Feinstein School of Education and Human Development

Teacher Candidate Work Sample

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I.   Contextual Factors

Olympian Middle School is a 6-8 grade school connected to the High School. According to Information Works enrollment at Olympian is 442 students with 51 teachers 5 special education teachers and 46 general education teachers. The ethnic make-up of Olympian is distinctively 98% Caucasian, 1% Asian, and 1% Hispanic according to Information Works. Another area that makes this school stand out is that no students are currently receiving English as a second language or bilingual educational services and only 5% of the students are eligible for free or reduced lunch according to Information Works.

Information Works also reports the testing performance for the 2008-2009 school years is 72% of Olympian students achieved proficiency in math where Rhode Island schools are testing 53% proficiency, they are currently testing 86% proficiency in reading where Rhode Island schools are testing 68% proficiency, and they are also testing 72% proficiency in writing where Rhode Island schools are testing 49% proficiency.

Within this 6-8 grade school is a High School that is separated through a "connected corridor." The middle school students only pass into the high school when they have physical education, Unified Arts, and chorus/band. The middle school students each have their own hallway. The sixth graders have lockers in the back hallway of the new wing, and the seventh and eighth grades share two hallways of lockers. The sixth graders are separated into two teams which each have their own math, language arts, science, social studies, a unified arts class (agriculture, family and consumer sciences, industrial technology, and keyboarding), Physical Education and Music which switch off every other day. The middle school schedule is based on a six period day.

The physical make-up of my cooperating teacher's classroom: is the desks are set up in rows of four in the first two rows and in the back of the classroom there are two groups of three desks. There is also a computer, overhead and LCD projector in the class that are available for technology. Since the sixth graders are in two teams, each team has their own document camera that is also available for technology. There are two white boards in the classroom for both teacher and students use. The cooperating teacher posts the date and the day's schedule each morning on the whiteboard.

The cooperating teacher that I am working with also team teaches in two inclusion classrooms. In the middle school they use all different models of services to help the students with special needs. The team I am working with uses in class support with the occasional small group pull out. The teacher also has five to six students that also receive resource two to three times a week to help with different skills. With team teaching there are also two times a week that we meet with the general education teachers to plan for the inclusion classroom. The general education teachers put fourth their best effort to help every student learn in the least restrictive environment as possible.

The classroom that I am conducting my teacher candidate work sample is a seventh and eighth grade writing classroom. The ethnic make up of this six student classroom is two African American students, and four Caucasian students. There are four males and two females in the classroom. All six students in the writing class have Individual Education Plans (IEP) that has goals to help them become successful in writing. The seventh and eighth grade students also follow the same schedule that the sixth grade students follow.

All of the students in the class have some similar needs in writing but they also have different needs. Some of the common needs according to their IEP Snapshots are: limits themselves to a narrow field of ideas, trouble adding details, and their writing pieces mimic their graph organizers. In addition, most of them have difficulty with the basic mechanics of writing.

Some areas of strengths according to their IEP snapshots include: the ability to follow directions, and completing a graphic organizer. These students are also in a small group reading class with the reading specialist for one period. They are also in inclusion classrooms in math, social studies, unified arts, and physical education. One student is receiving adaptive physical education at this time because of a physical disability. The six students have been chosen for this class based on their goals in their IEP's. The writing class instruction is structured around the curriculum that the students would be learning if they were in an inclusion Language Arts class. Overall, the group of six students is attentive, hard workers, and ready to learn by gathering the necessary items that they need for the period.

In this classroom the rules are stay in your seat unless you are told otherwise, raise your hand before speaking, keep your hands and feet to yourselves, keep voices off while the teacher or peer is speaking, and finally treat others the way you would want to be treated. This particular classroom allows for many diverse settings because the desks can be arranged in a variety of ways. I can have students work individually, in small groups, or even as a whole group by rearranging the desks.

Each time these six students step into the classroom there is a routine for that day. The outline for the class is put up on the white board to show the students what will be

covered in class that day. From the moment the students sit down at their seats they need to have their writer's notebook, folder, and writing notebook in front of them. The students are able to keep these three necessities in the back of the room in bins so that they have them for every class, if the students prefer they can keep these items in their lockers.

The two students that are going to be the representative group during the teacher candidate work sample are SH and PT. SH has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHS) and also has a learning disability. This student can sometimes appear tired or unfocused. SH is a cooperative student who tries hard and interacts well with classmates, and also loves working in small groups. The student also participates frequently in class and has been told that the teacher needs to hear from other students too, but that she loves the enthusiasm. PT is also a student who currently has an IEP and has been diagnosed with Cerebral Palsy, and Attention Deficit Hyperactivity Disorder (ADHD) too. The Cerebral Palsy also impacts her speech at times, and she moves slowly and gets tired as the days goes on.

Each student has different strengths and needs that are shown in the chart on the next page. The chart discusses each student's primary areas of greatest academic need, brief description of the difficulty, current level of performance with the source of information, and will also the show the student's strengths or learning preferences. By using the chart on the next page it allows me as the teacher to look at each specific need and strength each student has in their core subjects.

The instructional implications for this small group will depend on how fast the students are learning, and how I know that they are learning. I plan to focus on one of the

six traits of writing which was developed by Spandel and Stiggins in 1990 at the Northwest Regional Educational Laboratory. I will specifically be focusing on ideas, which is the foundation of the six traits. The pre-assessment will be a writing sample that will allow me to see if the students can write about a given prompt and it will also allow me to evaluate their basic mechanics and how well they can write with details. After analyzing their pre-assessment writing piece, I have determined that the students need more instruction on writing detailed sentences in their writing piece. When given writing prompts the group as a whole has difficulty writing about the prompt. When analyzing their writing samples I focused on how many times each student used where, how, when, and why expanders in their writing. Once I figured this information out I then analyzed on average how many times the class used predicate expanders in their pre-assessment. In this writing class the students will be focusing on the fundamentals of writing which include the grammar, sentence structure, vocabulary, and the writing process.

The instruction will be based on the greatest area of need for the class in writing which was determined writing with details. I may need to do "mini lessons" in between the bigger lessons if I see students having difficulty with the basic mechanics of writing. These mini lessons could include capitalization and punctuation. I may also need to work with some students in a group of two or three if they still not understanding what is being taught.

At the end of every class students will be writing in their agendas, which would allow parental communication, because parents look at their child's agenda every day to see what they have been completing or what they need to complete for each class. One of the

school policies is that students write in their agendas every day so their parents know what is happing in each class daily.

Student Initials or Student Grouping	Primary areas of greatest academic need	Brief description of the difficulty	Current Level of Performance & Source of Information	Student Strengths or Learning Preferences
SH	Reading: 　Decoding, and reading 　comprehension. Writing; 　Spelling, grammar, syntax 　and conventions. Using 　more details	The student has very limited basic writing skills and written expression. Also has limited reading abilities. This student needs to improve overall written language skills, including spelling, grammar, syntax and conventions. The student has not made any progress in the last quarter of the sixth grade in his writing process. This student struggles with completing the writing piece independently.	As of June 2010 on the Woodcock Johnson lll Tests of Achievement. 　Broad Reading: SS 76: decoding at a 3.3 grade level; low average reading comprehension. 　Broad Written Language: SS 75 (3.2 grade level)	According to the last IEP date this student has improved his reading skills and has achieved his IEP goal of reading at a fourth grade level. This student enjoys reading science books and has an interest in the solar system. The student's written responses are constructed with the use of graphic organizers, editing, revising, and re-writing.
PT	Writing: 　Broad range of topics 　spelling, and grammar. 　Adding details. Reading: 　Vocabulary 　Reading Comprehension	Has a physical disability and needs to dictate writing pieces to teacher assistant. Also needs to improvement in developing writing ideas and the basic mechanics of writing. The student moves slowly when writing and needs extra time to finish. In reading the student has limited comprehension, and understanding of vocabulary.	As of May 2010 on the Gates-Macginittie this student's vocabulary score was 3.0, comprehension 3.8 and on the STAR test score of 5.4.	The student is able to type up writing pieces both rough and final drafts when time allows.

II. Learning Goals and Unit Objectives

Part I: Learning Goals
Learning Goals: **LG 1:** The students will be able to write detailed sentences using 2 to 3 predicate expanders in a sentence.

Part II: Unit Objectives		
	Related Content Standards (state and/or SPA)	**Domain/Level/Classification/Other**
Objective #1: The students will understand what a predicate expander is.	**W–7–5** **Students demonstrate use of narrative strategies by...** W–7–5.6 Selecting and elaborating important ideas; and excluding extraneous details	Cognitive domain; Knowledge Level-Recall
Objective #2: The students will be able to write sentences using the predicate expander "where" with starter words.	**W–7–1** **Students demonstrate command of the structures of sentences...** W–7–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State) **W–7–5** **Students demonstrate use of narrative strategies by...** W–7–5.6 Selecting and elaborating important ideas; and excluding extraneous details	Cognitive domain; Knowledge Level - Recall
Objective #3: The students will be able to write sentences using the predicate "how" with starter words.	**W–7–1** **Students demonstrate command of the structures of sentences...** W–7–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State) **W–7–5** **Students demonstrate use of narrative strategies by...** W–7–5.1 Using relevant and descriptive details and	Cognitive domain; Knowledge Level – Recall

	sensory language to advance the plot/story line (Local) W–7–5.6 Selecting and elaborating important ideas; and excluding extraneous details.	
Objective #4: The students will be able to write sentences using the predicate "when" and "why" with starter words.	**W–7–1** **Students demonstrate command of the structures of sentences...** W–7–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State) **W–7–5** **Students demonstrate use of narrative strategies by...** W–7–5.6 Selecting and elaborating important ideas; and excluding extraneous details	Cognitive domain; Knowledge Level – Recall
Objective #5: The students will be able to develop a short writing sample based on a prompt using predicate expanders of where, how, when and why.	**W–7–1** **Students demonstrate command of the structures of sentences...** W–7–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State) W–7–1.2 Using the paragraph form: indenting, main idea, supporting details (State) **W–7–5** **Students demonstrate use of narrative strategies by...** W–7–5.6 Selecting and elaborating important ideas; and excluding extraneous details	Cognitive domain; Knowledge Level – Recall

Part III: Rationale / Purpose

The purpose and value of this unit is to help the students understand the concept of "ideas." Ideas can be a broad concept, so the students will be focusing on the sub topic of details. I chose this to focus on because of the results of the pre-assessment. When

reading the pre-assessment writing samples, the students had a difficult time using details in their writing. They used mostly telling sentences. If I closed my eyes I would not be able to visualize what they were writing.

By teaching this unit the students will have a better understanding of writing detailed sentences that are showing sentences rather than telling sentences. The students will also have an understanding what a predicate expander is and how it works. The students will have experience using the predicate expanders of "where, how, when and why." Each predicate expander has their own set of starter words that the students will be able to refer to when practicing this skill.
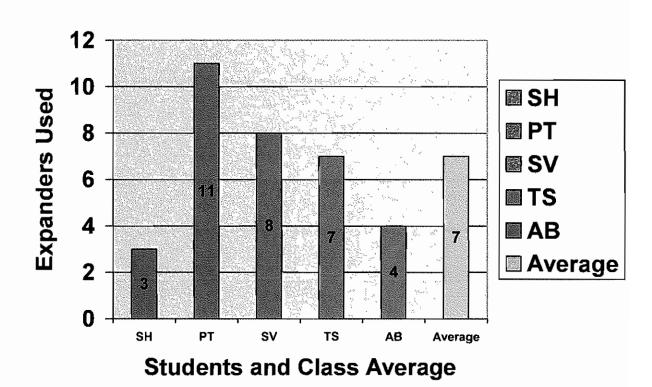
Each objective pertains to the predicate that I want them to become familiar with and know how to use by the end of the lesson, and then apply it to their writing. If they can take what I teach them about predicate expanders and apply it to their writing, which then their writing become more detailed I will be ecstatic. At the end of the lesson the students will take what I have taught them and write a small writing sample using the predicates that they have learned and apply it to their writing.

III. Assessment Plan

Assessments	Objectives Addressed	Rationale for Assessment Choice	Adaptations
1) Pre-Assessment Writing Sample	# 1-4	To check to see if students can talk about a main idea and use details in their writing.	Specific seating for an individual student.
2) Formative Assessments			Teacher assistant for one student who may need a scribe.
Observation Checklist	#1-3	Students will be observed by a checklist during each lesson.	
Worksheets	#1-3	Ongoing assessment of the using the predicates as they are taught.	Varied classroom setting for students. Individual, small group or whole class setting.
Writing Piece	# 1-4	To check for understanding of the use of where, how, when and why in a two paragraph writing sample on a given prompt.	Extra writing time will be given to one student for writing pieces if time allows.
Q&A		Timely questioning and answering session before the post assessment.	Varied participation for students including, talking and writing.
5) Post Assessment Writing piece	#1-4	Students will create a writing piece using what they learned in previous lessons and apply it to their writing.	

Pre-Assessment Results

The assessments that were chosen for this unit on predicate expanders will consist of writing samples, worksheets, and observation checklists. Each assessment is matched to the appropriate objective and is also aligned with the appropriate Grade Level Expectation(s). The first formative assessment that was given was the pre-assessment.

The pre-assessment consisted of the students writing based on a prompt that was given to them. The prompt the students were given was based on a book they read called Enemy Pie and the prompt read; "In Enemy Pie, the little boy described the day in detail that he spent with his "enemy", who he ended up really liking very much. Describe, in detail, what a perfect day would be like for you. Use sensory details so I can really picture what your day would be like." The students were given two days to complete this assignment. The first day the students were given the period to write about this prompt. If they did not finish the first day they were able to add more to their writing samples the next day. The second day also allowed them to make any corrections or add more to their writing sample if they needed too. When reading their writing pieces, I used a rubric that focused on details, I analyzed how many times the students use "where", "how", "when", and "why" in their sentences. The class average for using the expanders of "where," "how," "when" and "why" is their writing sentences is 7. This class average also included predicate expanders that were use multiple times stating the same information.

The objectives that will be met when using these assessments is the students will be able to identify the subject and predicate in a sentence, the students will be able to write multiple sentences using the expanders "where," "when," "how," and "why." The student's progress will be measured by worksheets, writing samples, observation checklists, class discussions and the completion of examples on the white board. These

worksheets and writing samples will be used as practice for the post assessment, but also as a form of assessment to see if the students me the objectives for the lesson. The worksheets and writing samples will also be used to help the students use more details in their writing. Each worksheet will be connected to the lesson that I have just taught. Using these worksheets will allow me to see if the students understood what they were just taught. I will also use these worksheets to help me plan for future lessons. The observation checklist will tell if the students understand what was taught, what they need help on, and if more time needs to be spent on that particular skill. The students will get the practice they need with predicate expanders using the worksheets from class and homework along with writing pieces. The students will also be writing a short two paragraph writing piece in the middle of the unit to check for understand and so that they are practicing what they learned in the lessons and apply it to their writing.

During each lesson an observation checklist will be used to evaluate the student's participation in class that day. The criteria for the checklist is as follows the student is expected to participate in class at least two times, complete at least one example on the board, be prepared for class, able to identify the predicate and subject in a sentence, and if they could use the predicate correctly in a sentence. Lastly the observation sheet will show what the student still is having difficulty on.

The last form of assessment that is being used is a summative assessment which includes a small writing piece where the students will apply what they learned about predicate expanders and use it in their writing. This assessment will be evaluated using the same rubric as the pre-assessment. The rubric may be altered to fit the criteria that will be evaluated. This will allow me to see if the students met the goal of my lesson

which is the students will be able to develop a one page writing piece based on a given prompt and use the expanders of "where," "how," "when" and "why" in their writing. After the post-assessment is administered I will analyze the use of the expanders in their writing piece to see if the students were able to use the expanders and also to see if the class average of using the expanders grew.

Name:_____   Date:_____

Directions: Create five individual sentences using the expander "where." In each sentence be sure to:

- Have a subject and predicate in each sentence.
- Have 8 words in a sentence.
- Begin each sentence with a capital letter.
- Use the correct punctuation at the end of the sentence.
- Check you spelling.
- Have neat and legible sentence.

1. _____

   _____

   _____

   _____

2. _____

   _____

   _____

   _____

3. _____

   _____

   _____

   _____

4. _____

   _____

   _____

   _____

5. _____

   _____

Name:_____   Date:_____

Directions: Create five individual sentences using the expander "when." In each sentence be sure to:

- Have a subject and predicate in each sentence.
- Have 8 words in a sentence.
- Begin each sentence with a capital letter.
- Use the correct punctuation at the end of the sentence.
- Check you spelling.
- Have neat and legible sentence.

1. _____

_____

_____

_____

2. _____

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_____

3. _____

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_____

4. _____

_____

_____

_____

5. _____

_____

Directions: Write at least one paragraph (at least 5 sentences long) about this simple sentence. Use what you learned in class about "where" and "when" expanders to help you write. Use details to show what you are talking about as you are writing.

I make

or

I made

Name: _____   Date:_____

Checklist for Writing Piece

_____ Do I have at least 5 sentences?

_____ Do my sentences flow together?

_____ Do my sentences vary in length?

_____ Do I use sensory details when describing?

_____ Does each sentence begin with a capital letter?

_____ Does each sentence end with a punctuation mark?

_____ Do I have at least one "where" expander?

_____ Do I have at least two "when" expanders?

_____ Did I check my spelling?

_____ What do you think you deserve on this writing piece?

4 = Outstanding
3 = Great job!
2 = Almost there
1 = Developing

Name: _____   Date:_____

Criterion	4 Outstanding	3 Great Job!	2 Almost There	1 Developing
Organization & Content	The students writing is clear and focused. Remains on topic throughout the writing piece.	The students' writing is generally focused and clear. Remains on topic through most of the writing piece.	The students' writing is unclear, and there is no central focus. Shifts topics through the writing piece.	The student has no central focus. The writing is unclear through the writing piece.
Details	The students use sensory details to support their writing.	The students use some sensory details to support their writing.	The students use sensory details are listed or undeveloped in their writing.	The students use no sensory details in their writing.
Predicate Expanders	The students uses at least four "where" expanders and three "when" expanders in their writing.	The student uses three "where" expanders and two "when" expander in their writing.	The student uses only one "where" or "when" expanders in their writing.	The students use no predicate expanders in their writing.
Conventions	The students writing reflects the use of correct capitalization, punctuation and few spelling errors.	The students writing reflects the use of capitalization, punctuation, and has some spelling errors.	The students writing has minimal use of the correct capitalization, punctuation, and has many spelling errors.	The students writing reflects no use of correct capitalization, punctuation, and has several spelling errors.

Total: /16

A = 16 – 13 pts
B = 12 – 9 pts
C = 8 – 5 pts
D = 4 pts

Name: _____   Date: _____
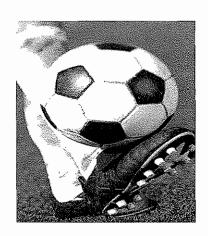
Checklist for Writing Piece

_____ Do I have at least 10 sentences?

_____ Do my sentences flow together?

_____ Do my sentences vary in length?

_____ Do I use sensory details when describing? (5 senses)

_____ Does each sentence begin with a capital letter?

_____ Does each sentence end with a punctuation mark?

_____ Do I use "where" expanders throughout my writing?

_____ Do I use "when" expanders throughout my writing?

_____ Did I check my spelling?

_____ What do you think you deserve on this writing piece?

A = Outstanding   C = Almost there
B = Great Job!   D = Developing

Name: _____ Date:_____

Checklist for Writing Piece

_____ The student has at least 10 sentences?

_____ The student's sentences flow together?

_____ The student's sentences vary in length?

_____ The student uses sensory details when describing? (5 senses)

_____ The student uses a capital letter at the beginning of each sentence?

_____ The student ends each sentence with a punctuation mark?

_____ The student has at least **5** "where" expanders?

_____ The student has at least **4** "when" expanders?

_____ The student checked their spelling?

Perfect Weekend!

Writing Prompt: Describe the perfect weekend. What would you do each day? Be sure to use sensory details so you can paint a picture in my mind. Be sure to use as many "where" and "when" expanders to add details in your writing piece.

Name: _____   Date:_____

Criterion	4 Outstanding	3 Great Job!	2 Almost There	1 Developing
Organization & Content	The students' writing is clear and focused. Remains on topic throughout the writing piece.	The students' writing is generally focused and clear. Remains on topic through most of the writing piece.	The students' writing is unclear, and there is no central focus. Shifts topics through the writing piece.	The student has no central focus. The writing is unclear through the writing piece.
Details	The student uses sensory details to support their writing.	The student uses some sensory details to support their writing.	The student uses minimal sensory details or details are listed or undeveloped in their writing.	The student uses no sensory details in their writing.
Predicate Expander "when"	The student uses at least 5 "when" expanders in their writing.	The student uses at least 4 "when" expanders in their writing.	The student uses at least 2 "when" expanders in their writing.	The students uses 1 "when" expander in their writing.
Predicate Expander "where"	The student uses at least 5 "where" expanders in their writing.	The student uses at least 4 "where" expanders in their writing.	The student uses at least 2 "where" expanders in their writing	The student uses 1 "where" expander in their writing
Conventions	The students' writing reflects the use of correct capitalization, punctuation and few spelling errors.	The students' writing reflects some use of capitalization, punctuation, and has some spelling errors.	The students' writing has minimal use of the correct capitalization, punctuation, and has many spelling errors.	The students' writing reflects no use of correct capitalization, punctuation, and has several spelling errors.

Total: /16

16 points = 100	10 points = 83	4 points = 60
15 points = 96	9 points = 80	
14 points = 93	8 points = 77	
13 points = 90	7 points = 75	
12 points = 87	6 points = 73	
11 points = 85	5 points = 70	

IV. Design for Instruction				
Monday 9-27-10	Tuesday 9-28-10	Wednesday 9-29-10	Thursday 9-30-10	Friday 10-1-10
Period 3: Introduce week three of vocabulary words. HW: Vocabulary sentences.	**Period 3:** Introduce predicate expanders. Show the symbols used to label. Class work: Labeling sentences with the correct symbols. Begin introduction of the expander where. Homework: More practice on labeling the subject and the predicate. Objectives 1,2	**Period 3:** Go over homework. More on the predicate expander where. Class work: Practicing examples on the board individually and completing a work sheet. Introduce the predicate how. Homework: Worksheet on the where predicate. Objectives 1,2	**Period 3:** Go over homework. More on the predicate how. Class work: Practicing examples on the board. Group work building sentence using the expanders where and how. Introduce the predicate when Homework: Practice using the expanders where, and how. Objectives 1,2,	**Period 3:** Go over homework. More on the predicate when. Students go to the board to complete examples. Start short one to two paragraph using the predicates. Assessment on vocabulary words. Objectives 1-3
Monday 10-4-10	Tuesday 10-5-10	Wednesday 10-6-10	Thursday 10-7-10	Friday 10-8-10
Period 3: Introduce week four of vocabulary words. Homework: Vocabulary sentence	**Period 3:** (NECAP)	**Period 3:** Introduce why expander. Class work: Whole class sentence building on the predicate expanders of when and why. Homework: Worksheet on all of the predicates. Objectives 1-4	**Period 3:** Short writing piece with a prompt using the expanders of where, how, when and why. Objectives 1-4	**Period 3:** Professional Development Day

Monday 10-11-10	Tuesday 10-12-10	Wednesday 10-13-10	Thursday 10-14-10	Friday 10-15-10
Columbus Day **No School**	**Period 3:** **(NECAP)**	**Period 3:** Finish post assessment on a given writing prompt.		

Lesson Content Area: Writing

Objectives of the lesson:

1. The students will be able to identify the subject and predicate using the correct symbols in sentence.

2. The students will be able to write sentences using the predicate expander "where" with starter words.

Content Standards:

W–7–5; W–8–5
Students demonstrate use of narrative strategies by...

W–7–5.6; W–8–5.6 Selecting and elaborating important ideas; and excluding extraneous details

W–7–1; W–8–5
Students demonstrate command of the structures of sentences...

W–7–1.1; W–8–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

Materials Used in the Lesson:

- o Subject and Predicate Class work
- o Subject and Predicate Homework
- o Handouts
- o Overhead Projector
- o Where expander Class work
- o Where expander Homework

Brief Description of Individuals Involved in the Lesson:

There are six students that are going to be involved in the lesson. All of the students are having difficulty expanding their ideas with details when they write. According to the pre-assessment the class average of using predicate expanders in their writing is 7. This number helped me decide that they students need some more instruction with writing details. The group of six students all has Individualized Education Plans. The students were placed in this small writing class so their needs and goals could be met according to their IEP's. This particular lesson may take two days.

Sequencing of the Lesson:

DAY 1

1. **Introduction:** I will start off the lesson explaining to the students what a predicate expander is. I will make sure that they know that another name for a predicate is a verb. During this time I will also inform them that there are four predicate expanders that we are going to be learning about in the next 2 weeks.

2. Next, I will show the students the two symbols that we are going to be using through out this unit. They will receive a large copy of the predicate symbol to write on as we continue through the lesson.

3. Thirdly, I will model a sentence on the board and show the students how to label the subject in the sentence and the predicate in the sentence. I will do two of these examples and then I will have the students come up to the over head one at a time to label a sentence, so I can see if they understand what we just went over.

4. Once I feel comfortable that the students know what has just been taught. They will complete a class work worksheet emphasizing labeling the subject and predicate in each sentence. Once the students have completed this worksheet I will have the students go to the white board or overhead to answer one of the questions on the worksheet.

5. If I see the students having no difficulty with this skill after going over the class work I will move on to introducing the predicate where. I will have the students fill in their expander worksheet. Then I will introduce the starter words that would be used after the predicate in each sentence. I will model two or three sentences on the board for the students to see how we label and use the expander where.

6. The students will then receive a homework assignment where they will need to label the subject and predicate in each sentence.

DAY 2

7. I will review the homework from the previous night, and do a brief overview about what we learned the day before. I will model one or two more sentences using the predicate where and show the students how to diagram the sentence.

8. I will then call some students to the overhead to diagram a sentence with the predicate where. Once I see each student complete an example with no problems I will have them complete a class work assignment where they will need to label the subject and predicate in each sentence, and check the starter word that was used in each sentence.

9. Once the students finish this assignment I will go over the class work by having the students come to the board and over head to diagram a sentence.

10. I will then explain to the students the homework they will need to complete for the night and we will do a question together so the students know exactly what I am looking for when they write their sentence.

11. **Closure:** I will inform the students that tomorrow we will be learning about a new expander which would be "how." I will then ask the students if they have any questions about the homework before they will be dismissed.

Differentiation of Instruction to Meet Students Needs:
The students will be able to refer to the notes they will be taking when I model a sentence to help them complete their homework, and class work for that day. One student may need a teacher assistant to scribe for her. The students will also be able to use any handout that I have provided them with.

Assessment Plan for Each Stated Objective:

Objective #1&2: The students will complete two worksheets for each objective. This will allow me to see in the students are correctly labeling and diagramming each sentence.

Supports for Positive Learning Environment:
These first two days of introducing the unit, the students will be working individually on their class work. At other times we will be working as group to have discussions about the unit and also to go over examples. There will also be a set time at the end of the class to ask about any questions about what was just taught.

Technology:
I will be using a piece of technology. I will be using the overhead projector so the students can follow along with what I am going over. This will also allow them to participate in class by coming to the overhead projector and put their answer down for a sentence that is given to them.

October 1, 2010

Lesson Content Area: Writing

Objectives for the Lesson:

1. The students will be write sentences using a subject and predicate.

2. The students will be able to write sentences using the predicate expanders "where" and "when" with starter words.

Content Standards:

W–7–1, 8-1
Students demonstrate command of the structures of sentences...
W–7–1.1, 8-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)

W–7–5, 8-5
Students demonstrate use of narrative strategies by...
W–7–5.6, 8-5.6 Selecting and elaborating important ideas; and excluding extraneous details

Materials Used in the Lesson:

- o Overhead Projector
- o Handouts
- o Worksheets
- o Writing Prompts
- o Computer
- o LCD Projector

Brief Description of Individuals Involved in the Lesson:

The students that will be involved in the lesson are the six students that have been through the first three lessons. These students already have practice with using the expander "where" and can identify the subject and predicate in sentences. When the

students completed their worksheet assessments they were able to use the starter words for "where" and expand their sentences by write with details using "where".

Sequencing of the Lesson:

DAY 1

1. **Introduction:** I will start off the lesson by reviewing what we talked about yesterday with the "where" expander. I will give the students more examples of using the expander "where" and explain to them that it can come in the beginning, the middle or at the end of a sentence. I will also make sure that I repeat to the students why we are doing this lesson, and how it will help them expand their sentences and use details in their writing.

2. Next, I will introduce the expander "when" and hand out the "when" starter words. I will then model sentences using the expander "when." Once the students understand what "when" shows I will have then complete a worksheet where they will need write five sentences. After they complete the worksheet I will have each students put one of their sentences on the board.

3. Thirdly, I will then connect the expanders "where" and "when" in a sentence. I will model many sentences so the students have a firm understanding that you can use these two expanders in a sentence. I will then have the students complete another worksheet where they will have to pick out the subject, predicate, and the "where" and "when" expanders in a sentence. For homework the students will need to write five sentence using the "where" and "when" expanders in each sentence.

DAY 2

4. The next day, I will collect the homework from the students. Then we will review what we learned on Friday with using the "where" and "when" expanders in a sentence.

5. After we review I will then tell the students that we will be doing a little mini writing sample, where we will take what we learned about using the "where" and "when" predicates and apply it to our writing. I will give them a model prompt and the I will model with the class a small one to two paragraph writing sample, so that the students will know and see what I am looking for.

6. **Closure:** I will then tell the students that they will be writing a small one to two paragraph writing sample on a given prompt the next time we meet.

Differentiation of Instruction to Meet Students Needs:
When the students are writing completing their worksheets, answering questions in class and writing their writing pieces they will be able to refer to their starter words and other class work to guide them in their writing.

Assessment Plan for Each Stated Objective:

Objective #1&2: The students will be completing multiple worksheets, and will write a writing piece apply what they learned in previous lessons. The students will also be assessed through the use of an observation sheet, examples that are conducted on the board, and finally through class discussion.

Supports for Positive Learning Environment:
The students will be working individually when given their class work. They will work as a whole group when they are answering questions during the classroom. At the end of the class there will be a set time where the students will be able to ask any questions if they have them.

Technology:
During this lesson I will be using multiple forms of technology. I will be using the overhead projector to go over the worksheets that the students will be completing. I will also be using the computer and LCD projector to model how I would like their writing pieces to look like.

■■■■■■■

Lesson Content Area: Writing

Objectives of the Lesson:

1) The students will write sentences using the predicate expanders "where" and "when" given starter words.

2) The students will be able to identify the subject and predicate, "where" expander starter words, and "when" expander starter words.

Content Standards:

W–7–5; W–8 –5
Students demonstrate use of narrative strategies by...

W–7–5.6 Selecting and elaborating important ideas; and excluding extraneous details.

Materials Used in the Lesson:

- o Worksheet
- o Overhead Projector
- o Magnetic subjects, verbs, expanders, and nouns

Brief Description of the Individuals Involved in the Lesson:

This is the fifth lesson in this unit. The six students have already learned a variety of material including, identifying the subject and predicate, writing sentences using the "where" expander given starter words, also writing sentences using the "when" expander given starter words. The students have also started writing sentences where they combined the "where" and "when" expanders. Some strength's that I have noticed with the students are they understood and could identify the subject and predicate in a sentence. They were also able to write strong sentences using a subject, predicate and either a "where" or "when" expander. The students need to become familiar with stronger predicates (verbs) which will be introduced in this lesson, where the students

will be working in partners to build strong sentences using "where" and "when" expanders.

Sequencing of the Lesson:

Introduction: First the students will be finishing a writing piece that I have modeled for them and that they followed what I did step by step. Having the students complete this will allow them to be ready to complete their writing pieces tomorrow that will be a grade.

Secondly, I will model with the students what we will be doing in class today with the magnetic words. I will show them two sentences and write them on the board so that they will have a clear understanding of what is expected of them when they start building their own sentences. The students will be informed that this will count as a homework grade and they will need to make sure they have at least 8 words in a sentence, a subject and predicate, correct spelling, a capital letter at the beginning on a sentence and punctuation mark at the end of the sentence, and finally their sentence are neat and legible.

Next the students will go to the back of the room and pick two subjects, two verbs, two predicates, and four nouns. With these the students will make as many sentences that they can and that make sense. They will be writing their sentences down so that they can practice writing strong sentences using the "where" and "when" predicates.

The students will then be instructed to begin building sentences with their partners. The students will have 15 – 20 minutes to come up with as many sentences as they can. Once the 15 – 20 minutes is up we will go over what the students have come up with, and make sure that they can identify the subject, predicate(verb), "where" or "when" expander(s).

Closure: The students will be instructed to return their words to the back of the room, and I will collect the sentences that they wrote. This will count as a homework grade, so they need to have all the necessary components this will be talked about before they start building when I am modeling the expectations for them.

Differentiation of Instruction to Meet Students Needs:
The students will be allowed to use the starter words for the "where" and "when" expanders if they are having difficulty. Students will be allowed to use larger lined paper if they need to space their sentences out.

Assessment Plan for Each Stated Objective:

Objective #1: The students will be completing a worksheet where they will be writing their sentences out on that they are building.

Objective #2: The students will be assessed through question and answering.

Supports for Positive Learning Environment:
The students will working individually when they are writing the sentences that they built on their worksheet. The students will also be working in partners when they are building sentences, allowing social interaction because they will need to work together to make sure that they have all the necessary components in each sentence.

Technology:
Technology will be used in this lesson. I will be using the overhead for the students to write the sentences that they came up when building them with a partner.

The unit that is going to be taught is going to be based on details, more specifically using the predicate expanders "where," "how," "when" and "why." I decided to teach about using predicate expanders based on their pre-assessment which was a writing prompt. When analyzing the student's pre-assessment I was looking to see if the students could write about a main idea and use details in their writing. As I was analyzing I decided that I was going to focus more on looking for details because I saw the students having some difficulty with "where," "when," "how," and "why" expanders. From there I would see how many expanders each student used in their writing. The class average of using the expanders was 7. From there I decided I was going to teach the about predicate expanders using the book Framing Your Thoughts. Framing Your Thoughts is a book that is designed to teach students about adding details using the expanders of "where," "how," "when," and "why." This unit is also part of the Six Traits of Writing which was developed by Spandel and Stiggins in 1990 at the Northwest Regional Educational Laboratory. I only had the chance to analyze five of the six students pre-assessment because one student was absent, for two days.

This unit is going to help the students met the objectives of being able to identify the subject and predicate in sentence sentences, the students will be able to use a subject and predicate in their own sentences, and it will also help them write sentences using expanders/clauses of "where," "how," "when" and "why." Overall, by the end of the unit the students will be able to write a short writing piece using the expanders to show details. Theses objectives and goals are going to be met by using different forms of assessments including worksheets, partner work, and observation, participation in class, class discussions and writing samples.

During each lesson the classroom climate will create a positive learning environment for all of the students. The students will be able to learn in a well managed classroom where they will respect one another when they are completing their work. All of the rules that were established at the beginning of the school year will stay the same as we proceed through the unit. In some lessons the students will be able to work with one another to have positive social interaction. At other times the students will be working in a whole group while completing an assignment, this will also create positive social interaction with one another and they will have to use their social skills to finish the assignment correctly. Throughout each lesson the students will be asked to become actively engaged in the lesson. If some students are not engaged they will call on to get them actively engaged in the lesson and it will also help them become focused in the lesson. The classroom teacher has established a chart that encourages self-motivation for each student. The chart is used for the whole class, and is used as a reward. If every student has their homework that is due that day they will receive a dot. Once the students have filled in the whole chart they will receive an award such as a party, kickball game, or a game. This chart makes the students become self motivated because they do not want to be the one to cause the class not to get their dot that day.

Technology is also going to be use in most of the lessons if not all of them. The overhead projector will be used the most which will allow the students to become actively involved and also get the chance to move about during the lesson. The students will be able to come up to the overhead to show which expander is being used and then explain how they know that is the correct expander. This will also allow the other students to see if their classmates are making a mistake and then they will be able to have

a chance to correct any mistakes that are made.   The computer and LCD projector will also be used to model a writing sample with the students so that they know what exactly is expected of them when they write their own writing sample.

V. Instructional Decision-Making

There were many instances where changes were made based on the whole group's learning, and based on individual student's learning. Each lesson started off with a review of what was taught the previous day. Then the students would either start learning about a new concept, or they would continue learning about the same concept from the previous day. Next, the students would complete a practice worksheet or participate in a partner work based on what was taught that day. Once the students finished their worksheet or partner work, as a class we go over the possible answers. The materials in each lesson were different some lessons involved using the LCD projector and computer, while others required the use of the overhead projector or whiteboard. All lessons did require worksheets for the students to practice. Sometimes the worksheet would be involved in a partner lesson where the students build sentences using sentence strips and writing down the sentence they built. Other lessons required writing prompts which were used when students completed their assessments. This unit is based on a book Framing Your Thoughts by Project Read. This book has a variety of activities that could be used to help the students learn. The books ideas can be changed and adapted to teach students based on their learning needs and goals of each lesson.

One change that was made was the amount of time spent on the predicate expander "where." This change was made because of the entire group's learning. In this particular lesson the students completed a worksheet where they needed to identify the predicate expander used and another worksheet where the students needed to complete a sentence based on a picture using the "where" expander. Before the students completed each worksheet they were given guidance by being shown how to go about answering the

worksheets. Guidance included modeling of examples related to the worksheet. The group had some difficulty identifying and using the predicate expander "where." For example, when the students were given an example on the overhead projector, they could not identify the predicate "where" using the start words that they were given." Another student actually said "Ms. McKeever, I really do not get this." When students react to something like this that means something needs to be changed so that they do understand what is being taught.

By the end of the second lesson, the students needed to meet the objective "writing sentences using the predicate expander "where."" Originally the expander was planned to be taught in one to two days according to the outline in the design of the unit. This changed after the first day because students were having difficulty identifying the predicate expander in the examples that were modeled on the white board and on the overhead projector. For example, a sentence was given to AB and he was asked to tell me the "where" starter word that was used in that sentence. He could not do this even though he had his "where" starters words that he could refer to on his desk. The students were guided through each example that was given to them on the overhead projector, and when using the whiteboard. The students also had their starter words that they could refer to when they were completing their practice worksheets. Before the students even started their practice worksheets I would model a question from that worksheet so they would understand what I was looking for when they completed it. When the students completed this activity the students learned how to use the "where" expander in their writing and when it is appropriate to use in their sentences. They also learned that not every sentence they write needs to have a "where" expander included in it.

During each lesson on the predicate expander, the students were motivated and tried their hardest when they were given two worksheets to practice and become familiar with "where." After each worksheet was completed the class reviewed the correct answers together. Most of the students had questions about the worksheets they completed. One question a student had asked was "how many where expanders can be used in one sentence." Another questions was "can you show us more examples using the "where" expander?" Therefore, another day was needed to give the students additional practice using the expander "where."

That next lesson was more modeling of sentences and examples given to them to help them become familiar with this expander the students also participated in sentence building activity with a peer. This allowed them to see sentences that were pulled apart by the subject and predicate, and the "where" expander. At the end of the lesson the students were expected to go home and write five sentences using the predicate expander "where." This particular homework was graded based on the sentences the students wrote, that they had at least 8 words in a sentence, punctuation, capitalization, and the use of the expander correctly with starter words in their sentences. Each sentence was worth 25 points. Only four students out of six students handed in this homework assignment, and grades ranged from 70 to 97. Most of the errors in the students' sentences were capitalization, punctuation, spelling, and not using enough words in sentences. The students were given a specific amount of words they needed to use in each sentence because they are in seventh and eighth grade and should be writing longer sentences. These grades showed that the students had some understanding of the "where" expander and could use it in their writing. These grades also indicated I could move based on the

four students with an understanding of the expander who could write sentences using it. According to this assessment, four students met the objective "being able to write sentences using the predicate expander "where."" The other students met this objective through class work and observation. Since the students met this objective they should also be able to meet the goal of the unit "write a short two paragraph writing piece using the predicate expanders "where" and "when" in sentences." The students should be able to met this goal because they have received many days of practice and completed multiple worksheets, as well as, completing a homework assignment writing their own sentences. The students were also given an interim assessment where they were given a simple sentence and had to expand on this sentence using the "where" expander in their writing and each student was able to write at least one or more sentences in their writing piece.

Overall, revising this unit allowed more instruction time on the predicate expander "where" proved -- through the writing sentences assessment and formative assessment -- worth the extra time to make sure that the students understood how to use the expander. It also showed that this is a skill they will be able to use in their writing because of the multiple days of instruction spent on this expander.

The next instance where revisions were needed on the instruction design was based on an individual student's learning. This change was how the "where" and "when" expanders were taught together the lesson focused on using both expanders in one sentence. One particular student had a very difficult time using both of these expanders in one sentence so a lesson revision was required. The learning objective stated "students will be able to write sentences using "where" and "when"" was removed. There was

more than one reason for removing this objective one reason is the objective seemed too complicated for the student(s) to complete. The second reason is there was not enough time to spend teaching this objective due to NECAP testing. Also according to the outline in the Design for Instruction there were at least two days required to teach this objective. The students would need multiple days to get the practice they need to use this objective in their writing.

Removing this objective helped the student become more focused on her sentences using just one expander, without the stress of using both expanders in one sentence. When the student completed her formative assessment of writing a paragraph based on a simple sentence, she excelled at the objectives "writing sentences using the predicate expander "where"" and "writing sentence using the predicate expander "when."" She was able to write four "where" expanders and two "when" expanders in her writing piece. This showed that her writing piece met the objective "of writing sentences using the "where" expander" and also that she met the objective "of writing sentences using the "when" expander." Since the student met the objective in this writing piece, future lessons will focus on combing the "where" and "when" expanders in her writing.

When teaching the expander "where" there were many things that were taught differently when teaching the expander "when." In the lessons in which "where" was taught the students were taught the process of adding the expander into their sentences. First they were taught how each sentence has a subject and a predicate. Then the students were introduced the different "where" starter words that could be used in sentences. Next, the students needed to identify the words in a worksheet, and finally the students

needed to write sentences using the "where" expander. While learning about the expander "where" the students needed to diagram the sentences that they were given. When teaching the expander "when" the students were just given examples showing where the "when" expander was located in the sentence. The elimination of the worksheets for the students to use as practice allowed the students to focus on writing sentences using "when" rather than diagramming the sentence of "when" this allowed more practice with writing the expander in context and the students can visually see the expander being used.

In future lessons, the objective "students will be able to write sentences using the predicate expanders "where" and "when"" will be focused on in detail so that the students had time to practice as much as possible and have many examples modeled to them so they can see how one uses both expanders in one sentence. The students would also have the chance to complete a partner activity using sentence strips that would have the expanders "where" and "when" on them along with other strips with just subjects and predicates on them, allowing students to practice building sentences combining "when" and "where." The some strategies that need to be learned when working on this objective would be the process of how to write sentences using both expanders and when it is appropriate to use both in a sentence.
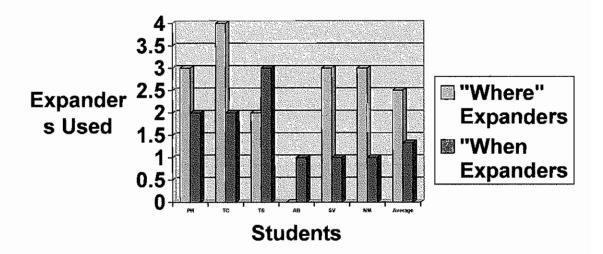
When working on this objective some possible activities the students will complete would be; in pairs the students would use sentences that have been cut out and have "where" and "when" expanders in them and they will be able to move the strips around to make sentences. Another activity the students may participate in is small group instruction. I may reduce the group size if I see some students having trouble using these

to expanders in a sentence. Taking them into a small group will allow the students have clarification on the information they are do not understand.

These two revisions were based on students learning. Each change was appropriate to help students succeed in this unit. Time and NECAP played a huge factor on why these revisions were done. The changes that were made were appropriate to the student's in this class and affected how the learning goals and objectives that were originally planned for this unit were met successfully.
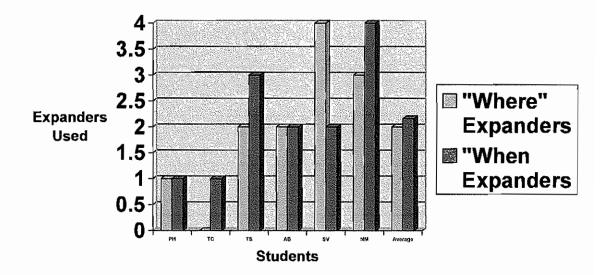
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Pre-Assessment Data 9-22-2010

This graph shows the results from the pre-assessment. The pre-assessment data from this graph is showing how many sentences each student wrote using "where" expanders, and comparing it to how many sentences each student wrote using "when" expanders. This chart also shows the average that each expander was used based on the whole group. The average for writing sentences using the expander "where" is 2.5 sentences per paper, and the average for using the expander "when" is 1.33 sentences per paper. From the pre-assessment it shows that students used the "where" expander more than the "when" expander in their writing pieces.
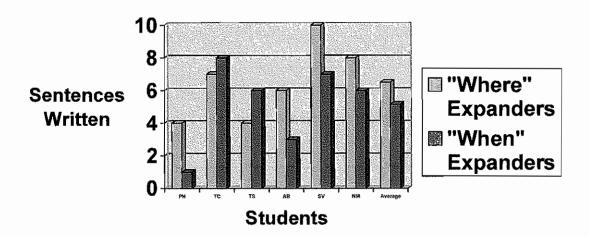
Interim Assessment 10-7-2010

This graph shows the results from the interim assessment which was another writing piece. The focus was on the same objectives as the pre assessment and it shows that most students had more difficulty writing sentences using the expander "where" because the average for the class decreased by .5 sentences per paper. This chart shows that the students were able to write sentences using the expander "when" because the average for the class increased by .83 sentences per paper.
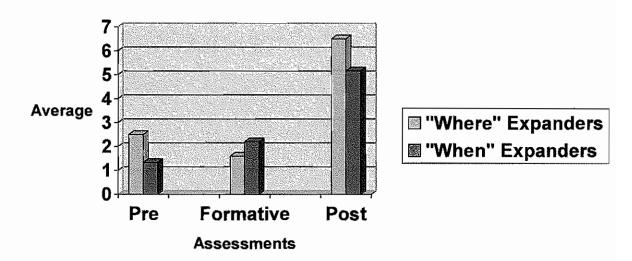
Post Assessment Data 14-2010

Post Assessment Data 14-2010

Sentences Written

Students

"Where" Expanders
"When" Expanders

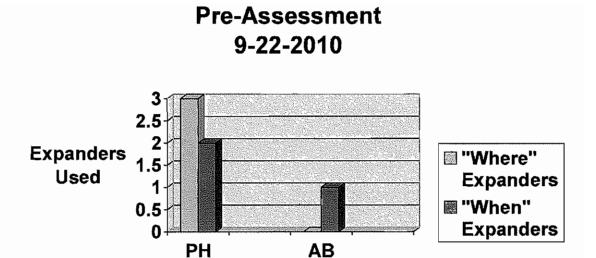(Bar chart x-axis labels: PH, TC, TS, AB, SV, NM, Average; y-axis: 0, 2, 4, 6, 8, 10)

This graph shows the entire groups progress from the post-assessment. In this assessment the "when" expander showed to be the most challenging where in the first two assessments it showed the students were able to use this expander more. The average from the interim assessment to the post assessment writing sentences using the "where" expander rose from an average of 2.0 sentences per paper to 6.5 sentences per paper. This significant jump shows the students are confident is writing sentences using the expander "where." The average from the interim assessment to post assessment writing sentences using the "when" expander also rose from an average of 2.16 to 5.16 sentences per paper. This is also a significant higher number which shows the students are confident using this expander in their writing too.
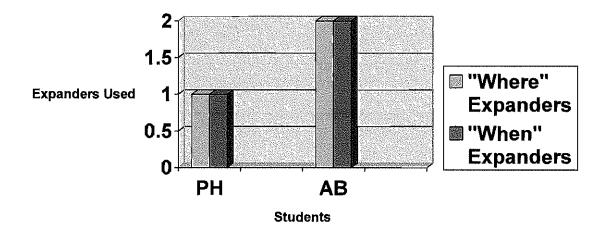
Progress Chart

This graph shows the progress the students have made from the pre-assessment to the post assessment. One thing that stands out is the average for writing sentences using "where" decreased from 2.5 in pre-assessment to 2.0 in the interim assessment which is a total decrease of .5 sentences per paper. This show the students are having some difficulty with the objective of "writing sentences using the expander "where."" When looking at the average for writing sentences using "when" increased from 1.33 in the pre-assessment to 2.16 in the interim assessment which is a total increase of .83 sentences per paper. This showed the students made progress. The chart also shows the increase from the interim assessment to the post assessment. The average use of "writing sentences using the expander "where" was 2.0 in the interim assessment and is 6.5 in the post assessment for a total increase of 4.5 sentences per paper. The students also increased the average of "when" expander sentences written from the interim assessment to the post assessment. In the interim assessment the average was 2.16 and the average in the post assessment was 5.16 for a total increase of 3 sentences per paper.

Pre-Assessment
9-22-2010

This graph compares two students progress at meeting the two objectives. It shows that PH writes three sentences using the expander "where" and writes two sentences using the expander "when" in the pre-assessment writing piece. It also shows that AB wrote no sentences using the expander "where" and one sentence using the expander "when." The students have had no experience using predicate expanders before.
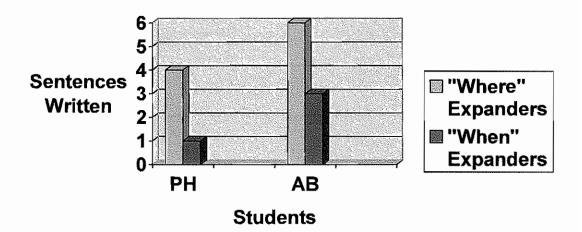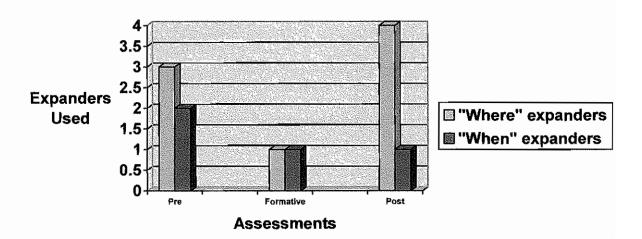
Interim Assessment
10-7-2010

This graph shows the interim assessment results comparing the two students. It shows that PH did not use as many "where" and "when" sentences in his interim assessment as he did in his pre-assessment. He actually decreased writing sentences using the expander "where" by two and decreased writing sentences using the expander "when" by one. This shows that the student is having difficulty writing sentence using the predicate expander "where" more than he is having trouble with writing sentences using "when." This chart also shows that AB increased by two when writing sentences using the expander "where" and increased by one when writing sentences using the expander "when" in the interim assessment.
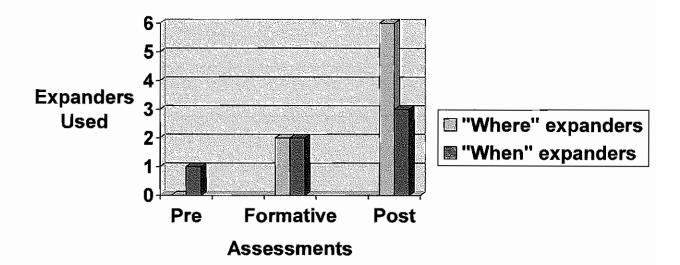
Post Assessment Data
10-14-2010

The post assessment graph shows that both students were more successful in writing sentences using "where" than writing sentences using "when". According to this graph PH wrote four sentences using "where" and one sentence using "when" in this post assessment writing piece. The "where" objective showed to be the easier objective to meet in this particular assessment. AB also wrote more "where" sentences than "when" sentences in his post assessment. He was able to write six "where" sentences, and three "when" sentences in his writing piece. The "where" objective showed to be the easier objective for this student to meet too.

Progress Chart for PH

Expanders Used (y-axis: 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5, 4)

Assessments (x-axis: Pre, Formative, Post)

Legend: ☐ "Where" expanders ▣ "When" expanders

This graph is showing the progress that PH is making from the pre-assessment, to the interim assessment, to the post assessment. It shows that from the pre-assessment to the interim assessment PH had difficulty writing sentences using the "where" expander and also had difficulty writing sentences using the "when" expander. From the interim assessment to the post assessment the student used the exact same number of "when" expanders and increased his use of "where" expanders from one to four. This shows that the students can apply what he learned in class about "where" expanders to his writing. It also shows that the students needed more instruction on incorporating "when" expanders into his sentences.

Progress Chart for AB

This graph shows the progress that AB has made through the pre-assessment, to the interim assessment, to the post assessment. AB has made progress from the pre-assessment to the interim assessment, because he wrote no sentences using the expander "where" in the pre-assessment and wrote two sentences in the interim assessment using the expander "where." It also shows that he made progress in writing sentences using the expanding "when" because he wrote one sentence in the pre-assessment, where he wrote two sentences in the interim assessment. From the interim assessment to the post assessment it showed that he made more progress in both areas. He wrote 6 sentences using "where" and 3 sentences using "when."

Throughout the unit on predicate expanders, the students needed to meet a variety of objectives to be successful. The first objective that the students proved to be successful in is "being able to write sentences using the predicate expander "when."" This objective was a success because of the amount of time the students had to practice using the expander. The students practiced for three days using different worksheets, and having a homework assignment where they needed to write five individual sentences using the expander "when." The students also had two writing pieces where they could use this expander as well as the post assessment writing piece. This allowed them to practice what they have learned and apply it to their writing.

There were many instructional tasks that supported the groups learning. The students were able to have a lot of visual examples modeled for them throughout the three days of practice they received. The students were able to participate frequently in class which kept them motivated and participating through each lesson. They were able to come to white board and write a sentence, and even come to the overhead and show where the "when" expander was used in a sentence that was given to them or a sentence that one of their classmates wrote. They also received many reviews of "when", because after each lesson we completed the day before, they were able to review the next day. For example, they reviewed multiple times, where they could use the "when" expander in a sentence.

First the students completed their pre-assessment on September 22, 2010 in this assessment the students had no prior experience using "where" and "when" expanders in their writing. As a class the students used between 1 and 6 "where" and "when" expanders in their writing pieces. In the pre-assessment two students had more difficulty

writing "where" sentences and the other four students had difficulty writing "when" sentences. For example, PH had a total of 5 "where" and "when" expanders in his writing, and AB used no "where" expanders and one "when" expander in his writing piece.

The students had about six days of practice using "where" and "when" in their sentences before they completed their interim assessment. The students completed many forms of formative assessments including writing individual sentences for the expander "where" and then writing individual sentences using the expander "when". Before the students completed their interim assessment piece, a writing piece was modeled for them showing what was expected in their interim writing pieces. The students were able to organize their thoughts in an organizer where they would provide their beginning sentence where they needed to incorporate either a "where" or "when" expander, what they saw, what they looked like, and an ending sentence where they incorporated either a "where" or "when" expander. The students then watched me create a writing piece based on my organizer which was also modeled for them. As I was modeling they were completing their own writing piece using their organizer.

The students then needed to complete an interim assessment based on a sentence prompt. When analyzing their assessment I was specifically looking for them to incorporate at least two "where" expanders and two "when" expanders into their writing pieces. After analyzing their assessment I saw that the students exceeded my expectations because five of the six students wrote between 5 and 7 "where" and "when" expanders in their writing piece. The other two students incorporated 1 to 2 "where" and "when" expanders in their writing. PH was again one of the students who had difficulty

using two "where" and "when" sentences in his writing. In this particular assessment three students used more "when" sentences, two students used the same amount of "where" sentences and "when" sentences and one student used more "where" sentences. The students did not practice using the expanders again before they completed their post assessment on October 13 and 14, 2010.

The post assessment was also based on a prompt. When analyzing the students assessments I was looking to see if the students could incorporate at least 5 "where" expanders, and 4 "when" expanders in their sentences. This expectation increased from the interim assessment because the students exceeded my expectation of using 2 "where" expanders and 2 "when" expanders in their interim writing pieces. When the students completed their post assessment, it showed that they used the expander "where' more than they used the expander "when."

From the interim assessment to the post assessment the students used between 6 and 17 expanders in their writing pieces. Some students had more difficulty writing "when" sentences than "where" sentences. The graph shows that all students were able to write at least one sentence using the expander "when." Most students did better on the post assessment and this could be due to the practice that they had writing the expanders. The students had multiple days before they completed their interim writing piece, where they worked on writing their own sentences using each expander separately. By working on each objective individually it helped the quality of the students work in relationship to meeting the overall goal of the lesson "the students will be able to write a two paragraph writing piece using "where" and "when" expanders in their sentences." When the students practiced writing these expanders in their sentences in a variety of ways it also

allowed them to make the quality of their writing piece better because they were able to add more detail on "when" they were going to do something or go somewhere, and "where" they were going.

In the post assessment most of the students exceeded my expectation of writing "where" sentences most of the students wrote more "where" sentences than "when" sentences. For example, AB used 6 "where" expanders in his sentences and only 3 "when" expanders in his sentences, which is an improvement from the interim assessment where he only used two "where" and two "when" expanders in his sentences. Most students were able to write at least four sentences using "where" in their writing pieces which is one less than what was expected. One student who exceeded the expectations in the post assessment was SV this student was able to use 10 "where" expanders and 7 "when" expanders for a total of 17 expanders in her writing piece. The expectation was to use a total of 9 expanders in their writing pieces.

One student who had difficulty with this expectation was PH he was able to write 4 "where" sentences which is one less than the expectation, but only wrote 1 "when" sentence. This could be because of many reason, PH focused on one specific day in his prompt, while other students focused on two days which included morning, afternoon, and night time, which required the use of many "when" expanders, and "where" expanders. The quality of his sentences was not so great in all of the assessments. He seemed to write as he would talk. When PH completed other formative assessments such as writing his own individual sentences for each expander which he was able to do, but word ordered seemed to be an issue that needs to be corrected.

One way to teach PH how to correct this is taking and giving him words that make up a sentence and dictate to him the sentence I would like him to create. He would then manipulate the words that were given to him and build the sentence that was dictated. One strategy that would help PH with the quality of his sentences may be continuing the diagramming of the sentences for him to visually see each part of the sentence. The quality of the other students writing was better, they gave more detail and wrote to the prompt, where PH wrote a story rather than writing according to the prompt.

Through the entire unit the students were able to meet both of these objectives through many formative assessments which were different for each lesson. The similar assessment for both the objectives was writing individual sentences using each expander. Other assessments included identifying the "where" expander, and building sentence using the "when" expander. The first objective the students were able to meet was "being able to write sentences using the "where" expander" and the second objective the students met was "being able to write sentences using the "when" expander." They proved that they could meet both of these objectives when they wrote their post assessment writing piece which allowed the students to meet the overall goal of the unit "being able to write a two paragraph writing piece using "where" and "when" expanders in their sentences.

After analyzing these two objectives and how the students met these objectives, I feel that there could have been changes to instruction, and could be the development of new assessments. For example, one change to instruction could have been showing the use of the "where" and "when" expanders in mentor texts. Also give the students words

where they could make their own sentences using the "where" and "when" expanders. This would allow the students to produce detailed sentences in a variety of ways.

These new assessments that I would develop to enhance students learning is have them write a paragraph using only the "where" expanders in their sentences. In this assessment the students would have a number of expanders that would need to be use in their writing so I would have an understanding if they knew how to use the expander when writing. Another assessment would be having the students write a paragraph using the "when" expander in their sentences. This assessment will also have set number of expanders that would need to be used in their writing to show that they understand how to use the expander when writing. By separating the two objectives into their own writing pieces, it will allow me to see what students are having difficulty and if I need to spend more time teaching a particular expander. This enhances students learning because they can focus on one objective at a time rather than having to meet two objectives at once.

Once the students are able to use each expander alone in their writing, they would be given an assessment where they would be required to have a set number of "where" expanders and "when" expanders. This assessment would improve students learning because they will become familiar using both expanders in their writing rather than just one. Before the students complete this assessment, as a class I would model the process of using both expanders in their writing. This will allow students to see the process of using the expanders and will be able to practice using both expanders in their writing before they are given an assessment where they need to do so.

Another change that would have been made is I would have used more visuals for the students to refer to when completing their assessments. Each expander would have

their own visual(s) which would include examples of sentences, where the student can use the expander (beginning, middle, and end of sentence) with examples for each part. This would enhance students learning because when they are completing their writing pieces they would have these visuals to refer to, which would help them while they are writing. When it comes to changes in instruction to enhance student learning I would have used more modeling and teaching and less practice. I feel the students need to see as many examples visually to help them succeed when they complete their practice worksheets, or complete their interim assessments. I feel that each of these changes are appropriate and will enhance students learning in different ways and help them become successful in meeting both objectives and met the overall goal of the lesson which ties these two objective together.

VII. Reflection on Student Teaching Experience

Throughout my first eight week placement in a middle school, I have learned many things about myself through incidents that occurred. Each incident has taught me my strengths as a teacher as well as my needs to become a better teacher. There are three incidents that stand out in my mind that have changed my perspective in teaching.

The first incident that influenced my student teaching experience is that I participated in a parent meeting, because of a particular student. This particular student has autism, and as a team of teachers we were having some difficulty with strategies that would help him through the transition to middle school. Being involved in this meeting allowed me to see how to go about organizing the meeting, and getting the people who need to involved in the meeting at the meeting. The people involved in this meeting included, his special education teacher this year, his math, science, social studies, and language arts teachers, special education department chair, the students mother, and his special education teacher from fifth grade. The meeting consisted of the student's mother giving us background information on him, his current teachers asking questions, and his fifth grade special education teacher giving strategies to help the student succeed in each classroom. The strategies that were given included when telling the student that he needed to attend resource to refer to resource as the "student center" because this student did not like to be different from other students. Other strategies the teacher gave us was try using a "talking stick" which would help structure conversations for this student as well as giving him the option to take a walk when he got frustrated when doing work. The mother also added that the student does have low blood sugar but it not a diabetic. This affects his learning because when he doesn't eat he gets frustrated and the teacher

can lose his attention more easily. He is allowed to eat throughout the day if he feels "low." The mother and fifth grade teacher also informed us that this student sometimes may be disrespectful towards adults when his is frustrated. This is where the fifth grade teachers used the "talking stick" to help structure a conversation so this student would be able to ask the questions he needed to ask and also so she had the respect of the student. This meeting was a success and we now have strategies to use when we are working with this student to help him maintain his attention and frustration level. I also got to see my cooperative teacher put into affect a behavior plan for this student, which also would help with his frustration level and respect towards teachers.

This experience affected my student teaching experience, because I have learned how to organize a meeting when it is necessary and what people may be needed to make a meeting successful. It also showed me that when I am having difficulty with a certain student or students that it is okay to talk to their previous teachers if that is an option to get some advice on how to help the student or students. When in my placement I actually got to use some of the strategies to help this particular student be as successful as possible in class. Occasionally when I saw the student getting frustrated and he started becoming disrespectful I would offer him to take a walk. For example, telling me to forget it, and "shut up" the student was offered a walk which would lower his frustration, and he would also receive a red circle according to his behavioral plan that was put into place.

When with this particular student has taught me that every student is different, and one strategy that works with another student may not work for all students. This incident also taught me that you have to try different strategies to see what one works for the student, and that it takes quite some time to earn the respect and trust of a student, and

to get that respect and trust the student needs to become comfortable with you as a teacher, and also get to know your personality. This incident has also taught me that some families want to help their children be successful in school.

The next incident that occurred during my student teaching experience is getting to see what it is like being involved teaching as a team and how cooperatively the team works to allow all of their students to learn in the most less restrictive environment as possible. Through the entire eight weeks I got to be involved in common planning times with the whole team, and common planning time with individual teachers who have support in their classrooms. When the whole team met it would include the language arts, science, math teachers (all teachers taught social studies), the special education teacher, and at times the reading specialist, and/or the students' guidance counselor. This time allowed the teachers to talk about important information concerning students, families, grades, field trips, fundraiser, and any other concerns. During the common planning time the team would sometimes talk about behaviors of specific students and what to look for when we are working with them. When there was individual planning time with specifically the language arts teacher and math teacher, we would be discussing what the students in the support class would be learning so that we could plan for pre-teaching concepts, assessment modifications, and it would also allow the teachers to talk about changing any lessons to make them more specific.

This incident affected my student teaching experience, because I was constantly involved with any decisions that were made and actively participated in each common planning time. This allowed me to see how important it is to work cooperatively with your colleagues because you all are teaching the same students. It also allowed me to

give my ideas and be heard as if I was a full time teacher on that team. For example, in one common planning time we talked about how I needed to complete a Functional Behavior Analysis (FBA). I told the team who I was conducting this analysis on and they thought it was a great idea. We then as a team brainstormed behaviors that affected this particular student's learning.

This incident has taught me a lot about myself. One thing it has taught me is how important it is to work collaboratively with your colleagues because it really does make a difference for the students, because each teacher knows what is going on within the team and it allows the students to ask questions. It also has taught me that when working with students it is important to see the behaviors that they are exhibiting and how it might enhance their learning or even affect their learning in anyway. For example, the student who the FBA was conducted on, I had a chance to work with him one on one and observe him multiple times. I got to see the specific behaviors that affected his learning. Examples of behaviors that affected his learning was sitting sideways in his chair, and making faces at students which caused him to miss directions. This taught me that it is important to get to know each and everyone of your students as a teacher.

The final incident that occurred during my student teaching experience was being able to teach predicate expanders using a program called Framing Your Thoughts by Project Read. I was able to teach the students how to use predicate expanders in their sentences with a three-week period. I focused on "where" and "when" expanders in my unit for the Teacher Candidate Work Sample. By using this program it helped me teach my students effectively because I had the material in front of me to use. It also helped me create my own assessments and worksheets based on the material in the book.

This affected my teaching because I was able to use resources to help me create my unit plan as well as teacher feedback. I got to see what it was like to incorporate what I was teaching with the curriculum of the middle school. Everything I taught was of importance to the students because it is a skill that the students will be able to use in their everyday writing because it adds details to their writing. This incident also affected my student teaching because I got the chance to analyze how my students did on the assessment that they completed through my unit. It showed me where my student's strengths were in the unit as well as their needs in the unit.

From this incident I learned many things about my self. These things included how well I taught my lessons. For example, did my students participate, stay engaged and motivated in my lessons. I got the chance to reflect on my teaching habits and what teaching styles worked better for the students and what teaching styles did not work for the students.

My futures plans for professional development would be really taking the time and get to know each one of my students, and how they learn. I find this to be important because of what I learned in common planning time. It is also important because a teacher needs to know how each one of their students learn so they can be successful in their learning. I also need to attend more parents meeting like the first incident that occurred so I can become familiar with what is important and critical to talk about in those meetings. Other plans for professional development would include developing behavioral plans for specific students that relate to them. I learned how to do this by watching my cooperative teacher, but I feel that I would need some practice creating these plans myself. It is important that I know what information to focus on when

developing these plans so that it helps the student succeed behaviorally in the classroom. Some other plans I have for future professional development is becoming more familiar with Framing Your Thoughts by Project Read, this is program designed for writing skills that are based on the six traits of writing, they also have a program designed for reading skills. I would want to do this because when teaching the students using this material I found it very helpful and feel that it helped me teach the students successfully and helped my student learn successfully. I would like to become familiar with the reading program they have to help my students with reading skills.

All of these incidents have made me reflect on how it affected my student teaching experience, what I learned about myself and my plans for future professional development. I will take what I have learned from this eight week experience in the middle school and apply certain strategies that may pertain to my teaching in the future.

Contextual Factors Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: The Macro Context				
Knowledge of District, Community, and School (RIPTS 1)	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning.	3
Part II: The Micro Context				
Physical Classroom (RIPTS 6)	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	3
Knowledge of Characteristics of Class Members (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	3
Knowledge of Students' Skills And Prior Learning (RIPTS 3)	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	4
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	3

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4)	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	3
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	3

TOTAL____22/42

Average 3.14

Comments:
1. Be specific and provide detail. This section lays the foundation for the rest of the paper.
2. Include the most relevant information for what you are teaching.
3. Be sure to edit your own writing for sentence structure, word use, and spelling.
4. Do remember that you will be writing about all students' learning when you do the analysis and you may write about someone else when you do the Analysis and Decision-Making

Learning Goals and Unit Objectives Rubric

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

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	3

TOTAL____26/42
Average 3.71

Comments:

1. Be sure to reference GLEs for Grade 8 as well as grade 7. In this case they are the same.
2. Your objectives are clear and relevant. In writing the Assessment Plan be sure to be clear about the expectations for each objective.
3. Check some sentence structure and/or word choice.
4. Be student-centered: eliminate references to yourself, which are not many.
5. Do not include subjective phrases, such as "sweet," or "Ecstatic."
6. Consider that the last Objective describes the larger context and could be considered the Goal.

Assessment Plan Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9)	The organizer does not clearly present: • how the objectives are lined up with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments.	The organizer clearly presents: • how *some* of the objectives are lined up with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate.	The organizer clearly presents: • how *all* the objectives are lined up with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students	3
Multiple Forms of Assessment (RIPTS 9)	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; *some* are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	3
Alignment of Unit Objectives and Assessments. (RIPTS 9)	*Very few or none* of the objectives: are aligned with the overall assessment plan: *none of the* assessments are congruent with objectives in terms of content and cognitive complexity.	*Some* of the objectives: are aligned with the overall assessment plan: *some* assessments are congruent with objectives in terms of content and cognitive complexity.	*Most/all* of the objectives: are aligned with the overall assessment plan; *all* assessments are congruent with the objectives in terms of content and cognitive complexity.	3
Alignment of Unit Revised 07/10	*Very few or none* of the	*Some* of the objectives:	*Most/all* of the objectives:	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale for Assessment Choice (RIPTS 9)	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/ context; the rationale for the choice mentions the unit objective and/or student characteristics.	3
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to *some* assessments that are appropriate to meet the individual needs of *some* students.	Candidate makes adaptations to *most/all* assessments that are appropriate to meet the individual needs of *all* students.	3
Part II: Narrative				
Rationale for Assessment Choice (RIPTS 9)	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	4
Scoring Procedures (RIPTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	*Some* scoring procedures are explained; items or prompts are clearly written; *some* directions or procedures are clear to students	*Most/all* scoring procedures are explained; *all* items or prompts are clearly written; *all* directions or procedures are clear to students	4
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	3

TOTAL____26/48
Average 3.25

Comments: The planning for the assessments is evident. The student practice work becomes the formative assessment. Do place the emphasis on the student writing, rather than the reading.

Design for Instruction Rubric

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

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

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

TOTAL____26/42

Average 3.71

Comments for Design for Instruction:
1. **Time frame of unit:** This Design is ambitious and you need to see if the students can proceed at this pace.
2. **Activities and Tasks:** Be sure to vary these
3. **Narrative and Lesson Plans:**
    a. Be careful of sentence structure, omitted words and word endings.
    b. There are quite a lot of starter words for each type of expander – this should not have impacted student performance, but do reflect on whether students would have written differently with fewer starter words, with more guidance for the variety of words, and/or whether there was little variety in the words they chose.
    c. In Lesson 3 student growth is clearly shown in the added objective, the description of your observations, and in the activities
4. Place the emphasis on the practice not the assessment.

Instructional Decision-Making Rubric

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

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

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

TOTAL____21/42
Average 3.0

Comments:

1. Writing is student-centered and generally written in a positive, objective manner.
2. Emphasis is on content – writing that includes information about setting- "where" and "when" events take place.
3. More should be written about strategies students needed in order to accomplish the goal and the objectives. This could include information related to the framework for the sentences or providing prompts or the organization of the starter word sheets.

Analysis of Student Learning Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: • is not aligned with selected unit objectives; • and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis of student learning: • is partially aligned with selected unit objectives; • provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.	Analysis of student learning: • is fully aligned with selected unit objectives; • provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.	4
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	3
Interpretation of Data (RIPTS 9)	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	3
Evidence of Impact on Student Learning (RIPTS 9)	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	3

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Insights on Effective Instruction and Assessment (RIPTS 10)	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	3
Self Evaluation and Implications for Future Teaching (RIPTS 10)	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	3
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	3

TOTAL____22/42

Average 3.14

Comments:
1. Writing is generally student-centered and written in a positive, objective manner.
2. Be sure to detail how daily analysis of learning shaped how you taught the following day. You provided some suggestions for future lessons for one specific student; these should have been incorporated into the teaching at the time as well.

Candidate Reflection on Student Teaching Experience Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS
Description of Incidents (RIPT5 10)	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	10 5
Description of effect on Student Teaching experience (RIPTS 10)	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	10 5
Description of self learning (RIPT5 10)	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	10 4
Plans for Professional Development (RIPTS 10)	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	10 5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	4

TOTAL____23/30
Average 4.6

Comments:
1. Thoughtful; organized well