

Contextual Factors

I have been studying to become a school teacher at Rhode Island College for about five years now. My concentration in Special Education is the first program I will be student teaching for to complete my last phase of the Special Education Mild to Moderate Disability program. I am student teaching at, Birchwood Middle School, in North Providence, RI. Birchwood School, like many other schools, has their own unique characteristics that make it a great place to learn. The school community and the district's characteristics combined with the characteristics of the seventh grade students on my case load allow me to make appropriate instructional suggestions in the classroom and along with my co-operating teacher.

There are a total of nine different schools in the North Providence School District that serve 3,293 students according to www.education.com (2008). There is one high school (1163), two middle schools (783), and five elementary schools (1347). According to *Info Works* The North Providence School District spends \$14,371 per pupil in current expenditures. The district spends 64% on instruction and 23% on support services, and 13% on other elementary and secondary expenditures. The district has 11 students for every full-time equivalent teacher compared to the Rhode Island State Average of 13 students per full time teacher. In the North Providence School District, 18% of students have an IEP (Individualized Education Program). They also serve about 2% English Language Learners (ELL). According to *Info Works*, the student mobility rate in the North Providence District is 10%. This is lower than the states average of 18%. The four year graduation rate at 88.2% is higher than the state rate at 73.9%.

Birchwood Middle School has students in grades 6 to 8. The school principal, Mr. David Flaherty, joined Birchwood last year, with previous experiences as the Principal at North Providence High School. Ms. Tonia Moniz is the Assistant Principal and also joined Birchwood last year. Her previous experience was a principal of a middle school in Providence. There are about 383 students, 83% white, 4% African American, <1% Indian, <1% Asian, and 12% Hispanic. The percentage of students that are eligible for a free or reduced lunch is 31%. The percentage of students receiving special educational support services (resource) are 11% and 5% of students are in self-contained classrooms. According to the NECAP test results from Info Works, 39% of students were below proficient levels on math on the NECAP when compared with the similar student in the state of Rhode Island. Students receiving proficiency in Reading was about 2% higher than the state average and students receiving proficiency in writing was 60%, 11% higher when compared to the students in the state. Some teaching practices prove that 60% of teachers examine student work to guide instruction and 60% of materials relate to the student interests.

I am working with the 7th grade students on the Green team at Birchwood Middle School. [REDACTED], the 7th grade resource teacher, services about 17 students. The resource program in this school is an inclusion model. The resource teacher supports the students in the classroom. It is very rare that the students get pulled out for individualized, small group lessons. [REDACTED] and I split the students into two major groups, group A and group B. Mrs. [REDACTED] usually stays with group A and I with group B. There are times, at least three times a week, where we will switch groups for one subject of the day. This allows us to see both groups of students. In the class containing Group B (8 students), there are eighteen total students, 10

boys and 8 girls. This class moves together to each class subject on a rotating schedule. The lessons in the general education classroom are taught by the general education teacher. The resource teacher(s) provides support to the students on the case load in the classroom. The resource students are pulled out as needed for tests or occasionally for extra support in other subjects. [REDACTED] and I also have an enrichment period. Most of the students in the classroom are on our case load. We use this time to work on skills that the students need support in. There are times when we will teach two mini lessons in the classroom. The students love to come to enrichment and ask for support on their own. The students see Mrs. [REDACTED] as an equal to the other teachers and appreciate and respect her and her services. In addition to the case load students, there are general education students that receive extra support when needed.

The students that I will be working with as part of my unit are; AT, AV, CY, EG, JC, NG, RC, TD and occasionally AL and JK. (See attached chart) Also attached is a classroom diagram of the Language Arts room where I will be conducting my unit. The Language Arts teacher expects a great deal from her students in terms of organization, following directions, and reading and writing skills. For this group of students (listed above), these expectations are hard to reach. Due to the abundance of writing and reading assignments, some of my students completely shut down and/or become frustrated. By conducting the unit on reading strategies and on the subject of Language Arts allows students to see how reading a short story as a class can be taught in different, more engaging ways. By learning how to use reading strategies ⁱⁿ it will make their reading and responding skills stronger. The students will be able to describe characteristics of the main characters by drawing, graphic organizers, class discussion, and

group work. The story will be read by an audio CD. Group work and peer sharing will be implemented to allow students to interact with the assignments opposed to silent individual work. The students will be assessed through observation, participation, pre and post tests, and responses to visual organizers.

Due to excessive absences, students have missing class and homework assignments. The students often do not take initiative ^{to ask} or asking the teacher what work they need to make up. A log book will be implemented during the course of my unit. This will allow students to see exactly what was missed if they were absent. The students will be introduced to the log book on the day of the first lesson so that each student is aware of its use in the classroom. Hopefully, after the unit is taught, the Language Arts teacher will continue to use this tool.

Along with keeping their literature books on a shelf in the classroom, folders will also be provided as an organizational tool throughout this unit. Since the classroom is set up into rows, each row will have a folder. At the end of each lesson, the students will place all of their worksheets into the folder. The purpose of this tool will alleviate the loss of student work. The folders will be kept inside the classroom on a shelf for access if necessary. These instructional implications are just a few ways to keep the students organized throughout the unit.

Very useful tool.

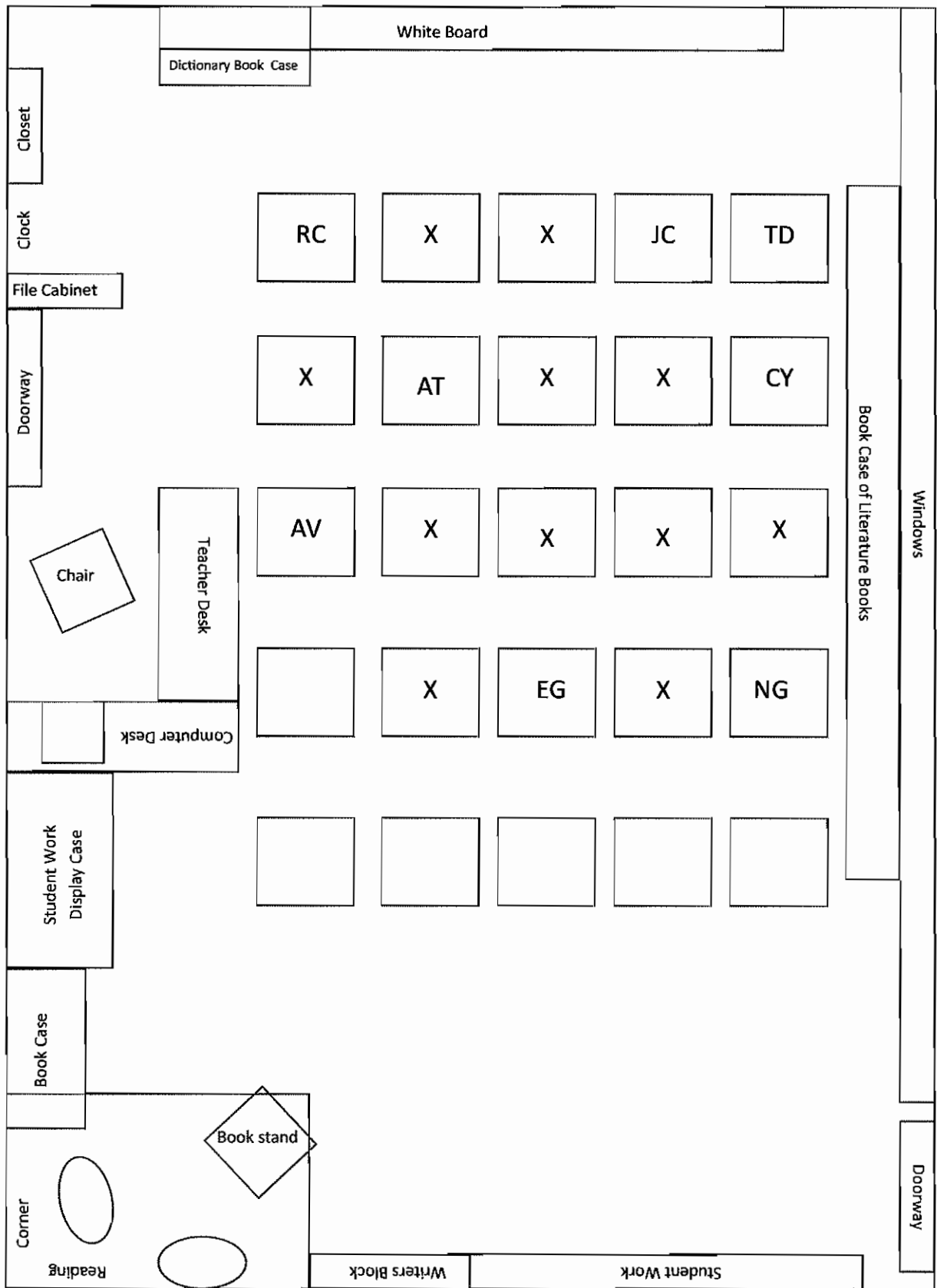
Great idea. Is there a period during the school day where they will have time to complete assignments?

Student Initials or Student Groups	Primary areas of Greatest academic need	Brief Description of the Difficulty	Current Level of Performance & Source of Information	Student Strengths or Learning Preferences
GROUP A				
A L	<p>Reading: Comprehension</p> <p>Writing: Basic skills</p> <p>Math: Reasoning</p>	<p>Student has difficulty comprehending while reading.</p> <p>Student has difficulty with generating sentences to describe visual cues, combining sentences, and composing a paragraph.</p> <p>Student has difficulty adding, subtracting, multiplying, and dividing one to three digit numbers.</p>	<p>**WIAT-II: Reading Comprehension (62/160) Spelling (80/160)</p> <p>Written Language Composition (67/160) Writing Expression (61/160)</p> <p>Math Composite (67/160) Numerical Operations (74/160) Math Reasoning (67/160)</p> <p>(IEP report date 6/3/10)</p>	<p>Student is capable of correctly spelling a series of printed words when read verbally.</p> <p>Student is allowed preferential seating to help with in class focus and organization</p> <p>Student has relative strength in basic math operations.</p>
J K	Math: Basic numerical operations	Student has difficulty with numerical operations in addition, division, time/money, interpreting data, and problem solving.	<p>WIAT-II: Numerical Operation (85/160)</p> <p>(IEP report date 3/31/10)</p>	The student has strengths in oral language, reading comprehension, spelling, and math reasoning.
GROUP B				
A T	Reading Writing Math	Student is having difficulty with reading, writing, math, and spelling which directly impact his performance in science and social studies. At this time the student does not have an IEP and is in the process of receiving one.	<p>NECAP- Grade 6 (10/1/09): Reading: 626 Math:623 Student achieved "Substantially below proficient" on both scores.</p> <p>IRI: (2/9/10) Grade 4: Instructional level with 75% comprehension Grade 5: Frustration level with 60% comprehension</p>	<p>Student asks for help when needed.</p> <p>Student takes notes when instructed to.</p> <p>Student follows directions and completes work on the due dates.</p> <p>Self-motivated to complete in class assignments and home work.</p> <p>Will sometimes independently take notes in class.</p>
A V	Reading: Comprehension	Student has difficulty with comprehending long full text	Running Record: (IRI) 95% independent level for	Student understands long test when broken down into

	<p>Writing: Essays/ paragraphs</p> <p>Math: number operations/ reasoning skills</p>	<p>stories or content area.</p> <p>Student struggles with the writing process in starting/ finishing a piece of writing.</p> <p>Student has difficulty solving multi-digit addition and subtraction problems. He often uses his fingers or draws pictures.</p>	<p>reading/75% comprehension</p> <p>WIAT-II: Math Reasoning (80/160) Math Operations (84/160)</p> <p>(IEP report date 4/13/10)</p>	<p>smaller sections.</p> <p>Student uses a graphic organizer to aid in the writing process before starting a writing piece.</p> <p>The student benefits from teacher modeling to help understand content material</p>
C Y	<p>Reading: Comprehension</p> <p>Writing: Multiple paragraphs</p> <p>Math: new math concepts in Numerical Operations and Math Reasoning</p>	<p>Student struggles with understanding text.</p> <p>Student struggles with organizing ideas and staying on topic.</p> <p>Student struggles when learning new concepts in class. Specific topics include addition, subtraction, multiplication, and division. Word or stated problems related to time, money, measurement, geometry, probability, and graphs. The student has difficulty multiplying 3 digit numbers by 3 digit numbers and dividing basic numbers and recognizing fractions.</p>	<p>WIAT-II: Reading Comprehension: (83/160) Spelling: (88/160)</p> <p>Student achieved "Substantially Below Proficient" on the writing NECAP in October 2008</p> <p>WIAT-II: Math Composite (88/160)</p> <p>Student achieved "Partially Proficient" on the Math NECAP in October 2008</p> <p>(IEP report date 4/26/10)</p>	<p>Student has strong word recognition and reads on grade level.</p> <p>Student can write using complete sentences, capitalization, grammar and punctuation.</p> <p>Student benefits from small group instruction and being re-taught new math concepts.</p>
E G	<p>Writing: Spelling</p>	<p>Student has difficulty spelling words.</p>	<p>WIAT-II: Spelling: (84/160) Written Language Composition: (85/160)</p> <p>(IEP report date 4/7/10)</p>	<p>Student is strong in math reasoning skills, numerical operations, listening and reading comprehension, and written and oral expression.</p>
J C	<p>Writing: handwriting</p>	<p>Student has difficulty with in fine motor coordination which affects his pencil</p>	<p>WIAT-II: Student falls in the superior range for the following:</p>	<p>Student has strengths in whole number addition, subtraction, and</p>

	Math: nonverbal reasoning/ computation skills	grasp. Student struggles with understanding geometric and spacial concepts and reasoning, problem solving with patterns, long division, and addition and subtracting fractions with common denominators, grids, and graphs.	Reading: (121/160) Writing: (136/160) Oral Language: (128/160) Math Composite: 46 percentile falling in the average range. (IEP report date 3/23/10)	multiplication. Student benefits from visual images when explaining assignments for in class or homework. Student benefits when using large composition paper and holding it horizontally to work with vertical lines. This aids to lining up numbers in when doing that problems. Student also has a strong vocabulary, good listening comprehension, written language, creative writing, and reading.
NG is she OK in other content areas?	Math: basic math facts	Student has difficulty remembering basic math facts in multiplication, division, and with fractions.	WIAT-II: Math composite (83/160) (IEP report dates 10/22/09)	Student benefits from using a calculator when appropriate and a multiplication chart.
RC	Writing: Expression Math: Numerical Operations	Student struggles in completing writing assignments on time and composing paragraphs. Student struggles with adding, subtracting, multiplying, and dividing 1-3 digit numbers, math concepts, geometric measurements, graphs, and one step word problems.	WIAT-II: Written Expression (82/160) Math Composite (89/160) (IEP report dates 5/13/10)	Student responds well to strong classroom management systems and positive reinforcement. When around peers with positive influences the student performs well. Student takes notes when asked most of the time.
TD	Students functional needs at times effect his academics (Organization/ handing in assignments on time)	Student struggles with staying on task, lacks organization, and is inconsistent with handing in assignments on time.	Anecdotal observations (IEP report dates 2/26/10)	Student willingly raises his hand to answer questions in class. When organized the student can focus on class work.

**WIAT-II: This formal assessment assesses four domains Reading, Writing, Oral Language, and Math. Reading sub domains include Word reading, Reading Comprehension, and Pseudo word Decoding. Written Language sub domains include Spelling and Written Expression. Oral Language sub domains include Listening Comprehension and Oral Expression. Math sub domains include Numerical Operation and Mathematical Reasoning. Scores ranging from 90 to 100 place student performance in the average range. The total scores are out of 160 and the lowest possible score is 40.



Unit: Literature- Grade 7: Reading Strategies

Part I: Learning Goals

Learning Goal:

- Student will use reading strategies during reading to increase their comprehension of the Short Story, *Zebra*, by using graphic organizers and various group activities.

OK, but you could have left out the title of the book.

Part II: Unit Objectives

	Related Content Standards	Domain/Level/Classification/Other
<p>7th grade students will...</p> <p>Objective 1: identify reading strategies.</p>	<p>Reading GLE R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (State)</p> <p>R-7-5.1 Explaining or supporting logical predictions (State)</p>	<p>Cognitive/ Level-Recall</p> <p><i>also Analysis</i></p>
<p>Objective 2: identify elements of a story.</p>	<p>R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (State)</p>	<p>Cognitive/ Level-Recall</p>
<p>Objective 3: organize information in graphic organizers.</p>	<p>R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p>	<p>Cognitive/Level- Synthesis ✓</p>
<p>Objective 4: compare and contrast characters.</p>	<p>R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (State)</p> <p>R-7-5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits,</p>	<p>Cognitive/Level- Analysis ✓</p>

	motivations, or their changes over time (State)	
Objective 5: define the term inference and make inferences during reading.	<p>R-7-4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information (Local)</p> <p>R-7-5.3 Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (State)</p> <p>R-7-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State)</p>	<p>Cognitive/Level-Recall</p> <p><i>Also Comprehension</i></p>
Objective 6: define vocabulary words using context clues and writing them in the form of a sentence.	<p>R-7-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots, or word origins</u>; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) (State)</p>	<p>Cognitive/Level- Recall</p> <p><i>Also Application</i></p>
Objective 7: respond to comprehension questions.	<p>R-7-7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (State)</p>	<p>Cognitive/Level-Comprehension</p> <p><i>I like the various domains you are applying.</i></p>
<u>Part III: Rationale/Purpose</u>		
<p>The 7th grade Reading Strategies unit that I am teaching will be a useful skill for students to learn. The students have already reviewed, discussed, and implemented all of the reading strategies with their classroom teacher while reading a short story. The only strategy that has not been addressed is making inferences. The knowledge that the students will be acquiring about reading strategies will be useful in literature lessons from seventh grade through high school and throughout life. Learning how to use reading strategies during reading will help the</p>		

students comprehend the reading. The main goal for a reader is to have these reading strategy skills become automatic. Fundamentally, it is important for my case load students to learn how to implement these reading strategies because it will help them become an active reader. An active reader can learn and apply these reading strategies to get the most out of their reading. ~~By~~^m monitoring and reflecting during reading, helps the reader implement the reading strategies.

This Unit will be conducted to a whole class of eighteen, seventh grade students. Eight of these students have IEP's and the rest are regular education students with varying abilities. These students are all very different learners. Therefore, visual, auditory, and kinesthetic learning techniques will be used throughout the unit. For each lesson, activities and graphic organizers will be implemented. For group work the students will be dispersed in heterogeneous groups, of ranging abilities. This will allow my case load students to learn from other students and understand the material better. Real world connection will be made at various points in the story to motivate the students to read the short story. ✓

The students have been exposed to strategies such as these skills in previous grades but will be taught more in-depth in this seventh grade reading unit. The lesson will be conducted by building on pre-existing knowledge that the students hold. According to McDougal, Littell (2006) in the *Language of Literature*, the strategies in this unit will help students become an active reader of all kinds of material (p.53). ✓
(City of Publication, 2006)

Assessment Plan Visual Organizer

Assessments	Objectives Addressed	Rational for Assessment Choice	Adaptations
<p>1. <u>Pre-Assessment</u> Multiple Choice questions based on reading strategies.</p> <p>Response to, "What is and inference?" and "How do you make and inference?"</p>	<p>#1 , #5</p>	<p>By pre-testing with a multiple choice questions and response questions, provides multiple understandings of reading readiness for the short story. Reading strategies have previously been addressed and used in the classroom. Therefore, the pre-assessment was to ^{activate} active prior knowledge, to understand the grasp students had on strategies from previous lessons, and to see what needs further explanation.</p> <p>Making inferences is a new reading strategy for the class. This pre-assessment will determine who knows what inferences are and how to use them during reading.</p>	<p>Pre-Assessment was read aloud.</p> <p>Multiple choice questions allowed the students to choose from a set of three possible answers (a, b, or c).</p> <p>Small group, pairs, and whole group instruction will be used.</p> <p>Extended time to write responses, complete assignments ✓</p>
<p>2. <u>Graphic organizers</u> Organize information in a visual way to help understand material.</p>	<p>#1-5, 7</p>	<p>Graphic organizers will be used to make predictions, inferences, and to compare and contrast characters. Venn Diagrams will be used to discuss characters as a class. Character Traits and Motives Chart will be used to see how the character changes over time.</p>	<p>Varied participation: discussion through talking, drawing, writing. ✓</p> <p>Preferential seating for 2 students. ✓</p>
<p>3. <u>Class discussions</u></p>	<p>#1-2, 4-7</p>	<p>Class discussions during instruction gives the students a place to voice their opinions, interact with peers in small groups, and talk through unclear information in the text.</p>	<p>One student sits on floor in front of class to copy notes and to see board. ✓</p> <p>Character descriptions will be</p>

Good

<p>4. <u>Character Sketch</u></p>	<p>#1-2, 4</p>	<p>Characters will be described by their traits, motives, and physical appearance through details on the story. Detailed descriptions of the characters in the text provide students to transform a visual image through drawing.</p>	<p>provided in list form.</p> <p>The story will be read by an audio CD.</p> <p>Sentence starters</p>
<p>5. <u>Comprehension Questions</u></p>	<p>#7</p>	<p>At various points while reading the story the students will verbally answer comprehension questions. There will also be times when paper and pencil assessments will be given.</p>	
<p>6. <u>Formative Assessment Student Survey</u></p>	<p>#1, 2, 4</p>	<p>Students will be asked at the end of the lessons or at various points of a lesson if the information is confusing or if they like a particular method used by thumbs up, thumbs down method. This will help the teacher understand how the students feel about the material.</p>	
<p>7. <u>Post-Assessment</u> Multiple Choice questions based on reading strategies Character Analysis Inferences</p>	<p>#1-7</p>	<p>The post test will be given at the end of the lesson in various forms to ensure student learning. This will assess progress on reading comprehension; understand of reading strategies, and elements such as characters from the short story.</p>	

Excellent!

The pre-assessments give a baseline of what the students know about reading strategies. It helps to determine, who understands the material and what concepts need to be elaborated. It provides the teacher with a starting point of where to start the unit. The students will be addressed to a new concept on making an inference. This strategy will help the students comprehend the story. The students will be using graphic organizers to gather their information to form an inference. These inferences will help the students depict changes in character and events in the story.

Throughout various points in the unit the students will be asked if the material is too difficult, if they are enjoying the story, and if they like reading with an audio book. The thumbs up, thumbs down method will be implemented for a class consensus. This will help ^{gauge} gauge what methods of teaching can stay and which need to be changed. Through careful observation, the implementation of the graphic organizers will be assessed. If the students are filling in the worksheets and using the worksheet to their advantage to form an inference, then that tells the teacher it is helping. If students are staring at their papers and not filling them in, then that is an indication that the organizer cannot easily be read or is too challenging.

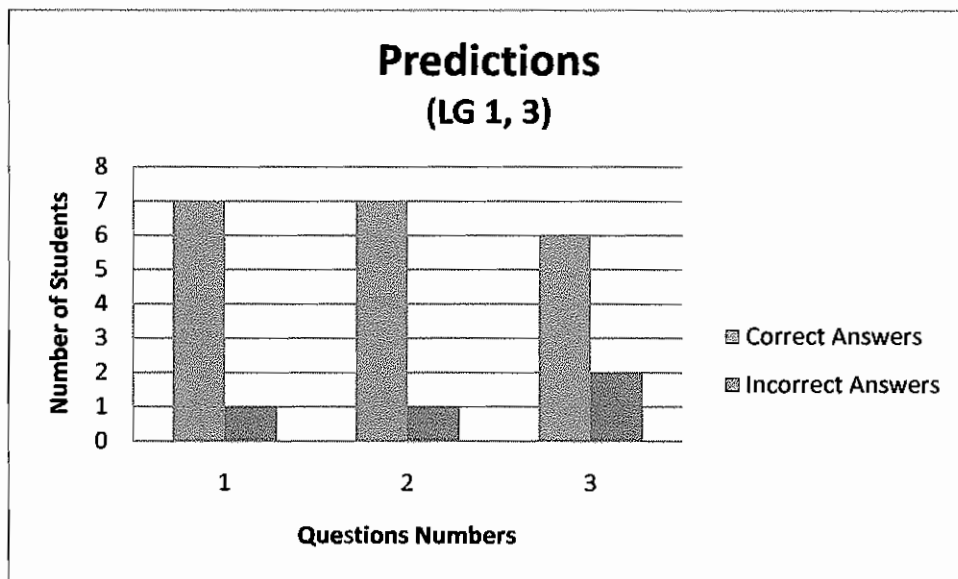
The students will be scored by a class participation check list (if necessary) and an assignment checklist. Assignments will be checked daily to check progression of work being done and to see who is completing the work. If a student is not completing the work, then reasons for this will need to be addressed. Participation checklists will be used if the students seem to be unmotivated or not willing to do the work. A grade book will also be kept for this unit to see how students are progressing over time. Assessment scores and responses to questions will be analyzed to watch the progression of students throughout the unit.

Very good!

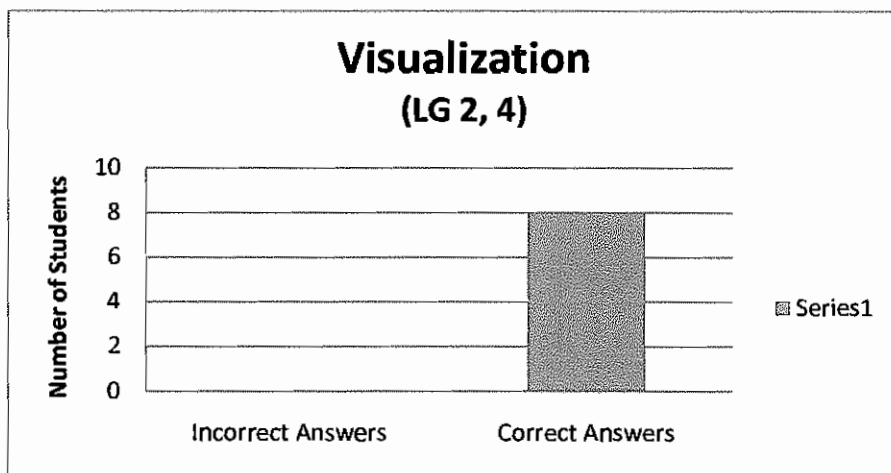
Design for Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Introduce:</u> Vocabulary terms</p> <p>Use context clues to define terms (overhead)</p> <p><u>Introduce:</u> Short Story "Zebra"</p> <p><u>Prediction:</u> Students will make predictions and share with the class.</p> <p><u>Pre-assessment:</u> What is an inference? Why do readers make inferences?</p>	<p><u>Introduce:</u> Inferences</p> <p>Notes and examples. Inference Umbrella</p> <p>Begin reading short story, "Zebra".</p> <p><u>Inferences:</u> Make 2 inferences thought reading; first as class then individually and discuss.</p> <p><u>Discussion:</u> Connecting Comprehension questions</p> <p><u>Traits and Motives:</u> Students will depict main character and discuss traits and motives using chart</p>	<p>Continue Reading</p> <p><u>Inferences:</u> Make 3</p> <p><u>Activity:</u> Role plays the exact event in the short story in pairs.</p> <p><u>Character Sketch:</u> Draw 2 main character by using detailed described in the text.</p> <p>Share their drawings as a class.</p> <p><i>Homework:</i> Complete Traits and Motives Chart</p>	<p><u>Traits and Motives:</u> Discuss traits and motives by creating a class Venn Diagram of Characters</p> <p>Students will finish reading story.</p> <p><u>Inferences:</u> Make 2</p> <p><u>Writing Prompt:</u></p> <ul style="list-style-type: none"> • How did the main character change in the story? • What was a motive in the beginning? ^{What} was a motive from ^{at} the end.? • Provide 2-3 examples. Use "RAISE" paragraph format (intro sentence, supporting details, quotes from story, concluding sentence) <p><i>Homework:</i> Finish writing prompt</p>	<p>Share Predictions</p> <p>Share Writing prompt as a class</p> <p>Quiz on Short Story</p>
Objective #: 6, 1	Objective #: 1-5	Objective #: 1-4	Objective #: 1, 3, 4, 7	Objective #: 1, 7

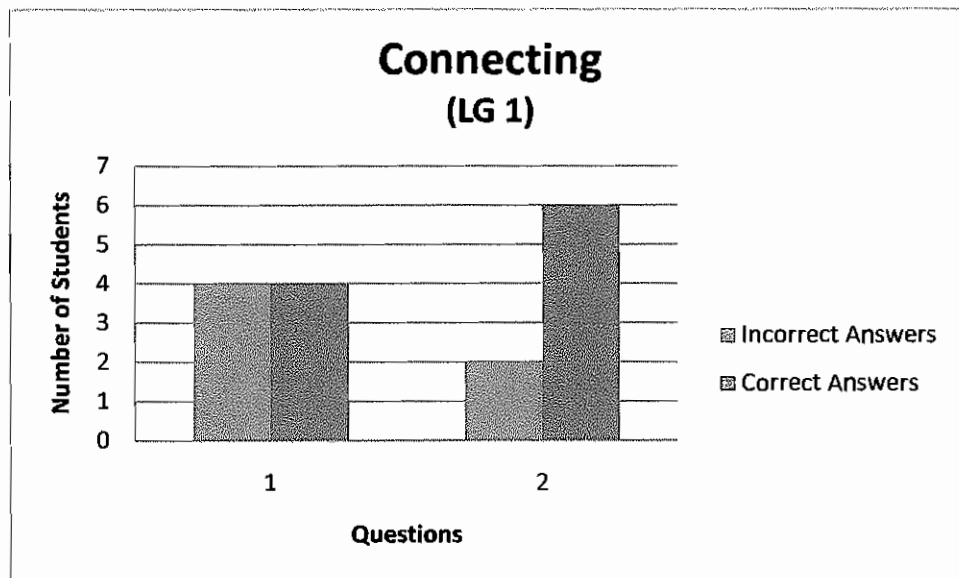
One of the first strategies that the students will be using is making predictions before reading. This is a reading strategy that has been conducted several times so far this school year in the Language Arts class. The pre-assessment results for the eight IEP students show that most of the students answered the questions pertaining to predictions correctly. Therefore, elaborate explanation is not necessary on how to make predictions. Questions will be posed to the class, before making predictions that will lead to answers on how to make good predictions.



During reading students visualize what the characters look like in the short story. Detailed descriptions are provided in the text to help them paint a picture in their minds. A drawing activity will aid to this visualization of the characters. On the pre-assessment all of the students answered the visualizing questions correctly. The IEP student results are relative to the whole classes results. This is a reading strategy that is clearly comprehended by all of the students.

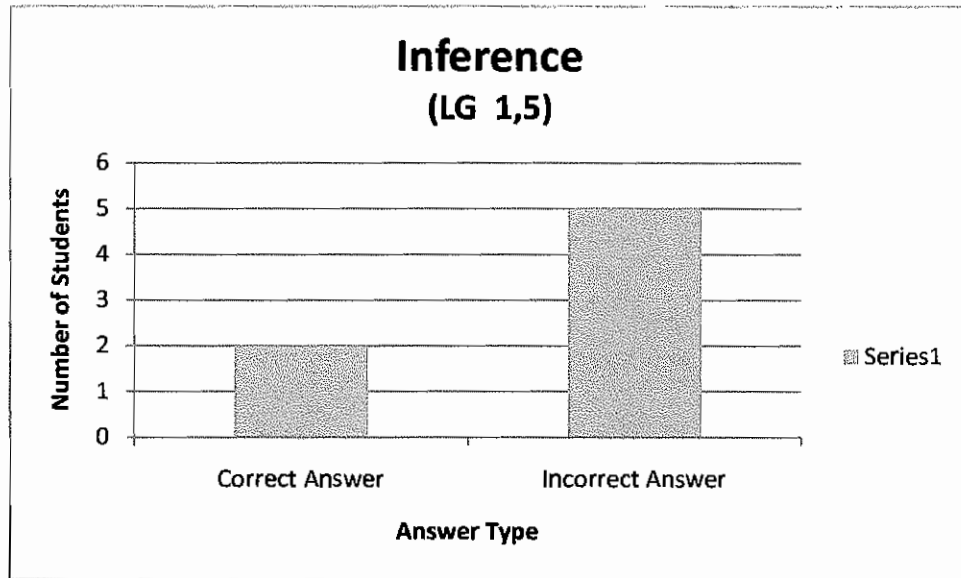


Connecting is a reading strategy that allows a reader to relate to real life. So far in the two short stories read with the English teacher, the students have been able to connect to the story through relation of the characters age. In this story, the students will be able to connect to the main character by age, interests, and setting. On the pre-assessment, the students had mixed answers regarding connecting to a text. On the chart below it is evident that on questions #1, 50% of the students understand that connecting to text can happen at any point of a story and the other 50% think that connecting only happens at the end of a story. For question #2, it is evident that 80% of the students understand that making a connection means that the reader connects personally to the text. While the other 20% think that when a reader connects they are remembering an old story. During reading, the students will be asked to make a connection to the text. Then it will be discussed that a reader can connect personally to the text at any point of the story.



Making inferences is the main reading strategies focus for this lesson. Students will be making inferences to close up the gaps during reading by using prior knowledge and information presented in the story. Throughout the reading of the short story, the students will be making a total of seven inferences, in a course of four days. The students were pre-assessed based on two questions, what is an inference and why do readers make inferences. One student was absent during the implementation of the pre-assessment. Therefore, results are based out of seven IEP students instead of eight. The results show that 30% of the students knew what an inference was and 70% did not. Three students answered "I don't know" as a response to the inference question. The two other students responded with some

kind of guess to what an inference could be. The class of 18 student responses was closely related to what an inference is. Some of the student responses had components as to what involves making an inference and defining an inference. This indicates that inference needs to be explained thoroughly to so that all of the students understand what it is and not just a good handful.



Student responses: What is an inference?

- Reread
- Take notes
- An opinion
- Connecting with the author to understand the text
- Making a guess
- Asking questions
- Prediction
- Summarize
- What's going to happen in your own words reading
- Conclusion you make during
- Helps the reader understand story
- A guess to help continue understanding the

Graphic organizers will be used to help students organize information to make an inference. The organizer will help them visually by gathering their own knowledge and information from the text to

make a valid guess of what something might mean. Making inferences in this story will help the students depict the characters in terms of motives, traits, and changes throughout the story. Peer, group, and whole class discussions will be implemented to voice opinions and responses.

From the start, rules and guidelines will be determined with the students. The students will be encouraged to try even if they think their answer is incorrect. By having the students interact with peers allows learning to become engaging. This may lessen the tension of students that struggle in the class, knowing that they are able to ask their peer a question. Having the information laid out for the students will also help them to be self motivated to try to do the work. Looking at a worksheet with sentences starters is much more reassuring than looking at a blank notebook page.

The learning goal for this unit is for student to use reading strategies during reading to increase their comprehension of the Short Story, *Zebra*, by using graphic organizers and activities. Graphic organizers will be a great help for students, not only stay organized throughout the unit, but to see how information from text can be organized. The students need more of a structured, visual companion to gather information while reading. By breaking down information into graphic organizers, the students may have a better grasp on the material. Working with other classmates will also help motivate the students to read and write. The students mostly work independently on in class assignments. Through class discussion, guided questions, and group work, the students will have a purpose for reading the short story, "Zebra".

Activites

There are a few activities that will be used in this unit. On Wednesday, the students will be half way completed with the reading of the story. The students will begin to read how hard it was for John Wilson to draw a picture for Zebra. The students will try and mimic this specific event in the story with the given materials. The students will also be illustrating the main characters of the story using details described in the story. The students will then share their drawings with a peer and then as a class. This activity will allow students to describe the character's characteristics by drawing.

Technology

The technology I will be using for this unit is an overhead projector and a laptop computer. The overhead projector provides students with visual information as well as the same information at their desks. It allows students to follow along and to write at their own speed. Student learning will be

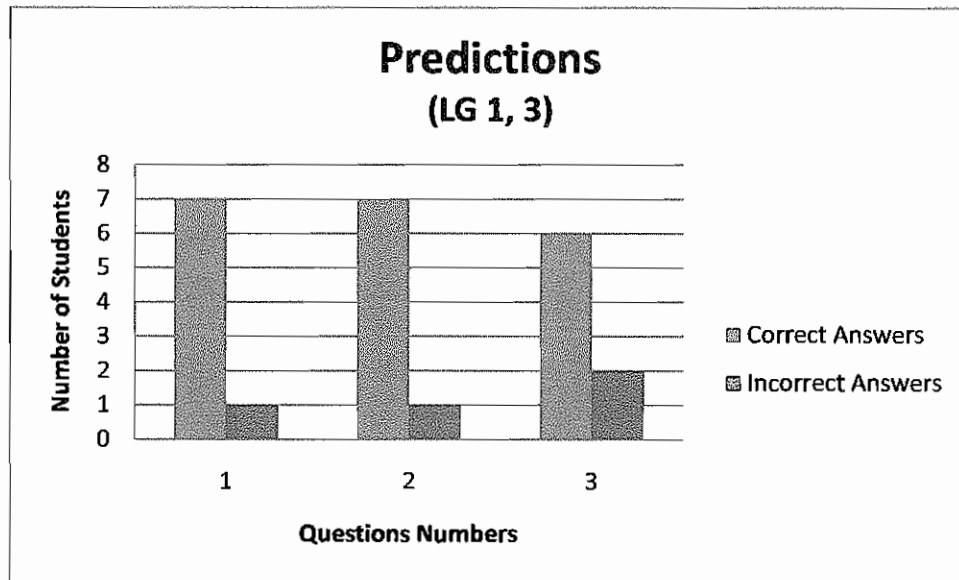
assessed by observing and listening to students during overhead presentations and class discussion. The laptop will be used for the audio book. The short story will be read listening to an audio CD. As the audio is playing the teacher will walk around the room to see if the students are following along (pointing with finger or on correct page). Certain pausing sections have been previously recorded so that discussions, inferences, and filling out of worksheets can be conducted in a flowing fashion.

Well Done!

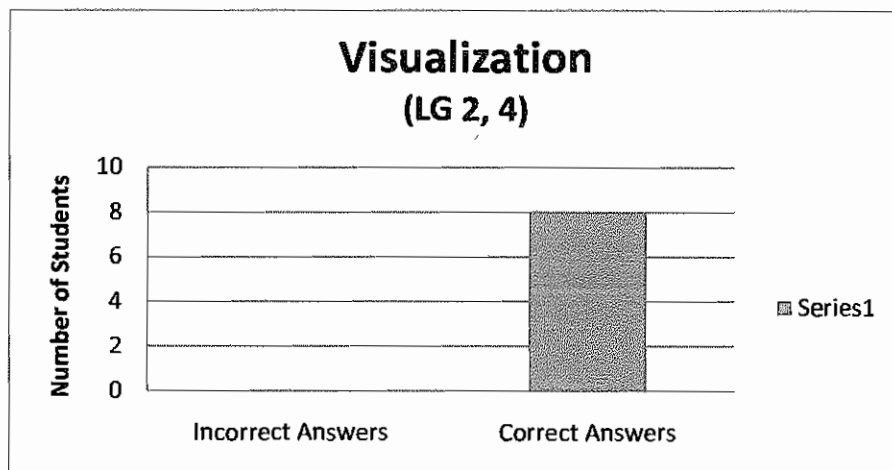
Design for Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Introduce:</u> Vocabulary terms</p> <p>Use context clues to define terms (overhead)</p> <p><u>Introduce:</u> Short Story "Zebra"</p> <p><u>Prediction:</u> Students will make predictions and share with the class.</p> <p><u>Pre-assessment:</u> What is an inference? Why do readers make inferences?</p>	<p><u>Introduce:</u> Inferences</p> <p>Notes and examples. Inference Umbrella</p> <p>Begin reading short story, "Zebra".</p> <p><u>Inferences:</u> Make 2 inferences [?] thought reading; first as class then individually and discuss.</p> <p><u>Discussion:</u> Connecting Comprehension questions</p> <p><u>Traits and Motives:</u> Students will depict main character and discuss traits and motives using chart</p>	<p>Continue Reading</p> <p><u>Inferences:</u> Make 3</p> <p><u>Activity:</u> Role play the exact event in the short story in pairs.</p> <p><u>Character Sketch:</u> Draw 2 main character by using detailed described in the text.</p> <p>Share their drawings as a class.</p> <p><i>Homework:</i> Complete Traits and Motives Chart</p>	<p><u>Traits and Motives:</u> Discuss traits and motives by creating a class Venn Diagram of Characters</p> <p>Students will finish reading story.</p> <p><u>Inferences:</u> Make 2</p> <p><u>Writing Prompt:</u></p> <ul style="list-style-type: none"> • How did the main character change in the story? • What was a motive in the beginning what was a motive from the end. • Provide 2-3 examples. Use "RAISE" paragraph format (intro sentence, supporting details, quotes from story, concluding sentence) <p><i>Homework:</i> Finish writing prompt</p>	<p>Share Predictions</p> <p>Share Writing prompt as a class</p> <p>Quiz on Short Story</p>
Objective #: 6, 1	Objective #: 1-5	Objective #: 1-4	Objective #: 1, 3, 4, 7	Objective #: 1, 7

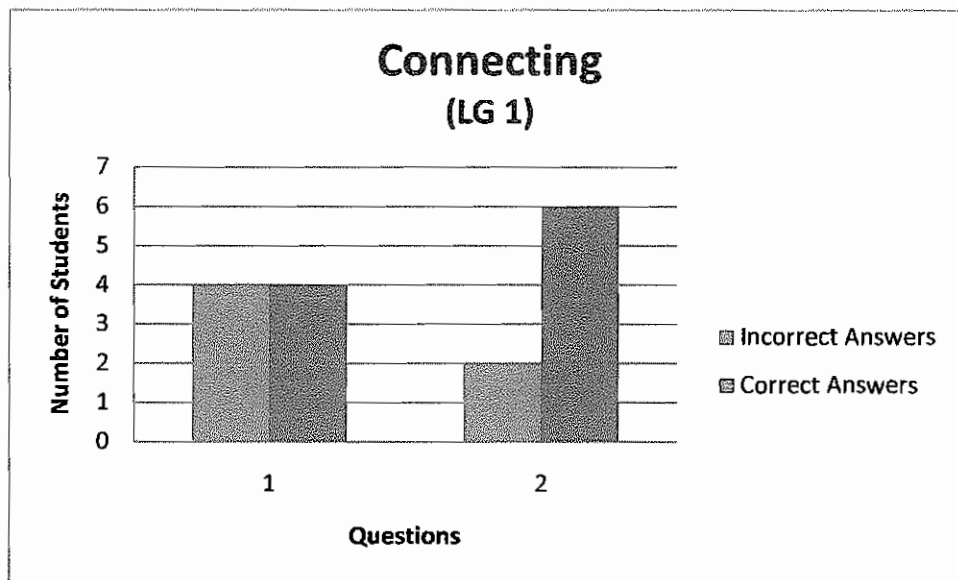
One of the first strategies that the students will be using is making predictions before reading. This is a reading strategy that has been conducted several times so far this school year in the Language Arts class. The pre-assessment results for the eight IEP students show that most of the students answered the questions pertaining to predictions correctly. Therefore, elaborate explanation is not necessary on how to make predictions. Questions will be posed to the class, before making predictions that will lead to answers on how to make good predictions.



During reading students visualize what the characters look like in the short story. Detailed descriptions are provided in the text to help them paint a picture in their minds. A drawing activity will aid to this visualization of the characters. On the pre-assessment all of the students answered the visualizing questions correctly. The IEP student results are relative to the whole classes results. This is a reading strategy that is clearly comprehended by all of the students.



Connecting is a reading strategy that allows a reader to relate to real life. So far in the two short stories read with the English teacher, the students have been able to connect to the story through relation of the characters age. In this story, the students will be able to connect to the main character by age, interests, and setting. On the pre-assessment, the students had mixed answers regarding connecting to a text. On the chart below it is evident that on questions #1, 50% of the students understand that connecting to text can happen at any point of a story and the other 50% think that connecting only happens at the end of a story. For question #2, it is evident that 80% of the students understand that making a connection means that the reader connects personally to the text. While the other 20% think that when a reader connects they are remembering an old story. During reading, the students will be asked to make a connection to the text. Then it will be discussed that a reader can connect personally to the text at any point of the story.



✓
 Why are there
 7 students?
 Last 2
 graphs had
 8 and 10?

Making inferences is the main reading strategies focus for this lesson. Students will be making inferences to close up the gaps during reading by using prior knowledge and information presented in the story. Throughout the reading of the short story, the students will be making a total of seven inferences, in a course of four days. The students were pre-assessed based on two questions, what is an inference and why do readers make inferences. The results show that ... Graphic organizers will be used to help students organize information to make an inference. The organizer will help them visually by gathering their own knowledge and information from the text to make a valid guess of what something might mean. Making inferences in this story will help the students depict the characters in terms of

motives, traits, and changes throughout the story. Peer, group, and whole class discussions will be implemented to voice opinions and responses.

From the start, rules and guidelines will be determined with the students. The students will be encouraged to try even if they think their answer is incorrect. By having the students interact with peers allows learning to become engaging. This may lessen the tension of students that struggle in the class, knowing that they are able to ask their peer a question. Having the information laid out for the students will also help them to be self motivated to try to do the work. Looking at a worksheet with sentences starters is much more reassuring than looking at a blank notebook page.

Agreed!

The learning goal for this unit is for student to use reading strategies during reading to increase their comprehension of the Short Story, *Zebra*, by using graphic organizers and activities. Graphic organizers will be a great help for students, not only ^{to} stay organized throughout the unit, but to see how information from text can be organized. The students need more of a structured, visual companion to gather information while reading. By breaking down information into graphic organizers, the students may have a better grasp ^{of} ~~on~~ the material. Working with other classmates will also help motivate the students to read and write. The students mostly work independently ^{ok in-class} on ~~in~~ class assignments. Through class discussion, guided questions, and group work, the students will have a purpose for reading the short story, "Zebra".

Activities

There are a few activities that will be used in this unit. On Wednesday, the students will be half way completed with the reading of the story. The students will begin to read how hard it was for John Wilson to draw a picture for Zebra. The students will try and mimic this specific event in the story with the given materials. The students will also be illustrating the main characters of the story using details described in the story. The students will then share their drawings with a peer and then as a class. This activity will allow students to describe the character's characteristics by drawing.

Good idea. Stress that you know they are not artists, you are just looking for characteristics.

Technology

The technology I will be using for this unit is an overhead projector and a laptop computer. The overhead projector provides students with visual information as well as the same information at their desks. It allows students to follow along and to write at their own speed. Student learning will be assessed by observing and listening to students during overhead presentations and class discussion. The

laptop will be used for the audio book. The short story will be read listening to an audio CD. As the audio is playing the teacher will walk around the room to see if the students are following along (pointing with finger or on correct page). Certain pausing sections have been previously recorded so that discussions, inferences, and filling out of worksheets can be conducted in a flowing fashion.

Excellent!
Suggestion for future:
You can hand out
index cards to guide
their reading. Finger
appears "bookish"
to middle-schoolers

Unit: Lesson 1 Day 1

Lesson Content Area: Language Arts \- Reading Strategies

Grade: 7

Objectives of the Lesson:

1. Students will define vocabulary used on the short story, "Zebra" by context clues.
2. Students will make a prediction about "Zebra" and record it on a worksheet.
3. Students will answer a pre-assessment question. *What is the pre-assessment question?*

Aligned with Content Standards:

R-7-5.1 Explaining or supporting logical predictions (State)

R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R-7-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) (State)

Brief Description of individuals involved in the lesson:

This Language Arts lesson will be conducted as a whole class of 18 students. There are eight girls and ten boys. Eight boys are on my caseload with IEP's. The students will be working mostly as a class to define vocabulary terms with context clues as a class discussion. The students will individually make a prediction and then share with peers. This whole group discussion and peer share will aid to the learning of the eight students on the caseload. They benefit from sharing work with peers because it allows them to hear new and different ideas. By defining the terms as a class takes pressure off of the case load students to come up with words on their own.

Materials used in the lesson:

- White Board
- Over head projector
- Worksheets (see attached)
- pencils

Lesson Sequence:

1. **Introduction:** Since this is the first lesson of the unit the students will be introduced to the main topic of the lesson, the short story "Zebra".
2. As a class the students will define vocabulary terms through context clues. The worksheet that will be in front of them will be identical to the over head transparency that the teacher will be writing on. The students will be read^{ins} a sentence aloud. Then the class will be asked to think

Provide copy of transparency

what the word means in the sentence. Clues will be provided to help the students understand the words.

3. The students will be introduced to the short story, "Zebra". They will be instructed to look through the story and to make a prediction. After a prediction is made and recorded on the worksheet the students will be asked to share their guesses.
4. Lastly, the students will be given a strip of paper with a question about inferences. The students will be asked to answer the question to the best of their knowledge. They will be reminded that it is not a grade; it is just to see what they know.
5. **Closure:** The worksheets will be collected in the class folder. The students will be told that the week's lesson is going to be based on the short story. Any questions will be answered before the end of class.

Differentiation of Instruction to meet student needs:

The students will be able to follow along at their own pace by using an overhead projector for the vocabulary words. Worksheets will be provided and will be identical to the one being used on the overhead transparency. The worksheet for the prediction included a sentence starter so that the students know how to begin their sentence. Peer sharing will give the students different ideas than their own to think about before the story is read. Some students need to sit close to the board and will be able to do so. ✓ great!

Assessment plan:

The students will be assessed mostly by observation, in class participation, and responses to questions asked during the class. Basic observations of watching a student fill in the vocabulary worksheet, fill in the prediction worksheet, and discussing predictions with peers is one way the students will be assessed. From previous observation during vocabulary lessons, some of the caseload students participate more than usual. If the students willingly participate by raising their hand for a verbal response, then that shows me they are comfortable with the material. ✓

Supports for Positive Learning Environment:

The students will be seated at individual assigned desks. Since this is a whole class lesson the students are arranged in straight rows. When the students share their work with a partner then they will be able to turn their bodies to talk to the person next to them. The students will be asked ahead of time if they wish to move their seat to be closer to the front of the room. The overhead will be large enough so that everyone can see from their seats.

one word ahead →

Unit: Lesson 2/ Day 2

Lesson Content Area: Language Arts \- Reading Strategies

Grade: 7

Objectives of the Lesson:

1. The students will define inference as a class and record in their notebooks.
2. The students will make inferences while reading a short story and record on a graphic organizer.
3. The students will discuss as a class and in small groups about how they connect to the text.
4. The students will depict character traits and motives of the main character and record as a class in a Character Chart.

Aligned with Content Standards:

R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R-7-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State)

R-7-4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information (Local)

R-7-5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits,

Brief Description of individuals involved in the lesson:

This Language Arts lesson will be conducted as a whole class of 18 students. There are eight girls and ten boys. Eight boys are on my caseload with IEP's. The students will listen to the short story be read by an audio CD. This whole group discussion will aid to the learning of the eight students on the caseload. By listening to an audio CD eliminates stress of having to read out loud. ✓

Materials used in the lesson:

- White Board
- Over head projector
- Worksheets (see attached)
- Audio CD of short story
- pencils

provide work sheets

Lesson Sequence:

1. **Introduction:** The students will be asked to share their thoughts from yesterday's question of inference. The students will take a few short notes on what an inference is and how a reader uses it during reading. Then the short story will begin to be read by the audio CD.
2. At several points throughout the reading the CD will be paused for group discussions, making inferences, or to clarify the reading.
3. The first inferences will be made as a class as an example to show how to make an inference. The second inference to be made will be done individually and recorded on the worksheet. The students will then be asked to share their inference with a peer. The class will then discuss the inference as a class and will be written on the overhead transparency. *good modeling*
4. The students will be asked what a character trait and motive is. These topics are something that the students are used to doing so it is not a new concept. The students will be handed a chart where they can record character traits and motives. This will be filled out individually first and then as a class. *Good*
5. The students will be asked to finish filling in their chart for homework if they have not done so in class. *How? One paper? Orally?*
6. **Closure:** Before the class ends the class will be asked three comprehension questions through class discussion. Any questions will be answered before the end of class.

Differentiation of Instruction to meet student needs:

The students will be able to follow along at their own pace by using an overhead projector for the worksheets. Worksheets will be provided and will be identical to the one being used on the overhead transparency. The worksheet for the "Character Chart" and "Inferences" include sentence starters so that the students know how to begin their sentence. Peer sharing will give the students different ideas than their own to think about. Hearing the audio CD will allow students to listen to the story out loud without worrying about having to read to the class. *And, will increase comprehension!*

Assessment plan:

The students will be assessed mostly by observation, class participation, and responses to questions asked during the class. Basic observations of watching a student fill in the worksheets, follow along with reading on the same page or following with a finger, and participating in class discussions by raising their hands to speak are a few ways the students will be assessed. If the students willingly participate by raising their hand for a verbal response, then that shows me they are comfortable with the material.

Supports for Positive Learning Environment:

The students will be seated at individual assigned desks. Since this is a whole class lesson the students are arranged in straight rows. When the students share their work with a partner then they will be able to turn their bodies to talk to the person next to them. The students will be asked a head of time if they wish to move their seat to be closer to the front of the room. The overhead will be large enough so that everyone can see from their seats. The audio CD will be loud enough for everyone to hear.



Unit: Lesson 3/ Day 3

Lesson Content Area: Language Arts \ Reading Strategies

Grade: 7

Objectives of the Lesson:

1. The students will make three inferences during reading and record on a graphic organizer.
2. The students will continue to depict character traits and motives of the main character and record as a class in a Character Chart
3. The students will role play an event in the story with a partner using provided materials.
4. The students will describe characteristics of the main characters through illustrations.

Aligned with Content Standards:

R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (State)

R-7-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State)

R-7-4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information (Local)

R-7-5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits,

Brief Description of individuals involved in the lesson:

This Language Arts lesson will be conducted as a whole class of 18 students. There are eight girls and ten boys. Eight boys are on my caseload with IEP's. The students will listen to the short story ^{being} read by an audio CD. This whole group discussion will aid to the learning of the eight students on the caseload. By listening to an audio CD eliminates stress of having to read out loud.

Materials used in the lesson:

- White Board
- Over head projector
- Worksheets (see attached)
- Audio CD of short story
- Pencils
- Materials for role play

Lesson Sequence:

1. **Introduction:** The students will begin the class by gathering materials needed for the lesson. The students will continue to read the short story "Zebra".
2. At several points throughout the reading the CD will be paused for group discussions, making inferences, or to clarify the reading.
3. The first inferences will be made as a class to remind the students how to make an inference. The other two inferences will be made individually and recorded on the worksheet. The students will then be asked to share their inference with a peer. The class will then discuss the inference as a class and will be written on the overhead transparency.
4. There is a section of the story where the students will be role playing an event that took place in the story. The students will be provided with materials to use. A model of what the students should be doing will be shown before the students are asked to participate in the role playing. This will be a short but helpful way for the students to see how hard it was for the character to draw with one hand. The students will share their thoughts in a brief class discussion.
5. The students will then take detailed descriptions of the characters from the story to illustrate the two main characters. This will be conducted individually then with a partner to compare their information.
6. **Closure:** The students will be asked to share their drawings. If their drawings are not finished they will be instructed to finish them for homework. In addition to the drawings the students will also be asked to complete the character chart (traits and motives) for homework. Any questions will be answered before the end of class.

I like the repetition from previous lesson and the addition of another inference.

Differentiation of Instruction to meet student needs:

The students will be able to follow along at their own pace by using an overhead projector for the worksheets. Worksheets will be provided and will be identical to the one being used on the overhead transparency. The worksheet for the "Character Chart" and "Inferences" include sentence starters so that the students know how to begin their sentence. The students will be provided with a list of details and descriptions for the characters instead of having to look back into the text. Peer sharing will give the students different ideas other than their own to think about. Hearing the audio CD will allow students to listen to the story be read aloud instead of worrying about having to read out loud. The illustration of the characters gives the students a fun activity to work on while still learning how to visualize the characters. By role playing an event in the story the students will be able to experience how the character felt in the story. ✓

Assessment plan:

The students will be assessed mostly by observation, class participation, and responses to question asked during the class. Basic observations of watching a student fill in the worksheets, follow along with reading by being on the same page or following with a finger, and participating in class discussions by raising their hands to speak are a few ways the students will be assessed. The

students will be observed during the role playing. If the students willingly participate by raising their hand for a verbal response, then that shows me they are comfortable with the material.

Supports for Positive Learning Environment:

The students will be seated at individual assigned desks. Since this is a whole class lesson the students are arranged in straight rows. When the students share their work with a partner then they will be able to turn their bodies to talk to the person next to them. The students will be asked a head of time if they wish to move their seat to be closer to the front of the room. The overhead will be large enough so that everyone can see from their seats. The audio CD will be loud enough for everyone to hear.

Instructional Decision Making

Part 1

Rethink plans

The students were first introduced to inferences by defining the word and practicing examples of making an inference. Throughout the unit, the students made inferences on a graphic organizer inference packet using the short story, Zebra. The class discussed inferences, inference questions, and how to gather details from the story to create an inference. An example inference question was posed to the class to model how to make an inference during reading. As a class the students answered discussion questions pertaining to making inferences related to the reading. By the second day of making inferences, I noticed the same handful of students raising their hands to answer questions. The questions posed to the students were knowledge based according to Bloom's Taxonomy. Therefore, I knew that the students were not retaining the information. I needed to find a different more effective approach to teaching the lesson. Toward the end of the lesson a formative assessment was given to the class. The thumbs up approach was used. The students were asked to put their thumbs up if they thought the material was too difficult. No one put their thumbs up. Then the students were asked to put their thumbs up if they knew two key factors to making an inference. No one put their thumbs up. Meanwhile, the answers were on the board and in front of them on their worksheet. Rewording the question, the students were asked to put their thumbs up if you agree that details from the story and our own knowledge are two things used to form an inference. Half of the class put their thumbs up. This indicated one of two things:

- 1) The students did not understand how to make an inference after the second day, meaning the students are not retaining information and teaching practices are not effective.
- 2) They were hungry for lunch and were not paying attention to my question.

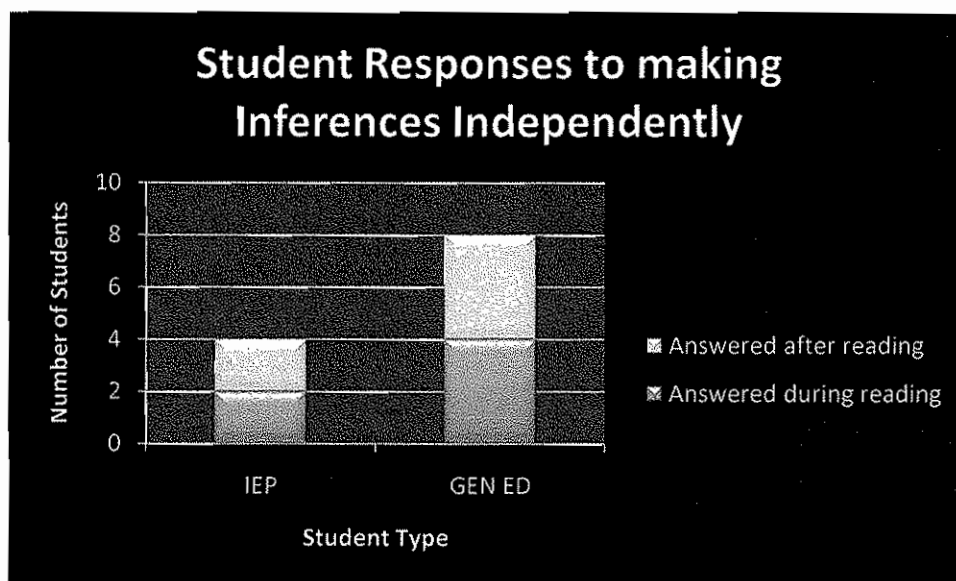
The class understanding of the story was comprehensive because questions were answered verbally and independently. The concept of making an inference and learning how to make an inference is a difficult task to learn. For some, inference-making comes automatically. This was difficult for the students with IEP's.

This (inference) is an abstract concept.

The first instructional decision I made was to eliminate the traits and motives chart from the unit. Character traits and motives is a technique that the students are familiar with and use often. It was designed as an extra activity for the students to work on. Keeping the T&M chart would be overwhelming for the case load students. By eliminating this task, the students will be able to concentrate on the main goal of this lesson, to make inferences during reading. As a result, continuing to teach inferences was appropriate. Finding a new way to affectively present the material on inferences was the next step.

Revisions

The next day the students continued reading the short story. Two more inferences were added to their packet. The students were instructed to continue reading the story by listening to an audio CD. Before reading, the students were given a purpose for reading. The purpose was to independently answer two inference questions. The specific questions were read aloud to the class ("Continue reading to find out..."). The questions were posted on the white board and on their individual worksheet. As the audio was playing I scanned the room and walked up and down the rows. While this was taking place it was observed that some students were independently completing the inference questions. It was observed that 2 out of 7 IEP students attempted to complete the inference during reading and 4 out of 10 general education students attempted to complete the inferences during reading. This is a class total of 6 out of 17 students. Because this was a multi-tasking instruction, it was not fair to students (IEP or general ed.) who needed to read first and then go back an answer questions. After reading, the students were instructed to take a few minutes to answer the inferences independently. This time two additional IEP students and four additional general education students completed the inferences independently. This is a class total of 12 out of 17 students able to make inferences independently.



$$12/17 = 70\%$$

Effect on Student Progress

By making a revision to the lesson, I gave the students a purpose for reading and answering questions during reading. The students were not only able to answer inference questions or make an inference, but their answers were also correct. By providing a purpose for students to read, they became self motivated to make inferences independently. The data collected indicates that most of the students in the class know how to make an inference. I think the students needed a challenge which gave them the push to complete the inference questions independently. This allowed the students to see the connection of why readers make inferences and how it can become automatic during reading.

Did it become automatic? Or did the teacher have to prompt?

Part 2

Rethink plans

In addition to rethinking plans for whole class instruction, a student's needs caught my attention during the lesson. The student that made me rethink my plans was not following along while reading. As I was scanning the room during reading I would notice that this particular student kept looking up at me. Each time he did this I would walk over to him and point to the text where the audio CD was reading. It became a repetitive habit. The boy kept looking up at me almost every minute. Therefore, I decided I needed to do something so that this student would follow along with the reading and listening to an audio. This student is an IEP student and was an ESL student. In grade six he was exited. Now in grade seven the student still benefits from having tests, quizzes, and assignments read aloud. My prediction is that his language barrier is the reason for him losing his place. In addition to this student, there are also three other IEP students that would at times lose their place during reading. Redirection helped them to get back on track. With the majority of the students on the case load having ADHD, the attention spans of these students are minimal.

Revisions

The next day, I handed out plain red bookmarks to the students. The students were instructed to follow along with the reading by holding the bookmark horizontal with the text. This technique worked. The particular student that initiated my revision to the lesson followed along without looking up at me. It also helped the other students who tended to drift their attention away from the story, to follow along with the text. ✓

Effect on Student Progress

The first day of reading was when this student's behavior was noticed. On the remainder of the reading days the student was able to follow along using the book mark. The student also commented on how helpful the bookmark was to help him keep his place. The student was also observed using the bookmark in social studies and science. The student used the book mark to help keep his place when reading and note taking. Not only did this tool help the student during my lesson, but allowed him to apply it to other classes to enhance his learning and performance in other school subjects. ✓

1st submission

Instructional Decision Making

What
How did
the
post-assessment
reveal?

Part 1

State the objective

Rethink plans

discussing

As a class the students were answering and ~~discussion~~ inference questions related to the reading. This being the second day of making inferences and reading the same short story, I noticed that the same three students were raising their hands to answer questions. The rest of the class was just staring. The questions being asked were on the knowledge level of Bloom's Taxonomy. Therefore, I knew that something was not clicking with these students on how to make an inference. At that point, there was 10 minutes left of class and I decided to take a formative assessment. The thumb up approach was used. The students were asked to put their thumbs up if they thought the material was too difficult. No one put their thumbs up. Then I asked put your thumbs up if you could tell me the two things we use to make an inference. No one put their thumbs up. Meanwhile, the answers were on the board and in front of them on their worksheet. Then, rewording the same question, I said put your thumbs up if you agree that details from the story and our own knowledge ^{are} used to form an inference. Half of the class put their thumbs up. This indicated one of two things:

- 1) The students did not understand how to make an inference after the second day, meaning they are not learning.
- 2) They were hungry for lunch and were not paying attention to my question.

What puzzled me was that the students were able to raise their hands to answer comprehension questions about the story but could not raise their hands to answer questions about inferences, where the answers were right in front of them. The instructional decision I made was to eliminate the traits ✓ and motives chart for this story and to continue focusing on making inferences. Character traits and motives is a technique that the students are familiar with and use often. If I was to keep the T&M chart then I would be overwhelming the students with work and they still would not understand the concept of making an inference. The ^{found} focus of the lesson was on inference because it was a new strategy being taught. Therefore, I figured to ^{find} find a new way to present the material on inferences to the class and to ^{to} ~~to~~ ^{re-state} continue teaching inferences was appropriate. _{this}

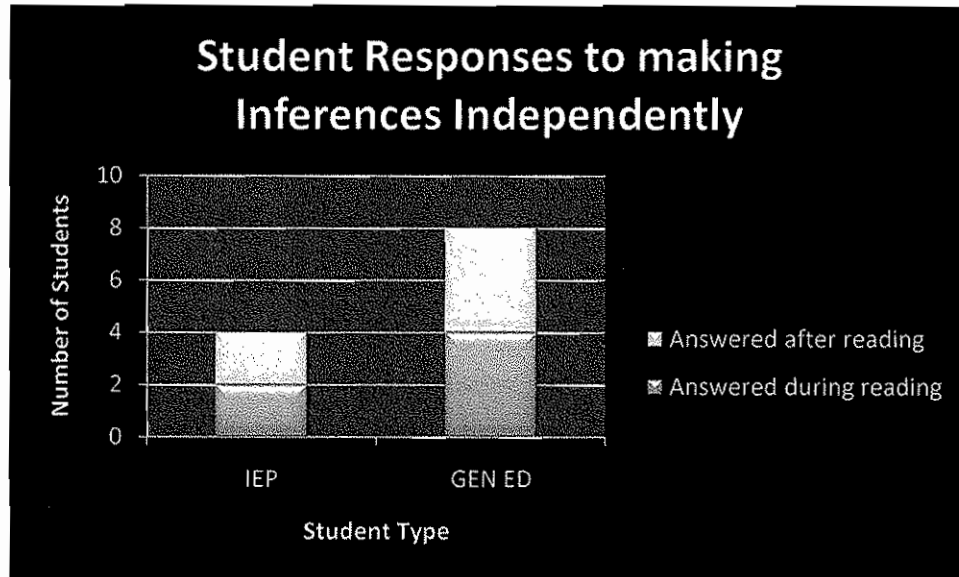
Revisions

The next day the students continued reading the short story. Two more inferences were added to their packet. The instructions I gave the students were to continue reading the story listening to the audio CD. As they were reading, I instructed them to independently answer the two questions that allowed them to make two inferences. The questions were written on the board and on their worksheet in front of them. The questions were also read aloud in this fashion, "Continue reading to find out..." This gave the students a purpose for reading. As the audio was playing I scanned the room at the points

Two out of seven

where details from the story were being read to make an inference. 2/7 IEP students attempted to complete the inference during reading and 4/10 general education students attempted to complete the inferences during reading. That is a class total of 6/17 students. Because this was a multi-tasking instruction, it was not fair to the other students who needed to read first and then go back and answer questions. After reading, the students were instructed to take a few minutes to answer the inferences independently. This time two additional IEP students and four additional general education students complete the inferences independently. This is a class total of 12/17 students that were able to make inferences independently.

What does this mean?



Effect on Student Progress

By making a revision to the lesson, I gave the students a purpose for reading and answering the questions. This motivated the students to make inferences independently. The data collected indicates that most of the students in the class know how to make an inference. I think the students needed a challenge which gave them the push to completing the inferences independently. This allowed the students to see the connection of why readers make inferences and how it can become automatic during reading.

Inferencing is one of the most abstract reading behaviors.

Part 2

Rethink plans

The student that made me rethink my plans was not following along while reading. As I was scanning the room during reading I would notice that this particular student kept looking up at me. Each time he did this I would walk over to him and point to the spot where the audio CD was playing. It became a habit where the boy kept looking up at me almost every minute. Therefore, I decided I

needed to do something so that this student would follow along with the reading. This student is an IEP student and was an ESL student in the third grade. In grade 6 he was exited. Now in grade seven the student still benefits from having tests, quizzes, and assignments read aloud. My prediction is that his language barrier is the reason for him losing his place. In addition to this student, there ^{were} also three other students that would at times lose their place and I had to redirect them.

What does his IEP say?

Revisions

The next day, I handed out plain red bookmarks to the students. The students were instructed to follow along with the reading by holding the bookmark horizontal with the text. This technique worked. The particular student that initiated my revision to the lesson followed along without looking up at me. It also helped the other students who tended to drift their attention away from the story to follow along with the text.

not needed

Effect on Student Progress

The first day of reading was when this student's behavior was noticed. On the remainder of the reading days the student was able to follow along using the book mark. The student also commented on how helpful the bookmark was to help him keep his place. The student also was observed using the bookmark in social studies and science. The student used the book mark to help keep his place when reading and note taking. Not only did this tool help the student during my lesson but allowed him to apply it to other classes to enhance his learning and performance in school.

Analysis of Student Learning

Part 1

Objectives	Pre-Assessment	Formative Assessment	Post Assessment
Objective 1: Identify reading strategies.	Multiple choice test on reading strategies	NONE GIVEN	Fill in test on reading strategies
Objective 5: Define the term inference and make inferences during reading.	"What is an inference?" response	Thumbs up approach on inference material questions	Inference packet

Assessment Grade Book

Student #	Student Name	Pre-assessment (Reading Strategies) (9/10)	Pre-Assessment (Inference) 9/27	Formative Assessment (Inference) 9/28	Post-assessment Reading Strategies	Post-assessment Inference Packet	Vocabulary Assessment
1	Russell		correct answer		All Correct	Independent Verbal after reading	98
2	Austin	ab	idk answer	x		Independent Verbal after reading	57
3	Christian		idk answer				64
4	Alfredo	ab					84
5	Thomas						98
6	Nicholas					Independent Written during reading	100
7	Evan		idk answer	x		Independent Written during reading	98
8	Jacob	ab	ab	ab		ab	79
9	Aislyn		correct answer			Independent Verbal after reading	43
10	Suzana					Independent Verbal after reading	100
11	Alexa		correct answer	x		Independent Written during reading	86
12	Megan	all correct		x		Independent Written during reading	84
13	Sabrina	all correct		x		Independent Verbal after reading	100
14	Genesis			x		Independent Verbal after reading	100
15	Kyle	all correct	idk answer				100
16	Oscar		correct answer	x		Independent Written during reading	71
17	Nicole		correct answer	x			100
18	Raleigh			x		Independent Written during reading	100

A
F
F
B
A
A
B
C

Subgroup
AB=absent

I don't know =idk
x= thumb up

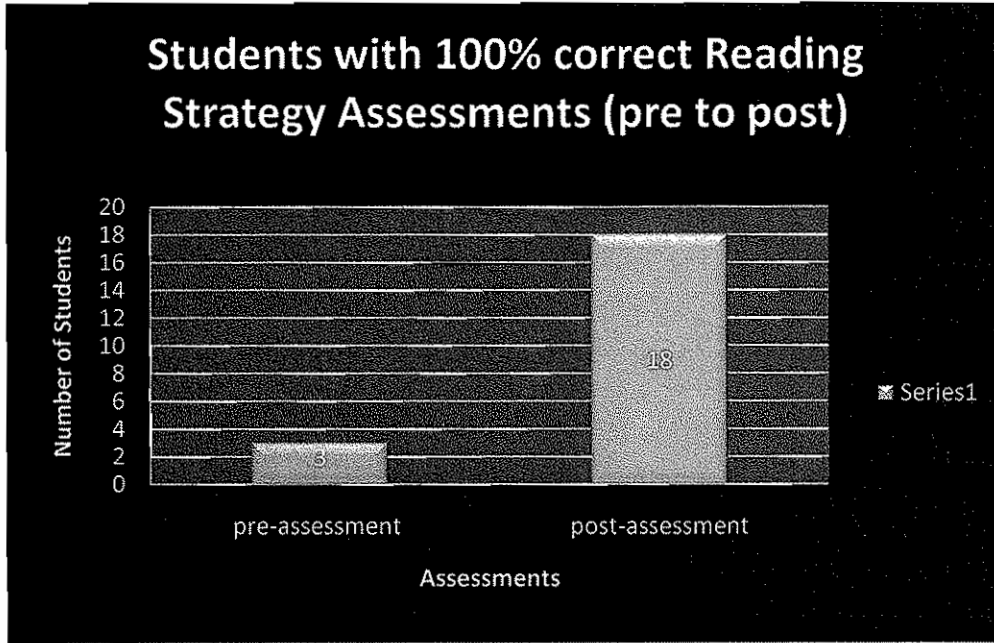
Verbal responses
Written Responses

THINK

How can you defend 2 F's to: parents, principal? Community? (I know your time was limited, but the gradware real-life issues.)

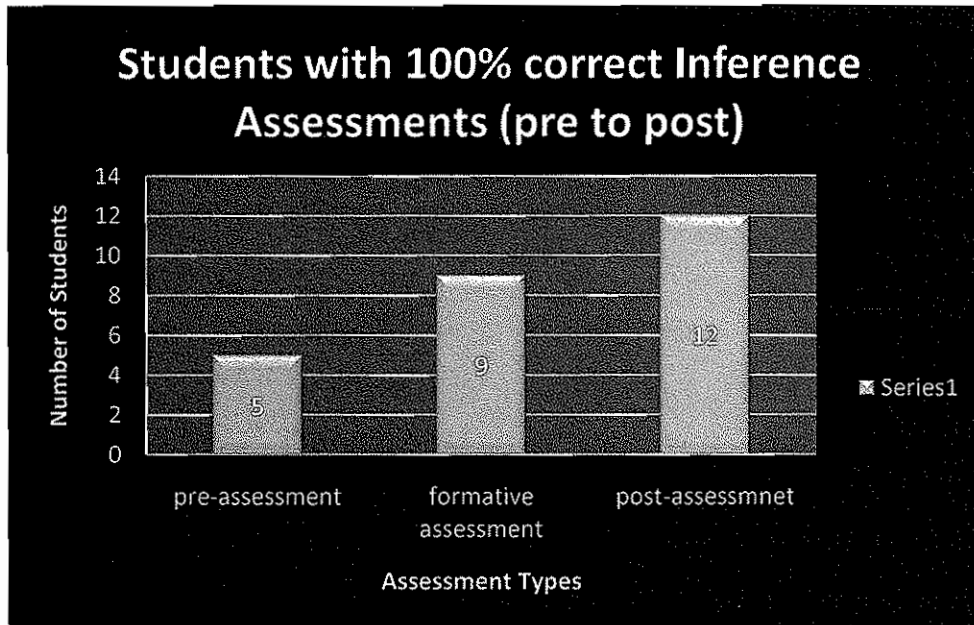
Objective #1: Assessment Results for Whole Class (pre to post)

Identify Reading Strategies (What are they?)



Objective #5: Assessment Results for Whole Class (pre to post)

Define inference + apply



You find 13/17. Why is this 13/14?

Interpretation

Objective #1

From the grade book and graphs above, it is evident that the students progressed greatly from pre to post assessments for this objective. On the pre-assessment only three students answered the questions regarding reading strategies correctly. On the post assessment, all eighteen students answered the questions correctly. In the pre-assessment the students were given more questions regarding each strategy. On the post assessment the students were given one question for each reading strategy. Each of the reading strategies used on the post assessment were used continuously throughout the short story.

Which strategies?

Objective #5

It is clear that this objective was not met by all of the students in the class. As shown in the table below, on pre-assessment ^{responses} it was evident that the students had somewhat of an understanding of what an inference is. The majority of the class had great predictions on what an inference could be.

What does this mean?

Student responses: What is an inference?

Reread	Take notes	An opinion
Connecting with the author to understand the text		Making a guess
Asking questions	Prediction	Summarize
What's going to happen in your own words reading		Conclusion you make during
Helps the reader understand story		A guess to help continue understanding the

What is this?

3/9

There were four students that wrote "I don't know" as a response and five students that answered correctly. As time progressed, a formative assessment was given. The thumb up approach was used. The students were asked to put their thumbs up if they agree that details from the story and our own knowledge are two things used to form an inference. It is evident in the graph above that nine students or half of the class agreed with the statement. On the last day of reading, the students were instructed

This is a weak assumption!

How do you know they weren't just going along w/ others?

to make two inferences independently during reading. From the grade book above it is evident that six students wrote their answers independently during reading. Then after reading the students were given a few minutes to collect their thoughts and to make the inferences independently. Six additional students, shown above in the grade book, wrote their responses and verbally read their inference. The twelve students had correct inferences. The others who did not write or verbally respond to the inference wrote in the correct answers after the inferences were discussed as a class. As a result six out of eighteen students did not meet this objective. Even though this objective was not met by all of the students it shows how students progressed over time in a one week unit.

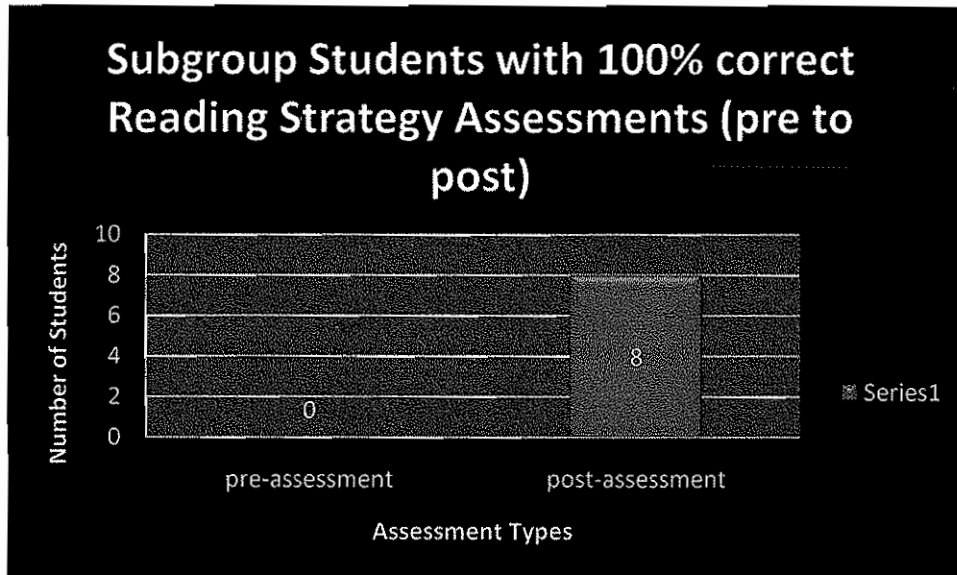
*6/18 = 33% did not learn -
67% did
special needs*

Subgroups

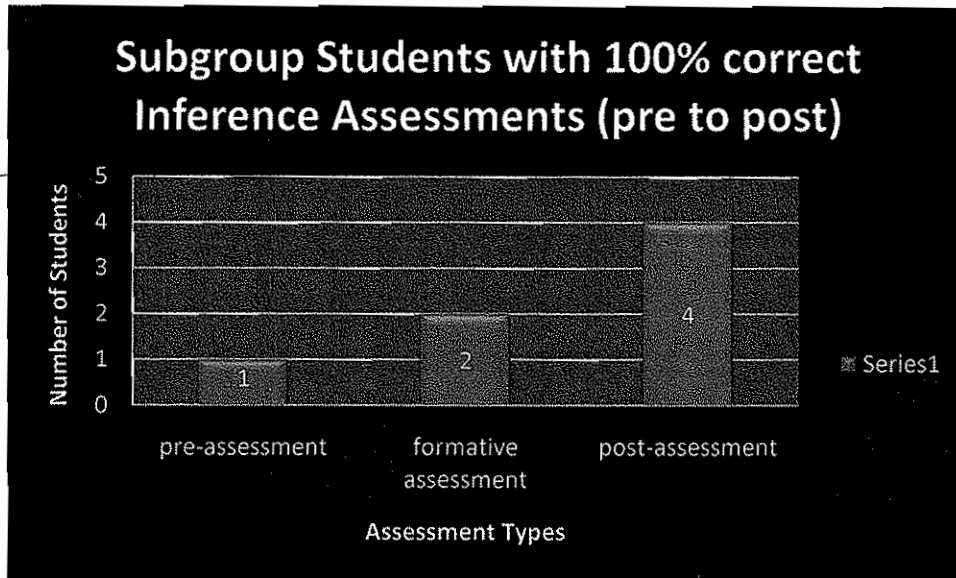
This special education student teaching placement focuses mainly on the ~~case-load~~ students that are in resource. The subgroup will be based on the eight IEP students highlighted in yellow on the grade book. This group is comprised of eight males of ranging abilities. Some of these students have support at home and some do not. This greatly impacts the performance of the students on their efforts to complete assignments in class or for homework. The students in this group participated in all of the same activities and as part of the whole class. *good!*

Below are the assessment results for the subgroup student^s on the two chosen unit objectives (1 and 5).

Objective #1: Assessment Results for Subgroup Students (pre to post)



Objective #5: Assessment Results for Subgroup Students (pre to post)



Interpretation

Objective #1:

The subgroup students show in the graph above that none of the students answered the pre-assessment questions on reading strategies. The students became very familiar with reading strategies during the reading of the short story and through class discussion. The students used graphic organizers to help them define and use the strategies throughout the unit. Then on the post assessment, all eight students answered the reading strategies questions correctly. Their data is directly related to the whole class data in terms of all of the students answering the reading strategy questions correctly. This infers that all of the students met this objective. ✓

Objective #5:

This objective was a difficult task to meet. On the pre-assessment only one student answered the response correctly. Three out of the four "I don't know" responses came from the students in this subgroup. During the formative assessment, mentioned above in the whole class interpretation for objective 5, it is evident in the grade book that two subgroup students out of the nine whole class students participated by putting thumbs up to agree with the statement. This is an increase from the pre-assessment. In the post assessment four subgroup students were able to answer inference questions independently. Two out of the four independently wrote their responses during reading. The other two students wrote their responses after reading and then verbally responded. This is another progression showing that half of the subgroup students understand how to make an inference during reading. 2/9

This subgroup needed more than the allotted one week time to learn how to make an inference and to meet the objective. The four out of six students that did not meet this unit objective are students that need extended time to complete assignments and grasp material. Student # 8 was absent for the majority of the time throughout the unit. These students did however get the correct answers to learn how to make an inference when the information was discussed as a class.

✓
good observation

Part 2

Most of the students were able to meet five out of seven unit objectives. The students used graphic organizers to respond to comprehension question, inferences, and comparing characters (objectives # 3, 4, 5, 7). An audio book was used to read the story to the students. I feel as if these two techniques were big factors in helping the students meet the unit objectives. The students participated in role playing events that allowed the characters to come to life (Objectives # 1, 2, 4). This also helped the students to respond to a writing prompt explaining how the main character changed in the story. The students often worked in small groups or with a partner to share predictions and to discuss opinions of the story. Class discussion was a main event during lessons that helped the students to brainstorm ideas and to answer questions that were posed to them. The students were assessed through observation for most of the lesson. Observation of student work habits provided helpful insight on how to present the material and to rethink ideas for teaching. Pre, formative, and post assessments were taken on inferences and reading strategies. The results to these assessments are discussed in Part 1. These assessments gave baseline data along with progression results of how the students learned during the unit.

There are two objectives that were not met by some of the students. Objective #5, defining and making inferences was met by the majority of the students. All students were able to define the term shown on the post assessment. At the end of the lesson there were a few students that were not able to make an inference independently. This was shown on the post assessment in the Inference Packet. There could be a number of factors why these students could not meet the objectives. For instance, student #8 was absent for the majority of the lessons or was present for only some parts. Student #15 went home sick on two separate occasions throughout the unit. This would account for these two students not being able to meet the unit objectives. Students # 3, 4, and 5 are case load students. Student #3 is often lost and needs additional explanation and one on one help to complete assignments. Student #4 was just exited as an ESL student. Student #5 has severe ADHD and often needs redirection to stay on task. In conclusion, it is not that these students cannot reach this unit objective but that they needed additional time to meet the objective. These students are provided help when necessary and need additional time to work on creating inferences. Objective #6, defining vocabulary for the unit and using the vocabulary in a sentence using context clues was difficult for students to meet. The students worked on word maps and defined the words using context clues throughout the unit. The grade book in Part 1 displays student grades on the vocabulary assessment. Ten students had no difficulty, five students had some difficulty and three students had great difficulty defining vocabulary using context clues. The three students with great difficulty benefit from tests/quizzes being read aloud to them. This

be specific

be professional language.
Do you mean the student has trouble focusing?

was not performed during the assessment due to the fact that the classroom teacher conducted the assessment.

Before your unit?

The two objectives that the students had difficulty reaching could be revised in terms of presentation and development of new assessments. The students who did not meet these objectives at the same time as the rest of the class present valid reasons for not doing so. Material can be presented in more hands-on ways instead of just paper and pencil. These students benefit most from real world ^{connections} connects. By connecting the material to real world situations first and then to events in the text allow ^{give an example} the students to see how the information transfers. Additional assessments can be given throughout the unit to assess progress of student learning day by day. Realistically, this unit could have been conducted ^{-YES!} in two weeks. There were many ideas that were not used in presenting this unit due to time constraints. If I were able to conduct this lesson again, I would take two weeks to complete the short story. The short story would be broken up into sections so that the students could gain valuable information at a slower pace. This would be a start to a solution to have all students reach and meet the unit objectives. ^{good}

Very important to assess frequently!



Your special needs students had difficulty applying what they learned. They were able to identify ~~the~~ word inference. However, inferring is an abstract reading behavior for any student. All students, particularly those with special needs, need a significant amount of guided practice to apply what they have learned. You only need to look at Bloom's Tax. to see Application is after Knowledge (vocab) and Comprehension (being able to do it w/others/w/ help). So, I agree that two weeks and chunking info would be an appropriate approach. JS.

Reflection on Student Teaching Experience

The staff and students at Birchwood Middle School left a lasting impression on my student teaching experience. This being the first placement of the semester, many emotions ran through my mind before entering the school. When I first stepped foot in the building I remember being impressed with the bright and inviting atmosphere. Most of all, I remember the feeling when I met my cooperating teacher for the first time. I was nervous and hopeful that she and I would work well together. These mixed emotions settled by the second day. The staff made me feel welcomed and comfortable, the students were very polite and respectful, and my cooperating teacher was the nicest person to talk and relate to. All of these aspects of transitioning into my first student teaching experience helped in adjusting quickly and smoothly into a new environment.

Becoming familiar with the principal, vice principal, teachers, paraprofessionals, and other staff is something that I found to be a significant part to my experience. On the green team, everyone works close together. Since this is a resource placement, I follow the students from class to class. Therefore, knowing all of the teachers' and paraprofessionals' names, roles, and teaching styles is a significant part to this job. In addition to becoming familiar with staff, communicating with the staff is also important. Each team has meetings two to three times per week to discuss students, assignments, and other issues that may occur. The principal, vice principal and social worker also take part in these meetings. This helped me to get to know all of them. This is a great way for all of the teachers and staff to communicate and stay updated on specific events.

In addition to being comfortable and familiar with the staff, the most important individuals to acquaint myself with were the students. The students on my case load consist of twenty students. These students all have different needs. Between my cooperating teacher and myself, we split the students into two groups. I have nine students and she has eleven. Due to rotating schedules the groups intertwine and I often see the other students. Within the first two weeks of working with the students, we developed a bond. They became comfortable asking me questions and confiding in me with their needs.

From developing this bond I learned how important home life is for young children and how it has an impact on their learning. Many of the students that I work with do not have support at

plural/possessive

teachers' names
paraprofessionals' names

✓

home. Most of the students only have one parent. In some cases, even if there is a parent they are not supportive to their child's needs. There was one incident where a child started crying in class. Progress reports had just been handed out by the science teacher and this particular student had a failing grade for homework. He became very defensive and defiant to continue working on the class work the teacher assigned. I noticed his behavior and asked him to come outside in the hall. I went for a walk with him and asked him why he was crying and what was bothering him. The student proceeded to tell me that he did not see a point to doing anymore work because he was already failing. I calmed the student down and discussed a plan to make up his work so that his failing grade could become passing. The student also mentioned that he needed to have the time at school to complete his work because he does not have help at home. This incident made me realize that sometimes giving students extra support and time at school to complete work is important. If a child does not have the recourses at home, like this student, then they may not attempt to complete the work at home. Caring for student needs is a huge part of my job. ✓

*Good,
always
consider
contextual
factors.*

*You gave
him hope!*

Throughout my experiences at Rhode Island College I have never taught in a resource placement. I was always exposed to inclusion classrooms. My first observed lesson by my supervisor was not as successful as I hoped. My thoughts for the lesson was to model a math lesson. The students I was working with were very confused by the math teacher's method of teaching. I figured that if I modeled the lesson in a similar way but at a slower pace the students would grasp the concept. My first mistake was that I did not remember my role as a resource teacher. A resource teacher does not teach full lengthy lessons. They assist students with material in various subjects that the students are having difficulty learning. If I were able to reteach this lesson then I would have focused on one particular skill instead of a few skills. Because of my continual practice in planning and teaching in whole inclusion settings I automatically planned this lesson like I was used to. If I kept my role as a resource teacher in mind then my lesson would have been more of a success.

*Mistakes
are stepping
stones to
success.*

*Good self
evaluation*

Overall, I learned that having organization skills, planning ahead, and being flexible are important values to hold. There are always many things going on in a six hour period; parent teacher conferences, placing and receiving phone calls, filling out weekly reports on students, modifying tests, quizzes, assignments, and projects, and Individual Education Plan meetings are

✓

just to name a few. Having a calendar with daily events written out is something I found to be very helpful. Another valuable resource for me and the students was a binder with folders for each individual subject. This tool aided in organizing class notes, assignments, homework, and projects. The students were aware of this binder and were welcome to access it at any time. This worked as a great tool when students were absent. Having resources for students to use such as this binder, provides students with a positive aspect to learning and to gathering information to organize themselves.

You taught them how to stay organized! Great!

There are many positive learning experiences from this placement that I will carry with me in the future. Learning different ways to interact with students with special needs, present information, and to make learning a safe environment are a few things I learned from this placement. Allowing students to express their feelings gives great feedback to the teacher on motivation techniques. Observing student's behaviors and needs helps a teacher to modify assignments and assessments. Preparing students with materials for lessons and making them aware of the learning process are ways to make students feel safe. The one most important aspect to reaching out to students is to have a positive, professional student to teacher relationship. Making the students feel comfortable to approach a teacher, I feel, is a key element to effective teaching.

I agree!

As I progress in my student teaching experiences, I will be exposed to students of different ages, grades, and learning levels. Being able to reach ^{out} to all students is my ultimate goal. Just recently I became acquainted with information about becoming a member of the Council for Exceptional Children. Educating myself in ways such as this is a next step to becoming an effective teacher. Joining and attending professional development meetings and organizations is one way I will educate myself. Most importantly, the best practice to becoming a better teacher is to learn from the students that you work with in your everyday life.

If you join the Council of Exceptional C. before you graduate, you will pay less. It is expensive, but it is well worth the knowledge. It will keep you current.

Contextual Factors Rubric

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

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4)	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	6
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.	5

TOTAL 35 /42

Comments:

Revision is excellent.

Learning Goals and Unit Objectives Rubric

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

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



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

TOTAL_33___/42

Comments:

Good work.

Assessment Plan Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9)	The organizer does not clearly present: <ul style="list-style-type: none"> • how the objectives are lined up with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments. 	The organizer clearly presents: <ul style="list-style-type: none"> • how <i>some</i> of the objectives are lined up with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate. 	The organizer clearly presents: <ul style="list-style-type: none"> • how <i>all</i> the objectives are lined up with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students 	6
Multiple Forms of Assessment (RIPTS 9)	The assessment plan: includes only one assessment form; <i>does not</i> assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	5
Alignment of Unit Objectives and Assessments. (RIPTS 9)	<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.	<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.	<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.	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.	4
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
Part II: Narrative				
Rationale for Assessment Choice (RIPTS 9)	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	5
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	4
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	4

TOTAL 40 /48

Comments: Very well done!



Design for Instruction Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIPTS 8)	<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>	5
Unit Visual Organizer (RIPTS 2)	<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>	5
Lesson Plans (RIPTS 2)	<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
Alignment with Learning Goals and Unit Objectives (RIPTS 2)	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	5
Classroom Climate (RIPTS 6)	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	5
Use of Technology (RIPTS 2)	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning.	5
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	4

TOTAL 34 /42

Well done!



Revised 07/10

Instructional Decision-Making Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <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.	5
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning.	<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.	4
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <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.	4
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <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.	5
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<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.	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <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.	4
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.	4

TOTAL 30 /42

Comment:

Revision is improved.

Suggestion: In the future, focus on contextual factors and the impact on teaching and learning.

Think: How much support do these students have at home? How can the teacher help students to overcome environmental deficits?



Analysis of Student Learning Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: <ul style="list-style-type: none"> is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. 	4
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	4
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.	4
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.	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Insights on Effective Instruction and Assessment (RIPTS 10)	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	4
Self Evaluation and Implications for Future Teaching (RIPTS 10)	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	5
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.	3

TOTAL 28 /42

Comments:

Self-evaluation is significant—well thoughtout.

Candidate Reflection on Student Teaching Experience Rubric

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

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

TOTAL __23__ /30

Comments:

Well done!