

Target/Excellent

Special Education  
Teacher Candidate Work Sample  
Fall 2010

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## Contextual Factors

Throughout the Fall 2010 semester, I have been student teaching in a fifth grade middle school setting. Based on observations, interactions, instruction, and online data, I have found various contextual factors that have not only impacted my teaching experience, but the student's learning experiences as well. *excellent intro*

Charles Middle School\* (pseudonym used for confidentiality) is located in a suburban district. With a 95% attendance rate and scoring proficient in language arts and math on NECAP testing, (Infoworks, 2009), this school is considered high performing and improving. Adequate Yearly Progress has also been made in 2009 because of above average test scores associated with No Child Left Behind (Public, 2010). This middle school provides education for grades 4-8, with approximately 749 students enrolled and a 1:11 teacher to student ratio. Fifty-three percent of the students are male, and 47% are female. Eighty-three percent of students enrolled are White, with 7% Black, 4% Hispanic, and 3% considered other ethnicities. Twenty-one percent of the students are eligible for free or reduced lunch (Infoworks, 2009).

In the community of Middletown, there are many families with parents attending the Naval War College and their children are integrated throughout the schools. These children come from all over the world, making the community more culturally diverse. The Navy students also bring diversity into the schools. There are three group homes in Middletown as well. The students who live in these group homes come into school with prior behavioral and emotional issues, therefore impacting the learning and teaching environment. Particularly difficult for some of these students is the fact that the the majority living in the group homes do not stay for the entire year. There is often a lack of consistency *in* the lives of these children as parents gain back and lose custody, children are moved in and out of the group homes. This can seriously impact *Just read the go*

student learning, because of the lack of stability and the huge emotional toll that can occur.

Finally, there is low income housing located in Middletown, which can impact student learning, because some families do not have the finances to support their child's learning, such as buying school materials, books, or providing the proper nutrition a child needs to succeed.

The mission of Charles Middle School is, "a partnership in developing positive attitudes of students, staff and parents, is to create a nurturing, safe, learner-centered, educational community in which each student will have equal opportunity to become responsible, respectful, reflective, knowledgeable, literate, and successful (Middle School, 2010)." Teachers' focus on curriculum, instruction and assessment aligned with Rhode Island Grade Span and Grade Level Expectations. Understanding by Design (UBD) is the foundation used for improving student performance. This backward mapping enables teachers to design units of study beginning with answering the question, "What is it that I want the students to know and be able to do?" Teachers then create engaging learning activities and devise clear learning goals and objectives.

The Parent Teacher Group at Charles Middle School is involved in fundraising, event planning, and informing families of any important school news. Meetings are held each month as members discuss various supports they can provide for the students. The main goal of the Parent Teacher group is to maintain school spirit and provide as much financial support as possible for school wide activities. Parents are given opportunities to meet with the teachers and tour the school during Open House at the beginning of the school year. They are also encouraged to attend curriculum nights, where the teachers explain what is included in the curriculum, what is expected of the students, and how the students will meet grade level expectations. Grade 5, Cluster 2, also hosts Math, Science, and ELA nights, in which families and students are invited to come in to do activities with their child. These subject nights give parents the opportunity to

become more involved in their child's learning. A weekly update from cluster teachers is also provided to keep parents informed about what their children are working on in school. Another way for parents to remain involved towards the end of the school year is a Career Day, in which parent volunteers come in to share their careers with the students.

Based on the social and professional interactions between students and teachers, the school yields a welcoming and comfortable setting. The principal, as well as teachers, demonstrate professional collaboration, communication, and respect. The teachers are supportive and respectful, maintaining a good relationships with both the students and colleagues.

*Nice Summary*

At Charles Middle School, fourth grades function in an elementary classroom model. However, a middle school model is used in grades five through eight. Students are assigned to a cluster in which they rotate throughout the day, to individual classes. A very gradual release of independence and responsibility is given to the fifth grade students, especially in the beginning of the school year, to allow time for students to practice and understand the model. In my cluster, there are 70 students divided into three sections. The students are grouped heterogeneously by several factors including math ability, learning style, or special services needed. The sections are extremely flexible and students may be moved in or out throughout the year based on individual needs. There are three general education teachers and a special educator for the cluster. Math, Science/Social Studies, and English Language Arts (ELA) classrooms are aligned next to each other in a secluded fifth grade hallway. This arrangement allows teachers to work closely together to integrate reading strategies, etc. across curriculum.

Each classroom holds approximately 24 desks, placed in groups of 6, with a storage compartment inside of each. A sufficient amount of space is provided for mobility. An overhead projector is utilized in each classroom, as well as five desktop computers. The cluster has access

to an Elmo as well, which is circulated throughout the three classrooms. Whiteboards, colorful bulletin boards, vocabulary word walls, anchor charts and classroom libraries, are evident in each room.

Students are required to carry a pass with them at all times when outside of the classroom. They report to their assigned homerooms to begin the school day, where attendance is taken and announcements are heard. The cluster follows a six day schedule that rotates after ninety minute blocks. The students also attend one co-curricular per day (physical education, technology education, music, art, etc.). The six day schedule is followed because the school implements two days of Technology Education, two days of Physical Education, and two days of Art or Music Education. The changing of classes allows students more independence and responsibility academically and socially, than a traditional elementary model. The co-curricular subjects connect with the regular academic subjects by incorporating real world applications to math, science, and language arts. For example, In Home Economics, the students learn how to convert cups to pints. In Technology Education, the students work on converting inches to centimeters. In Art Education, the students create pieces associating with books they have read in class. They students are given many opportunities to demonstrate proficiency in meeting grade level expectations in a variety of ways.

The demographics of Cluster 2 in grade 5 is approximately 70 students. The majority of them are ages 9 to 10 and they are predominantly white. Seven students are considered English Language Learners (ELL). Languages include Spanish, Japanese, Arabic, Thai, and French. <sup>Wow</sup> These students work one on one with an ELL instructor for an hour, twice a week. There are also eleven students with IEPs for reading, writing, math, and behavior plans. An inclusionary model is used for the special education students. Any accommodations and modifications are done by

collaboration of the resource teacher and regular education teacher. Each of the eleven student's needs are addressed according to individual education plans and discussion about strategies to help them succeed in the classroom. As a Student Teacher, I move from class to class with the "Blue Group." The Blue group has 18 students who are all low level learners according to NWEA Testing. The class as a whole scored in the overall low range on the Fall 2010 NWEA Testing with a 189 in the area of Reading. The average score at this point in the year for fifth graders is a 206. In the area of Math, the class score was a 195. The average score for fifth graders is a 212. Blue group scored an average of 189 in the area of Language Usage. The average score at this point in the year for fifth graders is a 207. As a class, the Blue Group is below grade level in all three key areas. However, what the testing does not take into account is the fact that seven students in this group are English Language Learners, and eight students have IEP's. With my cooperating teacher, Mrs. N, we service to those eight students with IEP's, collaborating with the classroom teacher, providing modifications to instruction when needed.

Five students on Mrs. N's case load receive two hours of small group instruction every week, also known as "Study Skills." Together, Mrs. N and I prepare students for a test in math, provide more practice with reading skills, or even prep the students ahead of time for the next concept they will learn about in science. Study Skills provides enough extra time to reinforce concepts in each subject area in a small group setting.

One student in the Blue group, named John\*, (pseudonym used for confidentiality) has just moved from Montenegro, north of Italy. He is able to speak five languages, including English, Serbian, French, Italian, and Spanish. He is however, able to speak English better than he can understand it. He has stated, "It is hard for me to understand, because English goes so fast." John's math skills are proficient, however, he does require more time to complete a written

Nice data

Wondering what you think about this?

✓

Good copy in 1996 SW

piece of work. I have found it helpful to use various forms of modeling and slowing my speed when speaking in order to accommodate for John's needs in the classroom. Visual and auditory instruction are very important for John. Out of the seven ELL students, John is the most outgoing, charismatic. He is very helpful with the other ELL students in his class, on the playground, as well as in the classroom, by offering help when the teacher gives instructions, and making sure the other ELL students understand how to complete their school work.

Another student, Jane\*, has an IEP with goals for Math and Reading. Jane is an outgoing, charismatic, social girl. She gets along well with all of her peers and teachers. It is easy to say that based on observation, Jane does not show any struggles in the social world. However, in the classroom, Jane struggles with Math and Reading. She scored a 190 in the area of Math on the Fall 2010 NWEA Testing. The average score for fifth graders is a 212. She scored a 196 out of 206 in the area of Reading according to NWEA scores. Jane receives small group instruction two hours per week (Study Skills) with the resource teacher and three other students. As a visual learner, Jane needs multi-step directions broken down. Graphic organizers also help her organize her thoughts and show understanding. Jane benefits greatly from Study Skills, because she feels less pressure when asking questions. The reinforcement of Math and Language Arts concepts proves beneficial to Jane when in the inclusion classroom with a whole group. By preparing Jane with conceptual instruction ahead of time, she is not only able to understand the concept of the lessons, but she is also able to participate to class discussion in a constructive way.

Based on my knowledge of the contextual aspects at Charles Middle School\*, my philosophy of education remains the same; all children can learn. Classroom instruction must be modified to accommodate for differentiated instruction for all students, including ELL, IEP, students functioning at or below grade level, as well as gifted students. Assessments need to be

*Mike Sumner*



consistent, with some formal and informal to monitor progress on a consistent basis. Data and information gained from assessing students will be used to drive instruction.

I am grateful to have been able to have this experience at Charles Middle School. It's obvious that the focus of every teacher I have been working with, is the success of their students. I hope to learn as much as I can about the variety of strategies and techniques used in educating diverse learners, to ensure the success of my own students in the future.

*Very well  
written*

## II. Learning Goals

Part I: Learning Goals		
<b>Learning Goals:</b> * Students will set a purpose for reading. * Students will use a variety of comprehension strategies before, during and after reading. * Students will respond to literature orally and through written sample.		
✓+		
Directions ask you to do these:		
Part II: Unit Objectives		
Unit: Author Study: Chris Van Allsburg	Related Content Standards (state and/or SPA)	Domain/Level/Classification/Other
<b>Objective 1:</b> Students will be able to generate questions before, during and after reading to enhance recall, expand understanding.	Rhode Island GLE Reading - Grade 5 R-5-4.3  R-5-14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre (Local)	Domain: Recall, Analysis, Synthesis
measurable?		
<b>Objective 2:</b> Students will be able to identify significant changes in characters over time and orally explain using evidence from the text to support thinking.	Rhode Island GLE Reading - Grade 5 R-5-4.1  OC-5-2.1  R-5-14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre (Local)	Domain: Comprehension, application,
*		
<b>Objective 3:</b> Students will be able to make predictions based on evidence and knowledge from the text.	Rhode Island GLE Reading - Grade 5 R-5-13  R-5-14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre (Local)	Domain: Synthesis, Evaluation
*		
<b>Objective 4:</b> Students will be able to apply their understanding of fantasy genre by writing a story with the support of a story starter.	Rhode Island GLE Grade 5 Writing W-5-4.1 W-5-5.1 W-5-1.2 W-5-2.3	Domain: Application, Analysis, Evaluation
	✓+	

x Make unit objectives observable & measurable.  
 For example: w/ - % acc; receiving a 3/4 a  
 cel.

## Part II. Narrative

Each objective for this unit was chosen based on Rhode Island Grade Level Expectations for Grade Five students. It is very important for students to learn a variety of reading strategies in order to better comprehend text. In this unit, three comprehension reading strategies will be reinforced through the books of Chris Van Allsburg. The fourth objective focuses on writing like the author. Based on my student's needs, questioning, character change, and making predictions are early reading strategies that truly need to be practiced and reinforced in order for them to be successful in their Language Arts class. Applying writing throughout the unit will also benefit students, because all five need to improve writing.

Objective 1: Students will be able to generate questions before, during and after reading to enhance recall, expand understanding was chosen based on Rhode Island Grade Level Expectation in the area of Reading. Grade 5 students are expected to be generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (GLE R-5-4.3). Questioning is a reading strategy that helps readers clarify ideas and deepen understanding. By asking questions before, during, and after the text, students are able to spark an interest in what the author is saying. They are actively engaged in the reading when asking questions during a story. Producing high quality questions that directly relate to the text indicate student engagement, send them on a search for answers, and can lead students to new ideas, or perspectives.

Objective 2: Students will be able to identify significant changes in characters over time and orally explain using evidence from the text to support thinking was also based on the Rhode Island Grade Level Expectations. In Grade 5, students should be identifying or describing

character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (GLE R-5-4.1). I chose to reinforce character change because it is important for students to be able to identify physical characteristics, personality traits, interactions and analyze a character's change over time (GLE R-5-5.2).

Through identification and analysis, students can better understand why a character acted in a way or used certain words. Reflecting on how a character changes over time also helps students make connections, and better understand the author's message as to why the character acted in a certain way.

Objective 3: Students will be able to make predictions based on evidence and knowledge from the text is based on Rhode Island Grade Level Expectations. In Grade 5, students Analyze and interpret elements of literary texts, citing evidence where appropriate by making logical predictions (GLE R-5-5.1). It is important for students not just to make a guess as to what may happen next in the story, but they have to make a reasonable guess based on what they know about the text. They have to have text evidence, or proof, to back up their prediction. It is also important to encourage and praise students for changing their predictions in a story. This shows that students were actively engaged in a story and shows their learning. Readers comprehend better when they make connections to the story. To do this, they need to make a habit of making many predictions. This strategy will be used before and during reading to help make predictions about what is going to happen next in Allsburg's books.

Objective 4: Students will be able to apply their understanding of fantasy genre by writing a story with the support of a story starter is also based on Rhode Island Grade Level Expectations for writing. Grade 5, In written narratives, students organize and relate a story line/plot/series of events by Creating a clear and coherent (logically consistent) story line (GLE W-5-4.1).

This section is very well written

Students also demonstrate use of narrative strategies by using relevant and descriptive details to advance the plot/story line (GLE W-5-5.1). Based on my student's needs in written communication, writing a narrative with the examples of the Chris Van Allsburg books and the use of a story starter will reinforce the importance of being able to write a well organized, detailed story. This objective allows me to assess whether my students understand the fantasy genre and the writing style of Chris Van Allsburg. The support of a story starter and illustration may help spark ideas for students, and allow them to successfully write a short fantasy story just like the author. Comprehension and writing reinforcements are substantially beneficial to my five students, because they will be able to be more successful in the regular Language Arts classroom.

JA

## Assessment Plan Visual Organizer

Assessments	Objectives Addressed	Rationale for Assessment Choice	Adaptations
<b>1) <u>Pre-Assessment</u></b> *Curriculum-Based Unit Pre-Assessment on reading strategies *Lesson Focus Question	1-4	Pre-Assessment chosen to assess knowledge of various reading strategies. (baseline data)	*Varied classroom settings available for students: separate classroom; individual, small or whole group options as well.
<b>2) <u>Formative Assessment</u></b> *Question/Answer/Evidence Chart *Character Change Graphic Organizer *Making Predictions - Graphic Organizer *Written Sample - Narrative Story Class Discussion	1 2 3 4 1-4	Ongoing assessment of comprehension strategies/skills  Timely questioning and answering and class discussion designed to guide instruction.  Various graphic organizers completed at end of each book chosen to measure  (Progress Monitoring/ Formative Data)	*Graphic Organizers provided to help students maintain organization in their work.  *All students need directions/assignments read to them aloud.  * Preferred seating for 3 students with relational needs.
<b>3) <u>Post-Assessment</u></b> *Curriculum-Based Unit Post-Assessment *Self-Assessment	1-4	Post-Assessment chosen to measure reading comprehension progress. Self-Assessment chosen for students to reflect on their thinking and learning.  (Outcome/Summative Data)	*Varied participation: discussion, writing, checklist, sketching.  ✓

## Part II. Narrative

Each pre-assessment in my visual organizer will help me determine baseline data about individual strengths and needs reading comprehension. The Curriculum-based Unit Pre-Assessment measures student prior knowledge of reading strategies and specifically theme. It also helps me understand what reading strategies help each individual student the most. Through this assessment, I am able to determine which reading comprehension strategies are the most important to focus on with my group of students. The lesson Focus Question is also a pre-assessment for each lesson in the unit to measure prior knowledge of a particular reading strategy corresponding to the lesson. This brief question and the Curriculum-based unit pre-assessment aid in my decision on how to further drive my instruction. Yes!

The Formative Assessments are appropriate measures for student progress because they provide ongoing information. For each of the lessons, a chart, table, or graphic organizer is incorporated to measure student understanding. Based on student needs, visual organizers are critical for students to produce classwork without getting overwhelmed. A written sample of a narrative story will not only measure writing skills, but also measure what the students have learned about the writing style of the author. It is important for the students to use the writing process to brainstorm, and generate a rough and final draft. The writing process will allow student's to reflect on their own writing by revising, and will give me an opportunity to work one-one to help individual students while conferencing. Class discussion is also used as an informal, but formative assessment. Oral communication allows all of my students to demonstrate further understanding due to struggles with writing. Providing an opportunity for the students to show their understanding in ways other than writing is imperative for my students. Yes!

In order to measure student progress from the beginning of the unit to the end, I will give a curriculum-based post test on reading strategies for comprehension. This is based on the three specific reading strategies focused on for the unit. A student self assessment will also be given. The self assessment allows students to reflect on their own learning, which helps me evaluate my own instruction as a reflective practitioner.

The data from my assessments will drive my instruction for this unit. Based on assessment results, I will be able to see if students are meeting grade level expectations or not. If students are performing below grade level, then I know I need to differentiate to meet individual student needs. Assessment data will also inform me about my pacing during instruction. If the students are meeting grade level expectations and demonstrate understanding, I will know I can continue and my instructional pace is proficient.

It is important to evaluate student performance to drive instruction. It is equally as important to use various scoring criteria to evaluate different assessments. To score pre-assessments and post-assessments, I will use the Charles Middle School\* 4 point Rubric. This rubric will provide sufficient information, and will directly reveal whether students are performing on grade level or below. Also by using the same scoring criteria for both pre and post assessments, I will be able to determine if students have improved from the beginning of the unit to the end. The students are familiar with the scoring criteria, because it is used school wide, and they have been exposed to it in the fourth grade last year. Being Proficient with Distinction is the highest score a student can receive (4), and Substantially Below Proficient is the lowest score a student may receive (1).



4	Proficient with Distinction	Student work exceeds grade level expectations with consistent accuracy, independence, and a high level of validity.
3	Proficient	Student work is secure and meets grade level expectations with accuracy and quality.
2	Partially Proficient	Student work is developing but it is not meeting grade level expectations.
1	Substantially Below Proficient	Student work is beginning to show progress and understanding, but is not meeting grade level expectations.

#### IV. Design For Instruction

In order to measure prior knowledge of reading comprehension strategies, the students were instructed to answer four questions to the best of their ability. The students completed this pre-assessment independently. Five out of five students scored a 2 out of 4 on this pre assessment, demonstrating that they need further instruction in order to improve their understanding of reading comprehension strategies and how to apply them.

*Nice!*

Name	Pre-Assessment
	Nov 8, 2010
Marshall	2
Tatiana	2
Hallie	2
Sierra	2
Isla	2
Class Average	2

Two of the questions asked them to list three strategies good readers use to make sense of a story, and another asked the students to name one strategy they could use to help them find the author's message or theme of a story. None of the students were able to determine one reading strategy that helps a reader find the theme. All five students were able to provide three strategies for good readers to use, however, the strategies they listed were not comprehension based. Instead, students listed decoding and fluency strategies, such as, sounding out the word, or re-reading the text. In order to make sense of a story or to comprehend the story, good readers need to ask questions, make predictions, make connections, analyze characters, etc. Two students out of the five stated making connections to the text was important. The other two questions

{

were

more specific toward individual learners. One question asked, "What is your favorite genre, or type of book you like to read?" One student gave the titles of some books he enjoys, while other students demonstrated their understanding of genre by stating that they like non-fiction, poetry, mystery, fantasy, etc. One student out of five was able to provide a logical answer to the final

*Nice samples*

question “What types of reading strategies help you most when you’re reading.” She was able to list visualizing, pictures, and asking questions.

The pre-assessment scores were based on a 4 point scale, 1 point for each question correct. Although two of the questions were stated as opinions, I was looking for students to answer each question with a logical response directly relating to the question. If they were unable to provide reading strategies for comprehension, then it was marked wrong.

Based on pre-assessment answers, I am able to determine that my five students already know how to use strategies for decoding text. However, they demonstrate little understanding of the various reading comprehension strategies. Therefore, I will focus my instruction on the beginning reading comprehension strategies, such as, questioning, making predictions, and character change. By reinforcing these comprehension strategies, the students will be able to better understand other fiction texts, and apply these strategies to their own independent reading.

I developed the unit help my students with special needs to become more successful and more independent while in the regular classroom setting.

Name \_\_\_\_\_

Date 11/18/10

Nico

**Author Study: Chris Van Allsburg**

1. What are three strategies good readers use to make sense of a story?  
 • sound out  
 • skip and go back  
 • look at text

2. What is your favorite Genre, or type of book, you like to read?  
 Fiction

3. Name a reading strategy that helps you find the author's message, or theme of a story.  
 Look on the back of the book before you read it

4. What types of reading strategies help you most when you're reading?  
 I visualize in my head  
 Pictures  
 ask question

Name \_\_\_\_\_

Date 11-18-10

**Author Study: Chris Van Allsburg**

1. What are three strategies good readers use to make sense of a story?  
 go back skip over  
 re-read

2. What is your favorite Genre, or type of book, you like to read?  
 I like Fiction Reading

3. Name a reading strategy that helps you find the author's message, or theme of a story.  
 Re-read

4. What types of reading strategies help you most when you're reading?  
~~re-read~~  
 re-read  
 skip and re-read it.

**Unit Outline: Author Study: Chris Van Allsburg**

Lessons	Unit Objectives	Plan
<b>Pre-Assessment</b>	1-4	<ul style="list-style-type: none"> <li>*Students will independently answer 4 questions on reading strategies.</li> <li>*Small group discussion - list comprehension reading strategies</li> </ul>
Lesson 1: The Stranger  Reading Strategy: Questioning	<b>Objective 1:</b> Students will be able to generate questions before, during and after reading to enhance recall, expand understanding.  <i>measurable?</i>	<ul style="list-style-type: none"> <li>*Focus Question: Who do you think is the stranger? What evidence is there to prove that?</li> <li>*Questions: Before (1), During (2), After (1)</li> <li>*Read story - students point out clues from text and pictures.</li> <li>*Create a list of Clues - Whole group</li> <li>*Answer questions using evidence from text.</li> <li>*Answer focus question</li> <li>*Exit: How did questioning help you with the story today?</li> </ul>

Lessons	Unit Objectives	Plan
<p>Lesson 2: The Wretched Stone</p> <p>Reading Strategy: Character Change</p>	<p><b>Objective 2:</b> Students will be able to identify significant changes in characters over time and orally explain using evidence from the text to support thinking.</p> <p>measurable?</p>	<p>*Focus Question: What made the men turn into apes?</p> <p>*Character Changes beginning, middle and end of story.</p> <p>*Using text clues - Make list about the apes and the stone.</p> <p>*Stone description (sketch).</p> <p>*Author's Message - It is better to spend our time reading, listening to music, and enjoying company of others rather than watching TV. TV is not a healthy activity, "turns people into apes."</p> <p>*Exit: What does the author want us to know (written response including at least one example from story.)</p>
<p>Lesson 3: The Wreck of the Zephyr</p> <p>Reading Strategy: Prediction</p>	<p><b>Objective 3:</b> Students will be able to make predictions based on evidence and knowledge from the text.</p> <p>measurable?</p>	<p>*Focus Question: What are 2 ways to find clues when making predictions?</p> <p>*Read Story</p> <p>*Students complete a prediction before and two during reading.</p> <p>*Analyze accuracy in 3-4 sentences.</p> <p>*List ways to help find clues (whole class)</p> <p>*Independently answer focus question.</p>

(I did see attachment, but need to attach it here).

Lessons	Unit Objectives	Plan
Lesson 4: The Mysteries of Harris Burdick Narrative Writing	<b>Objective 4:</b> Students will be able to apply their understanding of fantasy genre by writing a story with the support of a story starter.  <i>Measurable</i>	*Students brainstorm ideas about Allsburg's writing style (Real events turn strange, then back to real) *Pick a story starter *Complete Graphic Organizer *Written piece has Allsburg elements (strange to real).
<b>Post Assessment</b> ←	1-4	<i>Fill in as you did for me.</i>

Author Study: Chris Van Allsburg

Lesson 1 (The Stranger)

**Rationale:** The purpose of this lesson is for students to use questioning as a reading strategy to better understand the story of The Stranger by Chris Van Allsburg. By asking questions before, during and after the story, students can use text evidence to answer their questions, and eventually figure out who the stranger in the story truly is.

**Lesson Objectives:**

By the end of this lesson students will...

1. Produce high quality sticky notes to ask at least 4 questions before, during and after the reading.
2. Generate a sensible theory based on text evidence and clues found by the class using a because statement.
3. Identify how questioning helps them when reading a story through high quality sticky note.

Standards:

**RI Reading GLE's**

R-5-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues.

✓ R-5-4.3 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local)

R-5-13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

**Materials:**

- The Stranger by Chris Van Allsburg
- Chart Paper
- Markers
- Sticky Notes
- Before, During, and After Reading Questions reference sheet

**Procedure**

**Before:** To begin the lesson, I will introduce The Stranger as a story about a man who cannot remember who he is, and it is going to be their job to find out. Students will be instructed to listen very carefully for clues in the text and illustrations of the story that may help solve the mystery. I will explain that paying attention to clues and asking questions is a very important reading skill not only for this book, but also for our everyday reading. I will explain that Chris Van Allsburg is tricky in his writing, because he hides information in order to his readers to search out and ask questions to find out what's truly happening. The students will each receive a sticky note to write down at least one question before we read the story. To model, I will make a

(I mob measure)  
See attachment

Maybe say: See attached assessment rubric?



sticky note asking, "Why did the author choose this title?" Students will be encouraged to use their Questioning Reference Sheet for question starters and examples if they need it.

*N.A.*  
**During:** I will then begin reading the story. The students will be instructed to put their thumb up anytime they notice something that may be a clue to the man's identity. I will record what they notice on chart paper. They will be likely to notice such things as the way the rabbits behave around the man, his ability to work all day without sweating, or his confusion about simple things like buttons. In addition to putting their thumbs up, the students must write at least 2 questions during the reading. I will allow wait time for students to get their thoughts on paper before moving on in the story. Before I reach the page that describes the man blowing on the leaf, I will reread the list of clues the class has collected, as well as have students share out their questions about the story so far. We will discuss how this list of clues and the questions they have may help us build up a theory about the man's identity. The students will turn and talk to their neighbor to share their theories, and then share out to the class. The students will be required to use a because statement when explaining their theories. If they provide any non-sensible theories, I will redirect by asking, "What in the story makes you think that? Where is the evidence in the text?" The students will attempt to answer the focus question: *Who do you think the stranger is? What evidence is there to prove that?*

**After:** After reading the story, students will produce at least one question for after the story on a sticky note. We will have a whole class discussion about how we knew The Stranger was actually Jack Frost. I will model how I used text evidence to prove the man's identity on chart paper. Students will then use their own sticky note questions to answer them and find text evidence independently on their own charts. To end the lesson, I will ask the students if we can now confidently answer the focus question: Who is the stranger and what evidence is there to prove that? The students will answer one final question on a sticky note and place it on the door before exiting the classroom. They will answer, "How does asking questions help you better understand a story?"

**Differentiations/Accommodations:** In order to accommodate students, I will provide them with a Before, During, and After Reading Questions reference sheet. This provides question stems of the different questions students could ask before, during, and after reading any story, in which students will be able to utilize when asking their own questions. Whole group and turn and talk discussions will allow all student theories to be heard. Oral and written communication of text evidence and clues is important, especially for the students who are not confident in the quality of their writing.

**Assessment:** *See attached.*

Nice

Objective	How it will be assessed	Evaluation Criteria
1. Produce high quality sticky notes to ask at least 4 questions before, during and after the reading.	High quality: sensible ideas relating directly to the story, using questions from reference sheet, I wonder, or I noticed statements.	At least 4 sticky notes or more.
2. Generate a sensible theory based on text evidence and clues found by the class using a because statement.	4 scale rubric	Logically answers the focus question with a because statement and provides evidence from text.
3. Identify how questioning helps them when reading a story through a high quality sticky note.	Exit Slip: Sticky Note <input type="checkbox"/> = Proficient answer <input checked="" type="checkbox"/> = Still developing answer	Briefly explaining how questioning helps them better understand the story.

Name \_\_\_\_\_ Date \_\_\_\_\_

The Stranger By: Chris Van Allsburg

Question	Answer	Evidence

Who do you think the stranger is? What evidence makes you think that?

## Author Study: Chris Van Allsburg

### Lesson 2 (The Wretched Stone)

**Rationale:** The purpose of this lesson is for students to recognize the importance of character change. The Wretched Stone is one of the most dramatic examples of character change in Chris Van Allsburg's books. It is important for students to successfully recognize how a character has changed from the beginning of the story to the end, because it can help them identify and compare character traits and reasons behind the actions or words of a character. Through the analysis of character change in this story, students will be more successful in identifying the author's message.

#### **Lesson Objectives:**

By the end of this lesson students will...

1. Identify physical appearance of the crew members, how they acted, and their relationship with others in the beginning, middle and end of the story with 80% accuracy. ✓\*
2. Correctly identify the stone as to what changed the crew members into apes by analyzing author's clues.
3. Apply understanding of character change to state the author's message with

*See attached.*

*Make  
meatballs*

#### **Standards:**

##### **RI Reading GLE's**

R-5-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues).

R-5-5.2 Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time (State).

R-5-13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

#### **Materials:**

- The Wretched Stone by Chris Van Allsburg
- Chart Paper
- Markers
- Character Trait/Change Chart

#### **Procedure**

**Before:** To begin the lesson, I will introduce The Wretched Stone as a story about a Captain and his crew members sailing on a voyage many years ago. The crew members end up finding an object that changes them throughout the story. I will tell the students that I want them to pay close attention to the characters in the story, especially the crew members on the ship. I will tell them to notice how the characters look, act and feel as I read.

**During:** I will begin reading the story, stopping at key points in which students will get the opportunity to write down their observations about the crew members in the beginning, middle, and end on the character change chart. After reading the story, we will create one large chart about character change in the crew members. As a class, students will share their ideas as I record.

I will then tell the students that after reading the story, I started to think about what actually made the crew members change into apes. As a formative assessment, students will write what they think changed the crew members into apes. I will check to see which students were able to identify the wretched stone as the reason for the change. If students have a difficult time with that, I will prompt by turning to the illustration of the stone. I will then distribute a photo copy of the log from June 13th. I will explain to the students that their job now is to find any clues the author may have given us about the men turning into apes that we have missed. With a partner, the students will underline any clues, then share aloud with the class.

**After:** To end the lesson, I will explain to the students that there is a very important message the author wants us readers to know. He has related the stone to something that most of us have and use today. On the board, I will label a list Stone. Together, we will list what the stone did, and how it made the men act. The students will look back at a copy of the text describing the stone. Each student will have a chance to read one clue, as I sketch the description on the board. Students will identify the stone as a representation of a television. To reinforce and prove that idea, students will review clues and I will share illustrations. To end the lesson students will write a brief response as to what they think the author's message is, "What does the author want us to know?"

**Differentiations/Accommodations:** In order to accommodate students, I will provide photo copies of specific pages in the story to prompt their thinking and give them a concrete page where they can pull evidence from. Enlarged charts formed by the whole class will help reinforce ideas, providing a visual to help students record their thinking. It is important for all five students to orally share their ideas, either before or after writing them, because the group lacks confidence in their writing skills. A word bank will also be provided to help students with ideas and spelling of words for character traits.

✓

### Assessment

Objective	Tools for assessment	Criteria: How it will be assessed
1. Identify physical appearance of the crew members, how they acted, and their relationship with others in the beginning, middle and end of the story 7 out of 9 times.	Character Change Chart	Correctly identifies at least 7 out of 9 traits or descriptions of the crew in the beginning, middle and end of the story.
2. Correctly identify the stone as to what changed the crew members into apes by analyzing author's clues.	Brief written statement	Identifies the stone as the reason why they changed.
3. Apply understanding of character change to state the author's message using at least one example from the story.	sticky note	Need to use at least one example from the story to support their reasoning.

	Physical Appearance What do they look like?	Habits/Behaviors How do they act?	Relationship with others	Other Characteristic
Description of Character at the beginning				
Description of Character in the middle				
Your analysis of the character at the end of the story				

	Physical Appearance What do they look like?	Habits/Behaviors How do they act?	Relationship with others	Other Characteristic
Description of Character at the beginning				
Description of Character in the middle				

	Physical Appearance What do they look like?	Habits/Behaviors How do they act?	Relationship with others	Other Characteristic
Your analysis of the character at the end of the story				

Clues: The crew members first stop reading, playing music, dancing, and working, and then finally become monkeys that simply gather around the stone and stare. The eerie light reflects off the blank faces of the monkeys like the flickering light from a television. When the stone is destroyed, the crew members slowly come back to their senses — those who can read are perhaps more able to quickly begin flexing the creative muscles of their mind again, and thus return to their original form. Whether the stone is an exact metaphor for television or simply invented to describe how people can be lured away from the creative activities that bring joy and energy to life, *The Wretched Stone* provides an excellent forum for discussing these ideas with young people.

### Character Traits Word Bank

adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, warm, weak, wicked, wise, worried.



## Lesson 2 Reflection

During the planning of this lesson, I implemented a reading strategy to help improve reading comprehension. In the first lesson, students were required to ask questions before, during, and after the story. In this second lesson, students were able to carry the questioning strategy into this book. The Wretched Stone is one of the most dramatic examples of character change, therefore, to accommodate my student's learning needs, we focused on character change as a reading strategy. My goal for the students in the next few lessons is to be able to build upon the questioning and character change and apply them to other Chris Van Allsburg books.

Reflecting back on the lesson, I thought the pacing was good for the students. In order for them to meet the objectives, modeling how to complete the character change chart was very important. Although the lesson took a bit longer than I had originally planned for, based on the formative assessment, all of the students were able to understand and apply character change to the story. If I could teach this lesson again, I would try to incorporate more praise for the students who were on task and following along. At a few points in the lesson, some students were speaking out of turn and getting off task. By praising the students who were behaving appropriately, a model of good behavior would be set in place. None of my five students have serious behavior issues, however, some of them tend to get over excited. To gain their attention and get them back on task, I try to simply wait silently, until they're ready to move on. Perhaps implementing a different signal, such as, "If you hear my voice, clap once. If you hear my voice clap twice." This would help my lesson move along more quickly.

The students were very engaged in the lesson. Because of the mystery, writing, and great illustrations, my students have no problem engaging in the story and lesson. It is rare that they get to read picture books in fifth grade, so the illustrations alone are a great way to initiate

Check out book

Mosaic of Thought!!!  
Wonderous Words!!!

Using  
Picture  
books

5/1

discussion. Four out of five students orally participated, asking questions, and sharing ideas. One girl produced any writing asked of her, but because of a situation that happened in the morning, she was unwilling to participate in class discussion. One student out of the five was unable to correctly identify the stone as to what changed the crew members into apes by analyzing author's clues (objective 2). Instead, she described their appearance and how they changed. To better accommodate for this student's lack of comprehension, I should provide her with a copy of the story for her to look back on. With modeling and very little prompting from the teacher, all five students were able to identify physical appearance of the crew members, how they acted, and their relationship with others in the beginning, middle and end of the story 7 out of 9 times. All five students were also successful in generating an author's message, however, two out of five students were did not come up with a theme using an example from the story. Theme is one of the more difficult reading strategies for my students. Therefore, I am trying to give them practice at the end of each lesson with the stories in the Chris Van Allsburg unit of study.

I feel I had a good grasp on classroom management. A few times students spoke out of turn or became overly excited, but by giving them wait time, they were able to get back on task. As the teacher, I model how I want my students to act. I never raise my voice, and try to have a calm demeanor. By doing this, students are more respectful towards myself and their peers. Patience and a sense of humor truly helps, because the students become patient with each other. They understand that everyone learns differently and at a different pace. By showing that this is acceptable, my students are more supportive and comfortable with each other. I hope to implement this demeanor in my own future classroom environment.

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Author Study: Chris Van Allsburg

Lesson 3 (The Wreck of the Zephyr)

**Rationale:** The purpose of this lesson is for students to make predictions while listening to The Wreck of the Zephyr by Chris Van Allsburg. It is important for young readers to make predictions before, during, and even after reading, because they will make guesses and want to read more to find out if they were correct. As students move through a story, it is equally as important for them to dismiss old predictions and make new ones as they read. This allows them to elaborate on ideas not directly stated by the author. Making educated guesses about what is to come, students can begin to draw conclusions about larger ideas in the story and keep reading because they want to.

**Lesson Objectives:**

By the end of this lesson students will...

1. Make a prediction before reading using the title, and picture walk.
2. Generate at least 2 predictions during reading and establish facts leading to their prediction.
3. Analyze whether their predictions were accurate with at least 3-4 sentences.

**Standards:**

**RI Reading GLE's**

R-5-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues.

Analyze and interpret elements of literary texts, citing evidence where appropriate by... R-5-5.1 Making logical predictions (Example: Which event is most likely to happen next?)

R-5-13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

**Materials:**

- The Wreck of the Zephyr by Chris Van Allsburg
- Chart Paper
- Markers
- Prediction Sheet

**Procedure**

**Focus Question: What are 2 ways to look for clues when making a prediction?**

**Before:** To begin the lesson, I will introduce The Wreck of the Zephyr through a brief picture walk. Based on the cover, title, and illustrations, the students will come up with one before-reading prediction on what they think will happen in the story. Students must include facts or reasons that lead them to their prediction.

**During:** I will begin reading the story, stopping at key points in which students will get the opportunity to write down two during-reading predictions. Students will share out their ideas and

facts leading to their predictions. After finishing the story, students will look back and analyze whether their predictions were accurate. They will turn and talk to a partner to discuss their predictions. Students will then begin writing 3-4 complete sentences explaining their accuracy.

**After:** If any students correctly predict what would happen before or during the story, as a whole group we will revisit the facts that lead them to their reasoning. If none of the students are accurate, I will ask, "What other things or facts in the story could we have paid closer attention to to have a more accurate prediction?" As a whole class, students will generate a list of what to look for when making a prediction. As an exit slip, students will answer the focus question, "What are 2 ways to find clues when making a prediction?" Student answers may include, author's writing, illustrations, character's feelings/expressions, mood of the story

**Differentiations/Accommodations:** In order to accommodate students, I will provide a graphic organizer with lines for students to write their predictions. If time is allotted, students may use the classroom computers to research other books written by Chris Van Allsburg. They can make a list, in which we can take to the library and find those stories to read.

### Assessment

Objective	Tools for assessment	Criteria: How it will be assessed
1. Make a prediction before reading using the title, and picture walk.	Prediction Sheet	Makes at least one prediction and explains facts leading to their prediction.
2. Generate at least 2 predictions during reading and establish facts leading to their prediction.	Prediction Sheet	Makes at least two predictions with two or more facts for each prediction.
3. Analyze whether their predictions were accurate with at least 3-4 sentences.	Written piece	Produce at least 3 sentences explaining why they were accurate or not.

*Nice*

Name \_\_\_\_\_

## Making Predictions

An active reader uses clues in a story in order to predict the outcome. As you read the story, make predictions about what will happen next. Then, list at least two facts or clues that lead you to make each prediction. Finally, when the story is finished, let's find out if your predictions were correct!

### 1. Before-Reading Prediction:

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Facts leading to your prediction of inference:

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### 2. During-Reading Prediction:

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Facts leading to your prediction of inference:

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### 3. During-Reading Prediction:

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Facts leading to your prediction of inference:

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4. After-Reading Analysis:

Were your predictions accurate (correct)? Explain why or why not in 3-4 complete sentences.

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**Focus question:** What are 2 ways to find clues when making a prediction?

1. \_\_\_\_\_

2. \_\_\_\_\_

The Unit Objectives will help bring students closer to meeting the unit learning goals by providing various forms of reinforcement and assessment reading comprehension strategies. Each objective helps students focus on one strategy at a time, then apply it to a story. The learning goals are targets designed to help students use these reading skills in their independent reading and the unit objectives are the steps they will take to successfully achieve those goals.

In order to provide students with a positive and productive learning environment, small group instruction is given in a small, quiet resource room, in which students feel familiar and comfortable. Fifth Grade students are expected to follow school rules stated in the 2010-2011 School Handbook. Because the students are in a middle school setting, teachers do not have written classroom rules. Instead, the standards of behaviors are described in the beginning of the year, and reinforced with consistency as the year progresses. Positive praise is given to those who follow the classroom rules, such as, showing respect, listening to others, and raising their hands. Students who often follow these rules are used as role models for other students not behaving appropriately. There is a zero tolerance policy given to those who show disrespect. Consistent consequences include separation from the group, no recess, an email home to a parent, or in a severe case, the student would be sent to the Grade Leader for further consequences, such as, detention.

The classroom's physical environment, schedule, activities, and materials encourage positive social interaction between students and instructor. Because these aspects of the classroom are set up prior to the start of the school year, the teacher very rarely has to intervene in the planning and organization. There are three large tables with several chairs, which are easily mobile. It is a good environment for students to sit together as a group at one table, or they can be separated to better complete independent work. In order to ensure productivity in the

classroom environment, it was important for some students needed to sit in an area of the room that will enhance their focus, and give the teachers a clear view of the student to monitor progress and behavior. There is a small whiteboard in the classroom, in which two students need to sit close to in order to be able to stay on task and alert.

Following the Workshop Model of instruction, students are taught through a variety of ways that promote a gradual release of responsibility. The model begins with a 10-15 minute mini-lesson, in which the teacher presents a focus question for the day, which gives students a purpose for the work. The mini-lessons often introduce a new concept and provide examples and practice problems. The instructor can use this time to engage students, make connections to real world situations and model thinking and strategies that will help students to complete the day's work. Because the class consists of five students, guided instruction is more of the focus for reinforcement of reading and math strategies. Based on student needs, they will go through fifteen-minute rotations. Rotations include Guided Practice, (direct instruction with the teacher), Independent Practice (students work with others to discuss and solve problems) and Technology (students use computers to reinforce skills through use of math sites or vocabulary games). Grouping is flexible and can be either heterogeneous or homogeneous, depending on the needs of the students on a given day. The rotations in the workshop model allow students time to practice math and reading strategies modeled in the focused mini-lesson in a variety of ways. The Guided Practice also allows the teacher to work closely with students and provides opportunities to informally assess them as they work. The flexibility in grouping also allows the teacher to continue to work with students who need more direct instruction and to allow the students who are ready to go further, on their own, to do so.



As I worked through the lessons of the week, observation and informal assessments, allowed me to monitor which students demonstrated understanding, and which students would need a more instruction. I used the flexible grouping to group students who continued to need more guided practice and allowed the students who were ready, to move on a work independently. In the meantime, student groupings, assignments and tasks are always listed on the board. This ensures an efficient schedule for the period, and students are always informed as to what they should do next. Finally, the last 10-15 minutes of class is used as The Closing. During this time, the class comes back together as a whole group, where we are able to share student work, ask questions, and answer the Focus Question together. This "sharing" is very important in the workshop model of instruction because the discussion can solidify the learning for students who "get it and can clarify questions and confusion of students who "almost get it". I may ask the students to end class by using a sticky note to write what still confuses them about the days work and to stick it on the door on the way out of class. I can use this quick informal assessment to plan my lesson for the next day. The consistency of rituals and routines is extremely effective, because students know what to expect in regards to the schedule, responsibilities and expectations without the teacher having to take valuable class time to repeat them. Transitions are smooth in the classroom also due to knowledge and practice of rituals and routines. The workshop model provides each student with opportunities to practice skills and strategies to mastered concepts, and a gradual release of responsibility allows provides the scaffolding necessary to help students succeed.

With a gradual release of responsibility, students are more self motivated to perform well in the classroom.

*[Handwritten signature]*

( ) Throughout the Chris Van Allsburg Unit, the use of various technology is essential to student learning. The use of technology is important in the classroom, because it provides a tool for students to communicate and be an active role in the display and interaction of information. Technology also allows the teacher to step out of the spotlight, and be a facilitator of goals and objectives, rather than a distributor of information. The Overhead Projector and Elmo will be used throughout my unit to promote successful student work, provide notes, and share the creative stories of Chris Van Allsburg. In the regular education classroom, five computers are available for students to use. Students can research the author, visit his website, and play reading activities to reinforce comprehension. ] ✓

## V. Instructional Decision Making

### Part I.

After teaching my first few lessons in the Chris Van Allsburg Unit, I reflected back on student work. All five students in my group struggle with writing. Four out of five students have a writing goal in their IEP and the other student struggles with organization. Based on previous formative assessments, and observation in their classes, I realized that I cannot have my group of students simply come up with a story to write like the author. The group becomes easily overwhelmed with writing a paragraph or more. They typically will shut down, and become disengaged with the task. Therefore, for my lesson on writing like the author, it is critical that the students have direct instruction on how to create a written piece, a graphic organizer, lined paper, and most importantly, a model.

Originally, I had planned to allow my students to choose a scene out of Harris Burdick by Chris Van Allsburg, and have them begin writing story based on the story starter provided. I realized how difficult that would be for my students, so I generated a graphic organizer for them to complete before they begin writing. The graphic organizer will help them students create a well organized story, while still leaving room for creativity. I also realized how important modeling has been for my students throughout the unit. So I chose a scene, and write a story of my own. This provided an example for students to see how to take their ideas from the graphic organizer and place into an organized, creative story. Each of their stories began with a story starter provided by the author. This prompting also proved to be helpful in generating ideas.

The small group direct instruction proved to be very effective on student learning, because I was able to give the struggling learners more focus, attention, and all at a slower pace. Our small group turned into a circle of trust. Because the students were all struggling with the

same concept, they were supportive of each other's questions and concerns. By modeling a story, and graphic organizer, students were more successful in producing their own ideas. Although many students still struggled with spelling and grammar, I emphasized that I only wanted to be able to read their story and that the organization and elements of strange and real events are the key areas of focus. The students felt much more confident knowing spelling and grammar would not be graded but encouraged. Evidence of student progress is located in the Appendix.

## **Part II.**

Planning lessons is of course necessary in order to provide effective instruction. However, not all lessons go according to plan, because every student learns at a different pace and in a different way. *N<sup>o</sup> intro*

While teaching a lesson on making predictions, one student, named Sierra, demonstrated difficulty producing facts that lead to her prediction before reading the story. Even after a model, she was still not understanding how to use the clues to write her prediction. I had several students share out their predictions and reasoning behind them. And yet still Sierra demonstrated little understanding. She became visibly frustrated and embarrassed. Originally, the students were going to generate predictions individually, however, because of Sierra's lack of understanding, I decided to have the students work with a partner to and discuss their predictions. I made myself Sierra's partner. Giving her one-on-one instruction, I was able to help Sierra successfully meet the unit objective. With several examples and modeling how to use the clues to predict, I made my own predictions along with her. Slowly, Sierra gained a boost of confidence. By revising my lesson to meet the needs of an individual student, Sierra was able to successfully meet 3/3 lesson objectives with a smile on her face.

## VI. Analysis of Student Learning

### Grade Book - Study Skills Author Study

CLASS OVERVIEW						
Name	Pre-Assessment	L1 - Questioning	L2 - Character Change	L3 - Prediction	L4 - Narrative Writing	Post Assessment
Date	Nov 8, 2010	Nov 12, 2010	Nov 22, 2010	Nov 30, 2010	Dec 3, 2010	Dec 9, 2010
Marshall	2	3	3	3	2	3
Tatiana	2	2	3	3	3	4
Hallie	2	2	2	ABSENT	3	3
Sierra	2	2	3	3	2	3
Isla	2	2	3	4	2	4
Class Average	2	2	3	3	2	3

Nice

Nick organized

**Objective 1:** Students will be able to generate questions before, during and after reading to enhance recall, and expand understanding.

Three out of five students were proficient

in meeting this first objective. Two

students showed developing

understanding of questioning before,

during, and after reading. Tatiana and

Sierra were both unsuccessful in

answering the focus question with a

because statement and evidence from the

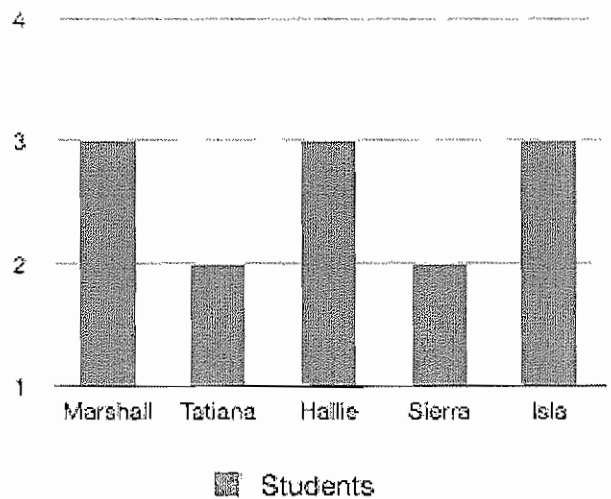
text (See Sample A). For Marshall,

Hallie, and Isla, providing several opportunities for practice and applying their questions directly

to the story evidently helped them successfully meet the unit objective. The workshop model of

instruction was used with the use of familiar materials, such as sticky notes (See Sample B). The

Objective 1: Questioning

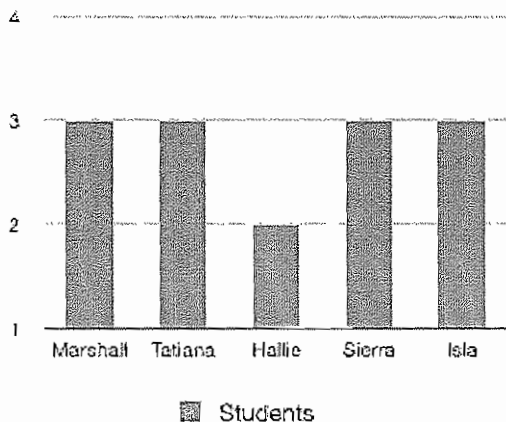


Nick

lesson just exceeded 55 minutes with a consistent, but slow pace. It may have been more beneficial to Tatiana and Sierra for the instruction to not be as long, with less steps and more reinforcement on asking questions. Formative assessment was based on sticky notes. To end the lesson, students had to answer the focus question on a sticky note, and stick it to the door on their way out of class. There was not much time for students to show a summative understanding of the lesson, therefore this exit allowed me to evaluate student understanding later on in the day, due to shortage of time.

**Objective 2:** *Students will be able to identify significant changes in characters over time and orally explain using evidence from the text to support thinking.*

Objective 2: Character Change



Four out of five students were able to meet the second unit objective focusing on character change. The use of a chart was beneficial for student success, because it helped students organize their ideas and visually see how the characters changed

from the beginning to the end of the story (See Sample D). Small group, individual, and working with a partner best supported student learning. By giving the students the opportunity to work in a variety of ways, they are much more focused on the task, and engaged in the lesson. Support from their peers also helped students become successful, because they were able to work together as a team to identify the character changes. Unfortunately, Hallie was unable to meet this objective based on her lack of oral participation. She refused to orally or in writing explain using evidence from the text (See Sample C). It seems that Hallie may produce more and

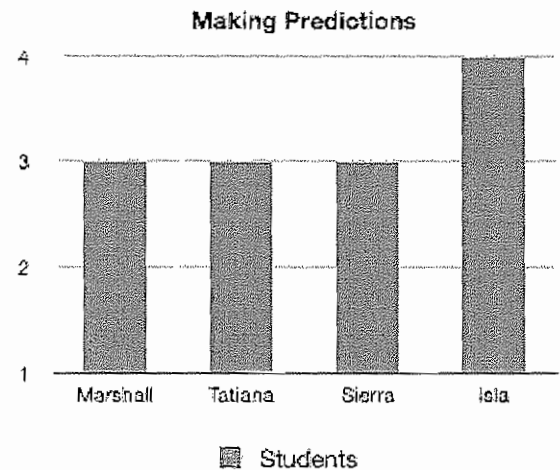
Love  
new  
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new

participate when placed in an even smaller group or with a partner she feels comfortable with.

She works much better one on one with a teacher.

**Objective 3:** *Students will be able to make predictions based on evidence and knowledge from the text.*

Based on a teacher-made formative assessment, observations, and a post assessment at the end of the lesson, students were most successful in meeting this objective. Unfortunately, we were missing one student on this day, so the graph shows



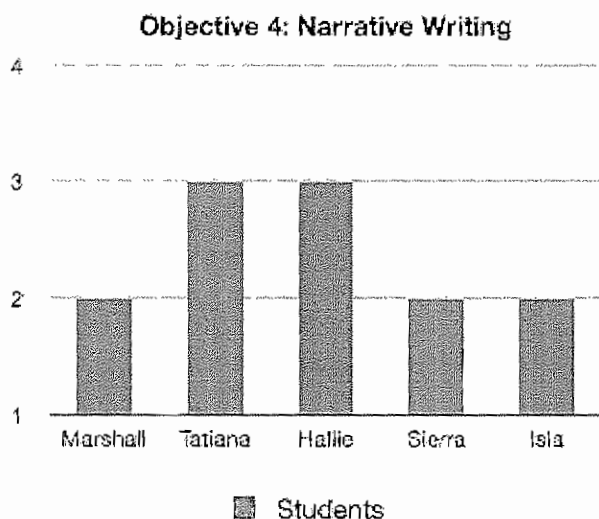
the evaluation of four students who all met or achieved the expectations for the lesson. Marshall, Tatiana, and Sierra all demonstrated great ability to make a prediction before and during the story. Each were able to provide facts or clues that lead to their predictions. Isla exceeded expectations receiving a 4, because she provided 2 or more facts as to why she made each prediction. She participated the most in the small group, was on task, and although it takes Isla longer to write due to lack of fine motor skills, she produced the most amount of writing with 100% accuracy (See Sample F). Holding students accountable for generating facts that lead them to their predictions proved to best support student learning. The Wreck of the Zephyr, by Chris Van Allsburg also supported student learning solely based on the illustrations. A picture walk leading the students through the story and eventually to make a prediction of what they think the story is about engaged students and helped them understand what was expected. All students

were able to state that using pictures and the text are two ways to find clues when making predictions (See Sample E).

**Objective 4:** *Students will be able to apply their understanding of fantasy genre by writing a story with the support of a story starter.*

*Most students were not able to meet this objective. Marshall, Sierra, and Isla demonstrated difficulty understanding the format of how the story should be written. A strange event was to take place, and a problem needed to be solved. The narrative writing had a story starter and picture, however, sentence structure and vocabulary used by the students was not very strong. It would have been beneficial for students to do a rough draft first, to experience the editing process. Unfortunately, time was an issue, and that opportunity was unable to take place. Tatiana and Hallie both met the objective. They presented all the elements asked and completed the graphic organizer before the story (See Sample G).*

Did you want  
italicized?



The unit objective that most students were able to meet was Predicting. Reasons for this success are based on prior student exposure to making predictions before and during reading. By



fifth grade, students have built upon the reading strategy of making predictions for some time. Before the story was read aloud, a picture walk engaged students. They automatically made oral predictions, then recorded their thinking on a teacher-made worksheet (See student work). Stopping twice during the reading for students to make predictions also supported student engagement and learning, because it made them accountable for paying close attention to the story and producing reasons why they predicted what they did. Very little prompting or guidance was necessary in this lesson. Positive praise was given, not only by myself, but by student's peers as well. Confidence in written communication rose because of student success in being able to make a logical prediction using clues from the text and illustrations.


The Unit objective that presented the most difficulty for some of my students was the Narrative Writing. All five of my students have an IEP goal for writing. Many of them struggle with writing conventions, grammar, spelling, sentence structure and especially organization. Although, some students have great oral communication, they lack in written communication. They are unable to successfully place what they have to say on paper. However, the more practice they are given in writing the better. Reflecting back, I realize that the writing objective I originally set for the students was too difficult. For my students, the objective should have been more narrowed down to one or two specific goals in writing, rather than just producing a whole narrative story. Lack of instructional time was also a reason why many of the students may not have reached this objective. Instructional tasks that could have been redesigned were after having the students complete the graphic organizer, if more time were allotted, I would have them come up with a rough draft written on lined paper. This would reinforce neat handwriting, and the formation of sentences and paragraph structures. The students would then be permitted to type their work after making any changes in revising.

Net  
Swanson

after  
on  
1/2/16

## Self Evaluation

After analyzing the two unit objectives, I realized that student learning could be enhanced through several ways. As a teacher candidate, I have been working hard to improve differentiation of instruction for my students. Teaching effectively is as much of process as learning effectively. If I were given the opportunity to teach the two unit objectives again, I would improve the timing of the lessons. More time in the narrative writing lesson would have been beneficial for student learning, especially because writing is one of the top goals I had for these students. It is imperative that my students continue to develop their writing skills as they move ahead in middle school. If more time were allotted, I could have had the children write a rough draft, and go through the editing process before typing a final draft. Unfortunately, there was not a sufficient amount of time to complete that whole process. Also, because the students were so familiar and did very well with making predictions, I could have focused more on inferences. If I had the opportunity to teach making predictions again, I would use the same book, The Wreck of the Zephyr, and have the students focus on using the pictures and text evidence to make inferences as the story was read aloud. Overall, there is always room to improve when teaching. It is of utmost importance to provide the students with the tools they need to become successful in the various lessons taught.



## References

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Rhode Island Department of Elementary and Secondary Education. Office of Instruction: Grade Level Expectations. 2006. <<http://www.ride.ri.gov/instruction/gle.aspx#math>> (ride).

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## Appendix Student Work

Name

Date

11-12-10

## The Stranger By: Chris Van Allsburg

Question	Answer	Evidence
Does the trees ever turn yellow, orange, or green?	yes the trees turn different colors when he blowed on it	when he blow on the leaves it turned a color.
Does he ever blink.	It did not say	In the book it does not blink.
where dose he go when he lives	He changes the season	He makes the leves colorful.
Does he change the side	yes he does	It help me understanding it, and makes me feel like whats going to happen next

Who do you think the stranger is? What evider

A

Why does  
he seem

A E

Why did he  
turn the  
page?

I wonder  
if he's magi

F.S

Does this

come to

me or he

read  
me

was I and

I want to

live in houses

I would if he

his early

answering  
questions helps  
me understand  
the book because  
it helps me find  
out who the

B

Sample D & C

	Physical Appearance What do they look like?	Habits/Behaviors How do they act?	Relationship with others	Other Characteristic
Description of Character at the beginning	Healthy <sup>beard</sup> groomed Men softer gear	Happy read music/sing dancing	Good	
Description of Character in the middle	they are manky they are home	they don't inter act and all they do is stare at the lock	Bad	
Your analysis of the character at the end of the story	Have still a big <sup>apart</sup>	Not manly not read not socialized Happy music reading	Good!	(Likes yannas)

D

The author wants us to know to not get diverted to tv.

C

Sample F

Making Predictions

An active reader uses clues in a story in order to predict the outcome. As you read the story, make predictions about what will happen next. Then, list at least two facts or clues that lead you to make each prediction. Finally, when the story is finished, let's find out if your predictions were correct!

1. Before-Reading Prediction:

I think the books about

aman and about  
Facts leading to your prediction of inference:

because there's a man  
and about in the story

2. During-Reading Prediction:

I think he's going to get

lost.  
Facts leading to your prediction of inference:

because it's a strange  
island and he's never been  
there.

3. During-Reading Prediction:

I think he's going to start

flying and he's the old man.  
Facts leading to your prediction of inference:

because he saw how to  
fly.

F



Sample E

4. After-Reading Analysis:

Were your predictions accurate (correct)? Explain why or why not in 3-4 complete sentences.

My prediction was wrong Because  
he was flying. And he did not crash.  
He got lost in the begining.

Focus question: What are 2 ways to find clues when making a prediction?

1. looking at the picture first
2. read T After looking at

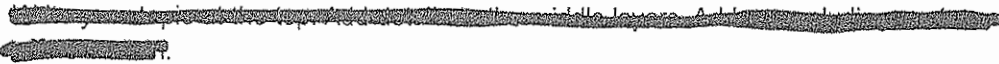
E

Name \_\_\_\_\_

Date

12-3-10

### Sandwich Chart



Story starter She lower the knife and it grew even brighter

Character(s) Laura

Strange event (problem) Laura was about to cut a pumpkin and ~~then~~ once the knife got closer it glowed even more

How problem was solved then she cut ~~it~~ into it..... there was nothing there.

Back to Reality / Real life from. I stop glowing she went to Bed and couldn't sleep.

12-3-10

## Just Desert

She lowed the knife and it grew even brighter.  
Laura was hypnotized and scared. Laura was cutting into the pumpkin and once the knife got closer it glow even more. Then she cut into the pumpkin and.....there was noting in it. So then she whet to bed and couldn't sleep because tragic night Laura had.

Chris Van Allsburg

Post Assessment

1. What are three good strategies good readers use to make sense of a story?

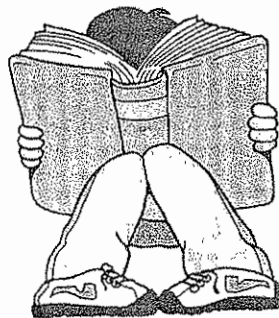
Search for questions  
clues change in char

2. What is the genre of Chris Van Allsburg's books?

fiction

3. List two things you've learned from reading his books.

that you are the  
person to look.



### 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
<b>Part I: The Macro Context</b>				
<b>Knowledge of District, Community, and School (RIPTS 1)</b>	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.	6
<b>Part II: The Micro Context</b>				
<b>Physical Classroom (RIPTS 6)</b>	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.	6
<b>Knowledge of Characteristics of Class Members (RIPTS 4)</b>	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.	6
<b>Knowledge of Students' Skills And Prior Learning (RIPTS 3)</b>	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.	6
<b>Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)</b>	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.	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part III: Instructional Implications</b>				
<b>Implications for Instructional Planning and Assessment (RIPTS 4)</b>	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.	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	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.	6+

TOTAL 42 / 42

Comments:

Very comprehensive and very well written.

### 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
<b>Part I</b>				
<b>Learning Goals (RIPTS 2)</b>	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	6
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIPTS 2)</b>	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	6
<b>Classification of Unit Objectives (RIPTS 5)</b>	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	6
<b>Clarity (RIPTS 8)</b>	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	5
<b>Appropriateness For Students (RIPTS 3)</b>	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Some</i> unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Most</i> unit objectives will move students towards meeting learning goals	6
<b>Part III</b>				
<b>Rationale / Purpose (RIPTS 4)</b>	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.	6

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.	6 <sup>+</sup>

TOTAL 41/42

Comments:

Very well written. Make  
sure unit directions  
are measurable.



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
<b>Part I: Visual Organizer</b>				
Visual Organizer Format (RIPTS 9)	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> <li>how the objectives are lined up with the assessments; and/or</li> <li>the justification for the method of each assessment; and/or</li> <li>any appropriate adaptations of the assessments.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>how <i>some</i> of the objectives are lined up with the assessments; and/or</li> <li>the justification for the method of some assessments is incomplete or inappropriate; and/or</li> <li>some assessment adaptations are missing or inappropriate.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>how <i>all</i> the objectives are lined up with the assessments; and</li> <li>the justification for the method of all assessments; and</li> <li>appropriate adaptations for all assessments within this context with these students</li> </ul>	6
Multiple Forms of Assessment (RIPTS 9)	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	6
Alignment of Unit Objectives and Assessments. (RIPTS 9)	<p><i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	6

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.	6
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 <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	6
<b>Part II: Narrative</b>				
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.	6
Scoring Procedures (RIPTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	6
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	6

Comments:

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Alignment with Learning Goals and Unit Objectives (RIPTS 2)</b>	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.	6
<b>Classroom Climate (RIPTS 6)</b>	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.	6
<b>Use of Technology (RIPTS 2)</b>	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.	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	6

TOTAL 41 /4

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Explanation of the Revisions Made for an Individual Student (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</b>	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	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.	6

TOTAL 42 /42

Comments:

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
<b>Part I</b>				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: <ul style="list-style-type: none"> <li>is not aligned with selected unit objectives;</li> <li>and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is partially aligned with selected unit objectives;</li> <li>provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is fully aligned with selected unit objectives;</li> <li>provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.</li> </ul>	6
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.	6+
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.	6
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.	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Insights on Effective Instruction and Assessment (RIPTS 10)</b>	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.	6
<b>Self Evaluation and Implications for Future Teaching (RIPTS 10)</b>	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment.  Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment.  Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment.  Offers a specific rationale as to why these modifications would improve student learning.	5
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	6

TOTAL 41/42

Comments: