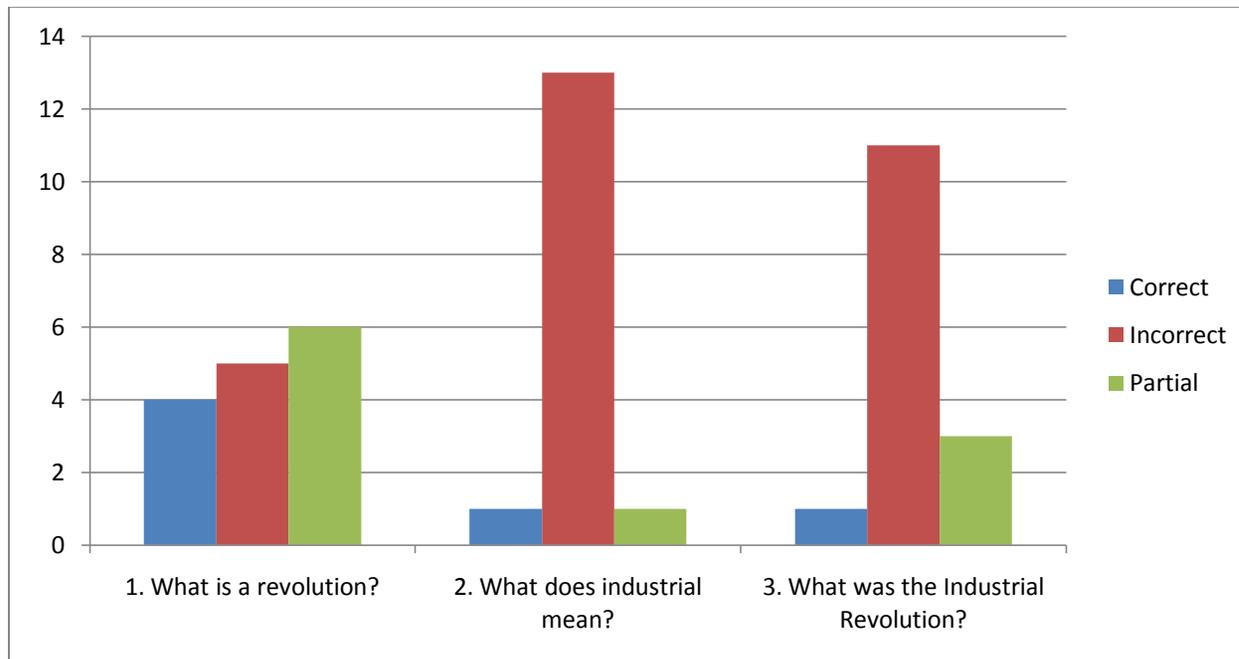
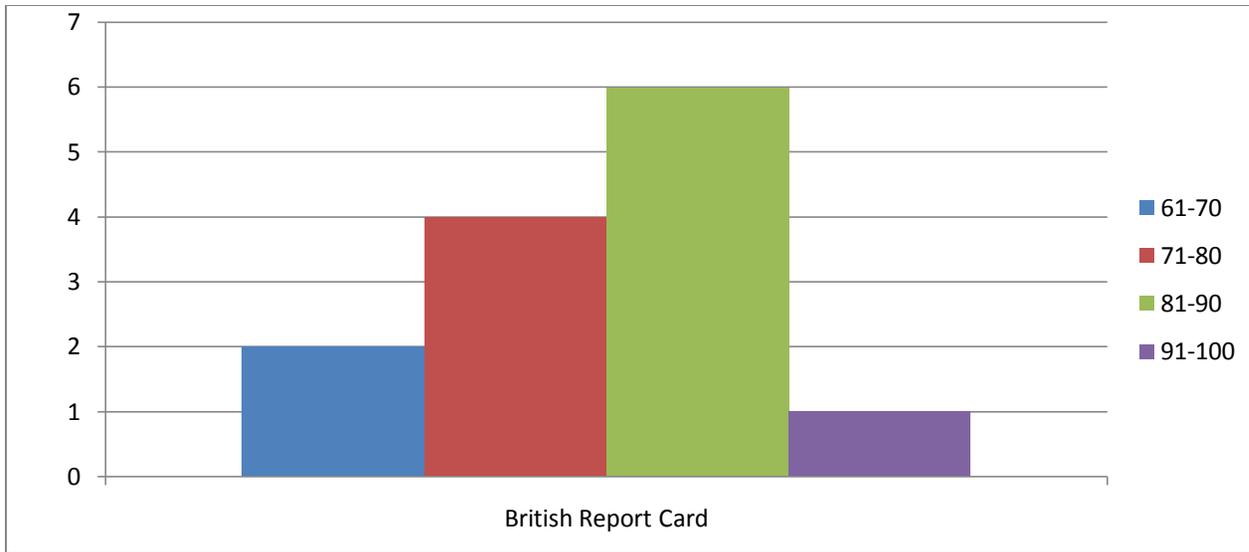


## Analysis of Student Learning

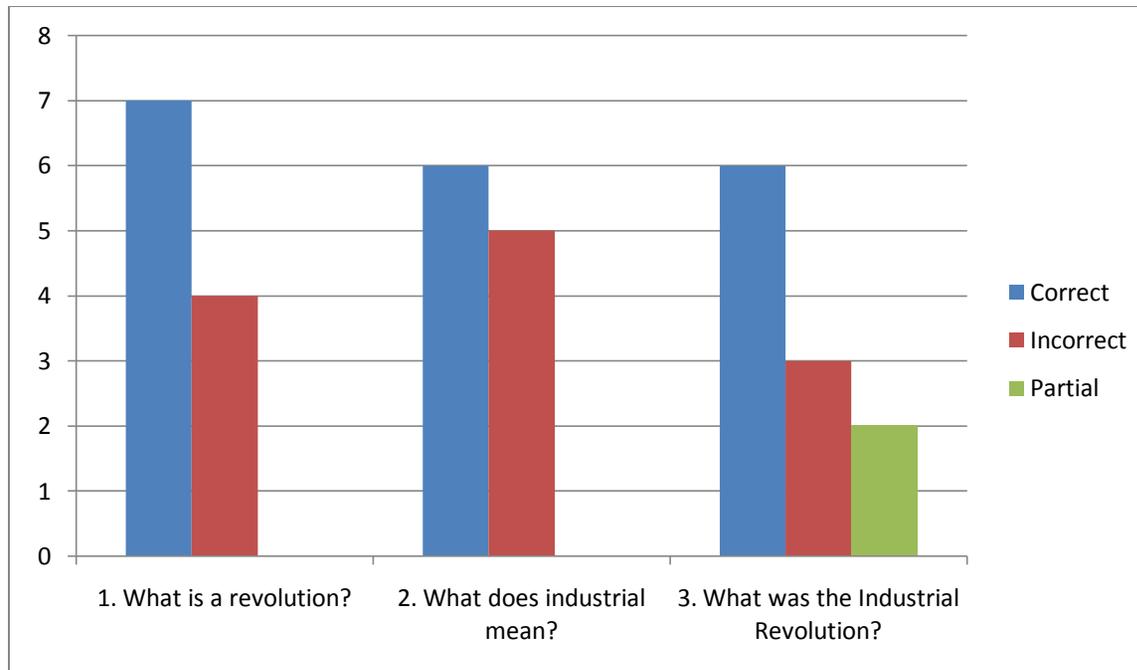
The first unit objective I chose to analyze for student learning was „Learning Objective’ number two which stated: SWBAT Assess the impact of industrialization on Britain. To assess this objective, we can look at a number of indicators. During the pre-assessment for the unit, students were asked three questions that could directly pertain to this goal: 1. What is a revolution? 2. What does industrial mean? 3. What was the Industrial Revolution? The following graph will detail student response to these questions:



As a formative assessment students were placed in the role of a teacher, creating a report card for the British. They graded the British on a number of criteria regarding the Industrial Revolution in Britain. They were instructed to grade the country on six different categories and explain the rationale behind the grade. Grades were given based on the following criteria: Leadership, Planning/Organization, Treatment of non-industrialized countries/ people, Exploitation of child labor, Industrial (factory) conditions and Innovation of technology (new technology). The assessment was collected and graded with a class breakdown as follows:

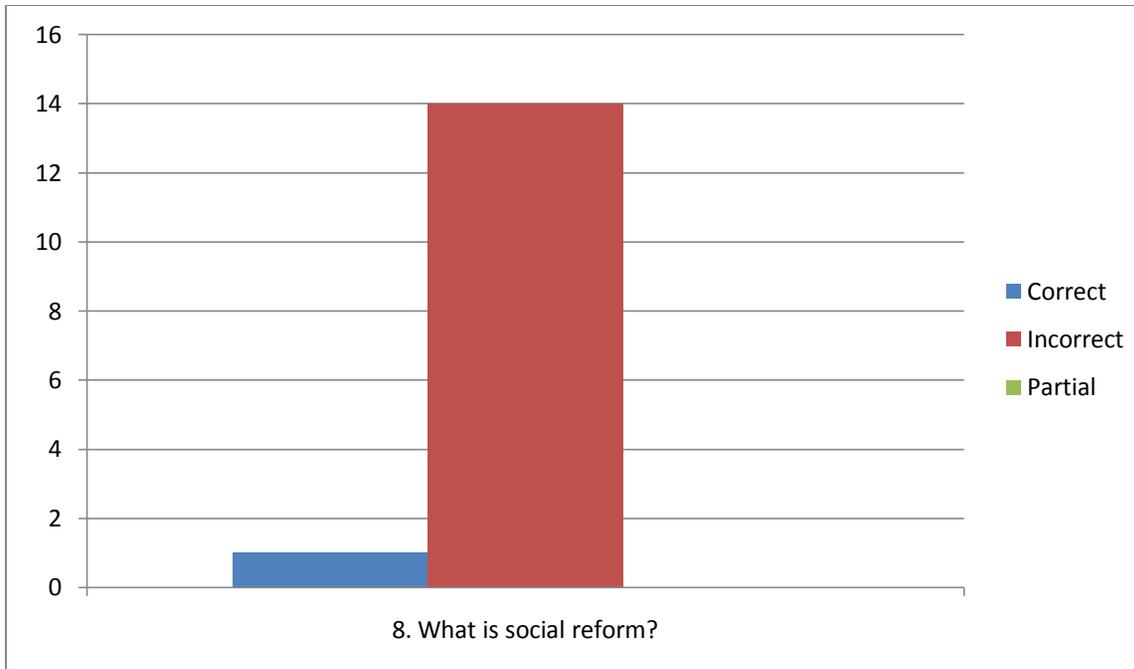


For the post-assessment, students were giving the same ten questions given during the pre-assessment. The first three questions relating to this unit provided the following breakdown:

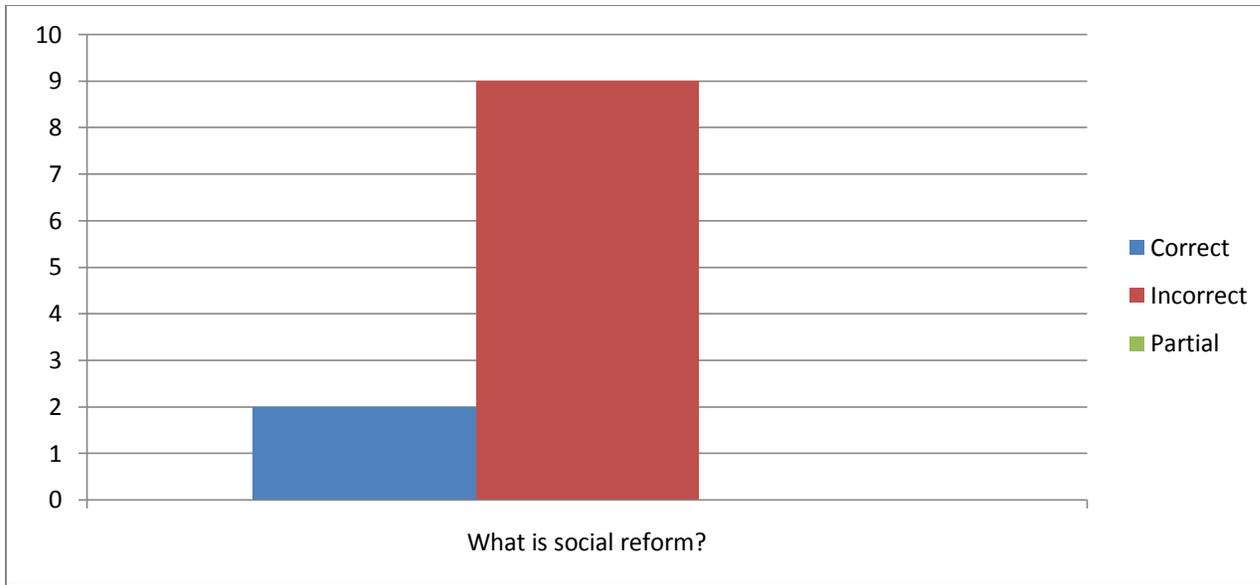


Looking at the data it is evident that there was a modest increase in student learning towards the given objective. While a high proportion did significantly better on the Report Card than previous tests, and even the assessment questions, it has come to my attention in this class that a number of the students have trouble with recalling information and clearly articulating it on tests. There were several instances in which students told me they knew an answer but were unsure how to write it. The graphs provided demonstrate clear progress towards achievement of the learning objective. While the names and abilities of the students are not listed; from my own observations it is evident to me that there needs to be a higher degree of adaptation built into lessons to aid struggling students.

The second unit objective I chose to analyze was „Learning Objective’ number five, which stated: SWBAT Understand the progress and influence of industrialization on the countries involved. I approached this objective from a number of directions during the unit, but one of the primary lessons addressing it was the growth of new social and economic movements including socialism, utilitarianism and laissez-faire economics. During the pre-assessment students were asked „What is social reform?’ and the responses were as follows:



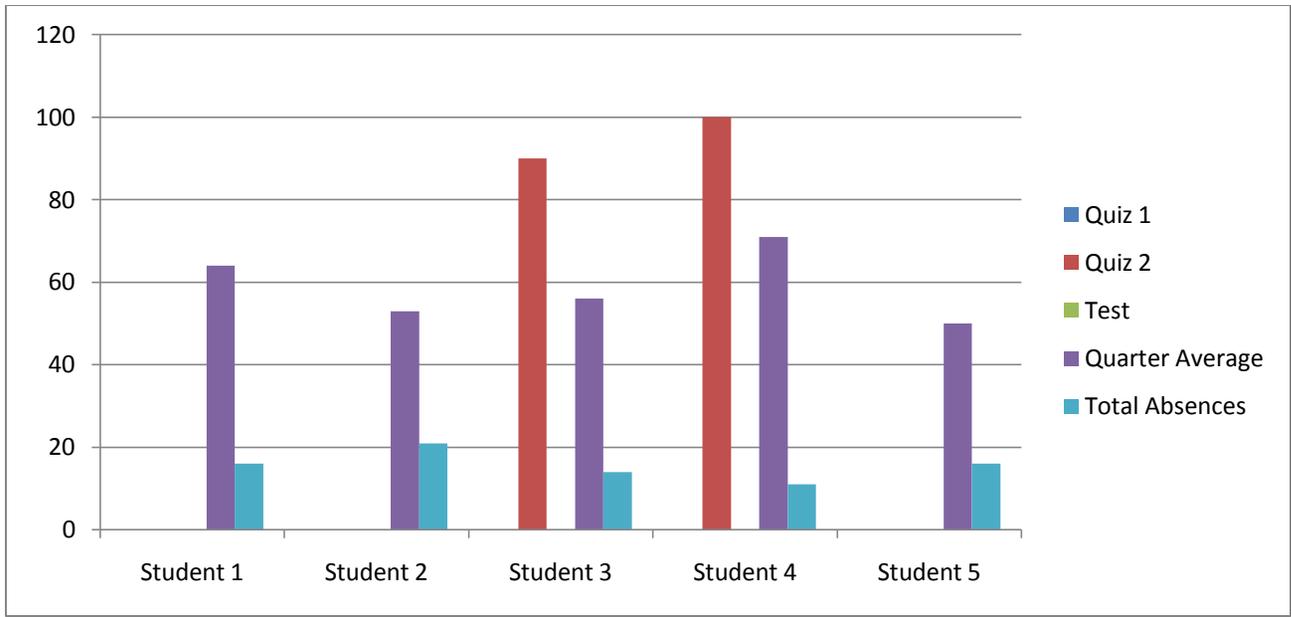
For the formative assessment students were broken into four groups in a jigsaw activity. Using the book as a guide, each student was assigned a section of reading and instructed to note the key thinkers as well as ideas for each topic. They were to discuss the topics as a group and then write the main ideas on a transparency to present to the class. Due to the complexity of socialism, two groups were assigned the topic, while one group tackled utilitarianism and the last group focused on laissez-faire economics. Each group was then instructed to present their findings to the class. Individually the groups all did exceedingly well on their topics but as the following graph will show, the connections to social reform were not entirely grasped by a majority of the students.



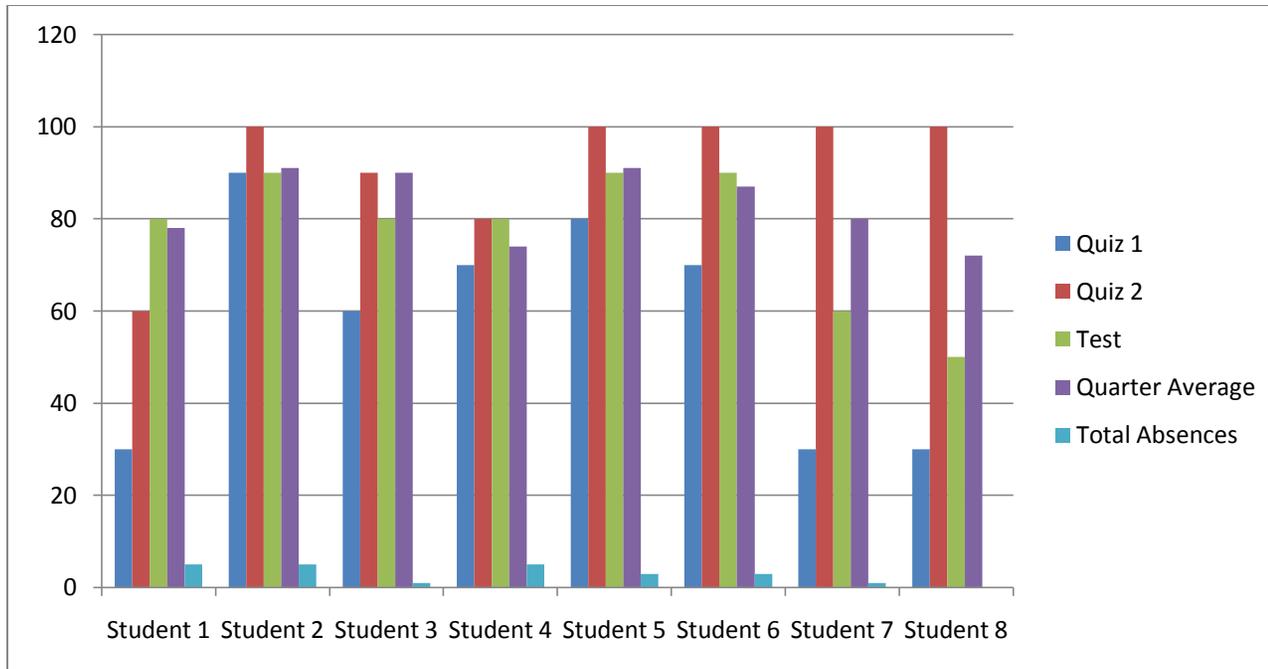
Each group demonstrated a clear understanding of their individual topics during the presentations but I did not plan enough time for their peers to take notes on the other groups work due to time constraints. The graph clearly shows students did not achieve the desired objective and as a result a refresher lesson was needed as the class advanced into newer topics that required a basic understanding of various social reforms during the time period.

**Subgroups**

With such a high degree of absences at Revolution High, for subgroups I’ve chosen to break subgroups down between students with ten or more absences and students with less than five. Of the five students included in this category, (a sixth has been excluded due to an excused long term absence) only one student was present for the pre-assessment and though most students decided to keep their answer sheets anonymous. (I provided them with this option since it was ungraded) While there is no information detailing their achievements on these assessments we can look at a few other indicators for the group demonstrating their proficiency and content knowledge. On the following graph scores for the two section quizzes, and test are included:



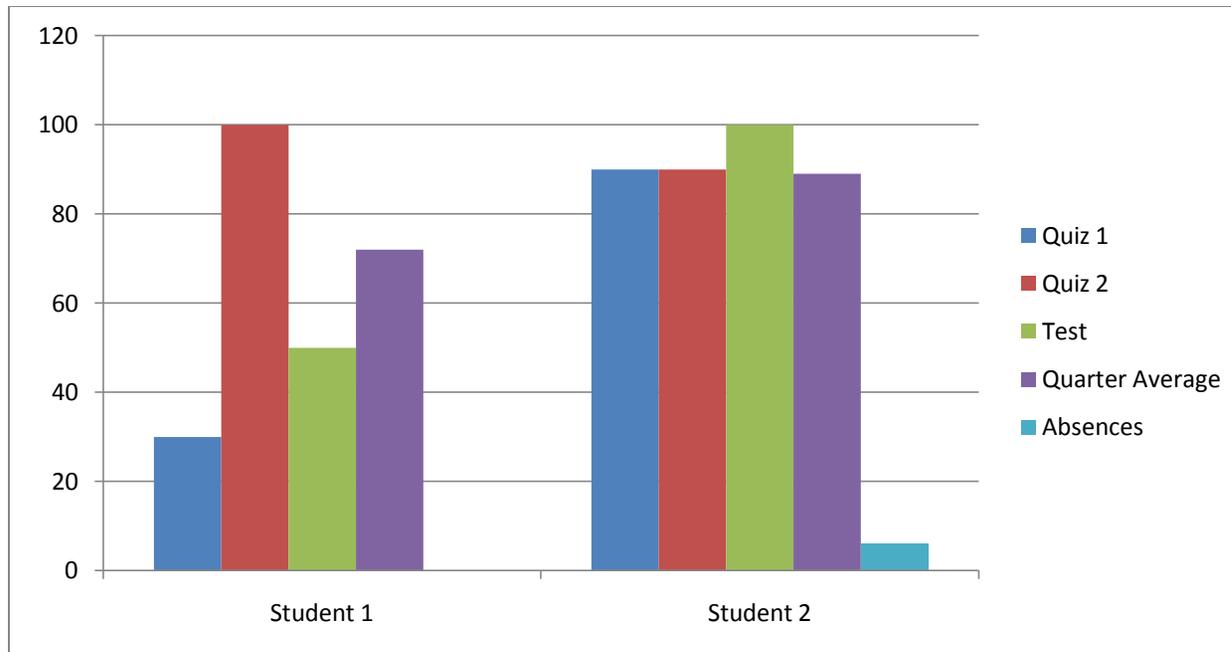
It is important to note that each student was given the opportunity to make up work both before school and after school, and a day was also dedicated to makeup work at the end of the quarter. Each student was informed of their missed work, and progress reports were sent home with each student on two occasions, one of which detailed a complete list of all missed work. The one student to receive a passing grade for the quarter did do a variety of makeup work at other points, and did well enough on other quizzes and tests to pass for the quarter.



As I have seen in all classes I teach, this class clearly demonstrates that students with frequent absences typically do poorly overall, while students who regularly attend school succeed at high rates. While the graphs do not clearly denote achievements of specific learning goals, one can assume that students who do well on quizzes and tests in general comprehend the given material. With the high absence rates at this particular school I think this is one of the most significant groupings to be analyzed.

### **Individuals**

The two individuals I chose to analyze defy logic to a degree. In the graphs above we found what seemed to be a direct correlation between absence rates and grades. These two students provide examples of drastically different attitudes and approaches to school.



Even though „student 2’ has six absences compared to none by „student 1’, his overall class average is about eighteen points higher than the other student. The difference between the students is the attitude they bring into the classroom. I can say with absolute certainty that no one in the class works harder, or puts more effort into the class than student 2. Even though he is typically quiet, when he does speak it is unbelievably insightful and intelligent. He is also the only student to have completed every homework assignment. He is the one student I can expect to be fully prepared each day and who never needs any type of redirection; he is constantly on task and engaged.

Student 1 on the other hand is someone you might refer to as a „social butterfly.’ She has several close friends in the class and constantly needs redirection during the period. I sat down recently with her and her father on parent teacher night to discuss her performance in the classroom. We discussed her fairly short attention span, and penchant for talking with friends during class. I informed him that her seat has been moved and that I redirect her as much as possible but she needs to step up and put more effort into the class. I told him that when she is focused and participating she does very well but the problem is getting this out of her on a consistent basis. He told me this was something he had heard in each class and he was letting her know there and then we expected it

the socializing to end and more effort to be given. The very next day in class the usual talk began and I pulled her to the front of the class, I told her that her father agreed that we should expect more from her and that we needed to address her talking. She told me that all teachers were saying this now and when I moved her seat she shut down completely from working. The effort is simply lacking with some students. There are days when you can get through to her during one-on-one work but other days she shuts down completely as soon as attention is not focused solely on her. This is not to say that I accept her fate as a C- student but with students like this one must plan a variety of adaptations to keep students who struggle to focus engaged and active within the class.

## **Part II**

The success of learning objective number two comes in the overall structure of the unit. Focusing primarily on Great Britain as the first country in the world to industrialize, one is able to scaffold learning from day to day and lesson to lesson. With a curriculum that has clearly defined limits on days to be spent on specific lessons and objectives it was important to draw common links from lesson to lesson to reach specific goals. Being able to draw meaningful connections, and reinforce information from day to day is the most important thing that can be done in these units. A second reason I considered this to be successful was the manner in which it was assessed. I've found that a majority of students in this school lack the basic study skills needed to succeed while operating under a standard curriculum based solely on note taking and standard test taking. In completing the report cards, students were not expected to memorize dates, facts or definitions. So long as the students were able to adequately explain the justification for the grades they were giving based on the various criteria they received a passing grade. To succeed students had to make broad connections across the entire unit and demonstrate a level of comprehension as well as analysis.

The discussion of social reform during the Industrial Revolution proved to be relatively difficult to grasp for the students. I believe the jigsaw activity itself had great potential to enhance student learning if I had followed through with it more thoroughly. Not all students were able to finish taking the notes provided by the other groups but because of my fear of falling behind in the curriculum I rushed the students along instead of taking the time for each group to fully explain their topics. Another reason I believe the objective was not met was there was no follow up to the lesson. The ideas discussed on this day were not discussed in later lessons and there was no formal assessment used to follow up on the work. A simple writing assignment for homework might have reinforced the information enough for students to reach the intended learning goal.

As I began planning my fourth and final unit at Revolution High, I looked back at the successes and failures produced during this unit. I was one again teaching a unit on revolution, this time I was being given fifteen days to cover and make connections between the Mexican, Russian and Chinese Revolutions. I considered my biggest failure during the Industrial Revolution unit to have

been trying to cover far too much information in too short a time span. What I had on paper for the unit looked great but it sought to cover too much material without enough depth to create deeper understanding. As I began the final unit I sat down with a clear goal, providing the depth in material I believed the students needed to fully understand the period. I trimmed away what I considered to be the fat of the unit and consolidated several lessons on revolutionary ideals and aims that appeared in each revolution into two single jigsaw lessons in which very specific content was investigated without attention to insignificant details. Condensing this information allowed me to bring in outside materials and focus on each individual revolution in much greater depth than the curriculum originally intended. I decided that as ambitious as some unit goals may be, there needed to be more emphasis on depth over the breadth of information.

I also came to realize that at times I came to rely on teacher provided materials too often as a crutch. There were times I felt as if the lesson could have been made more creative if I had sought out outside resources. While trying to adhere to the curriculum as much as possible, I realized one day that even I was becoming bored with the same daily routine. I felt like learning in the class was becoming primarily teacher led and as time progressed I began looking for ways to mix up the curriculum. I've tried to focus more on outside sources instead of revering my teachers edition as a holy text. During the final unit I have begun teaching, I have moved away from the book almost entirely; with an exception of the assigned forms of assessment given in the curriculum. As a class we have done primary sources analysis on Russian serfdom found in the Russian paper *Pravda*, we analyzed the socialist anthem *Le Internationale* that has been reproduced in French, English and Russian and appeals to working class revolutionaries in countless countries. In looking at the Mexican Revolution, students were assigned to small groups and given a variety of images from the Mexican Revolution to analyze and then present to the class, they also watched a documentary on the life of Pancho Villa and completed a response worksheet on what they learned during the movie. I have slowly stepped away from the crutch provided by the curriculum and have gained the confidence to vary the learning in a manner that provides far more depth than would have been available if relying entirely on the schools textbook.

### **Candidate Reflection on Student Teacher Experience**

#### **The Rise of King**

The most significant and defining moment of my student teaching placement at Revolution High actually came outside of the classroom. It occurred within the first few weeks of school after my final class of the day. Standing in my classroom I wished my class a good afternoon as the final bell of the day rang and they went on their way from school. Within five to ten minutes of the bell ringing I noticed the familiar sound of police sirens closing in on the school and I went to my classroom window to see what the

students had gotten into this time around. In the middle of the crowd I saw a student of mine who minutes before had been sitting in my own class taking notes; for privacy sake we'll call him "King" a name earned through violence as I'll explain shortly. There stood King resisting little as he was met by a group of police officers who were in the process of handcuffing him and shoving him into the back of a squad car.

After an absence of a week King returned to my class, brandishing a fresh assault and battery charge from the incident after school that day. The King was a member of a local gang and over the course of several weeks we began picking up hints he was making a more significant move for power within the school. A clique was beginning to form in the back of my last period class, one that was intimidating other students in the class and to my surprise was openly selling sneakers and jeans in the back of class one day. I kept the group repeatedly after school for discussion on their behavior, instructed them that further intimidation in the class would result in suspension and any contraband goods seen in class would be seized and not returned. They eased off their activities in my classroom and were performing at high levels until one day about a week later that I noticed a new recruit to the clique.

Marty came to this country from Latin America with a large family, several of whom were also students at Revolution High. In the course of a month they had become the most notorious group in the school among students and teachers alike. They were simply referred to as the so and so brothers; nothing else was needed to know who the boys were. There had been several arrests in the group, and one more than one occasion their older family members had been arrested on school property for inciting violence against students. Marty and King had never talked in my class previously, so when I saw them sitting together talking at the back of my class one day I became curious. I talked at the end of the day about the new pairing with an administrator in the school, two of the more violent and notorious teaming up was a great concern for the school. During the meeting I found that all of the boys had been pulled from classes the previous day and essentially interrogated for an attack in the lunch room the day before. Details were sketchy but the King had organized a new clique (branch of a local gang) within the school with the Marty brothers as the backbone. King quickly elevated himself to the role of literal "King" within the gang and we all found ourselves watching the group closely in the halls and in classes. There were whispers that something was coming from the newest gang (a Spanish gang) as rumors spread they were clashing with African American gangs in the school so there was an uneasy feeling among administrators waiting to see if anything was going to occur.

The rise of King to control his own gang with the Marty brothers has been the most defining aspect of my student teaching career. I spoke to the students one day on the implications of fighting and being arrested for charges of assault, battery and a handful of weapons charges. Not surprisingly they told me that I didn't understand. There was a force at work in the school for many students,

the invisible force of reputation that controls and dominates the minds of many students. After his arrest King walked back into school like a newly anointed King. His arrest and record were worn as a badge of honor within the school. Students whispered as he walked by, the moment the cuffs were placed on his wrists he was anointed as a man to be reckoned with at Revolution High. I found myself in shock as one day during class after accidentally bumping into the King he even offered me, his teacher, a direct challenge and ultimatum. “Apologize now for bumping me”, he demanded in front of the class. I looked at him in disbelief and told him to take a seat, he reiterated his demand that I apologize and I rose my voice demanding that he sit immediately and had no business being up without my permission. He backed down after a moment but I was shocked that a student would so blatantly challenge a teacher to some type of confrontation.

The King and Marty brothers’ saga actually came to an end briefly in the middle of November when the group was arrested on school property for possession with intent to distribute. This came after the other Marty brothers had been arrested and expelled earlier the same week after a series of attacks on other students in the school. Their reputation was well earned and extra police patrolled the school several times in anticipation of retaliatory attacks by the gang on other students. With these students present there is at times an undercurrent of fear running through the school. I never know what to expect from these boys and on several occasions had to step between students when confrontation seemed likely. There are times when you get these types of students who can make or break a lesson and a day. You may find yourself hoping for their absences on any given day and any teacher who denies ever doing this is doing a disservice to themselves as an educator. We all do it from time to time and it doesn’t inherently make us a bad teacher. What would make me a bad teacher in this case would be I didn’t feel guilty for doing this. It’s a level of guilt and concern that has kept me up countless nights. I wake up constantly at night wishing I had done something differently during the course of my day that might reach these students.

The simplest remedy I’ve found for this situation has been going the extra yard to get to know the students, to share some aspects of my own life so they’ll feel more comfortable opening up and relating about their own. I offer tutoring every day, I’ve helped students with resumes and simply stayed to ask what is going on in their lives. There’s no simple fix for these situations but my own ability in the future to create a safe and open atmosphere in my classroom will be essential in the inner city. I want my students to feel comfortable within my class and feel they can turn to me as a mentor or someone to talk to whenever they need someone to reach out to.

### **Reflection: Mom Strikes Back**

Without a doubt the most horrifying experience of my student teaching career came with a seemingly benign argument between students in a 9<sup>th</sup> grade class one day. The banter was typical, “don’t look at me”, “I’m not looking at you, why would I ever want to?” It was typical 9<sup>th</sup> grade behavior and after speaking to each student I believed the conflict had been resolved. What happened when my back was to the class as I wrote notes on the board I’m not entirely sure. The boy had turned around and given the girl some type of look that she did not appreciate. Her voice rang out through the class demanding that I move the student away from her immediately. Class was nearly over so I spoke to the boy and told him to move forward a seat, I had very few open seats in the class but I told the girl if she’d like to move she could and she refused. She yelled that she was in her seat and wouldn’t go anywhere. As she grew agitated I asked her to step outside of the class to have a drink of water and take a few minutes to calm down. I stepped outside with her to talk to her about the situation and told her seats would be rearranged the next day as they came in but for the last few minutes of class I could only move him a few seats up due to the size of the class.

After walking back into the class the girl suddenly decided she was done for the day and asked for a pass to the office to call home about her ride. As upset as she was that day I figured it might be best to allow her to leave the class for the last few minutes to cool down. Within five minutes there was a knock on my classroom door. I opened it and came face to face with the girl and her very angry mother. I began explaining the situation to the mother and the girl and was met with a series of curses by the girl. The mother stood silently glaring at me as her daughter swore at me repeatedly before they turned and left. At that moment I thought my student teaching career was done. I’m not sure how the mother had entered the school unnoticed; all doors are locked during the day and visitors must be buzzed in, but somehow she had appeared at my classroom door that day. I could only imagine the series of complaints that would follow, surely the administration would become involved and I would be asked to leave the school.

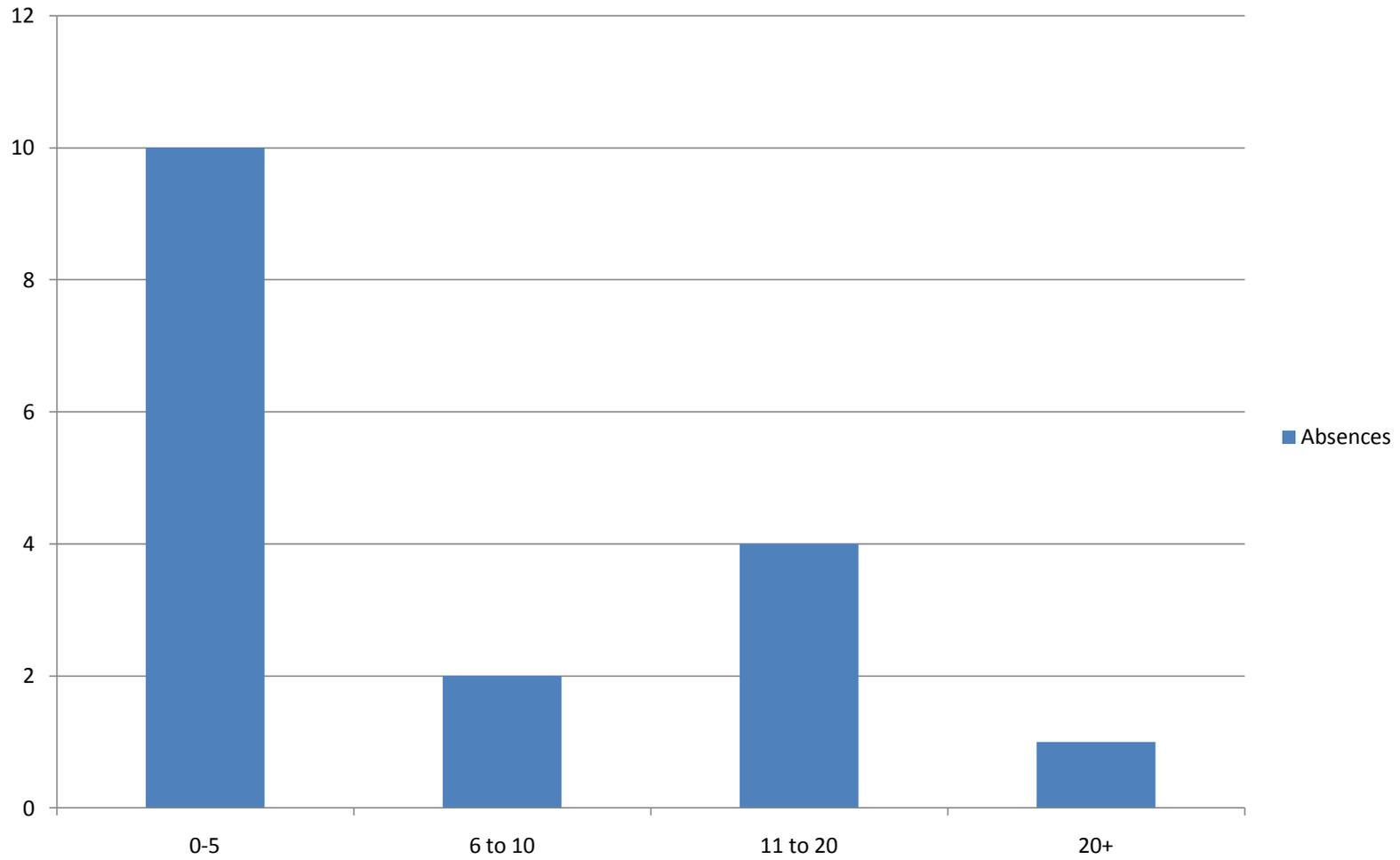
I didn’t sleep at all that night. I was afraid to go back the next day. What had I missed? What kind of face could this boy have possibly made to invoke such a dramatic reaction from this girl? I met with my supervising teacher at the end of the school day to discuss what had occurred. He assured me that I shouldn’t worry that the student had a reputation within the school for the dramatic but I was still afraid. Before class began the following day I met with the boy to discuss what was going on. He assured me of his innocence but to avoid future problems I assigned him a seat front and center in the class directly in front of me. Then I spoke to the girl about what had happened the day before, explained my thoughts on the situation and told her that the boy’s seat had been moved permanently. I waited for more drama during the class, or for some type of meeting at the end of the day but to my surprise (and relief) the issue was never brought up again, by student, parent or administration.

Even though there were no repercussions from the event that day I decided then in there that I would be far more observant in the classroom. I began watching the students closely and started to circulate around the class more during lessons. It allowed me to pick up on certain traits and habits of the students that I hadn't noticed before. The girl was excessive in her drama but I began to pick up on the looks, the faces, and little remarks being made by the boy under his breath to other students. I started to notice there was far more going on under the surface of the class than I realized while standing in front of the class. There were a number of potential conflicts simmering under the surface that I would have noticed before if I hadn't been so stationary within the class.

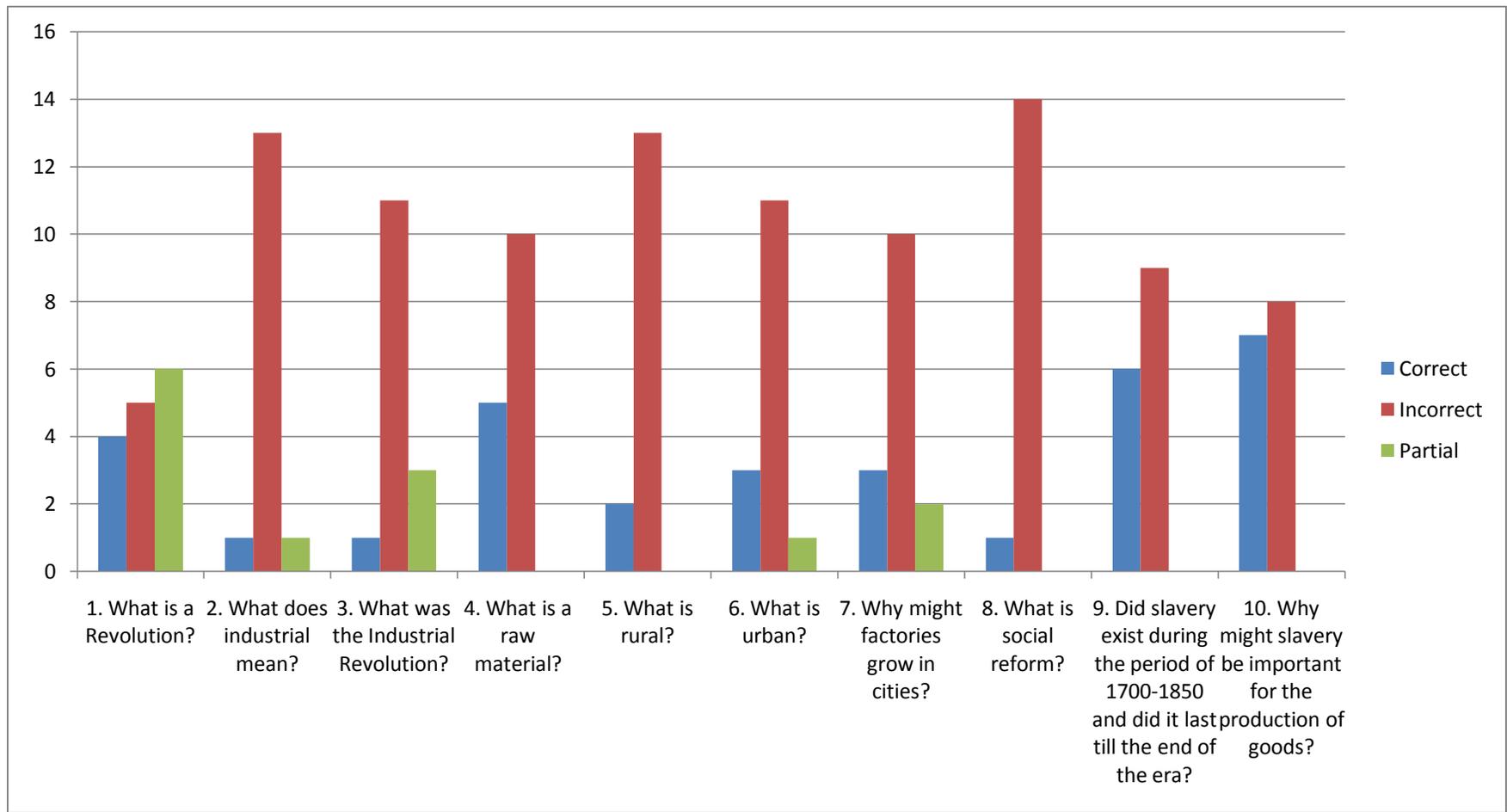
One of the first things I did to aide my classroom management was typing up notes and copying them onto transparencies. By doing this I was no longer chained to the board at the front of the class, I could project the needed notes and adjust them as needed while circulating around the class during lessons that required these types of notes. Beyond this I learned that I needed to vary the type of instruction being used within the class. Keep it moving hard and fast, don't allow them time to make mischief in class my supervising teacher told me. This did not mean move at such a fast pace that students could not keep up, but keep moving fast enough to have students constantly engaged. Plan and over plan, always have extra materials ready and available just in case a lesson moved faster than you planned or a particular lesson wasn't working out as hoped you should always have something to fall back on. One of the easiest ways to manage classroom behavior is to keep the students moving and engaged. I have always felt comfortable with the content but classroom management in this school provided an unparalleled difficulty for me as I faced a variety of issues from day to day that I never expected to face in a classroom.

## **Appendix**

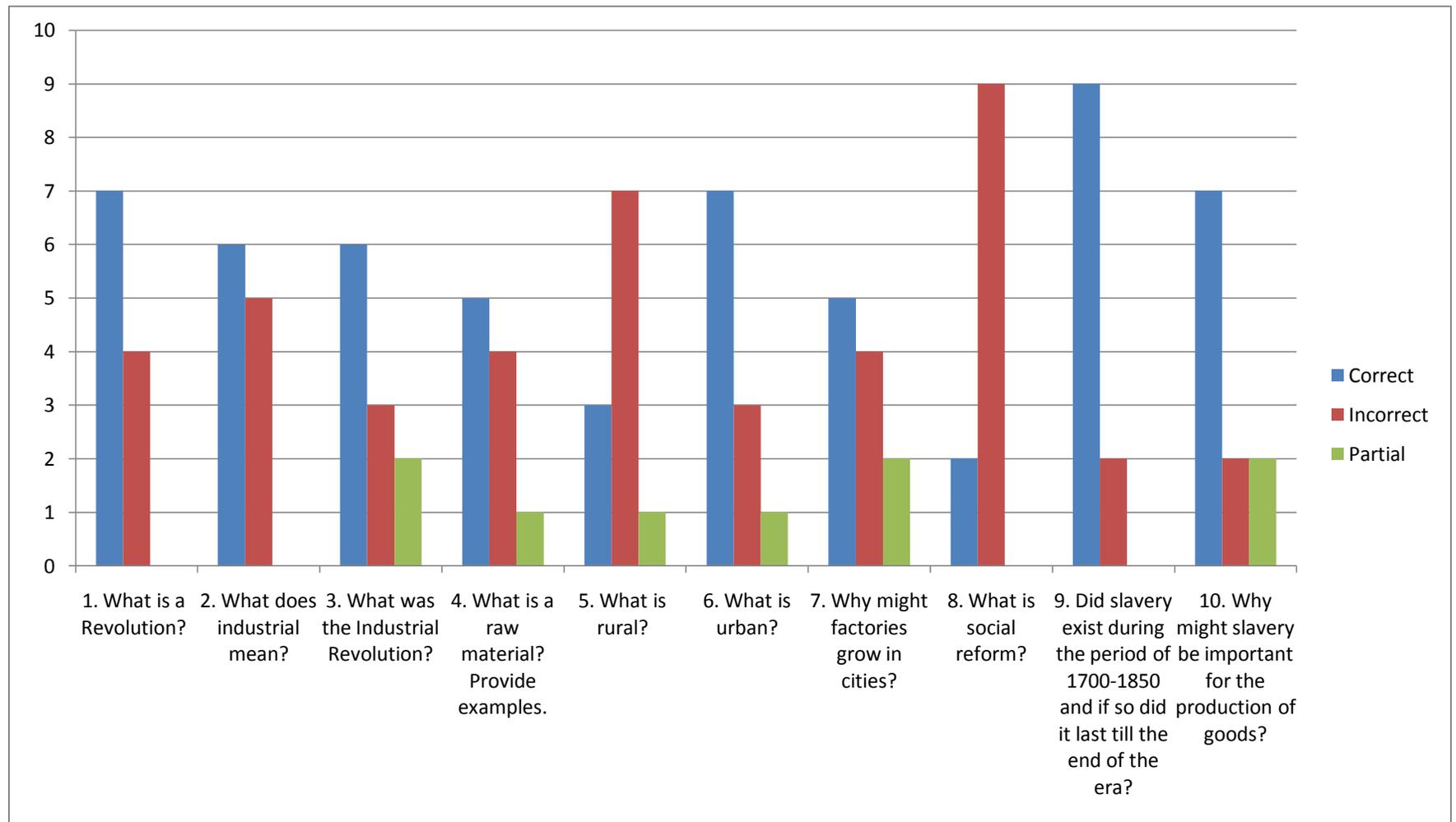
# Absences



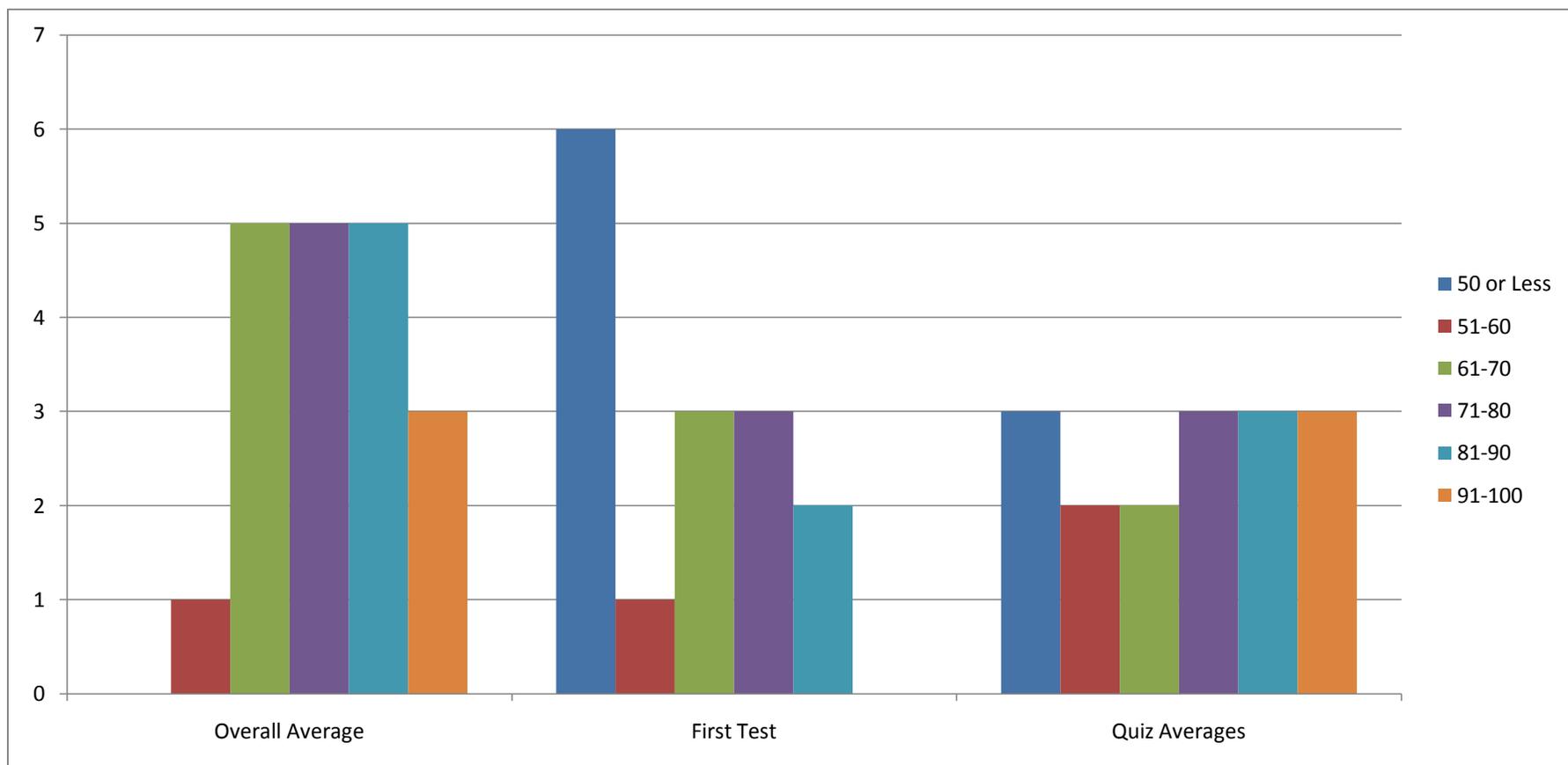
### Industrial Revolution Pre-assessment



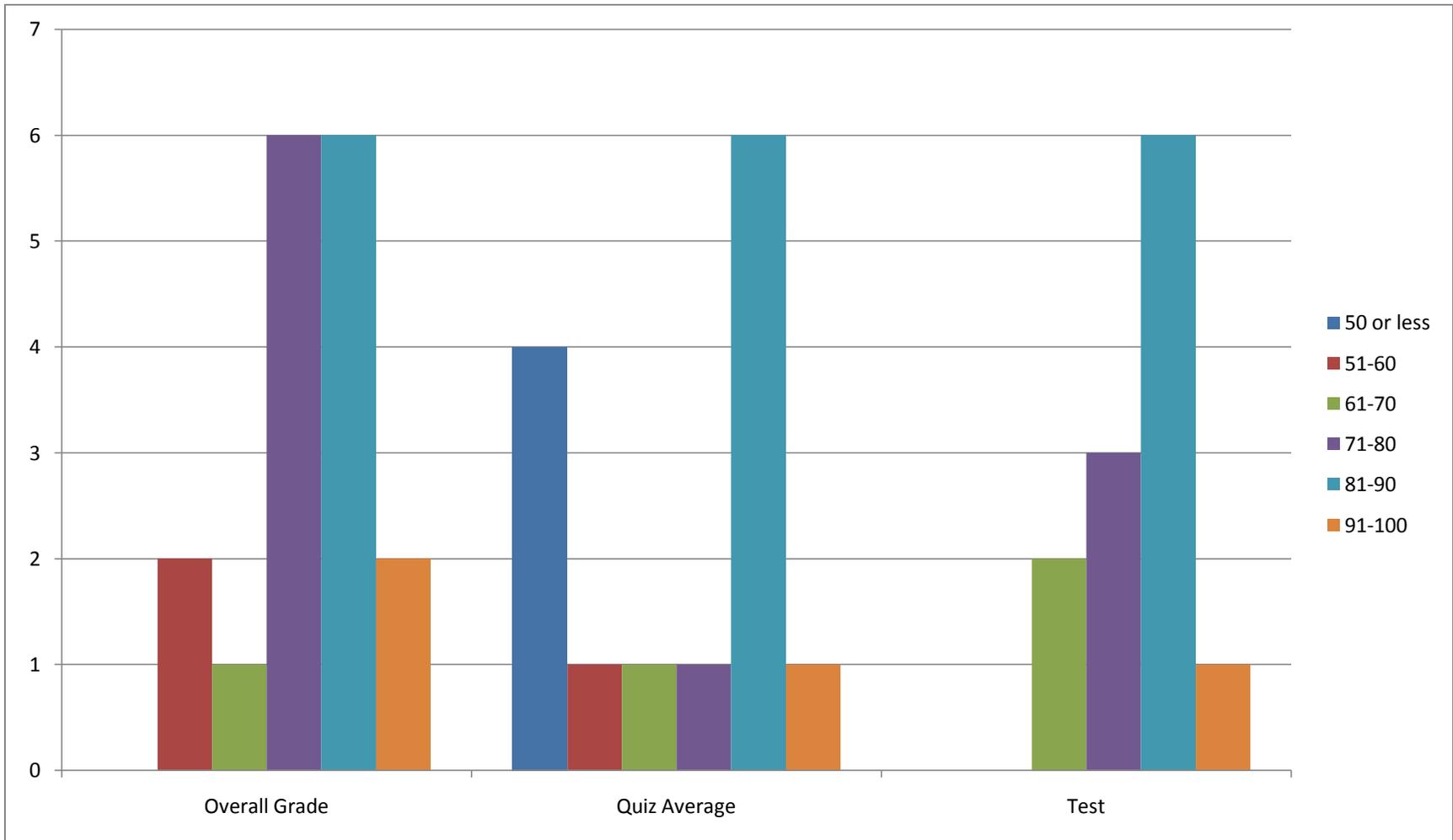
### Industrial Revolution Post-assessment



### Class Performance Prior to Unit



### Class Performance for the Unit



## **Lesson One: British Industrial Revolution**

### Lesson Planning:

The focus of this lesson will be to introduce students to the „Dawn of the Industrial Age’ with a focus on Britain. The social aspect of the industrial revolution will take focus during the pre-assessment in which students will be prompted to react to a series of images portraying early factory conditions. Students will then be given an outline map of Britain and Ireland so they develop an early understanding of the region we will be talking about over the course of the unit. Guided reading of the first section of the textbook will then be conducted to give students an overview of the subject before we go more in depth into the topic. The section summary questions will then be given to either complete in class or for homework so that students get a full review of the lesson for the day.

### Assessment:

Pre-Assessment: During the introduction to the lesson, students will be presented with several images from the Industrial Revolution, including scenes from early factories, as well as images showing the quality of life of common factory workers. Students will then be prompted to react to the images they see in a class discussion.