

Exemplary - Teacher Candidate Work Sample – Social Studies

Student # 0411968

1. Evaluation of Teacher Candidate Work Sample

-Unit Assessment Rubric

-Written Comments by College Supervisor

-Letter of Recommendation by College Supervisor

2. Teacher Candidate Work Sample

Table of Contents

Process 1: Contextual Factors	10
Australian Education System	10
Townsville	13
Kirwan State High School	15
Year 9 History Class	22
My Contextual Factors	25
Process 2: Learning Goals and Unit Objectives	27
Part I: Learning Goals	27
Part II: Unit Objectives	27
Part III: Rationale/Purpose	30
Process 3: Assessment Plan	33
Forward	33
Part I	34
Part II	41
Process 4: Design for Instruction	45
Part I: Pre Assessment	45
Part II: Calendar	46
Part III: Lesson Plans	46
Part IV: Narrative	53
Process 5: Instructional Decision-Making	56
Part I: Group/Class Response	56
Part II: Individual Response	57
Process 6: Analysis of Student Learning	60
Forward	60
Parts I & II	60
Objectives #4 & #5	60
Objective #11	66
Process 7: Candidate Reflection on Student Teaching Experience	70
Appendix	77

Feinstein School of Education and Human Development

Teacher Candidate Work Sample

Rubric Scores

Candidate: _____ XXXX _____ EMPID: _____ 0411968 _____

Program: _____ Social Science/Secondary Education _____ Semester: _____ Spring 2010 _____

College Supervisor: _____ Kathy Pannozi _____ Date: _____ 8/2010 _____

Cooperating Teacher: _____ Robert Hamilton _____ School/District: _____ Townsville/Queensland Australia _____

Provide the candidate's scores on each rubric dimension for each TCWS process. Then, provide the average and total the rubric scores for each TCWS process.

Rubric Scores for TCWS Processes:

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
I. Contextual Factors	Knowledge of District, Community, School and Classroom Factors (RIPTS 1) ___6___	Knowledge of Characteristics of Class Members (RIPTS 4) ___5___	Knowledge of Students' Skills And Prior Learning (RIPTS 3) ___6___	Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) ___6___	Implications for Instructional Planning and Assessment (RIPTS 4) ___6___	Organization, readability, spelling, and grammar (RIPTS 8) ___6___			5.85/6	35/36
II. Learning Goals and Unit Objectives	Learning Goals (RIPTS 2) ___6___	Alignment with National, State or Local Standards (RIPTS 2) ___6___	Classification of Unit Objectives (RIPTS 5) ___66___	Clarity (RIPTS 8) ___6___	Appropriateness For Students (RIPTS 3) ___6___	Rationale / Purpose (RIPTS 4) ___6___	Organization, readability, spelling, and grammar (RIPTS 8) ___6___		6/6	42/42

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
III. Assessment Plan	Visual Organizer Format (RIPTS 9) ___6___	Multiple Forms of Assessment (RIPTS 9) ___5___	Alignment of Unit Objectives and Assessments. (RIPTS 9) ___5___	Justification for Assessment Methods (RIPTS 9) ___5___	Adaptations Based on the Individual Needs of Students (RIPTS 4) ___6___	Rationale (RIPTS 9) ___6___	Scoring Procedures (RIPTS 9) ___5___	Organization, readability, spelling, and grammar (RIPTS 8) ___6___	5.5/6	44/48
IV. Design for Instruction	Use of Pre-Assessment Data (RIPTS 8) ___6___	Unit Visual Organizer (RIPTS 2) ___6___	Lesson Plans (RIPTS 2) ___6___	Alignment with Learning Goals and Unit Objectives (RIPTS 2) ___6___	Classroom Climate (RIPTS 6) ___6___	Use of Technology (RIPTS 2) ___6___	Organization, readability, spelling, and grammar (RIPTS 8) ___6___		6/6	42/42
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	41/42

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
	___6___	___6___	___6___	___6___	___6___	___6___	___5___			
VI. Analysis of Student Learning	Alignment with Selected Unit Objectives (RIPTS 9) ___6___	Clarity and Accuracy of Presentation of Graphs (RIPTS 9) ___4___	Interpretation of Data (RIPTS 9) ___6___	Evidence of Impact on Student Learning (RIPTS 9) ___5___	Insights on Effective Instruction and Assessment (RIPTS 10) ___6___	Self Evaluation and Implications for Future Teaching (RIPTS 10) ___6___	Organization, readability, spelling, and grammar (RIPTS 8) ___5___		5.43/6	38/42
VII. Candidate Reflection on Student Teaching Experience	Description of Incidents (RIPTS 10) ___6___	Description of Effect on Student Teaching Experience (RIPTS 10) ___6___	Description of Self Learning (RIPTS 10) ___6___	Plans for Professional Development (RIPTS 10) ___6___	Organization, readability, spelling, and grammar (RIPTS 8) ___5___				5.83/6	29/30
Requirements for "passing" the TCWS: a) Candidate's average score for each process must be equal or greater to 3 out of 6; b) Candidate does not receive any scores of "1" on any rubric dimension; c) Candidate is allowed no more than one revision for each process.										277/ 282

Indicate your final evaluation for the candidate's TCWS:

† Fail

(Total score of 0-140 points or the candidate received a score of "1" on at least one rubric dimension or more than one revision of a TCWS process)

† Pass: Acceptable

(Total score of 141-234 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

† Pass: Target

(Total score of 235-282 points; no scores of "1" on any rubric dimensions; no more than one revision per process)

Summary Statement:

The section on Contextual Factors that XXXXX wrote was most informative. Not only his description of Townsville in Queensland, Australia, but also his analysis of the educational system there in relation to the US system painted an insightful picture of the region. One major difference with the US is that the state (of Queensland) controlled the schools, not the local city or town. He was keenly aware of the impact of social, economic and cultural aspects of the community in which Kirwan HS was located.

His Unit plan revolved around a comparison/contrast of Feudal Europe and Feudal Japan regarding social, political, medical, and religious realities in each society.

His assessments were effective and worked through all levels of Blooms Taxonomy. Each objective was assessed both formally and informally.

Though he was not allowed to copy any student work (it was illegal), he did a thorough job of explaining the outcomes from his various assessments.

His final section on his reflection on specific experiences that impacted his understanding of himself as a teacher was quite powerful. He describes an experience where he had to intervene with a bullying incident. He really stayed calm and took the appropriate steps to escalate the situation.

Knowing local laws and school policies became a reality for him in this instance. He also discussed a moment when he had to assert his authority with a class and realized how significant "taking charge" was for his effectiveness as a teacher.

In addition to his thorough work sample, XXXX's writing skills are excellent and worthy of notice.

Kathleen Pannozi

(Letter of recommendation written by the college supervisor for 0411968)

To Whom It May Concern:

XXXX has been a student of mine for the past three years. Starting with a survey course in Western Civilization, in which he excelled, and culminating in his Student Teaching as a Secondary Education major in History this past spring, I have witnessed the development of a young man who is a scholar, teacher and world -traveler. XXXX exemplifies that rare quality in a student – a willingness to move from his own comfort zone and embrace different cultures. XXXX completed his Student Teaching in Queensland, Australia in the local high school in Townsville. It is my hope that this letter of recommendation will convey the high esteem in which I hold XXXX.

My first observation of his ability to successfully accept a teaching position in Social Studies at the high school level is that he is a well-rounded, intelligent student. His knowledge and his skill at sharing that knowledge were apparent to me even when he was in my survey course. XXXX was able to not only grasp the content being presented, but also would ask the searching questions that showed his mind was not content with simply absorbing data; he was on a mission to thoroughly examine issues from many perspectives. Before he left for Australia in late March of 2010, he attended the Student Teaching weekly Seminar class in which students were both sharing their field experiences and honing their planning and presentation skills. XXXX was a full participant even though he was not yet teaching. His insights and enthusiasm were apparent.

During his three months in Australia XXXX kept me abreast of his activities, lesson planning and feedback from his cooperating teacher and his supervisor from the James Cook University. These journals chronicle his growing ability to find effective strategies to reach the students under his tutelage. He was more than willing to accept any challenge that he was asked to address, whether it was filling in for other teachers with little time to prepare or accompanying the students on their community building camping trip soon after he arrived in Townsville.

If you require any other information or insight regarding XXXX, please contact me at kpannozzi1@ric.edu . I am more than happy to answer any other questions you may have.

Sincerely,

Kathleen E. Pannozzi
Department of Educational Studies
Rhode Island College
Assistant Professor
600 Mt. Pleasant Ave.
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Process 1: Contextual Factors

The context in which my student teaching was done was far different than any of the other students in our seminar class. Where just about all of the other students decided to continue their education and their student teaching experience in Rhode Island schools, I decided to expand my horizons and take advantage of the Student Teach Abroad program. In doing this I took the opportunity to student teach at Kirwan State High School in Townsville, Queensland, Australia, and was rewarded with a unique and fulfilling experience that will forever change how I am as a person, and in turn how I will be as a teacher. In saying that I first want to acknowledge that the contents of this Teacher Candidate Work Sample will be different than the ones submitted by my peers. In some areas, such as Contextual Factors, my responses will be extended compared to the expectations, but in other areas the criteria of the TCWS will not be fully realized based on a difference in educational systems and laws. I will make every effort to fully reflect on my student teaching experience through the TCWS and make any necessary adaptations.

Australian Education System

One of my core beliefs is that as a person and/or a citizen, one of the best things you can do is to step outside your culture and embrace a foreign culture, even for a temporary period. In doing so you not only learn about the cultures and characteristics of other cultures, but you are given the opportunity to reflect and learn more about your own culture. For most people this is typically done through travelling or study, but in my case I did it through my student teaching experience.

Not only did I gain immensely in my personal level of knowledge about myself, but by learning the Australian Education System I not only was exposed to a different system than ours, but in many ways better understand the American Education System.

Currently, the Australian Education System is in a process of change, and in many ways they are starting to adapt American ideals and standards to their own system. On a national level sets of standards and curriculums are currently being developed and the National History Standards and Curriculum are a couple years away from full implementation. Standardized testing, in the form of the NAPLAN (National Assessment Program: Literacy and Numeracy) test, is also something that is new to Australia and during my time there the third year of NAPLAN was administered. The test is given to students in years 3, 5, 7, and 9 and this year will be the first year that the NAPLAN will be able to compare current tests with the students' previous results. The government is eagerly awaiting these results so that they can make their final adjustments to the National Standards and Curriculum so that they can be initially rolled out in the 2011 school year.

In many ways the new National Standards and Curriculum emphasis many of the same periods and themes that are addressed in our National Standards but in two key areas they dramatically differ from our curriculum, a focus on Geography and Aboriginal themes.

While the National History Standards and Curriculum is just about ready to be administered, the Australian government is also taking steps to progress a National Geography Curriculum forward. While Geography is often limited being a section in

a middle school Social Studies class, or occasionally an elective in High School, in Australia it is a required subject. Students are currently required to complete one year of history and one year of geography while they are in Year 9 and 10, in which order is up to them. With the new National Standards this requirement will be further expanded to be at least a year and a half in each subject. It is important to stress that Geography in Australia extends far beyond basic physical geography, a topic the national standards are making sure reemphasize, but instead often take thematic approaches to Geographical topics. For example, students will spend terms looking at things such as waste and water or natural hazard mitigation.

While American and Australian history share many similarities when it comes to how their native populations were treated once Westerners arrived, the Australian's have decided to attempt to mend some of those injustices by educating students about Aboriginal culture in High School classrooms. At some point in their academic career students will take a year of Aboriginal history, but this is something rather new. While in Australia I was told a story about how there is a whole generation that had not learned at all about any history, Western or Aboriginal. From what I understand when Australian Government officials were confronted by the revisionist history movement they decided that they would rather not teach any history instead of teaching the 'wrong' history. It was only recently when the curriculum of history came back, but when it did it came back with the Aboriginal aspect added on. For many in Australia learning about Aboriginal history is not something that is inherently important, especially in the southern parts of the

country, but in Queensland, and specifically at Kirwan State High School, it is important, as you will see from the KSHS data.

One final aspect that is different from the Australian Education system to the American Education system is how it is administered. While there is an effort to develop a National Curriculum, the major administering bodies are the States in Australia. When you are a teacher you do not work for a specific school but instead for the State that you work in, i.e. teachers at Kirwan are employees of Education Queensland. The State will be the body that will execute the National Curriculum along with the conducting audits and overseeing the elaborate transfer system that they already do. The State Education Department holds so much control over schools that it even goes as far as to prescribe the types of professional development that all teachers must take part in along with resolving all union issues at a statewide level.

Townsville

Townsville is often referred to as the sunniest place on earth. For an average of 320 days a year the citizens of Townsville enjoy sunny days! With all the sun the climate of Townsville is similar to what one would find in Havana Cuba, where it is warm year round and the only seasonal difference is between the wet and dry seasons. With such nice weather it is understandable that Townsville is in a period of rapid expansion that is expecting the city to expand well over 200,000 people within a few years, they currently are around 170,000. The population makes Townsville the biggest city in North Queensland and it is also known informally as

the capital of North Queensland, at one point they were pushing forward to make it a formality.

The two major institutions that have contributed greatly to Townsville's emergence in the area, and will support its continued growth are the military bases and the campus of JCU. When spending any time in Townsville one will quickly notice how heavy the military presence is in Townsville, and it is derived from the Army and Air Force bases found in Townsville. Partially because of the weather and the geographic location, Townsville was a viable location during WWII, and as the United States Military moved out, Australia filled in many of their remaining bases with their own. The weather produces such clear skies that the Air Force base is the biggest in Australia, and is where the majority of pilots first learn to fly.

Along with the military, Townsville also has a campus of James Cook University. While this may not sound like big deal because in America we are accustomed to many different colleges and universities populating areas, but in Australia it is different. Universities are often large and only based in capital cities, i.e. Brisbane, Sydney, Melbourne, etc, and in fact James Cook University is the only university in all of North Queensland and one of its main campuses is in Townsville.

The economy of the area reflects the two major components that make up Townsville, where the private service industry along with the government service industry that supports the bases make up the majority of the economy. Compared to the rest of Australia, or at least other core cities, Townsville is comparatively poor and thus depends highly on the economic infusion of these two institutions. This also means average ages are low and they have a higher number of single families

than is normal in Australia. It is expected that the military presence in Townsville is going to rapidly expand based on the fact that the southern parts of Australia would rather not have them there, and Townsville encourages and needs the military to function as a city.

Kirwan State High School

When it comes to looking at schools in Australia, especially compared to other schools in North Queensland, Kirwan is an exception and not the rule. With 2,217 students Kirwan is the largest high school in all of Queensland. From its physical setup up to the atmosphere to the staff to the extremely high aspirations of their executive principal, Kirwan stands out on its own when it comes to being a high school.

The physical make up, and the sheer size of the school means the school often feels more like a college campus than a high school. Instead of having one massive building, students travel to and from different buildings that are broken up by their subjects. I spent the majority of my time in the Humanities block but by no means was we limited to it. Teachers, especially new teachers, are expected to travel from building to building and teach classes in a variety of environments.

The consistent weather of Townsville also allows the use of the many outdoor spaces on the campus. In an environment such as ours it would be ridiculous to ask students to travel outside from class to class, nevertheless eat their lunches outside, but in a place like Townsville it is easily achieved without a complaint. The weather is such that full school assemblies are held in the quad of

the school, not only because it's usually nice out, but because there is no auditorium big enough to house over 2,200 students.

When looking at the physical structure of the classrooms, most classrooms are setup to house up to 35 students, and all are equipped with smart boards, even though some work better than others. Most rooms are equipped with projectors, and those that are not have them available upon request. Kirwan has one of the highest computer per student ratios in the state, and will have a 1:1 ratio in a few years. Along with the availability of computer labs, the particular room I will spend most of my time in just received eight brand new computers. Students in the Top Scholar programs will also have laptops. However, though Internet connectivity is extremely common it is still not universal, so internet based outside of classroom home work needs to take this factor into consideration. Also, in Australia the Internet is not as fast as it is here. There are data limits, so expansive research or websites with videos and high quality pictures can quickly push a student's family's data limit to its end, and again completing home work needs to be considered.

Beyond the physical structure of the campus, the atmosphere in the school differs vastly from an American classroom. All students are required to follow a strict conduct code which does include a standard school uniform, something common in Australia. Along with the uniforms and the high standards students are expected to conduct themselves by, couples cannot hold hands at Kirwan. The penalties are explicitly spelled out and consistently enforced. A physical assault of any kind to another student immediately earns a suspension of 20 school days, and assault on staff is usually grounds for immediate expulsion.

This conduct policy does not only affect students that break it, it also demands the utmost of all the students. Students are required to line up before class and are not allowed into the room until they are showing behavior which demonstrates that they are ready for class. This expectation is carried on by not allowing students to sit in the classroom until they are invited to sit once they have again show they are ready for class.

Now that the structure of the school itself and the policies it enforces have been discussed it is important to talk about the most important people in the school, the students. As said before, Kirwan is the largest school in all of Queensland with over 2,200 students and will continue to expand as Year 7 will be taken into the High School environment. However, due to its reputation for a disciplined atmosphere and its many unique programs, Kirwan does not reflect the local demographics.

Before continuing much further about the demographics of the students at the school it is important to explain the 'catchment' area of Kirwan. Unlike the American school system where students go to their school based on where their parents pay taxes, in Australia it is a bit different. Schools have what is called a catchment area which is essentially a radius around the school that students can come from and attend. However, these catchment areas can be really large and often overlap with many other schools. Its general policy that parents are suppose to send their students to the closest government school of 'choice,' but a lot of flexibility is given to the word 'choice,' so in the end over half of the students that go to Kirwan actually pass another school on their way in every morning!

When examining contextual factors of Kirwan's students it is important to keep some of the generalities in mind of Townsville. Even though the military presence fuels Townsville's economy, it also has effects on the students at Kirwan. Many students come from military families, sometimes single military families, and many have parents that are stationed away from Australia. While occasionally this may present unique perspectives on places the military may know more about than others, often it translates to a household that struggles to maintain a level of consistency needed for their children to succeed academically.

In the areas outside of the military and education economic spheres in Townsville, the families often find themselves in low social-economic standing. Many of the same considerations that would be made of American families of low social-economic standing are shared by those in Australia. Many families are going to be single parent families, and in some cases older siblings are going to be the only available guardians. With the enhanced governmental services around to support the military bases, the imprisonment rates in Townsville are higher than in other places, and some of the students will have parents in correctional facilities.

Another consideration that needed to be made was to consider the students' ability to get to and from school. There are no school buses, and students usually either ride a bike, walk, or take public transportation to and from school. For students who come from the far reaches of the catchment area, public transportation is only available at very specific times, and it can affect how you can deal with students. For example, if a teacher wants to keep a student for an afterschool detention, they first need to have parent's consent to make sure there is

a method for the student to get home after detention. However, this does not only affect detention, it also can be difficult to find ways to give students extra support if they have to take the only bus that leaves after school. Alternative methods, such as online help or sessions during lunch, need to be attempted in these situations.

The reputation the school has to provide a disciplined environment where many students have succeeded when they have been discarded from other places also tends to skew the demographics at Kirwan. The number of students who come to Kirwan with very low literacy is out of proportion compared to any of the other schools in the area. However, Kirwan has counteracted this with an outstanding Literacy Practices program in an attempt to raise their students' literacy rates to reflect their grade level.

Another abnormality that the Kirwan demographics show as opposed to the Townsville demographics is the percentage of students who identify themselves as either Aboriginal or Torres Strait Islander. At Kirwan about 26 percent of the students identify themselves as Aboriginal or TI, as opposed to about 5.5 percent of the Townsville population. Many of these students come with the low literacy rates common of all in the low socio-economic state, Aboriginal or White. However, for quite a few students, the lure of Kirwan's other outstanding programs, such as the Sports Excellence program, are what brings them to Kirwan. Many of Kirwan's most praised students are Aboriginals who have succeeded in the Sports Excellence program and continued on to play professional sports.

When having such a high percentage of Aboriginal and TI students it is important to be aware of many of the customs that can be shared among the group.

For many of the students there are definitive gender and hierarchical roles. We had many Aboriginal students who were known to have serious problems with women in authority roles perform well in our classroom with two male figures. In the event of discipline, it is also important to keep in consideration that eye contact during that situation would be considered disrespectful for many Aboriginal or TI groups so to expect or force it will only create more problems. Another aspect of Aboriginal or TI culture that needed to be addressed was the role of the eldest daughter. Many Aboriginal or TI families are very large and extended, and it is often the expectation that the eldest daughter will help the mother care for such a large family. This can lead to often long and sustained periods of absence from school which can mean that expectations and assessments need to be adjusted to address the individual situation.

With such a diverse student body it is understandable that conditions at Kirwan can be demanding, and in turn the school does have a high turnover in staff. However, where this may sound like a fatal flaw of the school it actually has become one of the great strengths of the school. First off, the school has an immersive beginning teachers program which follows and guides teachers through their first three years of teaching. This program will range from frequent observations from administration and after school meetings to peer to peer evaluation to eventually mentoring an incoming teacher.

Another reality of having high turnover is the inconsistency of curriculum, but at Kirwan they have addressed this and it became another strength. Where it is common for teachers in the States to be on their own as far as developing units and

curriculum, the expectations are clearly defined at Kirwan and common assessments are agreed upon by all common teachers than approved by the head of department. Assessments are also graded as a group of teachers. For example, I would grade all the assessments for my class and when finished I would pass along six assessment that demonstrate a variety of grades to a peer where they would see if they would grade them the same as I did and I would do the same. At the end of this term all the teachers from a specific class get together and grade selected portfolios from each of their classes and all make sure everything has been graded fairly. Not only does this help support a new teacher, but the constant influx of new ideas further adapts the ever changing curriculum and creates a better product in the end.

Even though the Kirwan staff always seems to be evolving, for the last 25 years it has been led by same man, now executive principal and for this report will be referred to as Mr. L. Mr. L. is a constant force pushing Kirwan forward, and has pioneered many programs at Kirwan which now distinguishes it from its peers. Programs such as the Sports Excellence, Music Excellence, and Top Scholar program provide opportunities for a wide variety of students to demonstrate their talents in these programs. These programs and the prestige they bring to the school also contribute to the abnormal demographics seen in the student population, but something that Kirwan turns into strength.

Mr. L.'s leadership does not stop in creating programs, but he has also gone a long way to refining existing programs to new heights. The student musical at Kirwan is always a major production and, as I saw myself, presents itself as a professional production rather than a school musical. When it comes to whole

school performance, again, Kirwan stands above its peers. While I was there the school was evaluated by Education Queensland, and now that all of the Northern Queensland evaluations are complete, Kirwan stands above everyone else in Northern Queensland and compares favorably with the best Brisbane schools. Finally, Kirwan was also evaluated to receive international accreditation, and all feedback points to Kirwan receiving this accreditation, even though nothing is official as of yet.

With such a large student body teaching at Kirwan State High School, it does not come without challenges, but thanks to the dedicated staff and the leadership of its administration, headed by its executive principal, Kirwan continues to establish a level of academic success that no other school in its area achieves.

Year 9 History Class

For this TCWS I have decided to choose my Year 9 History class to demonstrate the planned unit. The focus of the term is to look at Medieval Europe and Feudal Japan and draw many parallels between them. The term is broken up by its two major assessments, an exam and an argumentative essay. This unit plan will be the last two weeks up to the knowledge based exam. The TCWS will pick up after the initial basic knowledge was presented about the two time periods and the term was transitioning the specifics that will be on the exam. The reason why I choose this class was not only the subject matter but it had the widest variety of academic levels and need the most adaptations for specific students.

The first things to consider when looking at the Year 9 History class are some of the generalities of the class. The size of the class was very large and changed throughout the term and during this TCWS. It usually ranged from having 32 to 35 students enrolled and had a high attendance rate. The class meeting time is broken up into two single periods on Monday and Tuesday and a double block period on Thursday, singles are 40 minutes and doubles are 80.

The similarities in the class end there. The class possesses an extreme variety of literacy levels along with many students coming from dramatically different socio-economic backgrounds. For example, some of the students in the class may have laptops at times and others will not have computers at home at all and struggle to find available internet access outside of the classroom.

Academic performance is another area where the students differ dramatically. When it comes to literacy the school testing that some test as low as having a sixth grade literacy level and a few have some aspects of literacy that show twelfth grade abilities. In general though, just about all students show poor grammar, word choice, and spelling, and are often the weakness of even the higher performing students. This group of students was the first group to take part in the initial NAPLAN, so the reliability of the results may be questionable but are worth keeping in mind when planning. The NAPLAN reports are show that the students are bad at deriving character motivations along with making inferences from complex tasks. This was reflected by the students responding the best to direct explicit instruction rather than implied lessons.

The previous knowledge of the students differs greatly. About half the class has had some sort of formalized education about the medieval period while the other half had not covered it since primary school. The time just before this TCWS attempted to provide the students who did study the medieval period a quick review and for the others an abbreviated catch up session. It is assumed that none of the students have had any education formally about the Feudal Japanese period.

When looking at some of the individual needs of the students there are many to consider. One student is officially part of the schools special education program and has documentation to have his lesson and assessments differentiated. However, it was the intention of my cooperating teacher, and supported by me and the student's parents, that as few modifications as possible would be made to the typical curriculum. The student would require more time, which easily could be attended to during a lunch period, but for the most part could be assessed with the same standards as all the other students.

The presence of many students who were not officially in programs or diagnosed with any specific disorder but showed similar behaviors led me to try to universally adapt the lessons rather than to individually deviate for each student. Some examples of this were to create tactical activities, use direct instruction fairly often, and provide clear feedback and directions.

Finally, with so many different level of academic achievement it was important not to forget to take into consideration the students who were at the higher end of the spectrum. With planning lessons there always needed to be an extension task for the students who would be able to push quickly through the initial

lessons. Even certain activities had to be supplemented with extra questions that would enhance their understanding but not limit the students who were not able to get to those questions.

My Contextual Factors

The one final contextual factor I need to take into consideration is myself. Even though we share very similar cultures and languages they are not exactly the same and learning how to communicate properly with students in their context is imperative. My three greatest challenges addressing my cultural contextual factors were small language quips, non verbal queues, and cultural references.

By far the biggest initial hurdle that I needed to overcome was the slight language problems we were having. This hurdle was something that I actually did not notice in the beginning and the first step to addressing it was to even notice it was a problem. In classes, such as this Year 9 history, I could quickly lose the class because of small miscommunications. Where the Top Scholar classes could either figure out what I meant by the context, or in the rare case they would ask, the lower literacy classes would let these small miscommunications go over their heads and if there were enough of them I would lose many altogether. One example of a small language issue was the use of the word draft. I am accustomed to producing a rough draft and then a final draft; I came to the conclusion that it was to show your piece was never finished just in the final drafting stage for that assignment. In their system you cannot use the word draft to term the final graded assignment and instead you would just call it their assessment piece. These small language quips

happened a lot in the beginning and learning how to limit them went a long way to accurately communicating with the class.

Another aspect of communication are non verbal queues and while they were not to the same extent a problem as language there was a small learning curve. Certain looks or gestures that would elicit a reaction in an American classroom just did not work in an Australian classroom. For example, if I was asked a passing question while I was teaching and just gave a nod or a look normally an answer would be assumed from it but you had to explicitly answer the question because some of those small gestures did not work.

Finally, the contextual factor about me I had to deal with were some missteps with cultural references. It has been spoken over and over in our education classes that you need to find ways to relate the material to the students and occasionally I would make a cultural reference that we obviously did not share.

Taking on an experience such as student teaching abroad was a great learning experience professionally but the progress did not truly begin until I realized that I myself were a contextual factor that needed to be addressed with the students. By adapting my language and taking in small parts of their culture, the communication methods we shared at the end of the term were vastly improved over my initial attempts.

Process 2: Learning Goals and Unit Objectives

Part I: Learning Goals

LG 1: This unit will immerse students in an inquiry into the Middle Ages in Britain and Feudal Japan. Students will investigate both locations in time and space to conduct a deep analysis of these cultures and compare them in depth.

LG2: The unit focus will investigate some the commonalities in the establishment of collective identities, in response to social, medical, religious, economic & political forces. Methods of governance and civic duty will be examined in relation to the forces that link communities, with those that cause devolutionary pressures.

LG3: This unit will develop the study habits of all the students. By summarizing and comparing many different study methods students will construct their own methodology to studying.

Part II: Unit Objectives

Objective	Content Standard	Depth of Learning
#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.	National Standard for World History Era 5. 2A: Feudalism and City-States in Europe.	Bloom's Level 1: Knowledge

#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.	NSWH E 5 1B: Developments in Japanese civilization.	Bloom's Level 1: Knowledge
#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.	National Standard of Social Studies 2: Time, Continuity, and Change. NCSS 6: Power, Governance, and Authority.	Bloom's Level 4: Analysis
#4: Year 9 History students will construct and explain the Social Pyramids found in Medieval Europe by the end of the unit.	NCSS 6: Power, Governance, and Authority.	Bloom's Level 2: Comprehension
#5: Year 9 History students will construct and explain the Social Pyramid found in Feudal Japan by the end of the unit.	NCSS 6: Power, Governance, and Authority.	Bloom's Level 2: Comprehension
#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.	NSWH E5 5A: Consequences of Black Death	Bloom's Level 1: Knowledge
#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.	NSWH E5 5A: Consequences of Black Death	Bloom's Level 2: Comprehension
#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.	NSWH E5 5B: Transformation after Black Death	Bloom's Level 5: Synthesis
#9: Year 9 History students will list and describe the roles of a Medieval Knights by the end of this unit.	NSWH E5 2A: The student understands feudalism and the growth of centralized monarchs and city-states in Europe	Bloom's Level 2: Comprehension
#10: Year 9 History students will list and describe the roles of a Samurai by the end of this unit.	NSWH E5 1B: Developments in Japanese civilization.	Bloom's Level 2: Comprehension

#11: Year 9 History students will compare a Medieval Knight and a Samurai by the end of this unit.	NCSS 5: Individuals, Groups, Institutions.	Bloom's Level 4: Analysis
#12: Year 9 History students will restate ideals of Bushido in their own terms by the end of this unit.	NCSS 1: Culture	Bloom's Level 2: Comprehension
#13: Year 9 History students will restate the ideals of Chivalry in their own terms by the end of this unit.	NCSS1: Culture	Bloom's Level 2: Comprehension
#14: Year 9 History students will categorize the similarities and differences of Bushido and Chivalry by the end of this unit.	NCSS 5: Individuals, Groups, Institutions.	Bloom's Level 4: Analysis
#15: Year 9 History students will summarize the origins of Buddhism and how it came to Japan by the end of this unit.	NSWH E4 1B: Buddhism, origins and expansion.	Bloom's Level 2: Comprehension
#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.	NCSS 4: Individual Development and Identity.	Bloom's Level 3: Application
#17: Year 9 History students will analyze the affects Buddhism had on Shintoism by the end of this unit.	NSWH E4 1D: Expansion of Buddhist traditions in Southeast Asia.	Bloom's Level 4: Analysis
#18: Year 9 History students will evaluate which study method best meets their individual needs by the end of this unit.	Rhode Island Professional Teaching Standard 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.	Bloom's Level 6: Evaluation

Part III: Rationale/Purpose

This is one of the first places where my TCWS and my peers' TCWS will be different. At Kirwan units and curriculum are not individually designed by each teacher and instead developed by the group of teachers who are teaching this class this year, even though it usually is not a dramatic change year over year. All the objectives have been written by me but I have done so trying to keep to the predetermined unit. The learning goals were a mix of what the school and department wants their students to get out of the unit and what I wanted for the students. When presenting the rationale I will first present a generalized rationale about this unit and then transition to what I believe was Kirwan's rationale to developing this unit. Finally, I will discuss the objectives and the progression they make and how they appropriately reflect the needs of the students when it comes to their abilities to learn the material from the unit.

Learning about the Medieval period in Europe has become an essential part of curriculum all over the Western world. There is a lot of information that is available about this time period and it is often used for the basis of many forms of entertainment. The most primitive rationale would be just to differentiate what is fact and what is fiction in a lot of the entertainment. However, teaching concepts such as Medieval Crime and Punishment, Social Structures, and ideologies such as Chivalry start to show some of the basis of what would become our Western society, or in many cases what would be abolished. The Black Death is also one of the most important time periods to me as a teacher and exploring the social changes that

happened when population is decimated and how it fostered in the Industrial Age is something worth learning about.

While teaching the Medieval period is not uncommon doing a comparative study to Feudal Japan is something typically left to colleges here in America. However, at Kirwan they are making an extended effort to introduce Asian content into their curriculum, something that is headed by the humanities department head. In an effort to keep their students up to date with a changing world, one that more and more embraces major Asian powers on the world stage, the school has developed an Access to Asia program where it tries to incorporate Asian content across all KLAs, Key Learning Areas. When looking at the Humanities KLA there are many aspects and areas where Asian content can be introduced and doing a comparative study with Medieval Britain and Feudal Japan has many commonalities that high school students will be able to grasp. The major focus of this particular comparison, I believe, is to show how common completely disconnected civilizations can be and to insinuate just how similar we can be now with all our shared global connections.

Finally, the objectives and the manner in which they progress are wholly appropriate for this Year 9 history class. As mentioned in the contextual factors this class demonstrates a high variety of literacy and academic levels with most of the students performing at an average to below average level. Taking this into consideration it is important to make sure that solid bases are established using lower level questioning and content while building to higher level thinking and occasionally have students take on tasks that will need a teachers scaffolding but can

be achieved. There is also a clear pattern where classes usually include a couple lower level objectives and a single higher level objective usually incorporating the information presented in the lower level objectives. In a higher performing class I would have chosen to try to eliminate lower level objectives as the unit progressed but because of the level of performance it was important to keep a strong and constantly enforced foundation of information.

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.	<ul style="list-style-type: none"> ▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Medieval C&P PPT Venn Diagram Jeopardy! answers ▪ Summative Assessment Mid Unit Quiz Exam 	<p>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</p> <p>Individual Venn Diagrams allowed students to reinterpret notes and be assessed on how they would do.</p> <p>Fill in the blank allowed to assess for basic knowledge recall while a greater level was expected on the Exam</p>	<p>Students were allowed to write about anything if they could not come up with any examples.</p> <p>Students were allowed to work in pairs after initial individual attempts at Venn Diagram</p> <p>A Stimulus provided on exam.</p>
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.	<ul style="list-style-type: none"> ▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Medieval C&P PPT Venn Diagram Jeopardy! answers ▪ Summative Assessment Mid Unit Quiz 	<p>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</p> <p>Individual Venn Diagrams allowed students to reinterpret notes and be assessed on how they would do.</p> <p>Fill in the blank allowed to assess for basic knowledge recall while</p>	<p>Students were allowed to write about anything if they could not come up with any examples.</p> <p>Students were allowed to work in pairs after initial individual attempts at Venn Diagram</p> <p>A Stimulus provided on</p>

	Exam	a greater level was expected on the Exam	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.	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Multiple Venn Diagrams ▪ Summative Assessment Mid Unit Quiz Exam 	<p>Guided questions are the best way to transition from the past to the present or from one area to the other.</p> <p>Multiple Venn Diagrams allow for repeated recall and enhanced learning and refined assessment.</p> <p>Fill in the blank allowed to assess for basic knowledge recall while a greater level was expected on the Exam</p>	<p>Students were given extended time to finish Diagrams or asked to focus on single Venn Diagram</p> <p>Stimulus on Exam</p>
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.	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion In class Social Pyramid assignment Jeopardy! answers Study Activity #3 ▪ Summative Assessment Mid Unit Quiz Exam 	<p>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.</p> <p>Quiz proved invaluable assessment because just about all did not have the information needed.</p>	<p>Study Activity #3 was designed to allow hands on learners to further understand objective.</p> <p>Social Pyramids became extra credit on Quiz. Stimulus on Exam.</p>

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.	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion In class Social Pyramid assignment Jeopardy! answers Study Activity #3 ▪ Summative Assessment Mid Unit Quiz Exam 	<p>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.</p> <p>Quiz proved invaluable assessment because just about all did not have the information needed.</p>	<p>Study Activity #3 was designed to allow hands on learners to further understand objective.</p> <p>Social Pyramids became extra credit on Quiz. Stimulus on Exam.</p>
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.	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Review Questioning ▪ Summative Assessment Mid Unit Quiz Exam 	<p>Students have a general idea about the Black Death and many were familiar with sources and that information was found out just from questions.</p> <p>Review questions were the best way to make sure that the students who didn't answer the introduction questions now had the material, too.</p> <p>Fill in the blank allowed to assess for basic knowledge recall.</p>	<p>Graphic Organizers were given to any who wanted the additional reinforcement.</p> <p>Stimulus on Exam</p>
Unit Objective	Assessments	Justification for Assessment Method	Adaptations

<p>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.</p>	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions Geography Questions ▪ Formative Assessment Class Discussion Map Worksheet Jeopardy! answers ▪ Summative Assessment Mid Unit Quiz Exam 	<p>Students have a general idea about the Black Death and many were familiar with sources and that information was found out just from questions.</p> <p>Review questions were the best way to make sure that the students who didn't answer the introduction questions now had the material, too.</p> <p>Fill in the blank allowed to assess for basic knowledge recall.</p>	<p>Graphic Organizers were given to any who wanted the additional reinforcement.</p> <p>Stimulus on Exam</p>
<p>Unit Objective</p>	<p>Assessments</p>	<p>Justification for Assessment Method</p>	<p>Adaptations</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Individual Plans ▪ Summative Assessment N/A 	<p>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.</p>	<p>Students were allowed to write a summary of source videos if not grasping extension task.</p>
<p>Unit Objective</p>	<p>Assessments</p>	<p>Justification for Assessment Method</p>	<p>Adaptations</p>
<p>9: Year 9 History students will list and describe the roles of a Medieval Knights by the end of this unit.</p>	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Personal Venn Diagram Contributions to class Venn 	<p>A lot of common knowledge is known about Knights so basic KWL questioning allows for good assessment.</p> <p>Both Venn Diagrams provided ample room for assessment, especially for visual learners.</p>	<p>Direct Instruction was used with specific note taking instructions.</p>

	<p>Diagram Jeopardy! answers</p> <ul style="list-style-type: none"> ▪ Summative Assessment Exam 		Stimulus on Exam
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
<p>10: Year 9 History students will list and describe the roles of a Samurai by the end of this unit.</p>	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Personal Venn Diagram Contributions to class Venn Diagram Jeopardy! answers ▪ Summative Assessment Exam 	<p>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.</p> <p>Both Venn Diagrams provided ample room for assessment, especially for visual learners.</p>	<p>Direct Instruction was used with specific note taking instructions.</p> <p>Stimulus on Exam</p>
Unit Objective	Assessments	Justification for Assessment Method	Adaptations
<p>11: Year 9 History students will compare a Medieval Knight and a Samurai by the end of this unit.</p>	<ul style="list-style-type: none"> ▪ Pre Assessment Introduction Questions ▪ Formative Assessment Class Discussion Personal Venn Diagram Contributions to class Venn Diagram Jeopardy! 	<p>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.</p> <p>Both Venn Diagrams provided ample room for assessment, especially for visual learners.</p>	<p>Direct Instruction was used with specific note taking instructions.</p>

	<ul style="list-style-type: none"> answers ▪ Summative Assessment Exam 		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.	<ul style="list-style-type: none"> ▪ 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 	<p>Restating in own words shows a higher level of comprehension so a good point of assessment.</p> <p>Answering Jeopardy! questions demands quick recall.</p>	<p>Students having trouble were given structured worksheets</p> <p>The use of two different Study Activities allowed multiple ways to learn and review about Bushido</p>
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.	<ul style="list-style-type: none"> ▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Study Activity #2 ▪ Summative Assessment Exam 	<p>Restating in own words shows a higher level of comprehension so a good point of assessment.</p> <p>Answering Jeopardy! questions demands quick recall.</p>	<p>Visual Handouts were given out as part of Study Activity #2.</p>

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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ Pre Assessment Response to Motivational Activity Introduction Questions ▪ Formative Assessment Class Discussion Jeopardy! answers Study Activity #1 ▪ Summative Assessment Exam 	Any information gained from answers off Study Activity #1 would correlate directly to exam assessment because they were so close.	<p>Students were allowed to take additional Study Activities home.</p> <p>Stimulus on Exam.</p>
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.	<ul style="list-style-type: none"> ▪ 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
<u>Crime and Punishment</u> See Lesson Plan #1	<u>The Black Death</u> Unit Objectives: 6,7, and 8 Activities: Black Death PPT PBS Videos Survival Plan	<u>Quiz</u> <u>Knights and Samurai</u> <u>Bushido</u> See Lesson Plan #2	<u>Buddhism</u> 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
<u>Jeopardy!</u> Unit Objectives: 1-17 Activity: Jeopardy! Review PowerPoint	<u>Study Skills</u> Unit Objective: 18 Activities: Study Skills PPT Index Card Creation Workshop	<u>Individualized Review</u> 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

	<p>Projector</p> <p>C&P Web Worksheet</p> <p>Crime and Punishment PPT</p> <p>Japanese C&P Worksheet</p>
Standards (Content and RIBTS)	<p>NHSS E5 Standard 1B: The student understands developments in Japanese civilization.</p> <p>NHSS E5 Standard 2A: The student understands feudalism and the growth of centralized monarchies and city-states in Europe.</p> <p>NCSS 2: Time, Continuity, and Change</p> <p>NCSS 6: Power, Authority, and Governance</p> <p>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.</p> <p>2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.</p> <p>2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</p> <p>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.</p>
Anticipatory Set	<p>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.</p>

Activities and Tasks	<p>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.</p> <p>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.</p> <p>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.</p>
Conclusion	<p>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.</p>
Assessment	<p>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.</p>
Learner Factors	<p>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.</p> <p>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.</p>

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

Lesson Goals	<p>Students will be assessed on their knowledge of the unit thus far.</p> <p>Students will learn about the differences and similarities of Medieval Knights and Samurai.</p>
Learning Objectives/Guiding Question	<p>Students will compose the social structure pyramids of Medieval Europe and Feudal Japan. (#4 & #5)</p> <p>Students will fill in sentences with words given in the word bank. (#1, #2, #3, #6, #7)</p> <p>Students will create a Venn Diagram comparing Knights and Samurai. (#9 ,#10, #11)</p> <p>Students will restate ideals of Bushido in their own terms. (#12)</p> <p>How alike Knights and Samurai?</p>
Instructional Materials and Resources	<p>Quiz</p> <p>Whiteboard</p> <p>Net book</p> <p>Projector</p> <p>Knights Vs Samurai PPT</p> <p>Bushido Website</p>
Standards (Content and RIBTS)	<p>NHSS E5 Standard 1B: The student understands developments in Japanese civilization.</p> <p>NHSS E5 Standard 2A: The student understands feudalism and the growth of centralized monarchs and city-states in Europe</p> <p>NCSS 5: Individuals, Groups, Institutions.</p> <p>2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.</p> <p>2.3 select instructional materials and resources based on their comprehensiveness, accuracy,</p>

	<p>and usefulness for representing particular ideas and concepts.</p> <p>3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</p>
Anticipatory Set	<p>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.</p>
Activities and Tasks	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Conclusion	<p>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.</p>

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

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

	<p>Chivalry Activity Worksheet</p> <p>Japanese Religion Activity Worksheet</p> <p>Social Pyramid Activity Worksheet</p>
Standards (Content and RIBTS)	<p>NHSS E5 Standard 1B: The student understands developments in Japanese civilization.</p> <p>NHSS E5 Standard 2C: The student understands the patterns of social change and cultural achievement in Europe’s emerging civilizations.</p> <p>2. Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.</p> <p>2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</p> <p>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.</p> <p>4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning.</p>
Anticipatory Set	<p>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.</p>

Activities and Tasks	<p>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.</p> <p>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.</p> <p>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.</p>
Conclusion	<p>At the end of the class students will be reminded about the pending exam and also instructed to remember proper studying techniques.</p>
Assessment	<p>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.</p>
Learner Factors	<p>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.</p>

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? Were 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.

Process 7: Candidate Reflection on Student Teaching Experience

My student teaching was a very different experience and more often than not I had to learn to role with the punches. The second week I was at Kirwan I was off to camp and the day before I was asked to be a camp leader instead of a helper. The first time I actually taught a lesson I was given my cooperating teacher's lesson and said teach this first period, which was an hour away. Furthermore, my first class teaching my own lesson, which was for the class featured in this TCWS, was my first observation from JCU. With saying that my first few weeks and lessons were much of a blur and looking back seemed to be more treading water than progressing forward. The first significant incident I want to reflect back upon was the class a week after my first observation, the first time I really felt like I had arrived as a student teacher.

When I arrived at Kirwan I was very eager to get started. I had went to seminar every week listening to all the stories of my peers and was naturally excited about my study abroad experience. To compound the problem, I am not the best at sitting in the classroom and just observing, which my cooperating teacher quickly noticed. On the first day I was helping out during lessons as a teacher assistant and this would quickly progress into teaching lessons. With the inclusion of the camping trip my teaching schedule jumped the week we were gone for camp. When I came back it was time to take over classes and get on with student teaching. The first week was an adjustment and in some cases it felt like I was not being overwhelmed but I did not have the control I was looking for. However, the 9 History class one week from my first observation was a changing point.

During this class I first did the Knights and Samurai PowerPoint and then gave a quiz at the end of the class. At first I questioned my decision to put the quiz at the end of the class because so many things can happen, and I actually lost a quiz to a fire drill a few days earlier. Instead of being a problem, the idea of having the quiz at the end of the class forced me to be very assertive when it came to behavioral management during that class. I knew what I wanted to have accomplished during the class and I knew that it could be accomplished but I could not afford to have bad transitions and/or behavioral interruptions.

Two major decisions dramatically enhanced the lesson, my decision to use direct instruction during the PowerPoint and my willingness to move students to different desks if they were having behavioral issues. In many of our teaching classes direct instruction always seems to be dismissed as an inferior method of teaching. It supposedly is very boring for students and does not teach them to think independently. However, as I witnessed in my lesson, direct instruction can be used in certain circumstances to produce desired results. Not only were we able to cover the information in the PowerPoint but students were often asking what do you want us to write down at the end of the PowerPoint slide so you knew that they were engaged and learning. While it is important for students to be independent thinkers it is also important to realize that sometimes they just want to know the information and do not want to have to interpret it every step of the way. Direct instruction was not something I used commonly but I did find that it worked well when presenting foundational information that students would create independent questions from.

Behavioral management is the biggest burden for a new teacher. All new teachers have a fairly good grasp on their subject matter and are passionate to teach it but often cannot create a proper learning environment, and I have no problem admitting I am in this group. While I did not suddenly become a behavioral management expert during this lesson I did make a monumental step forward to being able to have a behaviorally managed class. It is obvious that students test new teachers to see what they can get away with and the week between my observation and this class was a constant barrage of tests to see where my line was. There were certain groups of students that were just being distractions the last couple of classes and this class could not afford it. So when these groups starting becoming problems I immediately broke them up. By asking one of the group to move in a calm voice the initial confrontation quickly gave away to a student in a new desk in a different part of the classroom. I do not believe that yelling and screaming at the students gets anything done and I did not want to fight with them I just wanted them to understand that what they were doing was not acceptable and if they wanted to sit wherever they wanted they needed to change their behavior. Moving students did not become a regular thing, actually it may have happened only once or twice after that in all of my classes, but the act drew a clear line and went a big way to establishing a proper learning environment.

This lesson, to me, was a jumping off point for the rest of my student teaching. I looked back at the reflections for the week and was surprised just how much progress I had made that single week. I went out of my way to challenge myself to make as much if not more progress every week following. Reflecting on

this lesson, I learned two key points. First, do not be afraid to make use of all the tools I may have. Some methodology may be more popular than others but it is more important to find your own way. For me, direct instruction is not the curse word that it seems to be for so many other people. In no way do I plan on basing my teaching pedagogy around direct instruction, but it is not something I will be discouraged to use in certain contexts, i.e. building solid knowledge foundations. Finally, behavioral management is an ongoing process but this lesson taught me how important it is to establish the line and make sure everyone knows it. There does not need to be a power struggle in establishing the line, there is nothing to argue about I am the teacher, but making it clear to everyone benefits both students and teacher.

The next critical incident I want to reflect upon occurred outside class time but involved one of my students and could have become a much greater problem than it did. While a teacher's main stage is their classroom their actions outside the classroom goes a long way to how they are perceived inside that classroom. However, there are actions that teachers can take, or can make deliberate attempts not to take, which can keep them from ever going back into a classroom again.

My cooperating teacher makes a great effort to provide students with a place to go during morning tea or during lunch if they are uncomfortable for any reason in the school yard. From hosting the chess club to having an open door for students to come ask for academic help to allowing students a place to get out of the sun, my teacher gave up his lunches to spend them in the classroom, and being a student teacher so did I.

One day it was just a crazy day at Kirwan and there were many different issues going on. It just so happened that my cooperating teacher left chess club to go with a student to the administration to report a bullying incident and I had stepped out to grab my things to prepare for the next class we were going to have in the classroom. Upon returning to the classroom I started the usual routine of telling the students that it was time to start moving to their next class but I quickly noticed that these were not the normal chess club group. Instead, I noticed a very different group of students, including one who I got to know at camp who was never the trouble but always around it, and immediately changed my tone. It turned out that this new group of students, led by a particular student, was bullying a student I had in my 10th grade class and was trying to bait him into teaching. I literally put myself between the two of them and told the one bullying to leave, which he did with some resistance.

This had seemed like a major problem averted but no quicker than I could turn around the student who was being bullied had become overcome with emotion and picked up a chair and was heading towards the door. I abruptly blocked his path and demanded that he put the chair down, which he did only to pick up one of the decorative medieval weapons displayed in the classroom. The situation had quickly gone from bad to worse and I was between the door and an enraged student with a wooden sword. After a few tense moments, which included some intense staring and some focused language, the student was convinced to put the weapon down and go sit at the desk to cool down. My cooperating teacher came back just in time to hear some of the stories from some of my neighboring peers who had become

aware of the situation when it started getting louder than our classroom. I was later told by my cooperating teacher that the bullied student must have liked me because he normally would have hit someone in that situation.

While the situation itself was a learning experience what happened afterwards was much more eye opening. Many different people had to fill out incident reports describing what had happened and the student who was doing the bullying got suspended for 20 days of school. Thankfully, everything that I did during that situation was what they had expected a teacher to do in a similar situation, maybe not a student teacher though. However, a few small changes could have cost me a potential teaching career. There are very fine lines between teacher and student contact and violating them, or even using specific language during that situation, could have proved very problematic. Furthermore, there also would have been consequences if I did not take the active role I did attempting to prevent students from harming each other.

Teaching is a career that can be extremely rewarding but it also comes with a lot of responsibility. In some of the most intense situations it can be the split second decisions that you make that determines if you can continue to be a teacher. As ridiculous as it might sound, knowing local laws and school policies are as an important to keeping your job sometimes as to how well you are as an actual teacher. Thankfully I passed that test but I will not forget what could have been in such a situation.

My final reflection does not revolve around a specific incident but rather an overall critical problem that happened to reoccur more often than I would have

liked. During student teaching I have made a lot of progress to becoming a better teacher. I had learned how to alter my vocabulary in different situations to cater to different students and had become an okay behavioral manager. If there is one thing that I will acknowledge as in need of dramatic growth it is my ability to close a lesson.

At Kirwan the period length varied from a single period which was 40 minutes to a block period which would be 80 minutes. At first it was an adjustment to learn what types of lessons worked during the 40 minute classes and what worked during 80 minutes classes but I eventually became comfortable with the two different lengths. However, closing the lesson remained a problem for each period length. A lot of the times during the 40 minute lessons I would end up having to skip the close due to time and during the 80 minute lessons often I had to stretch the closing activity excessively.

No matter where I end up, and whatever the class lengths may be, I will need to address my need to improve the closing of my lesson. Thankfully, there are many activities and suggestions, my cooperating teacher already started showing me a few new methods, to better close classes. This is something I can continually research and improve and will make every attempt to remedy as much as possible before I can actually put it to test again.

Appendix