Candidate Effect on Student Learning #0411968 - Exemplary

(Taken from TCWS "Exemplary") (Student Teaching Overseas)

III. **Assessment Plan**	**Visual Organizer Format (RIPTS 9)**	**Multiple Forms of Assessment (RIPTS 9)**	**Alignment of Unit Objectives and Assessments. (RIPTS 9)**	**Justification for Assessment Methods (RIPTS 9)**	**Adaptations Based on the Individual Needs of Students (RIPTS 4)**	**Rationale (RIPTS 9)**	**Scoring Procedures (RIPTS 9)**	**Organization, readability, spelling, and grammar (RIPTS 8)**	**Summary**
	___6_____	____5____	___5_____	___5_____	____6____	___6_____	___5_____	___6_____	X = 5.5/6 (44/48)
IV. **Design for Instruction**	**Use of Pre-Assessment Data (RIPTS 8)**	**Unit Visual Organizer (RIPTS 2)**	**Lesson Plans (RIPTS 2)**	**Alignment with Learning Goals and Unit Objectives (RIPTS 2)**	**Classroom Climate (RIPTS 6)**	**Use of Technology (RIPTS 2)**	**Organization, readability, spelling, and grammar (RIPTS 8)**		6/6
	____6____	____6____	____6____	____6____	____6____	____6____	___6_____		
V. **Instructional Decision-Making**	**Rethinking Your Plans for a Group of Students (RIPTS 3)**	**Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)**	**Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)**	**Rethinking Your Plans for an Individual Student (RIPTS 3)**	**Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)**	**Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)**	**Organization, readability, spelling, and grammar (RIPTS 8)**		5.85/6
	____6____	___6_____	___6_____	__6_____	___6_____	___6_____	__5_____		

VI. **Analysis Of Student Learning**	**Alignment with Selected Unit Objectives (RIPTS 9)**	**Clarity and Accuracy of Presentation of Graphs (RIPTS 9)**	**Interpretation of Data (RIPTS 9)**	**Evidence of Impact on Student Learning (RIPTS 9)**	**Insights on Effective Instruction and Assessment (RIPTS 10)**	**Self Evaluation and Implications for Future Teaching (RIPTS 10)**	**Organization, readability, spelling, and grammar (RIPTS 8)**		**Summary**
	6	4	6	5	6	6	5		X = 5.43/6 (38/42)

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Process 3: Assessment Plan

Forward

Before moving forward into my Assessment Plan I just wanted to make sure to speak about the Assessment Plan that they had at Kirwan. At Kirwan curriculum is planned by the group of teachers who are going to be teaching that particular class this year. So for this particular class the five teachers, including my cooperating teacher met to decide on the year's curriculum and the assessments that were going to be given. In this system there are usually one or two major assessments during a term and are scored against a rubric not on a class by class basis. In an effort to make sure all students are graded fairly students are not only assessed by their teacher but they are assessed by a peer partner teacher. This process is called cross-marking where a range of grades are presented to the partner teacher and corrected against the rubric to check for any inconsistencies. Finally at the end of the term all the teacher look over their peers work to make sure there are no inconsistencies.

In saying that, the assessment plan developed here is going to be an attempt to try to adapt what was done there to what the TCWS is looking for. The schedule is so that often pre assessments are limited to only basic questioning and because co teaching is so common deviations from the beaten path to explore or adoptions or multiple forms of assessment is difficult. Furthermore, it is in the ideology of my cooperating teacher to make as few formal individual adaptations as possible and instead make universal adaptations and offer any students additional support when needed, which I agreed with.

Part I

Unit Objective	Assessments	Justification for Assessment Method	Adaptations
1: Year 9 History students will identify and define the methods of Crime and Punishment found in Medieval Europe by the end of the unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions	An open ended quote of the day allowed students to write anything they wanted about any forms of Crime and Punishment. Introduction questions allows for a general idea of what students may know	Students were allowed to write about anything if they could not come up with any examples.
	▪ Formative Assessment Class Discussion Medieval C&P PPT Venn Diagram Jeopardy! answers	Individual Venn Diagrams allowed students to reinterpret notes and be assessed on how they would do.	Students were allowed to work in pairs after initial individual attempts at Venn Diagram
	▪ Summative Assessment Mid Unit Quiz Exam	Fill in the blank allowed to assess for basic knowledge recall while a greater level was expected on the Exam	A Stimulus provided on exam.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
2: Year 9 History students will identify and define the methods of Crime and Punishment found in Feudal Japan by the end of the unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions	An open ended quote of the day allowed students to write anything they wanted about any forms of Crime and Punishment. Introduction questions allows for a general idea of what students may know	Students were allowed to write about anything if they could not come up with any examples.

	▪ Formative Assessment Class Discussion Medieval C&P PPT Venn Diagram Jeopardy! answers ▪ Summative Assessment Mid Unit Quiz Exam	Individual Venn Diagrams allowed students to reinterpret notes and be assessed on how they would do. Fill in the blank allowed to assess for basic knowledge recall while a greater level was expected on the Exam	Students were allowed to work in pairs after initial individual attempts at Venn Diagram A Stimulus provided on exam.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
3: Year 9 History students will differentiate between Medieval Europe, Feudal Japanese, and modern Australian/Western forms of Crime and Punishments by the end of the unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Multiple Venn Diagrams ▪ Summative Assessment Mid Unit Quiz Exam	Guided questions are the best way to transition from the past to the present or from one area to the other. Multiple Venn Diagrams allow for repeated recall and enhanced learning and refined assessment. Fill in the blank allowed to assess for basic knowledge recall while a greater level was expected on the Exam	Students were given extended time to finish Diagrams or asked to focus on single Venn Diagram Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	

4: Year 9 History students will construct and explain the Social Pyramids found in Medieval Europe by the end of the unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion In class Social Pyramid assignment Jeopardy! answers Study Activity #3 ▪ Summative Assessment Mid Unit Quiz Exam	In Class assignment gives students practice while allowing assessment. Study activity allowed for hands on practice and demonstrated another form of learning that could be assessed. Quiz proved invaluable assessment because just about all did not have the information needed.	Study Activity #3 was designed to allow hands on learners to further understand objective. Social Pyramids became extra credit on Quiz. Stimulus on Exam.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
5: Year 9 History students will construct and explain the Social Pyramid found in Feudal Japan by the end of the unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion In class Social Pyramid assignment Jeopardy! answers Study Activity #3 ▪ Summative Assessment Mid Unit Quiz Exam	In Class assignment gives students practice while allowing assessment. Study activity allowed for hands on practice and demonstrated another form of learning that could be assessed. Quiz proved invaluable assessment because just about all did not have the information needed.	Study Activity #3 was designed to allow hands on learners to further understand objective. Social Pyramids became extra credit on Quiz. Stimulus on Exam.

Unit Objective	Assessments	Justification for Assessment Method	Adaptations
6: Year 9 History students will define the three main types of Plague that caused the Black Death in Europe by the end of this unit.	▪ Pre Assessment Introduction Questions	Students have a general idea about the Black Death and many were familiar with sources and that information was found out just from questions.	
	▪ Formative Assessment Class Discussion Jeopardy! answers Review Questioning	Review questions were the best way to make sure that the students who didn't answer the introduction questions now had the material, too.	Graphic Organizers were given to any who wanted the additional reinforcement.
	▪ Summative Assessment Mid Unit Quiz Exam	Fill in the blank allowed to assess for basic knowledge recall.	Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
7: Year 9 History students will locate the origin and follow the path that the Black Death took to get to Europe by the end of this unit.	▪ Pre Assessment Introduction Questions Geography Questions	Students have a general idea about the Black Death and many were familiar with sources and that information was found out just from questions.	
	▪ Formative Assessment Class Discussion Map Worksheet Jeopardy! answers	Review questions were the best way to make sure that the students who didn't answer the introduction questions now had the material, too.	Graphic Organizers were given to any who wanted the additional reinforcement.
	▪ Summative Assessment	Fill in the blank allowed	Stimulus on

	Mid Unit Quiz Exam	to assess for basic knowledge recall.	Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
8: Year 9 History students will hypothesize how to stay alive during the Black Death and develop a plan to stay alive during the Black Death by the end of this unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Individual Plans ▪ Summative Assessment N/A	This was an enhancement objective that was not going to be formally assessed so looking at the plans will be the best way to assess if they achieved the enhanced learning.	Students were allowed to write a summary of source videos if not grasping extension task.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
9: Year 9 History students will list and describe the roles of a Medieval Knights by the end of this unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Personal Venn Diagram Contributions to class Venn Diagram Jeopardy! answers	A lot of common knowledge is known about Knights so basic KWL questioning allows for good assessment. Both Venn Diagrams provided ample room for assessment, especially for visual learners.	Direct Instruction was used with specific note taking instructions.

	▪ Summative Assessment Exam		Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
10: Year 9 History students will list and describe the roles of a Samurai by the end of this unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Personal Venn Diagram Contributions to class Venn Diagram Jeopardy! answers ▪ Summative Assessment Exam	Where a lot of common knowledge is known about Knights a lot of misconceptions are known about Samurai so basic KWL questioning allows for good assessment again. Both Venn Diagrams provided ample room for assessment, especially for visual learners.	Direct Instruction was used with specific note taking instructions. Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
11: Year 9 History students will compare a Medieval Knight and a Samurai by the end of this unit.	▪ Pre Assessment Introduction Questions	Where a lot of common knowledge is known about Knights a lot of misconceptions are known about Samurai so basic KWL questioning allows for good assessment again.	

	▪ Formative Assessment Class Discussion Personal Venn Diagram Contributions to class Venn Diagram Jeopardy! answers ▪ Summative Assessment Exam	Both Venn Diagrams provided ample room for assessment, especially for visual learners.	Direct Instruction was used with specific note taking instructions. Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
12: Year 9 History students will restate ideals of Bushido in their own terms by the end of this unit.	▪ Pre Assessment Response to Motivational Activity ▪ Formative Assessment Class Discussion Bushido In class assignment Jeopardy! answers Study Activity #2 Study Activity #1 ▪ Summative Assessment Exam	Restating in own words shows a higher level of comprehension so a good point of assessment. Answering Jeopardy! questions demands quick recall.	Students having trouble were given structured worksheets The use of two different Study Activities allowed multiple ways to learn and review about Bushido

Unit Objective	Assessments	Justification for Assessment Method	Adaptations
13: Year 9 History students will restate the ideals of Chivalry in their own terms by the end of this unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Study Activity #2 ▪ Summative Assessment Exam	Restating in own words shows a higher level of comprehension so a good point of assessment. Answering Jeopardy! questions demands quick recall.	Visual Handouts were given out as part of Study Activity #2.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
14: Year 9 History students will categorize the similarities and differences of Bushido and Chivalry by the end of this unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Study Activity #2 ▪ Summative Assessment Exam	The T Chart in Study Activity #2 allowed assessment for both Bushido and Chivalry.	Students who felt more comfortable creating another Venn Diagram did so rather than write paragraph.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations

15: Year 9 History students will summarize the origins of Buddhism and how it came to Japan by the end of this unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Study Activity #1 ▪ Summative Assessment Exam	Answering Jeopardy! questions demands quick recall.	Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
16: Year 9 History students will classify ideas of the Noble Eightfold Path into day-to-day practices and meditation practices by the end of this unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Buddhism T Chart Jeopardy! answers Study Activity #1 ▪ Summative Assessment Exam	T chart allowed for easy assessment especially when dealing with fixed variable.	Students were allowed to create other types of graphic organizers, webs, etc. Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
17: Year 9 History students will analyze the affects Buddhism had on Shintoism by the end of this unit.	▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Study Activity #1	Any information gained from answers off Study Activity #1 would correlate directly to exam assessment	Students were allowed to take additional Study Activities home.

	▪ Summative Assessment Exam	because they were so close.	Stimulus on Exam.
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
18: Year 9 History students will evaluate which study method best meets their individual needs by the end of this unit.	▪ Pre Assessment Introduction Questions ▪ Formative Assessment Picking out which Study Activity worked for them ▪ Post-Assessment N/A	Great for KWL about study habits and demonstrated many misconceptions.	Students individualized their own study needs.

Part II

For this unit there were two main formative assessments that worked out well and then there was what was supposed to be a summative assessment that ended up being another needed form of formative assessment. The first two methods of formative assessment that were the basis of most of ongoing analysis of the students were the Venn Diagram and my ability to question.

The main focus of this unit is a comparative study of Medieval Europe and Feudal Japan and one of the best and most common methods to reinforce the students' learning is to use a Venn Diagram. More often than not I felt like I was being excessive with the method of

assessment but being that it allowed the students to easily visually represent the content they learned and that there was a Venn Diagram on the test I felt it was okay to have so many. A Venn Diagram also allowed students to work with different group sizes if they wanted to. For some students working alone was the preferred method and for others working with neighbors was better, which did allow me to get a class assessment rather than an individual assessment. Speaking of class assessment the transition of the Venn Diagram to the whiteboard was also a major step to improved assessment. Not only did I have an idea by what was on the board but also got an idea by watching who was writing down answers they did not have on their own paper. Though it felt overused sometimes the Venn Diagram allowed me to assess a wide variety of unit objectives while preparing students for an upcoming part of their test.

The next method of formative assessment I was able to use was my ability to ask pertinent questions. Whether it was to try to stimulate the students into the subject or help them progress through it or to gain some sort of assessment my questioning ability was one of my clear strengths. As I got to know the names of every student this method became that much stronger allowing me to assess a wide variety of groups in the classroom. Along with questioning having students restate or reword what one of their peers had just read was another way to assess whether comprehension was occurring.

Finally, the mid unit quiz that was meant to be a summative assessment ended up being an excellent formative assessment. It turns out that quizzes here and quizzes in Australia are two different things. While here quizzes can be used for a variety of reasons, sometimes as punishment other times to help boost your grade, quizzes there are only taken as formative

assessment. This is clear just by the atmosphere when the quiz is taken, which is a much more relaxed atmosphere and even talking was not a problem. When I asked my cooperating teacher why it was like that after the quiz he stated that if you wanted complete silence and stressed faces you needed to tell them that it was under exam conditions and even at that if it's not a main assessment it still will not garner the same response as a main assessment.

Even though the quiz failed as a summative assessment it proved to be a valuable assessment. It had turned out that somewhere in the transition of teachers the content about the social pyramids had been lost and it was apparent in all the students' quizzes. Knowing that this was a part of the exam I now knew that I had to make an effort to readdress it to make sure students had the content to pass the test. The social pyramids were put in the Jeopardy! review game along with having a dedicated study activity. In the end the students performed much better on their summative social pyramids than they originally did and the formative assessment the quiz allowed cause me to reassess how it was presented and how to change how few understood the concept.

In the end this may not meet the exact qualifications of the TCWS but I also was not in an atmosphere or education system that caters to the needs of the TCWS. The final part of the prompt asks to anticipate grading rubrics but yet again this is something that does not mesh well with the experience I had. I will address the final assessment, its rubric, and the methodology that goes into constructing it during the analyzing student learning part of the TCWS.

Process 4: Design for Instruction

Part I: Pre Assessment

This is yet again another area where my experience and the TCWS do not match up that well. Kirwan takes a backwards method to planning their units and so pre assessment does not have the same sort of effect that it would have in an unplanned unit. There is a clear list of classes and topics that need to be covered and pre assessment did not change what to cover. However, the curriculum is not set in stone and the order and methods used to teach the unit are and where effected by pre assessment.

Based on pre assessment it was clear that students are much more comfortable with the Medieval period than they were with the Feudal Japan period, both students who had studied the medieval formally and ones who had not. This pre assessment led me to make the decision to front load the topics about the medieval first in the unit as a whole and then also from class to class. For example, when topics were being taught that had both Medieval and Feudal Japanese components, Crime and Punishment, etc., it was always necessary to start with the medieval and then expand to cover the Japanese component making constant reference to the understood medieval content. When looking at the unit structure, the very last lesson taught was the solely Japanese lesson about Buddhism and its relationship with Japan and Shintoism. This again reflects the pre assessment which showed that Japanese topics should only be attempted after an extended knowledge expansion so that the uniquely Japanese ideas would be better understood.

Part II: Calendar

Lessons 1 + 2 4/29	Lesson 3 5/4	Lessons 4 + 5 5/6	Lesson 5 5/10
Crime and Punishment See Lesson Plan #1	The Black Death Unit Objectives: 6,7, and 8 Activities: Black Death PPT PBS Videos Survival Plan	Quiz Knights and Samurai Bushido See Lesson Plan #2	Buddhism Unit Objectives: 15, 16, and 17 Activities: Buddhism PPT The Noble Eightfold T Chart
Lessons 7 + 8 5/13	Lesson 8 5/17	Lesson 9 5/18	Test
Jeopardy! Unit Objectives: 1-17 Activity: Jeopardy! Review PowerPoint	Study Skills Unit Objective: 18 Activities: Study Skills PPT Index Card Creation Workshop	Individualized Review See Lesson Plan #3	

Part III: Lesson Plans

LESSON PLAN #1: Crime and Punishment
9th Grade History Class
An 80 minute class

Lesson Goals	Students will learn about Crime and Punishment in the two selected time periods, Medieval Europe and Feudal Japan.
Learning Objectives/Guiding Question	Students will identify the different types of Medieval C&P (#1) Students will compare and contrast Medieval C&P and current conventions. (#3) Students will differentiate between Japanese Feudal C&P and the other two forms presented. (#2 & #3) How did C&P differ in Japan and Europe, and how is it different from now?

Instructional Materials and Resources	Whiteboard Net book Projector C&P Web Worksheet Crime and Punishment PPT Japanese C&P Worksheet
Standards (Content and RIBTS)	NHSS E5 Standard 1B: The student understands developments in Japanese civilization. NHSS E5 Standard 2A: The student understands feudalism and the growth of centralized monarchies and city-states in Europe. NCSS 2: Time, Continuity, and Change NCSS 6: Power, Authority, and Governance 1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live. 2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. 2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. 4. Teachers create instructional opportunities

	that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
Anticipatory Set	Students will complete a “Quote of the day” activity where they are asked to copy and then write a 3-5 sentence response to the quote. The quote will be about current day Crime and Punishment.
Activities and Tasks	The first activity will be an adaptation of a website about Medieval Crime and Punishment. Students will be randomly selected to read aloud parts of the web worksheet while others will be asked to review and/or put into their own words the last few passages read. The second activity would be a further review of Medieval Crime and Punishment by adapting the Kirwan PPT to use it more as a review and use the activity at the end as its main focus. The activity at the end was to create a Venn Diagram between Medieval C&P and modern C&P. It is important to try to get students to put concepts into terms they will relate to and this activity should help that. The next activity will be for students to independently read a worksheet about Japanese C&P and to answer the questions at the bottom of the sheet.
Conclusion	The class will conclude with a review about all three activities. If there is more time than expected there would be a possibility to make a Venn Diagram of all three eras and types of C&P.
Assessment	There will be informal times to assess during this lesson. The reading aloud will provide a form of assessment for their literacy skills while the Venn Diagrams and the Worksheet will provide some other basic feedback on how well they got the content.
Learner Factors	This class demonstrates a wide range of skills and abilities and this class I will have to be aware of the wide range of literacy skills. While reading aloud can be a great exercise to improve their skills it also could alienate a student.

	Independently working through worksheets can be troublesome in a class like this and thus the extension task of doing another Venn Diagram is there for the students who breeze through the sheet.

LESSON PLAN #2: Quiz and Knights vs. Samurai
9th Grade History Class
80 minute class

Lesson Goals	Students will be assessed on their knowledge of the unit thus far. Students will learn about the differences and similarities of Medieval Knights and Samurai.
Learning Objectives/Guiding Question	Students will compose the social structure pyramids of Medieval Europe and Feudal Japan. (#4 & #5) Students will fill in sentences with words given in the word bank. (#1, #2, #3, #6, #7) Students will create a Venn Diagram comparing Knights and Samurai. (#9 ,#10, #11) Students will restate ideals of Bushido in their own terms. (#12) How alike Knights and Samurai?
Instructional Materials and Resources	Quiz Whiteboard Net book Projector Knights Vs Samurai PPT Bushido Website
Standards (Content and RIBTS)	NHSS E5 Standard 1B: The student understands developments in Japanese civilization. NHSS E5 Standard 2A: The student understands

	feudalism and the growth of centralized monarchs and city-states in Europe NCSS 5: Individuals, Groups, Institutions. 2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. 2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. 3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
Anticipatory Set	Students will complete a "Quote of the day" activity where they are asked to copy and then write a 3-5 sentence response to the quote. The quote is a Japanese Proverb which relates directly to the Bushido aspect of the lesson.
Activities and Tasks	Students will first be asked to complete a brief quiz. They have been given notice of the quiz and some of the content that is on the quiz. In the Australian School System quizzes are typically used more as a formative than summative and are often treated with much less formality than they would back home. After the quiz, we will transition to a Knights Versus Samurai PowerPoint. Upon viewing this PPT it is clear that it is best taught using Direct Instruction to make sure students get the clear points from this PPT that will be on their major assessment later. Specific note taking directions will be given during this activity. The end of the PPT will ask students to construct

	a Venn Diagram using the notes they have taken during the PPT. At first students will complete their own diagrams, possibly sharing with neighbors and then complete a larger classroom Venn Diagram on the whiteboard. The final activity would be to review some of the aspects of Bushido. Students will be given a small handout that accompanies the website projected and they will be asked to translate these Bushido ideas into their own words.
Conclusion	At the end of the class students will review the differences and similarities that the Knights of the Medieval Age and the Samurai of the Feudal Japanese Age had and restate some of the ideas of Bushido. It will be important to understand Bushido when looking at Buddhism in the next class.
Assessment	The major form of assessment will be the quiz given at the beginning of class. Even though this does not figure as highly into their grade as it would in the American system it will be a great point to the students and I to know where they all are with the knowledge. There will also be assessment opportunities during the Venn diagrams part of the lesson, both the individual and the class diagram.
Learner Factors	This class needed to be a focused and streamlined class, especially given the time constraints the quiz would put on the rest of the lesson. Though Direct Instruction is not always a preferred method of teaching its use in this lesson will help the students get the information that they need out of the PPT and do so in a timely fashion. Also, Direct Instruction will help the students who do not know which information to take down as notes do so in an organized fashion.

LESSON PLAN #3: Last chance to study!
9th Grade History Class
Normally a 40 minute class shortened to 35 minutes due to full school assembly

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Lesson Goals	Students will finish their in class preparation for the exam next class.
Learning Objectives/Guiding Question	Students will identify which study activity best suits their need. (#18) Students will construct the three social pyramids from the unit. (#4 & #5) Students will create a Venn Diagram comparing Chivalry and Bushido. (#12, #13, #14) Students will describe the differences between the major Japanese religions (#15, #16, #17) Why did you pick the Study Activity you picked?
Instructional Materials and Resources	Whiteboard Net book Projector Chivalry Activity Worksheet Japanese Religion Activity Worksheet Social Pyramid Activity Worksheet
Standards (Content and RIBTS)	NHSS E5 Standard 1B: The student understands developments in Japanese civilization. NHSS E5 Standard 2C: The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations. 2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. 2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas

	and concepts. 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning.
Anticipatory Set	Students will complete a “Quote of the day” activity where they are asked to copy and then write a 3-5 sentence response to the quote. The quote is “Meditation brings wisdom; lack of mediation leaves ignorance. Know well what leads you forward and what hold you back, and choose the path that leads to wisdom.”-Buddha. This quote relates to individual choices and the Japanese Religion Activity.
Activities and Tasks	Students have a choice of three different activities to complete. They were picked because they were the three common ideas students were concerned about when asked last class. Then can complete one or up to all three. One activity is to complete a worksheet about the Japanese Religions. This worksheet also includes the topic of Bushido in it, which was a concern. Another activity is to complete a hand out about chivalry. Students will read a few of the ideals of chivalry and then compare them to bushido. The last available activity is to construct the social pyramids, first the two different European ones and then the Japanese. The social pyramids were a major concern from the prior quiz assessment.

Conclusion	At the end of the class students will be reminded about the pending exam and also instructed to remember proper studying techniques.
Assessment	There will be only a few informal times to assess during this lesson. There is always some minor assessment that goes on with the anticipatory set and watching how many and which tasks students decide to take will allow for some assessment.
Learner Factors	This class demonstrates a wide range of skills and abilities. It also presents some behavioral management challenges. Allowing the students to individualize their study worksheet along with developing the social pyramid task so that it is a tactile activity are the two learner factors for this lesson.

Part IV: Narrative

As discussed in the pre assessment students were taken through the content based on where it was most comfortable to start, the Medieval Period, and contrasted and compared the two periods and ended up learning unique Japanese traditions. By taking this path students were able to achieve the first two learning goals with a high level of success. The third learning goal was achieved post content by using fresh content and introduced study methods to not only meet the third learning goal but gain a positive result on their assessments.

Along with a properly structured unit the classroom environment went provided the necessary place for such in depth learning to occur. It was established by my cooperating teacher that students were going to be treated as responsible students until they were proven not to deserve such treatment, which very rarely happened. This included, but was not limited to, allowing students to sit where they choose, answering all appropriate questions, provided

timely feedback, and keeping any promises made. Taking into context their other commitments outside of class, such as the NAPLAN, also showed students that we realized that students also have lives beyond our classroom which they seem to appreciate having acknowledged.

Finally, when talking about classroom climate it is important to discuss the level of technology used to help further their education. All too often we hear that current students are brought up in a digital world and should be catered to with this understanding. While I believe in the use of technology in the classroom, and I am very comfortable using it, just the use of technology does not improve the education of our digital students. Just like any other learning material digital materials have to be used appropriately and in a timely manner. The biggest example of this is found in the misuse of PowerPoint presentations. A PowerPoint does not engage a student based on only the fact that it is a digital learning device its needs to be engaging and taught properly to be valuable. Some of the PowerPoints in this unit were created by me while others were available through school resources. However, even given the same PowerPoint, two very different results can occur and teaching a PPT is very different than presenting one, or letting one present itself, and I went out of my way to make sure my students got what I wanted out of a PPT whether I created it or not.

I would be remiss if I did not comment about some areas I would have liked to introduce more technology into this particular classroom but was unable to. In the Top Scholar programs we were able to create Virtual Classrooms that students were able to attend at any time along with conducting in class Internet based activities. However, with the limited amount of

technology in the classroom these sorts of things were unavailable in my context as a student teacher. In a full time position I probably would have been able to create at least a Virtual Classroom where students could catch up on missed materials, enhance learning of current content, or share ideas with other students on a discussion board, but given my time constraints it just was a stretch too far.

Process 5: Instructional Decision-Making

Part I: Group/Class Response

During the course of this unit the NAPLAN tests were administered. Being that these students were in Year 9 they were required to take them for their final time. Students spent most of their days in the same room taking a standardized test over the course of three days. The tests fell so that we did not have class for the first two classes of the week and we were going to have our block period on Thursday. This meant that the students would not have had class since the previous Thursday and with their major assessment coming the following Thursday. This left me with an important decision to make.

It was really important to me that the students got back into their regular academic setting and started to recall the information from the unit so that they would be prepared for the assessment but I also felt that I had to take into consideration that they had all just endured the NAPLAN. I came to the conclusion that using a review game would be the best method of recalling information but also trying to get them to have some fun after just finishing three days of standardized testing.

In the end I decided to create a modified Jeopardy! PowerPoint review game. I had heard that many other student teachers had used this PowerPoint with great success and I decided it would be a worthwhile activity for these students. There was only one problem, Jeopardy! is not shown in Australia so the rules were not common knowledge. I made the decision that instead of trying to explain the idea of answering in the form of a question I would just adapt Jeopardy! to better suit their needs. All of the categories reflected lessons taught

throughout the term and many of the questions came from subject material that was going to be on the assessment. I also made the modification that students were broken up into six teams and only one person was allowed to answer, which changed each question.

This was one of my most successful lessons and was also one of the lessons the students enjoyed most. Students who did not normally call out answers took advantage of the format to help their teams with their knowledge. Another fun thing about this lesson is what kinds of things happen when you allow the directions to be vague and how you adapt. For example, some of the students started using their notes and others would complain but then they would quickly learn that the directions did not say that they could not. In the end the content portion of the assessment went well for most students and I believe this lesson helped with that. Not only was I able to get them back into an academic setting after NAPLAN but they also enjoyed the activity, most of them listed it as their favorite class during their term reflections.

Part II: Individual Response

Throughout the term I had to keep a special eye on the student that I had who was enrolled in the special education program at the school. Besides constant behavioral monitoring it was also necessary to find ways to continually making sure he understood the content that was being presented. This was done in many different ways. Sometimes I would just keep him for a couple of minutes just to do a quick review afterwards and other times I would communicate with his special education councilor and usually hear good results about him talking about how he enjoyed the class. However, when I corrected the quiz that was given

during the term his stood out. He had done poorly and in many cases I knew that he knew the information but just was not able to recall it properly on the quiz.

This problem presented a serious concern about the upcoming major assessment. My cooperating teacher and I had decided that we did not want to differentiate his assessment as much as possible but had to make plans in case it did not properly demonstrate his content knowledge. In an effort to stay with the plan of not changing his assessment I had a small meeting with him about the quiz, its results, and the upcoming class. After this meeting I came to the conclusion that recall was in fact the problem and for the most part it was based on his inability to study properly. If this student knew how to study properly than he would not only be reinforcing the data but would also practice recalling in the process.

As a teacher one of my biggest pet peeves is that teachers all too often ask and expect students to study but never give them the tools to. It's like every teacher assumes that the previous teacher taught all of their students how to study so no one ever teaches the skill. I had always assumed that I would do an extensive lesson about studying in the first couple of weeks during the school year in my own class but given the current situation with my student I took the opportunity to give the whole class a lesson about studying.

Through a PowerPoint I created I was able to demonstrate a few types of studying methods and give some resources that would further help the whole classes' effort to study. I put an emphasis on the fact that what works for one person may not work for another so you, as an individual, need to find what method works best for you, but now they had a few to choose from. Another aspect of studying is giving students the time to study so I decided to do

this the next class. Before dismissing them I asked the class as a whole which areas of the unit were they concerned that they needed to study for. The next day I took the four target areas and made three activities that students could pick from. One of the adaptations that was in my special education student's profile was to use tactile activities so one of the activities was a hands on activity.

The decision making I made when confronted with this student's learning disabilities not only ended up benefiting him but the class as a whole. The class learned many new study methods and had individualized study activities to further enhance their understanding of the material. Many other students, ranging from the high literacy to the low literacy, also benefited from having a tactile activity that helped them process the information in a different manner. These decisions also proved to work out great for our individual student who did not need to have his assessment differentiated and achieved a C to a High C grade, something that was worth writing a positive letter home to his parents!

Process 6: Analysis of Student Learning

Forward

This is yet another place where my experience and the TCWS differ greatly. I was told that it was illegal to take student work from Kirwan and without student work to demonstrate differences I am left to analyze student learning more in generalities than formally in graphs and charts. In saying this I will also address both parts of process six in an extended narrative intended to best cover all intended questions.

Parts I & II

Objectives #4 & #5

These two objectives were closely related and for the most part assessed together so it is logical when comparing student work analysis that these two would be grouped into one analysis. These two objectives also demonstrate the highest range of change over the course of the unit. The class that first introduced these objectives occurred just before this actual unit but the objectives would continue to be addressed and assessed and so the change in demonstrated learning occurred throughout the unit.

When looking at the whole class to compare analysis of these two objectives you would see a graph that would seem to show initial understanding but then dramatically fall for the quiz and slowly increase to the major assessment where success was improved but not to the levels originally set as the goal.

These two objectives were introduced separately in their own PowerPoints but during the same class. At the end of each PowerPoint students were asked to draw the pyramid that was just presented in the PowerPoint and when the given time was over the next social pyramid PowerPoint would follow and again the students would draw the new pyramid in their notebooks. As part of the introduction to this lesson generalized questions were asked about what was a social pyramid and some probing questions about the Medieval pyramid provided some pre assessment. As a whole class the previous knowledge of these two objectives, especially the Japanese pyramid, was basic if any.

As a whole class the formative assessment during the initial class gave the impression that they were well on their way to achieving success with these two objectives. All students were able to finish both pyramids and many with little to no help from the teachers present. However, when these objectives were assessed on a mid unit quiz it was clear that the whole class had problems demonstrating knowledge to achieve the objectives goal. The results were so poor across the board that I chose to make the whole section an extra credit section instead of including it as part of the quiz's grade, as you know by now was only formative in the end.

After the poor whole class result a determined effort was made to readdress and review the objectives. The major effort to readdress the objectives was the change to creating a tactile study activity so students who learned better by actually constructing the pyramid using pictures displaying the group of people would have the opportunity to do so. Reviewing for these two objectives became very common also. When the quizzes were handed back a brief

review was given about the social pyramids and the social pyramids were a featured category in the Jeopardy! review game.

The results of these two objectives also left a lot to be desired. These two objectives were assessed on their major assessment and even with the support of the seen sources given with the test the students did not achieve to the level desired. This does not go without saying that there were dramatic improvements for the whole class over where students stood after the mid unit quiz assessment but this may further emphasize how dramatically poor the students did on the quiz.

When breaking the class into subgroups it was easy to see the difference between the group who had some previous formalized knowledge about the medieval period and those that did not. The basic idea of a hierarchy of social status was not that far out of reach for the students with the knowledge about the period and they often knew many of the class, kings, lords, etc., and they only needed to restate their roles and then learn where they fit in on the pyramid. However, the group that had no formal knowledge of the period had to quickly learn the concept of social hierarchy then the classes and where they fit.

There was an interesting divide amongst the groups though. It seemed that some of the students who had no formal knowledge actually picked up the whole concept better than some of the students who had to combine their previous knowledge with these new concepts. For the students who had prior knowledge the concept of combining the two ideas seemed to cause problems, some even debated the standing in the pyramid based on wrongfully remembered knowledge from previous lessons.

In the end this would see the class broken into four groups. The first was those who had knowledge before and was able to merge the new knowledge with their previous understanding. The second group was the group who did not have previous formal knowledge but was better served learning the concept as a whole. The third group were the students who had previous knowledge but combining the two proved to be a problem in their understanding of the new concept. Finally, there was the group who had no previous knowledge of the medieval period and struggled to grasp everything as a whole concept and may have benefited from learning in pieces and putting it all together.

When it came to introducing the Feudal Japanese pyramid the different groups had different results. For the most part the second group who picked up the concept as a whole had the best results in understanding the Japanese pyramid. However, the first group had varied results where some understood the new Japanese as a whole but others clearly benefited from merging together two ideas, which they were not able to do with the Japanese pyramid. The two other groups both struggled to achieve the intended results with the Japanese pyramid.

When looking at individual results you can see the dramatic range that is present in the class. Instead of just looking at the top and bottom performing student I wanted include a student who was performing poorly but made adjustments and was able to minimally meet the standard. For these two students I will use the names Bart and Lisa as substitutes for their real names.

Lisa was the classic example of a student who loved school and learning any new information was a pleasure for this student. It was no surprise that she would immediately pick up the material and whatever she did not understand should would make every attempt to resolve, either alone or asking for help. Her results on the quiz were also a red flag to make sure to reemphasize the material because even though she had performed the best she still had not fully grasped the objectives. With this student even the mention of the quiz's poor results on these two objectives she took into action planning her own way of reinterpreting the information so she would perform better on the next assessment. It was clear through other formative assessments that she had made the needed adjustments and demonstrated the knowledge in many of the review activities. She was able to meet the standards to a high degree on the major assessment.

Where Lisa was eager to learn and seek out to fix any of her misunderstandings Bart did not possess the same characteristics. Not only did Bart not possess the same passion towards learning as Lisa, Bart also had some learning disabilities which made achieving objective standard more difficult. This objective best showed how with extra support and catering to different learning techniques a reasonable objective can be achieved by all students.

Bart was a part of the group that had no formal background knowledge of the content and struggled when it was presented in such a large chunk. In class he was able to initially construct the notebook pyramid with some scaffolding but demonstrated none of this knowledge on the quiz. After his glaring quiz results there was a need to immediately address his performance on the quiz. I was of the feeling that while he may not have had as an in depth

understanding of the material as some of the other students the quiz did not reflect even his current level of understanding. After a quick post class discussion with Bart it was clear that my assumption was correct but Bart was still going to need extra support to successfully meet these objectives. So for a couple of break periods Bart and I would meet and discuss what he had learned over the past couple of classes. This would work well that it would function as an assessment for me to know where he was and would be an enhanced review of the material for him.

In this TCWS I have made mention of a study activity that was created to appeal to the visual-spatial learners and that activity was initially designed as another support method for Bart and then expanded to be an activity for the whole class. Bart benefited greatly from not only the different type of learning it represented but again by the increased amount of review it presented.

On the formal assessment Bart performed well on this specific objective. With the help of the seen sources Bart was able to achieve a seven out of ten on the specific section that addressed this objective while he performed above his typical level on the test in general. This objective, as well as the formal assessment, was seen as a major success for Bart who initially struggled but with support was able to achieve the objective.

When looking back on the objective and how it was executed it was easy to see why so many students struggled with it. Not only was it a lot of little bits of information to remember and organize but the specific timing of the teaching proved to be a disadvantage to the students. As I said before this objective was initially introduced and taught in one of the last

classes before my transition to taking over the class and throughout my unit it was going to be addressed and further assessed. The confusion of the transition between teachers probably led to some confusion which extended through the unit. Also, with the success of the visual organizer on the class level during the study activity it would make sense to introduce it earlier next time this unit is taught.

Objective #11

Where the last objective had a rocky start and ultimately produced a less than hoped for result this objective followed a very different path. Some key decisions contributed to the objectives overwhelming success when first introduced but some questionable decisions made on the formal assessment showed some inconsistencies in final performance.

The inclusion of this objective, along with its corresponding objectives, 9 & 10, were a surprise to my cooperating teacher. I had reviewed the assessment and noticed that I had yet to address Knights and Samurai in more detail than they were given in the social pyramids. Searching the Kirwan drives I actually found a great Knights and Samurai PowerPoint but noticed that it was actually a few years old. When I approached my cooperating teacher he said it had not been taught in a while and did not go over well when it had. I decided that with a few modifications it could provide the students the knowledge they would need to meet the requirements of the formal assessment.

Besides making some changes in the PowerPoint I decided that I would teach this PowerPoint using very direct instruction. Students would read the slides and I would explicitly say what they needed to write down in their notes. Not only did this have amazing effects on

behavioral management, but it provided the students with the tools to affectively attempt the activity that would be the back half of the class.

As with many of the objectives a Venn Diagram worked well to allow them to demonstrate their enhanced understanding of the material, and was thus used for this objective. However, instead of having students complete their own diagrams, I choose to have a class Venn Diagram. It became clear how much ninth grade students enjoy getting out of their seats and putting their work up on the board for everyone else to see and this excitement was contagious. After the class I had a good feeling that the students had gotten what I wanted them to out of the lesson and should meet the objectives on their formal assessment.

The next observation I had that this objective was being met by most students was during the review Jeopardy! game. Not only was the category selected early and often, but just about all students volunteered to answer and quickly. This understanding would only continue as no students would ask to review the Knights and Samurai lesson when asked what sections they wanted to review after the study lesson.

Up until this point I had felt that for this objective all the students were going to succeed at achieving the objective, of course with some gradation of performance, but the formal assessment proved to be a problem assessing the objective. The question on the formal assessment was not a problem itself, it simply asked one to list the different aspects of the Knight and Samurai, but it was the seen source that accompanied. As you can see in the appendix students were given two pictures, one of a Knight and one of a Samurai. These

pictures ended up being a distraction to students demonstrating their knowledge and ultimately achieving the objective.

When looking at student success this is the only major point during the unit where there were two distinct groups that emerged. The first group was the group that seemed to ignore the pictures and completed the chart going straight from the knowledge they had learned over the course of the unit. The second group seemed to become confused with the picture and made vague comments that described the pictures more than reflected their knowledge. This made the second group really hard to assess when it came to the objective. Did they think they were just following directions describing the picture? Where they using the pictures as a crutch to hide their lack of knowledge with the objective? It would have been hard to assess the students understanding based purely on the formal assessment and it was a great benefit to the second group that they had many opportunities to demonstrate their knowledge before the formal assessment.

This objective overall was a success. The decisions made to teach this objective and the methods used to do so proved ultimately successful. However, because of the problem with the seen sources the final assessment demonstrated different levels of success that were not before noticed. With the inclusion of many different formative assessment opportunities I was better able to judge if the results of the second group were based on their interpretation of the seen sources or demonstrated they did not fully meet the objective. This was definitely a case where formative assessment weighed heavy for the second group in determining their success

at meeting the objective.