and I was glad that the issue was taken care of quickly. Because of this situation, I could see that this student needs more attention. While I was the instructor of the class I made a point to give this child praise wherever I could see her doing something well. ***This is such a tragic thing to have to deal with but it sounds like you handled everything quite well.***

I learned many things about myself during my student teaching experience. I learned that good teachers plan ahead of time to make instructing a class run smoothly. I learned that teaching younger children takes a lot of time and to create structure within the class takes time also. I also learned that teaching can become very exhausting. I'm not physically tired at the end of the day but I became mentally tired. I always made a point to get things ready for myself ahead of time and to try to get enough sleep every night so I could be ready and enthusiastic every morning. I know that working too much will make anyone run down and that's when teachers become sick. When I started teaching full time in the classroom that's when I could feel myself getting a bit run down and I could tell that my body was beginning to fight off getting sick.

Planning for my future professional development I think I would try to address how to handle behavior problems within the class. I would like to address this situation because I know that it happens all the time. I would also plan for understanding who my

students are and where they are coming from. I think it's important to know your students so you can help them learn and grow independently and in a positive environment. I enjoyed my student teaching experience that I had at Millersville elementary school. I am now more prepared for some of things I need to expect for my special education placement. I also feel that my cooperating teacher enjoyed my time in her class too. Aside of those challenges, all the students were wonderful to work with. Some of them told me that they would miss me when I leave. They even wondered if I would be their 'sub' one day, and it is very possible that I would see them again. I'm excited to think that I will have a classroom of my own one day and hope to fulfill the needs of all of my students.

Candidate Reflection on Student Teaching Experience Rubric

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Description of Incidents (RIPTS 10)	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	6
Description of effect on Student Teaching experience (RIPTS 10)	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	6
Description of self learning (RIPTS 10)	Candidate provides little or no description of self-learning.	Candidate provides some description of self-learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self-learning that connects to description of incidents and their affect on Student Teaching.	6
Plans for Professional Development (RIPTS 10)	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self-learning.	Candidate describes some specific, concrete plans for professional development that reflect self-learning.	6
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL 30 /30

I'd say you had quite the range of learning experiences in this brief time at your school. That's a good thing! You also seem to recognize the importance of maintaining not only a well-planned classroom but also a life outside of the classroom.