Severe Disabilities
Teacher Candidate Work Sample

Example: TARGET

Contextual Factors

Each school throughout the state has difference and also some similarities. There are many relevant factors that may affect the teaching-learning process for our students. These factors include race, ethnicity, language and/or culture. Another factor that may affect teaching and learning process for students is the availability of instructional technology for instruction, assessing, and collecting data during activities. Finally the last factor is the demographics of the community and school.

Part 1: The Macro Content

There are six elementary schools in the district that I am student teaching in. Each elementary school consists of kindergarten through fifth grade. I am student teaching in an elementary school located in Rhode Island. The district that I am student teaching is considered to be an urban setting because it is a city. In this school district alone according to Info-Works there are a total of 3337 students and 353 teachers.

This elementary school is consisted of kindergarten through fifth grade. The school consists of two full day kindergarten classes. There are also two first grade classrooms, and two third grade classrooms. Finally there are two fourth grade classrooms and two fifth grade classrooms. The school has two special education teachers. One of the teachers works with students with mild and moderate disabilities, she is the resource teacher. The second special education teacher works with students who have severe and profound disabilities in a self contained classroom. The school has a speech pathologist and an occupational therapist that works with students in all grades requiring these specific services. The school has a Physical Education, Art, Music, and

Library teachers which they share with other schools. This elementary school has a full time principal that is very involved with the students.

According to the 2008 Information Works report, this elementary school is a high performing school, meeting all nine targets that were evaluated. Eighty one percent of the students are White and two percent are African-American, fourteen percent is Hispanic lastly three percent of this schools population is Asian. This school is somewhat a diverse community, but the majority of the students are White. This could be an issue because most students are all from similar cultures therefore not making it a diverse classroom. Although the student's race, ethnicity, and language are similar it doesn't mean that their ability and knowledge level are the same when it comes to education. So this will create a diverse classroom.

According to the 2008 Info-Works there are approximately 183 students and 25 teachers. This particular elementary school has 8 students for every full-time equivalent teacher. The Rhode Island average is 13 students per full-time equivalent teacher. Compared to the state average, this elementary school fairs slightly higher in regards to students eligibility for subsidized lunch programs. Of all the students attending schools in Rhode Island, thirty-nine percent are eligible for free or reduced lunch and at this school, forty percent of the students are eligible. Eligibility for the National School Lunch Program is based on family income levels. This means that 40% of the students in this school come from low income families. At this school, according to Info-Works none of the students are English as a second language learners.

This elementary school in RI is dedicated to offering high quality education for all of their students. Knowing that each student has unique learning needs, the district

provides diversified learning opportunities with supplemental programs and services both in and out of the classroom. Seventeen percent of the students receive education services. The total seventeen percent according to Info-Works are students in general education but with supports. This information is from the 2008 Info-Works therefore we know that some of the information has changed because currently I am in a self contained classroom. As in many classrooms there are students of all different academic levels in the class. To accommodate these learners we will modify lessons so that they match their academic level, so they can succeed. Instruction will need to be modified so that the students who are in special education can understand what they will be doing.

Part 2: The Micro Context

For my special education severe and profound placement I am in a self contained room at in an elementary school. This cooperating teacher services 6 students in grades K – 5. This classroom has 6 individual desks, one for each student. It also has several group tables and different activity areas. The rules and expected behavior is listed on the board in the front of the classroom. The classroom rules are the following:

1. Use nice words.
2. Listen to your teacher.
3. Raise your hand.
4. Quiet voice.
5. Keep your hands to your self.

If the students do not follow the directions they will receive a warning and if their behavior continues then their sensory break will be taken away. If the student is not doing their work during center time they have the option to do it during their break time.

When the students come into the classroom there is a routine that they follow. They put their backpacks and coats into the closet and then go to their desk. The day begins with morning meeting; this is where the students go over the date, days of the week, the months, money, weather, and whatever is incorporated in to the meeting. The students will then have snack, after snack the students get a sensory break. They can choose an activity that they would like to do during this time for their break. After break it is time for centers, this may be reading, writing, or math. The activity for the center will change depending on what subject they will be working on. After their centers it is time for lunch. The students get 45 minutes for lunch. After lunch the students come back to the classroom and they will do more centers then take a break then centers again and finally a break. Each day is different and consists of different activities. Throughout the week the students will participate in adaptive physical education, health, library, and art. The students in this self contained classroom do not receive music education due to scheduling conflicts.

Daily Schedule	
1st	Morning Meeting
2nd	Snack
3rd	Centers (math-reading-writing)
4th	Sensory Break
5th	Lunch
6th	Centers (math-reading-writing)
7th	Sensory Break
8th	Centers (math-reading-writing)
9th	Sensory Break
10th	End of Day- Clean Up and Pack up

This classroom uses several different types of technology. First the teacher uses an overhead projector to assist as a visual in some of her lessons. The school also has a projector which is used for Power Point presentations. The students really respond to

visuals so by creating lessons or books on overheads it makes for a very use technology to have. The projector is shared with the other teachers in the classroom, but there doesn't seem to be a problem with scheduling the use of the projector. The school also has a smart board. The smart board is also shared with the teachers throughout the school. The only thing that I would like to see in the classroom would be computers. My cooperating teacher has her own personal computer but it would be nice if the students have the opportunity to use computers in their classroom.

This classroom consists of six student's total. Each student is a different age and in a different grade. Although students are different ages they are grouped according to their level of functioning. Three of the six students function at about the same level so generally they are grouped together. The other three students also function around the same level so they are grouped together during lessons. This is a self contained classroom for the whole school therefore there are different ages of students. This makes it difficult for a social climate at times because a fifth grader may not want to play with a first grader even though they are in the same class.

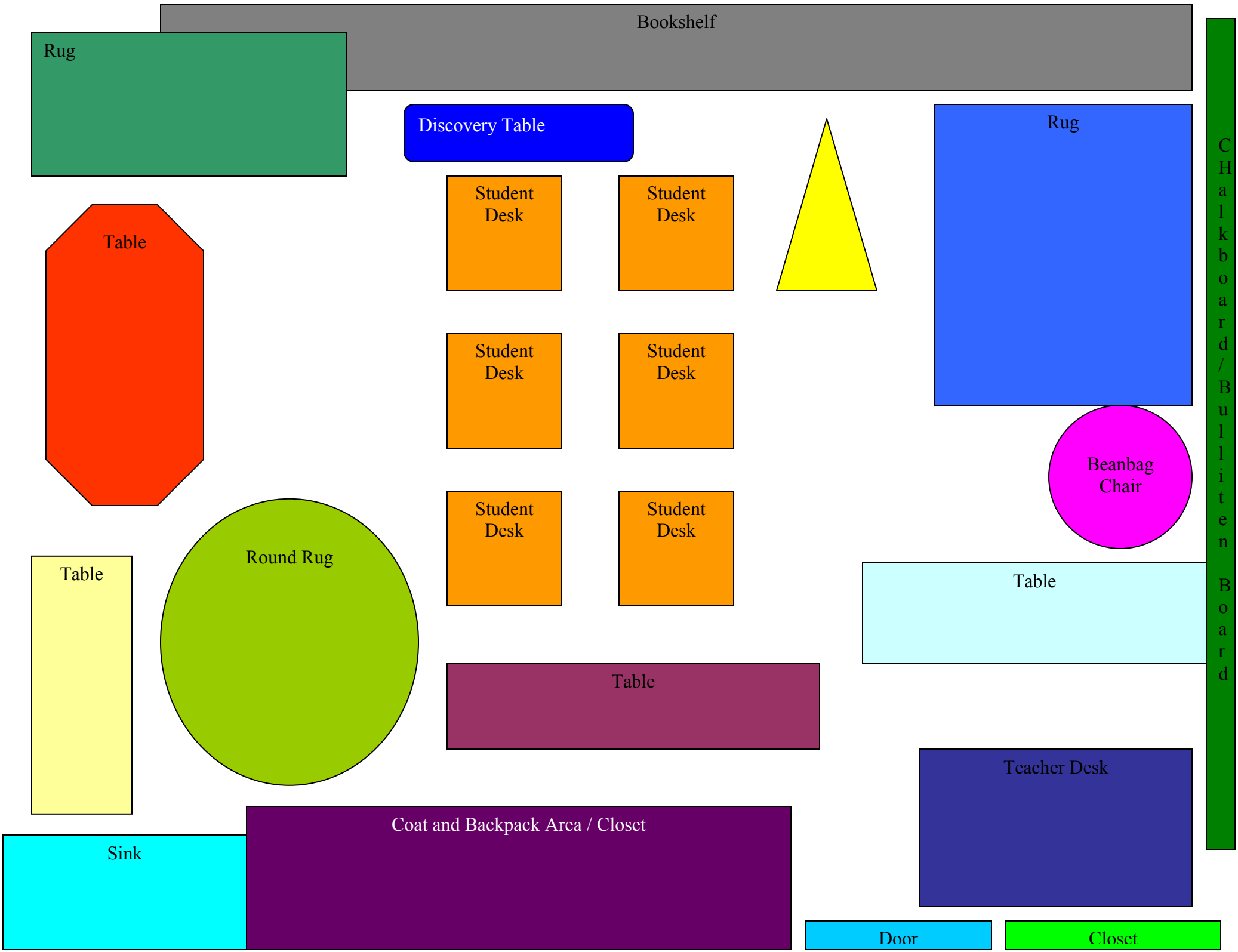
All the students in this self contained classroom have IEP's. They all have an extended school year due to their disability. These students are in a self contained classroom because they need small group instruction and for their lessons to be modified. These students need a lot of visuals to help assist their learning. One way that the teacher accommodates for this need is by using Board Maker in creating lessons. Finally the students in grades 2, 3, 4, and 5 participate in alternate assessment.

Description of Students in the Severe and Profound Classroom

Student	Age	Grade	Gender	Disability	Race	Skills	Proficiency Level
C.V.- This student is pretty high functioning for his disability. He is a sweet young man and likes to get affection from everyone. He doesn't like to get in trouble or be in trouble, he is eager to please everyone. He is able to socialize with his classmates but seems to have difficulty socializing with others throughout the school.	10 years old	5th	Male	Autistic Developmental Delay -Communication -Behavior -Sensory - motor -Self Care -Reading -Math -Writing	White	-He reads at a second grade level. -He can do math at a first grade level. -He is able to write but has difficulty due to fine motor problems. -He knows his letters but sometimes has difficulty with the direction.	-He needs to work on fine motor skills such as holding a pencil. -He needs to count unlike coins. -In writing he needs to establish sentences with subject and predicate. Basic punctuation rules are also needed.
C.S.- This student is capable of a lot he is a very smart young man. He interacts with his classmates well although he does like to tease the younger students. He is able to interact with his peers in the school perfectly fine, but generally keeps to himself. He has older siblings at home which may expose him to some age inappropriate things (such	10 years old	4th	Male	Mentally Retarded -Language Impairment -Reading -Math -Writing	Hispanic	-He reads at a first grade level. -He does math at a first grade level. -He knows his letters and his numbers. -His writing is a first grade level.	-Dolch Primer : 43/52 -In math he needs to work on skip counting, counting out money, place value and fractions. -In writing he needs to establish sentences with subject and predicate. Basic punctuation rules are also needed.

as video games).							
J.C.- (this student has been out for the last two weeks, therefore I haven't had any interaction with him so I can not give a description).	8 years old	3rd	Male	Autistic- high functioning Developmental Delay -Reading -Math -Receptive and expressive language -Fine Motors	White	- He reads at a second grade level. -He can do math at a first grade level. -He can identify his coins but has difficulty adding them. -He knows all of his letters and his numbers. -His writing is at a second grade level.	-Dolch Primer- 43/52 words - He needs to work on adding unlike coins.
S.I.- This student is very cute and sweet. She likes to follow the crowd. She understands what is right and what is wrong but if she sees her friend doing something she will most likely follows along. She is still trying to identify all the letters and she has trouble with some numbers. Hand over hand is used a lot when working with this student. She interacts nicely with her classmates and everyone in the school knows her and adores her.	8 years old	2nd	Female	Down Syndrome -Communication -Fine Motor -Reading -Math -Speech sincerely	White	-She can identify some pre-primer sight words but cab not fully read yet. -She can identify some numbers but has difficulty with one to one correspondence.	-In math she needs to work on counting sequence. -She needs to work on fine motor skills.
H.M.- This student is new to the school system and to the class. She is very	6 years old	1st	Female	Developmental Delay -Behavior -Language	White	-She can identify some sight words and reads at a kindergarten level.	-PALS score = 35 (mid year expectancy score is 51)

immature and has a tendency to cry a lot. This student works well with her classmates and likes to help others but she also likes to tattle tale when someone is doing something they shouldn't be. She is the only student in the class that has somewhat of a medical condition because she wears braces throughout the day. She wears them because she walks on her toes.				-Reading -Writing -Math		-She can identify numbers 1 -10. -She can identify some letters but not all.	-She needs to focus on site words and identifying them. -Identifying number above 10.
I.S.- This student isn't in the classroom all the time he is in a regular kindergarten class for about 50% of the day. He interacts well with all of his classmates in the self contained class and the kindergarten class. He is progressing well in academics. He apparently is doing much better because he had a behavior problem earlier in the year. He is still very young and is learning how a student should act.	5 years old	K	Male	Down Syndrome -Language -Reading -Writing -Math	White	- He knows his letters and can identify his numbers. - He is functioning at a pre kindergarten level.	-He needs to continue to work on his numbers and letters.


Bookshelf
Rug
Discovery Table
Rug
Table
Student Desk
Student Desk
Student Desk
Student Desk
Student Desk
Student Desk
Beanbag Chair
Chalkboard/Bulliten Board
Round Rug
Table
Table
Table
Teacher Desk
Coat and Backpack Area / Closet
Sink
Door
Closet

Part 3: Instructional Implications

Multiple forms of assessment will be used to evaluate students' learning. Formative assessment and summative assessments will be used. By varying the type of assessment we use over the course of the semester, we will be able to get a more accurate picture of what students know and what they understand. Some examples of formative assessment that we plan to use include informal observation, worksheets, journals and homework this will enable us, the teachers, to assess how students are performing and how well the particular lesson plan is working. Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a unit. This basically means a final test at the end of a unit or the weekly spelling test. The use of both forms of assessment is crucial so all students are assessed fairly.

It is helpful to be knowledgeable about this elementary school and the district because it influences instructional planning. Knowing how students are grouped in this classroom is useful when planning lessons. Students in this classroom are special education and will need things to be modified to accommodate their learning styles. By having knowledge of the school the instruction and planning can be modified to accommodate students. Students will do better when being assessed if they are in small groups or working one on one with a teacher. These students in this classroom will also benefit from using visuals to assist them in their assessments. The use of technology through power point or the smart board will also be helpful for the students.

Work Cited

Information Works. (2007-2008). Center for School Improvement and Educational Policy (CSIEP) at the University of Rhode Island. . Retrieved from www.infoworks.ride.uri.edu

National Center on Public Education and Social Policy at the University of Rhode Island

Learning Goals and Unit Objective

Part I: Learning Goals

Learning Goals:

1. Students will work collaboratively with their group members. This includes listening to others in their group and respecting what they have to say.
2. This lesson will strengthen students' ability to determine who the main characters are in a specific story by using different strategies to assist them.
3. Students demonstrate initial understanding of elements of literary texts including text read aloud, reading text independently or in a guided manner by answering questions about the story.
4. Students will be able to sequence the beginning, middle, and end of the story.

Part II: Unit Objectives

Objectives	**Related Content Standards (state and/or SPA)**	**Domain/Level/Classification/Other**
Objective 1: Students will be able to determine who the main characters are in the book "The Cricket in Times Square" by the end of this lesson with 80% accuracy.	**Content:** Reading **Content Strand:** Early Reading Strategies of Literary Text **-** Students demonstrate initial understanding of elements of literary texts (including text read aloud, reading text independently or in a guided manner) by: **AAGSE LT. 4.2** Answering simple questions about a story's content.	**Cognitive Domain:** • Knowledge • Comprehension • Analysis • Evaluation **Affective Domain:** • Receiving Phenomena • Responding to Phenomena **Psychomotor Domain:** • Guided Response

	R–2–4: Demonstrate initial understanding of elements of literary texts by… R–2–4.1 Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text.	• Adaptation
Objective 2: Students will be able to identify different traits about the main characters in the book "The Cricket in Times Square" with 80% accuracy.	**Content:** Reading **Content Strand:** Early Reading Strategies of Literary Text **-** Students demonstrate initial understanding of elements of literary texts (including text read aloud, reading text independently or in a guided manner) by: **AAGSE LT. 4.2** Answering simple questions about a story's content. **R–2–4: Demonstrate initial understanding of elements of literary texts by…** R–2–5.2 Identifying relevant physical characteristics or personality traits of main characters.	**<u>Cognitive Domain</u>:** • Knowledge • Comprehension • Analysis • Evaluation **<u>Affective Domain:</u>** • Receiving Phenomena • Responding to Phenomena **<u>Psychomotor Domain:</u>** • Guided Response • Adaptation
Objective 3: Students will be able to sequence the	**Content:** Reading **Content Strand:** Early Reading	**<u>Cognitive Domain</u>:** • Knowledge

book “The Cricket in Times Square” by the end of the unit with 80% accuracy. This means being able to determine the beginning, middle, and end of the story.	Strategies of Literary Text - Students demonstrate initial understanding of elements of literary texts (including text read aloud, reading text independently or in a guided manner) by: **AAGSE LT. 4.2** Answering simple questions about a story’s content. **R–2–4: Demonstrate initial understanding of elements of literary texts by…** R–2–4.2a Sequencing key events in order, as appropriate to text. R–2–4.2b Retelling the key elements of a story.	• Comprehension • Analysis • Evaluation **Affective Domain:** • Receiving Phenomena • Responding to Phenomena **Psychomotor Domain:** • Guided Response • Adaptation
Objective 4: Students will be able to answer simple comprehension questions pertaining to the book “The Cricket in Times Square” either verbally or through pointing with 80% accuracy.	**Content:** Reading **Content Strand:** Early Reading Strategies of Literary Text - Students demonstrate initial understanding of elements of literary texts (including text read aloud, reading text independently or in a guided manner) by: **AAGSE LT. 4.2** Answering simple questions about a story’s content.	**Cognitive Domain:** • Knowledge • Comprehension • Analysis • Evaluation **Affective Domain:** • Receiving Phenomena • Responding to Phenomena **Psychomotor Domain:**

	R–2–13 **Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.**	• Guided Response • Adaptation

Part III: Rationale / Purpose

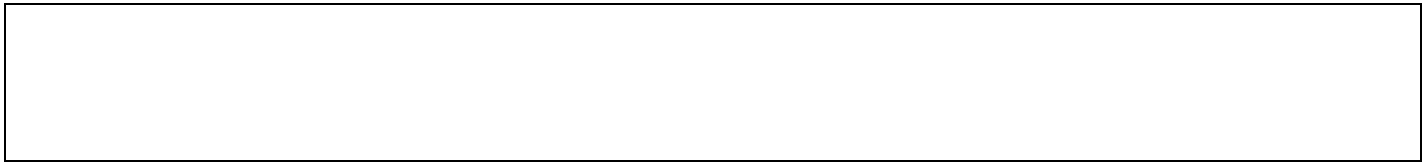
This unit is being taught to help collect data for alternate assessment. The student is a second grader and this unit in on the book "The Cricket in Times Square". My cooperating teacher chose an AAGSE in the content of Reading. The content strand is in early reading strategies of literary text. The students will demonstrate initial understanding of elements of literary texts (including text read aloud, reading text independently or in a guided manner) by: AAGSE LT. 4.2 Answering simple questions about a story's content.

In this unit student will focus on who the main characters in the story are. This is important to know because students need to be able to identify the central figures in a story. The students need to

differentiate between who are important or main characters and who are not. Also in this unit the students will focus on describing the main characters. The students will need to describe the characters appearance and also how they act. This is important for these students so that they can learn describing words and be able to apply it to the every day world.

The students will also focus on sequencing the story. Understanding what the beginning, middle, and end of the story is. This is important for student to learn because this will show if the students comprehend the story. This goes along with the student focusing on comprehension questions. This is important to know if the student understood and grasped what the story is about.

This unit is being taught in a self contained classroom and there is a variety of levels. For the students who are academically lower they will be reading or being read to the book that is altered through the Sherlock Center. This book incorporates Mayer Johnson pictures to help the students understand the story. The higher academic students will be listening to the actual book "The Cricket in Times Square". All the students will be assessed throughout the unit, but because of the different academic levels the students will be assessed in different ways.



Part 1: Visual Organizer

Assessments	Objectives	Rationale for Assessment Choice	Adaptations
Pre-Assessment			
• Verbal discussion about what the main characters are in a book. • Identification of a cricket. • Identification of a cat. • Identification of a mouse. • Identification of a city versus the country (urban vs. rural).	• Objective # 2	• Multiple Pre-Assessment measures: Identification of animals such as a cricket, cat, and mouse so that the student is able to differentiate the main characters in the book "Cricket in Times Square".	• Work will be broken down into small chunks. This is done so that students will not get overwhelmed with large assignments. • The use of pictures (Boardmaker) will be used to visually assist the student.
Formative Assessments			
• Read aloud with verbal comprehension questions. • Drawings of important parts of the book. • Class discussion about the book. • Written/picture comprehension questions. • Sequence the book- beginning, middle, and end.	• Objective # 1 • Objective # 2 • Objective # 3 • Objective # 4	• Multiple Formative Assessment measures: Verbal comprehension as well as written/picture assessments to measure students ability to comprehend the story. Sequencing the book will identify the students' ability to remember and differentiate the beginning, middle and end of the book.	• Minimize distractions for the student by placing them away from the temptation of excess chatting, noise or high-traffic areas like windows that present a disturbance • By using visual aids, demonstrations, simulations and manipulatives you can ensure that students understand concepts presented.
Post-Assessment			
• Identifies main characters in the book "The Cricket	• Objective # 1 • Objective # 2	• Multiple Post-Test measures: This unit was created to measure the	• Provide students with additional time to

in Times Square". • Identifies the traits of the main characters in the book "The Cricket in Times Square". • Identifies the setting in the book "The Cricket in Times Square".	• Objective # 3 • Objective # 4	students' ability to identify the main characters in the book, and also the setting of the book. This unit is being taught also to collect data for alternate assessment.	complete assignments or tests who may need it. • Give students tests and exams orally when needed.

Part 2: Rationale

This unit is being taught for several reasons. First to help the student be able to identify main characters, setting, and sequencing for a book. This unit is also being taught to help collect data for alternate assessment. This unit is on the book "The Cricket in Times Square". For the Pre-Assessment I want to see if the student can identify what a cricket, cat, and mouse are because they are main characters in the book. The story takes place in New York City so I want to see if the student can also identify a city versus the country or an urban setting versus a rural setting. The Pre-Assessment will have pictures and words because the student in which this unit is being taught to can't fully read yet. The student can identify some sight words but has difficulty at times, so by incorporating words and pictures the student will be able to comprehend the story and the questions better.

For this unit most to all of the assessments will have pictures with words or be verbally given. Students don't have to have a written test to tell the teacher if they understood the content it can be done in many different ways. The formative assessments will incorporate different ways to measure the students' comprehension on the book. While reading the book, there will be breaks to ask verbal comprehension questions to check for understanding. Having the student draw pictures instead of writing is another way to measure the students' comprehension. Comprehension questions written with pictures will be another way to assess the student. The student will have three possible answers and the student will have to choose the correct answer. The student will need to sequence the story using pictures. The student will have to order from beginning, middle, and the end.

Finally the Post-Assessments will include the student identifying the main characters in the book. The characters include the cricket, mouse, cat, and a boy named Mario. The student will have to identify the correct characters while having distracters, to see how well she can identify them. The setting of the story is in New York City so the student needs to identify the setting of the

book. Again the student will have distracters such as the beach and the country. The distracters are used to basically distract the student from the correct answer. They are used just like a multiple choice question.

The assessments are set up different from a general education class assessment but the data collected from the assessments are for the same reason. As with all lessons you want to make sure that you instruction is effective and the student grasps the concepts. So with this unit the goal is to see if the student can comprehend the book “The Cricket in Times Square”. The goal is also for the student to be able to identify the main characters of the book and to differentiate who is an important part of the book and who is not. Besides the student understanding this book the other goal is to collect important data for alternate assessment.

Design for Instruction

Part 1: Pre-Assessments Results and Narrative

Pre-Assessment Results				
Student	**Question # 1 Objective # 1 & 2**	**Question # 2 Objective # 1 & 2**	**Question # 3 Objective # 1 & 2**	**Question # 4 Objective # 4**
1. Student H	**Correct**	**Correct**	**Correct**	**Correct**
2. Student S	**Correct**	**Correct**	**Correct**	**Incorrect**
3. Student I	**Correct**	**Correct**	**Correct**	**Incorrect**

Pre-Assessment Narrative

From the Pre-Assessment I learned several things. First the students can all identify a cricket, mouse, and cat. This is important to know because they will be capable to determine the main characters in the book. This is aligned with objective 1 and 2 for the unit. The first three questions identified the animals that the main characters are so it is apparent from the results that the students do not need to focus on identifying animals in this unit, they already can do this. The last question of the pre-assessment address the setting of the book. This is related to objective 4 in the unit. Two out of three students got this question incorrect. This particular part of the pre-assessment will be addressed in the comprehension questions, in both the first lesson and the second lesson. The setting of the book is in the city (New York), so because two students got this question incorrect I know I need to make sure that this is addressed several times throughout the unit to make the setting of the book become clear for them. I need to adjust my comprehension questions both written/picture and orally to address the setting of the book “The Cricket in Times Square”. I may need to incorporate another lesson into the unit that focuses on the setting alone. My plan is to do my comprehension formative assessments and see how the students do with that and then adjust the unit accordingly to the results of those assessments.

Part 2: Visual Organizer

Lesson Number and Topic	Unit Objectives	Overview of Activity
Pre-Assessment: Identify: Cricket, Cat, Mouse, and the City. -Main Characters -Setting	- **Objective # 2:** Students will be able to identify different traits about the main characters in the book "The Cricket in Times Square" with 80% accuracy.	For the Pre-Assessment the students will complete a worksheet. The Assessment asks the students if they can identify a cricket, mouse, and a cat. The students need to identify these animals because they are the main characters in the book "The Cricket in Times Square". The student will also have to identify a city. The worksheet has the question and answers are written in words and also in pictures. The student will use a bingo marker to put a dot on the answer they choose. From this assessment we will be able to see if the students are able to identify the main characters and the setting in the book after it is read.
Lesson 1: Read aloud of the book "The Cricket in Times Square". Verbal comprehension questions while reading the book. Drawing of favorite part of the book after completion of the book.	-**Objective 4:** Students will be able to answer simple comprehension questions pertaining to the book "The Cricket in Times Square" either verbally or through pointing with 80% accuracy	For this lesson the students will listen to the book "The Cricket in Time Square". Throughout the read aloud the teacher will ask verbal comprehension question to the students. This is done to check for understanding. At the end of the story the students will draw their favorite part. The student will have to verbally explain what they their favorite part is and why.
Lesson 2: Written Comprehension questions.	-**Objective 4:** Students will be able to answer simple comprehension questions pertaining to the book "The Cricket in Times Square" either verbally or through pointing with 80% accuracy	For this lesson the students will be completing written comprehension questions about the book "The Cricket in Times Square". The questions and answers are written with words and pictures. The teacher will read each question to the students while the students follow. The teacher will have the students choose their answer by put a dot on their answer. The students will use a bingo marker to create the dot to put on their answer. If the students have difficulty answering a question then they can look back at the book to find the answer (with teacher assistance). From this formative assessment the teacher will be able to see if

		the students comprehended the book.
<u>Lesson 3:</u> Sequence the book "The Cricket in Times Square".	-**Objective 3:** Students will be able to sequence the book "The Cricket in Times Square" by the end of the unit with 80% accuracy. This means being able to determine the beginning, middle, and end of the story.	For this lesson the students will have to sequence the story. Their will be three parts, the beginning, middle, and end. The students will have to sequence the story in the correct order. This assessment incorporates words and pictures to help the student understand better. There will be a worksheet that is labeled 1 -2 – 3 and the students will have to glue down the appropriate sequence. From this assessment and lesson the teacher will be able to see if the student can remember the important parts of the book and the order of these parts.
<u>Post-Assessment:</u> Identify the main characters in the book "The Cricket in Times Square".	-**Objective 1:** Students will be able to determine who the main characters are in the book "The Cricket in Times Square" by the end of this lesson with 80% accuracy.	For the Post-Assessment the students will have to identify the four main characters in the book "The Cricket in Times Square". The Post-Assessment incorporates words and pictures. The students will have distracters and the correct answers. The students will have to identify the correct characters and their names. These students can not read fluently so we want them to identify the first letter of each of the characters names. From the Post-Assessment we will be able to see if the students can identify the characters, their traits, and the characters name.

Part 3: Lesson Plans

Lesson Plan # 1
Read Aloud & Oral Comprehension

Description of the Lesson:

In this lesson the small group of students will listen to the story "The Cricket in Times Square". During the read aloud the students will answer comprehension questions orally. This is done to check for understanding. After the read aloud is complete the students will create a drawing of their favorite part of the book. The students will have to orally explain what they drew and why they decided to choose this part of the book.

Early Learning Standards (RIELS) Addressed:

- RIELS- Literacy: Early Writing- Begin to print letters in own name.
- RIELS- Literacy: Early Reading- Show increasing ability to discriminate and identify the sounds of language.
- RIELS- Literacy: Book Knowledge and Appreciation- Listen to and talk about a variety of types of literature.
- RIELS- Literacy: Comprehension- Retell parts of a story with prompts.

Materials/Adaptive Equipment/Assistive Technology Necessary for the lesson:

- Cricket comprehension worksheets made with Boardmaker
- Projector
- Computer with PowerPoint presentation with the book "The Cricket in Times Square"
- Hard copy of the book "The Cricket in Times Square"
- Pencils
- Markers/Crayons
- Paper

Position the students will be in during the lesson:

Student's Name	Position/Equipment	Staff Responsible for Student's Position/Involvement
1. Sofia	The lesson will take place at the back	Student Teacher

	table; she will be sitting in a chair. This student will sit to the right. She is able to sit in the chair appropriately and independently.	
2. Hailey	The lesson will take place at the back table; she will be sitting in a chair. This student will sit in the middle. She is able to sit in the chair appropriately and independently.	Student Teacher
3. Isaac	The lesson will take place at the back table; he will be sitting in a chair. This student will sit to the left. He is able to sit in the chair appropriately and independently.	Student Teacher

Description of the Lesson
Prerequisite Skills:

This lesson is part of a unit; the students will listen to the book "The Cricket in Times Square". The students will need to be able to act appropriately throughout the lesson, and follow all the rules. The students will need to use their listening skills during the read aloud. The students will need to be able to use markers or crayons to complete their drawing. The students will also need to be able to orally express their answers and ideas.

Beginning/Introduction	The lesson will begin with the students being called over to the back table. Each student will be called over separately so that there isn't confusion. Students will be directed to sit in specific seats. They have to sit in assigned seats because some students are distracting to others.
Reviewing Rules	The group of students will review the classroom rules with the teacher before beginning the academics of the lesson.
Introduce Book and Make Predictions	The lesson will begin with the teacher explaining to the students that we will be reading a book. The group will then look at the cover of the book and the title. The teacher will

	ask the students to identify what is on the cover of the book the students should say a cat, mouse, and cricket. The students will then analyze the title. The teacher will ask what a cricket is. The teacher will also ask the students where they think Times Square is.
Read Aloud and Verbal Comprehension Questions	The teacher will begin to read the book "The Cricket in Times Square". After important parts the teacher will stop and ask the students comprehension questions. The students will need prompting and assistance to answer the questions.
Drawing of Favorite Part of the Story	After the teacher has completed the read aloud the group will discuss the book. The teacher will then ask the students to pick their favorite part. The teacher will explain to the students that they are going to draw their favorite part. After the students complete their drawing they will have to explain why they choose this part and what is happening in the drawing.
End	The lesson will end with the teacher discussing their activity for the next day. The teacher will then transition the students back to their desks.

Student-Specific Objectives of the Lesson:

Student's Name	IEP objective focus for that student (be specific including criterion for this lesson)

Sofia	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading Target Performance: • Will be successful generalizing the use of pictures and or objects as presented in the school curriculum theme units, to identify their meaning when asked. Goals: • Sofia will identify pictures and or objects by choosing from a group of three during two daily curriculum activities, with 60% success. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The students are answering questions verbally instead of writing because writing is very difficult for them. The students will create a picture of their favorite part instead of writing. **Measurement:** (what data will you take to know you have reached your objective?) This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with about 60% accuracy. The completion of the drawing is another way to measure the student's ability to comprehend the book.

Hailey	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading- Target Performance: • Applies word identification and decoding strategies by demonstrating a basic understanding of how letters of phonetically regular words (going left to right) represent their sounds. • In written narrative, she will organize and relate a story line/plot/series of events by creating an understandable story line, when given a structure. Goal: • Hailey will demonstrate appropriate comprehension of the stories she reads or hears in the classroom. She will demonstrate comprehension through oral retailing and written response as appropriate. • Hailey will draw a picture and write a story that correlates to that picture 4 out of 5 trials. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The students are answering questions verbally instead of writing because writing is very difficult for them. The students will create a picture of their favorite part instead of writing. **Measurement:** This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 80% accuracy. The completion of the drawing is another way to measure the student's ability to comprehend the book

Isaac	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading- Target Performance: • To name beginning and ending sounds accurately. Goals: • Given a picture or word, Isaac will identify the first sound of the word: a. 1/5 trials by August. b. 5/5 trials by May. • Given a picture or word, Isaac will identify the last sound of a word: a. 1/5 trials by August. b. 5/5 trials by May. • Isaac will identify words from the DOLCH preprimer word list: a. 29/39 word by November. b. 39/39 words by May. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The students are answering questions verbally instead of writing because writing is very difficult for them. The students will create a picture of their favorite part instead of writing. **Measurement:** This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 70% accuracy. The completion of the drawing is another way to measure the student's ability to comprehend the book

Lesson Plan # 2
Cricket Comprehension

Description of the Lesson:

In this lesson the small group of students will answer comprehension questions about the story "The Cricket in Times Square". The two days prior to this lesson the students read/listened to the book and during this lesson the students will complete 9 questions about the book. The teacher will read the question to the group and the students will answer independently by using a bingo marker to put a dot on what they think the correct answer is. The students will have the opportunity to look back into the book to help them answer the comprehension questions.

Early Learning Standards (RIELS) Addressed:

- RIELS- Literacy: Early Writing- Begin to print letters in own name.
- RIELS- Literacy: Early Reading- Show increasing ability to discriminate and identify the sounds of language.
- RIELS- Literacy: Book Knowledge and Appreciation- Listen to and talk about a variety of types of literature.
- RIELS- Literacy: Comprehension- Retell parts of a story with prompts.

Materials/Adaptive Equipment/Assistive Technology Necessary for the lesson:

- Cricket comprehension worksheets made with Boardmaker
- Projector
- Computer with PowerPoint presentation with the book "The Cricket in Times Square"
- Hard copy of the book "The Cricket in Times Square"
- Pencils
- Bingo markers

Position the students will be in during the lesson:

Student's Name	Position/Equipment	Staff Responsible for Student's Position/Involvement
1. Sofia	The lesson will take place at the back table; she will be sitting in a chair. This student will sit to the right. She is able to sit in the chair appropriately and independently.	Student Teacher
2. Hailey	The lesson will take place at the back	Student Teacher

	table; she will be sitting in a chair. This student will sit in the middle. She is able to sit in the chair appropriately and independently.	
3. Isaac	The lesson will take place at the back table; he will be sitting in a chair. This student will sit to the left. He is able to sit in the chair appropriately and independently.	Student Teacher

Description of the Lesson
Prerequisite Skills:

This lesson is part of a unit, so the students need to have read the book "The Cricket in Times Square". The students will have to have read this book because they are going to be answer comprehension questions about this book. The students will also need to know or identify a cricket, mouse, and a cat. They will need to identify these animals because they are the main characters in the book. The students will need to have some prior knowledge about a city versus the country or an urban setting versus a rural setting. This has to do with the setting of the book. The students will need to be able to act appropriately throughout the lesson, and follow all the rules.

Beginning/Introduction	The lesson will begin with the students being called over to the back table. Each student will be called over separately so that there isn't confusion. Students will be directed to sit in specific seats. They have to sit in assigned seats because some students are distracting to others.
Reviewing Rules	The group of students will review the classroom rules with the teacher before beginning the academics of the lesson.
Review Book and Prior Lessons	The lesson will begin with the group reviewing and discussing the book that they read the day before. The students will discuss the main characters, what happened in the book, and how the story ended. The students will review what a cricket,

	cat, and mouse looks like. The students with prompting from the teacher will discuss the setting of the book.
Introduction of Activity- Cricket Comprehension	The teacher will introduce and explain the activity that the group will be doing. The teacher will explain to the students that they will be answering question about the book they read yesterday. The teacher will explain to the students that she will help read the questions to the students and then they will have to answer the question. The teacher will explain to the students that they will be able to use the book as a resource and look back to find an answer.
Activity- Cricket Comprehension	The teacher will instruct the students to put their names on the top of the paper. Hand over hand will be used to assist two students who have difficulty writing. The teacher will read each question out loud for the students asking the students to read any site words that they may know. After the question is read the students will discuss what answer they think is correct. If the students have a question then they can look back in the book to help them answer the question. After the student feels they have the correct answer they will mark it using a bingo marker.
End	The lesson will end with the teacher reviewing the answers to the comprehension questions. The teacher will then discuss their activity for the next day. The teacher will then transition the students back to their desks.

Student-Specific Objectives of the Lesson:

Student's Name	IEP objective focus for that student (be specific including criterion for this lesson)

Sofia	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading Target Performance: • Will be successful generalizing the use of pictures and or objects as presented in the school curriculum theme units, to identify their meaning when asked. Goals: • Sofia will identify pictures and or objects by choosing from a group of three during two daily curriculum activities, with 60% success. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The comprehension questions that were created for this student were made using Boardmaker. The questions were written using pictures to help the student understand them. The questions are also written out using words but the students respond better to the pictures. This group of students is able to read some site words but is still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need. **Measurement:** (what data will you take to know you have reached your objective?) This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with about 60% accuracy.

Hailey	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading- Target Performance: • Applies word identification and decoding strategies by demonstrating a basic understanding of how letters of phonetically regular words (going left to right) represent their sounds. • In written narrative, she will organize and relate a story line/plot/series of events by creating an understandable story line, when given a structure. Goal: • Hailey will demonstrate appropriate comprehension of the stories she reads or hears in the classroom. She will demonstrate comprehension through oral retailing and written response as appropriate. • Hailey will draw a picture and write a story that correlates to that picture 4 out of 5 trials. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The comprehension questions that were created for this student were made using Boardmaker. The questions were written using pictures to help the student understand them. The questions are also written out using words but the students respond better to the pictures. This group of students is able to read some site words but is still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need. **Measurement:** This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 80% accuracy.

Isaac	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading- Target Performance: • To name beginning and ending sounds accurately. Goals: • Given a picture or word, Isaac will identify the first sound of the word: c. 1/5 trials by August. d. 5/5 trials by May. • Given a picture or word, Isaac will identify the last sound of a word: c. 1/5 trials by August. d. 5/5 trials by May. • Isaac will identify words from the DOLCH preprimer word list: c. 29/39 word by November. d. 39/39 words by May. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The comprehension questions that were created for this student were made using Boardmaker. The questions were written using pictures to help the student understand them. The questions are also written out using words but the students respond better to the pictures. This group of students is able to read some site words but is still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need. **Measurement:** This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 70% accuracy.

Lesson Plan # 3
Sequencing "The Cricket in Times Square"

Description of the Lesson:

In this lesson the small group of students will sequence three events from the story "The Cricket in Times Square". The students will have to glue down in the appropriate place what happened in the beginning, middle, and the end. The students will have three events that they have to order correctly. The teacher will help the student to read the events although pictures are incorporated into the three events.

Early Learning Standards (RIELS) Addressed:

- RIELS- Literacy: Early Writing- Begin to print letters in own name.
- RIELS- Literacy: Early Reading- Show increasing ability to discriminate and identify the sounds of language.
- RIELS- Literacy: Book Knowledge and Appreciation- Listen to and talk about a variety of types of literature.
- RIELS- Literacy: Comprehension- Retell parts of a story with prompts.

Materials/Adaptive Equipment/Assistive Technology Necessary for the lesson:

- Cricket Sequencing worksheets made with Boardmaker
- Projector
- Computer with PowerPoint presentation with the book "The Cricket in Times Square"
- Hard copy of the book "The Cricket in Times Square"
- Pencils
- Glue
- Scissors

Position the students will be in during the lesson:

Student's Name	Position/Equipment	Staff Responsible for Student's Position/Involvement
1. Sofia	The lesson will take place at the back table; she will be sitting in a chair. This student will sit to the right. She is able to sit in the chair appropriately and independently.	Student Teacher
2. Hailey	The lesson will take place at the back table; she will be sitting in a chair. This student will sit in the middle. She is able to sit in the chair appropriately and	Student Teacher

	independently.	
3. Isaac	The lesson will take place at the back table; he will be sitting in a chair. This student will sit to the left. He is able to sit in the chair appropriately and independently.	Student Teacher

Description of the Lesson
Prerequisite Skills:

This lesson is part of a unit, so the students need to have read the book "The Cricket in Times Square". The students will have to have read this book because they are going to be sequencing three events from the book. The students will need to know what the beginning of the story is. The students will also need to know what it means to be the middle and the end of the story. The students will need to know this because they will be sequencing the beginning, middle, and end of the book.

Beginning/Introduction	The lesson will begin with the students being called over to the back table. Each student will be called over separately so that there isn't confusion. Students will be directed to sit in specific seats. They have to sit in assigned seats because some students are distracting to others.
Reviewing Rules	The group of students will review the classroom rules with the teacher before beginning the academics of the lesson.
Review Book	The lesson will begin with the group reviewing and discussing the book. The students will discuss the main characters, what happened in the book, and how the story ended. The students will review what a cricket, cat, and mouse looks like. The students with prompting from the teacher will discuss the setting of the book.

Introduction of Activity- Sequencing	The teacher will introduce and explain the activity that the group will be doing. The teacher will explain to the students that they will be sequencing or putting three events from the book in order. They will sequence what happened first or in the beginning, second or the middle, and third what happened last.
Activity- Sequence the book "The Cricket in Times Square"	The teacher will instruct the students to put their names on the top of the paper. Hand over hand will be used to assist two students who have difficulty writing. The teacher will give the students the three events. The teacher will ask the students what event happened first, then the students will glue down what they think the answer is. The teacher will then ask the student what happened in the middle or second. The students then will glue down what they think the correct answer is. Finally the teacher will ask the students what they think happened last. Then the students will glue down their answer.
End	The lesson will end with the teacher reviewing the answers to sequencing. The teacher will then transition the students back to their desks.

Student-Specific Objectives of the Lesson:

Student's Name	IEP objective focus for that student (be specific including criterion for this lesson)

Sofia	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading Target Performance: • Will be successful generalizing the use of pictures and or objects as presented in the school curriculum theme units, to identify their meaning when asked. Goals: • Sofia will identify pictures and or objects by choosing from a group of three during two daily curriculum activities, with 60% success. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The sequencing worksheet were created using Boardmaker. The events were written using pictures to help the student understand them. The events are also written out using words but the students respond better to the pictures. This group of students is able to read some site words but is still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need. **Measurement:** (what data will you take to know you have reached your objective?) This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with about 60% accuracy.

Hailey	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading- Target Performance: • Applies word identification and decoding strategies by demonstrating a basic understanding of how letters of phonetically regular words (going left to right) represent their sounds. • In written narrative, she will organize and relate a story line/plot/series of events by creating an understandable story line, when given a structure. Goal: • Hailey will demonstrate appropriate comprehension of the stories she reads or hears in the classroom. She will demonstrate comprehension through oral retailing and written response as appropriate. • Hailey will draw a picture and write a story that correlates to that picture 4 out of 5 trials. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The sequencing worksheet were created using Boardmaker. The events were written using pictures to help the student understand them. The events are also written out using words but the students respond better to the pictures. This group of students is able to read some site words but is still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need. **Measurement:** This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 80% accuracy.

Isaac	**Schedule item/symbol used by this student for this lesson is:** All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following: It's Time for Reading ---------- Cricket These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square". **Academic IEP objective (Math, Reading, Writing, Science):** Reading- Target Performance: • To name beginning and ending sounds accurately. Goals: • Given a picture or word, Isaac will identify the first sound of the word: e. 1/5 trials by August. f. 5/5 trials by May. • Given a picture or word, Isaac will identify the last sound of a word: e. 1/5 trials by August. f. 5/5 trials by May. • Isaac will identify words from the DOLCH preprimer word list: e. 29/39 word by November. f. 39/39 words by May. **Modifications** (materials, activity, environmental) **made for this student:** There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The sequencing worksheet were created using Boardmaker. The events were written using pictures to help the student understand them. The events are also written out using words but the students respond better to the pictures. This group of students is able to read some site words but is still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need. **Measurement:** This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 70% accuracy.

Part 4: Narrative

This unit supports the learning goals for this unit in several different ways. The first goal states that students will work collaboratively with their group members. This includes listening to others in their group and respecting what they have to say. The first goal goes hand in hand with creating a positive learning environment and respecting others in their group. This is also one of the classroom rules, but by creating it as a learning goal it enforces it more. The second learning goal is to strengthen students' ability to determine the main characters in a story. This is part of the student's comprehension questions in lesson 1 and 2. Also the post assessment was created to assess the student's ability to remember the main characters of the book "The Cricket in Times Square".

The third learning goal is that students demonstrate initial understanding of elements of literary texts including text read aloud, reading text independently or in a guided manner by answering questions about the story. The book in the unit will be read out loud to the student and the students will have to respond to questions about the text. They will respond orally and through worksheets in both lesson 1 and 2. This learning goal is aligned with lesson 1 and 2. Finally the last learning goal is that students will be able to sequence the book. This learning goal will be accomplished in lesson 3 when the students sequence the beginning, middle, and end of the book. All of the learning goals for this unit are aligned with at least one lesson. The first learning goal is aligned with in all the lessons in the unit. The learning goals for this unit are appropriate and go hand in hand with the lessons.

Positive learning environments support the developmental needs of students not only academically but also socially and personally. In this lesson I want the students to feel comfortable to ask questions, to provide their opinions and also support their group members. To create a positive environment I will explain clear expectations for the lesson. I want to maximize the learning

of every student and build a sense of community with the small group. The students will value and respect their classmates. Since students are unique individuals and come from a variety of backgrounds and experience, a positive environment may not occur naturally but require careful nurturing from the teacher.

Technology was used in several ways throughout this unit. First a computer was used to help organize the lesson plan and the unit. The computer was used to type up the lesson plans for each lesson in the unit. The computer was also used when research different aspects of the book "The Cricket in Times Square". Technology was also used to create different assessments for this unit. I used the Mayor-Johnson symbols from board maker to help create the pre, post, and formative assessments throughout the unit. In this unit I put the book into a PowerPoint presentation, so that is another way technology was used. I had to use a computer to create the PowerPoint and I also had to use a projector to display the PowerPoint to the students. There were many different types of technology used throughout his unit.

Instructional Decision Making

Part 1: Group Instruction

After giving the students their pre-assessments I began lesson 1 the following day. This lesson began with a read aloud of the modified version of the book "The Cricket in Times Square". The book had been modified by the Sherlock Center. I began reading the book to the students but they didn't seem engaged in the lesson. When I asked comprehension questions the students had trouble with answering. The difficulty in answering the questions and the student's engagement made me rethink my plan for the lesson. I soon realized that this book was at a higher level then my students. At this point I stopped the lesson and just discussed the book with the students. Answering comprehension questions about the book is very important in this unit. It checks for understanding and it also is objective 4 for the unit.

I knew that I need to revise this lesson so that the students could succeed. That night I modified the book even more and brought it to a level that I thought the students would understand. I think that the revision of the lesson was the right decision because when I began the lesson again the students were able to follow the book. The students seemed more engaged and they were able to answer comprehension questions. The fact that the students were able to answer the oral comprehension question correctly it is evidence that I made the right decision to modify the story more. This modification of the story affected my student's progress in a positive way because they were able to comprehend the story and answer questions about the story.

Part 2: Individual Instruction

During this lesson a student had to choose the correct answer from a field of three picture symbol. The student had a lot of difficulty answering the question accurately. She wasn't engaged in the lesson or answering questions. Because the student was not participating in the lesson I knew that something was wrong. The question was too difficult, she wasn't feeling well, or that she

just didn't know the answer. It was very important for her to answer the question because it was a comprehension question and it is a unit objective (4).

After the lack of participation she took a short sensory break to refocus. Once we came back to answering the questions I revised my lesson. Instead of a field of three possible answers I used two. I also changed the distracter to something that was less complicated. I thought by narrowing the field of possible answers down to two it would make it a little less confusing and in hopes that the student would answer the question correctly. I also changed the distracter to something that was very different from the correct answer. By doing so I thought that this would help the student independently answer the question correctly. This revision would help the student because my hope was that she would be able to comprehend the question and thus accomplish the learning goal 3 and unit objective # 4.

I know that this revision was successful because of several reasons. First by taking the break from the lesson the student seemed more engaged when she came back to the lesson. Next the student answered the question correctly so this also shows me that the revision to the lesson was helpful and useful. The revision to the lesson helped the student accomplish one of the unit objectives (4) and a learning goal (3). The use of revisions during the lesson was especially needed in this lesson and was very beneficial and useful in the end.

Analysis of Student Learning

Part 1:

For this unit I worked with a small group of two students. The two students did a great job throughout the entire unit. One student is in the first grade and the second student is in the second grade. Although they are in different grades they are functioning at about the same level in reading therefore they are in the same reading group. One of the students did a bit better than the other student. Student H scored 100% in all the assessments, including the pre, post, and formative assessments. Student S the second student scored 75% on both the pre and post assessments and on the formative scored 67%.

The two unit objectives that I choose to use for the analysis are Objective 3: Students will be able to sequence the book "The Cricket in Times Square" by the end of the unit with 80% accuracy. This means being able to determine the beginning, middle, and end of the story. The second is Objective 1: Students will be able to determine who the main characters are in the book "The Cricket in Times Square" by the end of this lesson with 80% accuracy. I chose these two unit objectives because it relates to the pre and post assessment and also the formative assessment.

Student H did very well throughout the entire unit. She scored 100% on both the pre and post assessments. She also scored 100% in the formative assessment. Because this student did so well I know that she met both objectives because she got better than 80%. From my analysis I see that this unit may be too easy for this student because she did so well. I know that the assessments need to challenge her more because she shouldn't score 100% on everything if it was challenging.

The second which is student S didn't do as well as the first student. I thought this happen may happen because this student is functioning slightly lower than the first student. Student S scored 75% on both the pre and post assessments. On her formative assessment she scored 67% which was one incorrect. This unit was especially designed for this student so I wanted the

assessments to challenge the students. Both unit objectives need 80% accuracy to achieve the objective. This student was close to meeting the is Objective 1: Students will be able to determine who the main characters are in the book "The Cricket in Times Square" by the end of this lesson with 80% accuracy. She scored 75% accurate which is only 5 points away from achieving objective 1.

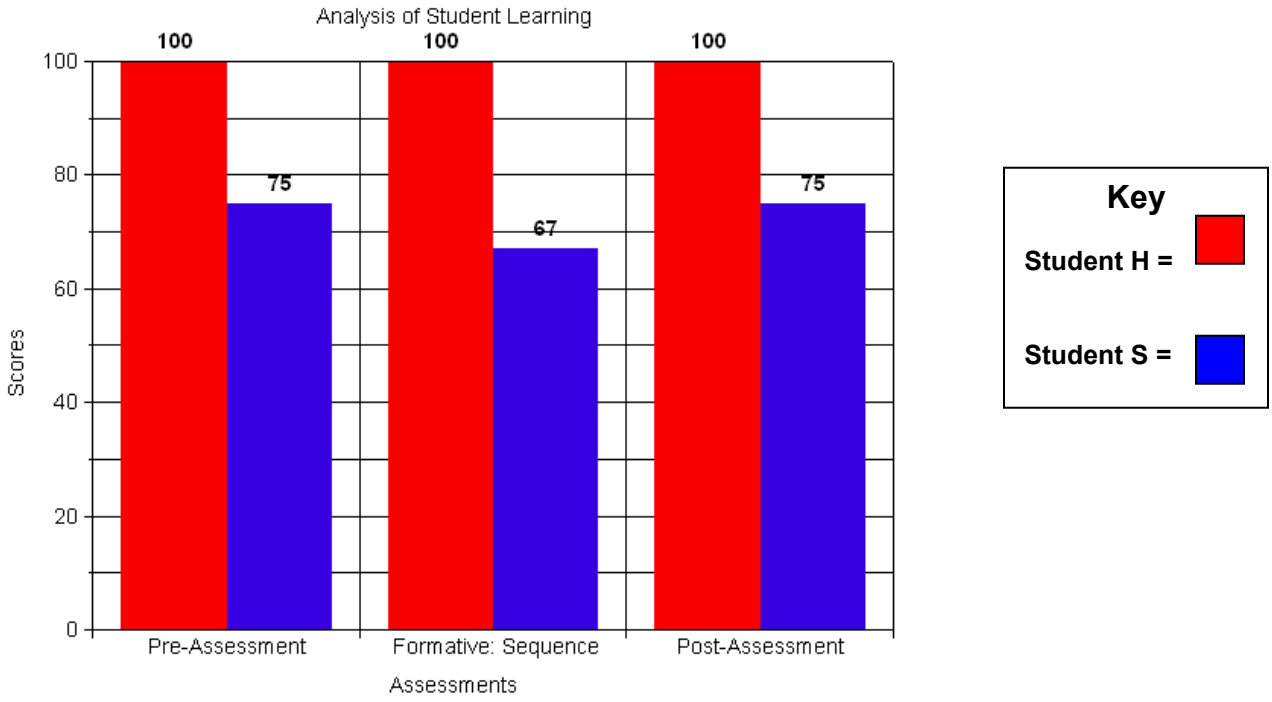
The other objective is Objective 3: Students will be able to sequence the book "The Cricket in Times Square" by the end of the unit with 80% accuracy. This means being able to determine the beginning, middle, and end of the story. This student did not meet this objective because she was 67% accurate and not 80% accurate. This tells me that I need to revisit sequencing in another unit because the student hasn't mastered it yet.

Pre-Assessment Results				
Student	**Question # 1 Objective # 1 & 2**	**Question # 2 Objective # 1 & 2**	**Question # 3 Objective # 1 & 2**	**Question # 4 Objective # 4**
1. Student H	**Correct**	**Correct**	**Correct**	**Correct**
2. Student S	**Correct**	**Correct**	**Correct**	**Incorrect**

Formative Assessment: Sequence			
Student	**Beginning**	**Middle**	**End**
1. Student H	**Correct**	**Correct**	**Correct**
2. Student S	**Correct**	**Incorrect**	**Correct**

Post- Assessment: Main Characters				
Student	**Character #1 Objective**	**Character #2 Objective**	**Character #3 Objective**	**Character #4 Objective**

	# 1 & 2	# 1 & 2	# 1 & 2	# 1 & 2
1. Student H	Correct	Correct	Correct	Correct
2. Student S	Incorrect	Correct	Correct	Incorrect



Part 2:

There were two students that participated in this unit. From the results of assessments it tells me that the students are not at the same level. Student H is functioning at a higher level than student S. I know this to be true because Student H achieved both unit objectives that I focused on with 100% accuracy. While student S fell below the 80% accuracy for the unit objectives. Student H was able to meet all four of the unit objective, but student S did not meet any of the objectives. She did come very close although to meeting two of the objectives. I think that student H was so successful because I don't think that the unit was challenging enough for this particular student.

This unit was taught in a very small group of two people so this was basically one on one instruction. These two students do a lot better when it is either a small group or one on one

instruction. It is obvious that the instruction for Student H was sufficient, because of her scores. I think that this instruction also worked well for student S. Student S has a tendency to be distracted very easily and Student H does a great job at distracting. So I think that if I did this unit one on one with student S then she may have done better and achieved the objectives.

The assessments that went along with the unit I think were accurate and appropriate for these students. I used BoardMaker to help create the assessments so there were minimal words. This was important because these two students are still learning to read. It is apparent that the assessments efficient because student H was able to score 100% accuracy on all three assessments. Student S had difficulty so maybe I could have had her verbally answer the assessments instead of the written/picture assessments.

Overall I am very pleased on how this unit went. I began with creating this unit for one student. I was then able to transfer the ideas of the unit to also teach a group of higher functioning students. I used a modified version of the book with the group of younger students, and for the older students I used the actual book and did a read aloud. Both groups of students had the same objectives that focused on the main characters, comprehension questions, and sequencing the book.

The student that the unit was created for didn't get 80% accuracy when assessed on the objectives. This tells me that these objectives that focused on the main characters, comprehension questions, and sequencing the book need to be revisited in another unit. I also believe that this student would work best with one on one direct instruction because she gets distracted easily by others. I think with these several revisions the student will benefit and achieve the goals.

Department of Special Education
Reflection on Student Teaching

My student teaching experience has been an amazing journey in which I have learned far more than I could have ever imagined. I feel I have not only grown as a professional but also as a person. I have learned from my cooperating teacher, other classroom teachers and the students, but most of all I learned from my own success and more importantly my mistakes. I worked with a diverse population of students and learned a lot about individuality. During the time I spent with my cooperating teacher I learned a vast amount of information to take with me throughout my professional career.

I learned some valuable strategies to set up a classroom, making it an inviting environment for the students and also a place that is conducive to learning. My cooperating teacher stressed the importance of setting up systems that are easy for the students to follow such as where their work should be stored. It makes it easier when the students are finished with their work and if they need supplies. It empowers them to be independent. Many times it is difficult for students to remain in one location for a long period of time. That is why it is essential to vary where the students may be sitting as well as where the teacher is presenting the lesson.

Classroom management was an area of my student teaching experience in which I probably learned the most about and often times struggled with. I quickly learned how important consistency and follow through is for the students. There were several times when I first started teaching that I gave the students a warning, but didn't necessarily follow through. After learning from my cooperating teacher how important it is to enforce and be consistent with the rules I noticed a big difference in how the student perceived my role in the classroom.

I found that when assessing students it is important to use a diverse array of assessment strategies and instruments. For example, during my student teaching experience, I assessed the students using a variety of assessment tools such as worksheets, observations of hands on

activities, and tests. Using a range of assessment tools allow for students individuality and it accommodates for different learning styles. It also offers a wider range of options for students to communicate what they have learned and how to apply what they have learned.

Another area in which I learned a lot about during my student teaching experience was the importance of communicating with the students' parents or guardians. All the students have a communication log in their homework folder. This contained notes written by the teacher to the parents and also from the parents to the teacher. The logs were used to keep the parents and teachers abreast on what the child is doing, but it was also sent to make a home/school connection for the students.

From my cooperating teacher and the other teachers I learned the importance of collaboration. They taught me the value of teacher collaboration and how significant it is for students' development. The special educator would share strategies with the classroom teacher. There would be weekly meetings between teachers in a specific grade and the special educator. They would plan lessons and determine which way was the best to present information to students. To see how they worked together, created lessons together and also to see them professionally disagree was a learning experience for me.

My cooperating teacher stressed the importance to have experience with Alternate Assessment. She gave me the opportunity to collect data, interpret that data, and to input that data into alternate assessment. The experience with alternate assessment was very informative and helpful. This will help me in the future when I become a special education educator. She also taught me about Mayor Johnson symbols and Boardmaker. My cooperating teacher taught me how to navigate the program and how to incorporate it into lessons for students who have difficulty reading.

When designing my lessons, I tried to accommodate for different learner styles. For instance, I used porter boards for students who may be visual learners as well as explaining for

auditory learners. During my math lessons, I often had the students use manipulatives to accommodate hands-on learners. When explaining new concepts to students, it is essential to relate the idea to a situation that the students are already familiar with. This helps the students to make a real life connection with what they are learning and create a better understanding of the new material.

As a special educator professionalism is an essential quality to possess. Special educators often times represent the school as a whole and it is important to always be professional not only speaking to others but also when writing as well. Administrators, parents and sometimes the legal system may view a special educators' work. Using professional language is critical in all aspects of the job. Professionalism is not only important in how a teacher speaks and writes, but also on how he or she presents him or herself. Proper dress attire helps to show people that you are indeed a professional.

Lastly being a reflective practitioner in my opinion is the most critical piece of learning not only for the teacher, but also for the students. Reflection allows us to learn from our experience and modify our teaching as needed to meet the needs of all students. It is essential that we recognize our strengths so we can build upon them as well as identify our areas of weakness so we can improve instruction. Reflection enables us to analyze, discuss, evaluate and change our own practices and to make self improvements. I was fortunate to have very helpful and critical evaluations and suggestions from my teacher to help improve my teaching.

Although my student teaching experience has been invaluable, I thoroughly understand that my learning does not end here. When I complete my last placement I will begin to substitute teach in different communities, volunteer, collaborate with other teachers as well as through my life experiences. During my first year of teaching, I will be sure to seek out and utilize all of my resources and most importantly strive for continual growth. As teachers we need to life long learners so we can enlighten the youth. Teachers need to stay current and updated in teaching

strategies, learning styles, and developing new ideas to be creative while teaching. This can be done through professional development. I plan to continue my professional development through continuing school and eventually getting my masters in education. I also plan to attend workshops and seminars pertaining to education to help me stay current in the field. It is also important for teachers to stay abreast on current events. It is a teacher's job to bring current events into their classroom, so that their students are informed on the happenings in the world that they live it.

EXAMPLES

Student Work

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.	5
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.	4
Knowledge of Students' Skills And Prior Learning (RIPTS 3)	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	4
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	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. ✓	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.	3

TOTAL 31 /42

Comments:

Question: if sensory breaks are needed, why should they be taken away when behaviors arise? Seems counter productive

Grammar issues - don't end sentence in "en". 's not correct use; IEP's should be IEPs

m C/W
11/22/11

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

#1 B, M, E 80% — 66, 100, 33?

#2 Question: does student use 4 this through MT symbols, written words, field of 2?

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 32 /42

Comments:

Assessment Plan Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9)	The organizer does not clearly present: • how the objectives are lined up with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments.	The organizer clearly presents: • how *some* of the objectives are lined up with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate.	The organizer clearly presents: • how *all* the objectives are lined up with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students very detailed	5
Multiple Forms of Assessment (RIPTS 9)	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; *some* are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	5
Alignment of Unit Objectives and Assessments. (RIPTS 9)	*Very few or none* of the objectives: are aligned with the overall assessment plan: *none of the* assessments are congruent with objectives in terms of content and cognitive complexity.	*Some* of the objectives: are aligned with the overall assessment plan: *some* assessments are congruent with objectives in terms of content and cognitive complexity.	*Most/all* of the objectives: are aligned with the overall assessment plan; *all* assessments are congruent with the objectives in terms of content and cognitive complexity.	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.	5
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to *some* assessments that are appropriate to meet the individual needs of *some* students.	Candidate makes adaptations to *most/all* assessments that are appropriate to meet the individual needs of *all* students.	5
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	*Some* scoring procedures are explained; items or prompts are clearly written; *some* directions or procedures are clear to students	*Most/all* scoring procedures are explained; *all* items or prompts are clearly written; *all* directions or procedures are clear to students	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.	5

Comments:

Design for Instruction Rubric

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

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

RIELS or AAGSES

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.	
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.	0
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.	Great section - multiple uses of technology conveyed
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL_____/42

Comments:

Assessment Result KG

Criterion	Rating	Criterion Comments
Use of Pre-Assessment Data (RIPTS 8)	5.0	Excellent description of how pre-assessment was used to design lessons for this unit.
Unit Visual Organizer (RIPTS 2)	5.0	
Lesson Plans (RIPTS 2)	5.0	Lesson plans have all the necessary components. The objectives match the student needs, the materials are modified significantly for students. The assessment plans are easy to understand.
Alignment with Learning Goals and Unit Objectives (RIPTS 2)	4.0	
Classroom Climate (RIPTS 6)	5.0	
Use of Technology (RIPTS 2)	5.0	Technology planned and used to support student instruction directly, in material preparation (Boardmaker) and to design the lesson plans. Ms. G demonstrates she uses available resources (Adapted Books on the RIC Sherlock Center website).
Organization, readability, spelling, and grammar (RIPTS 8)	6.0	

Instructional Decision-Making Rubric

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

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

* Sometimes adressing sensory needs makes significant improvement in student academic work. The move to reduce choices was another good decision.

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

TOTAL_____/42

Comments:

Analysis of Student Learning Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: • is not aligned with selected unit objectives; • and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis of student learning: • is partially aligned with selected unit objectives; • provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.	Analysis of student learning: • is fully aligned with selected unit objectives; • provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.	
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.	
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.	
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.	

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.	5
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, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

TOTAL _____/42

Comments:

You analysis of student H's performance as exceptional was equally (+ realistically) countered with insight into the need to reassess the level (too easy).

Candidate Reflection on Student Teaching Experience Rubric

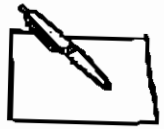
Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

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
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
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
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
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.	

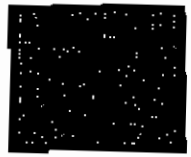
TOTAL_____/30

Comments:

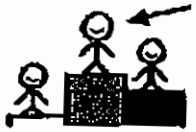
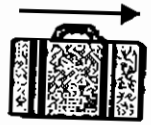
Name _____ Date _____



1-2-3



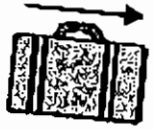
Post-Assessment: Sequence the Book "The Cricket in Times Square"

1st	2nd	3rd
		
Beginning	Middle	End
Mario found the cricket in the train station.	Chester cricket met Tucker mouse and Harry Cat, they all became friends.	 Chester went home to the country.

Name _____ Date 2/8/10

1-2-3

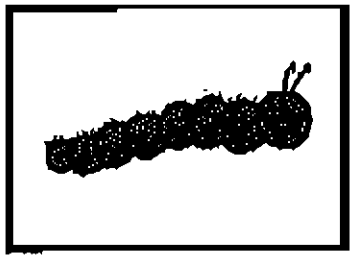
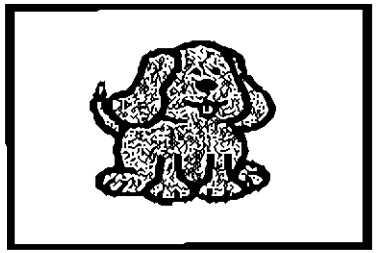
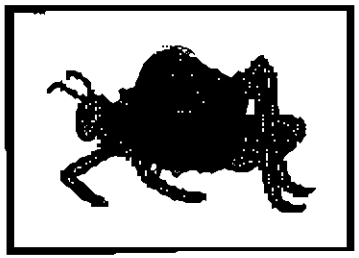
Post-Assessment: Sequence the Book "The Cricket in Times Square"

1st	2nd	3rd
Mario found the cricket in the train station.	Chester cricket met Tucker mouse and Harry Cat, they all became friends.	 Chester went home to the country.

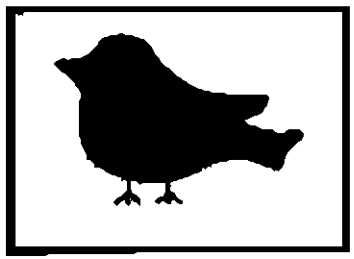
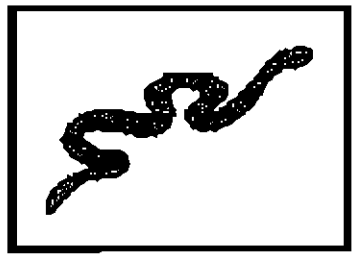
Name S Date 1/31/11

Pre-Assessment: Cricket in Times Square

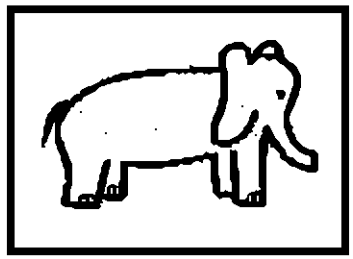
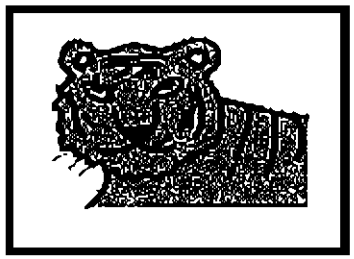
1. Which animal is a cricket?

2. Which animal is a cat?

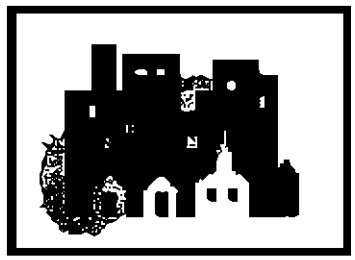
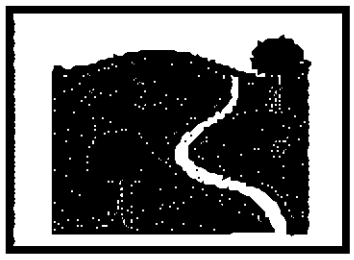



3. Which animal is a mouse?

4. Where is the city?

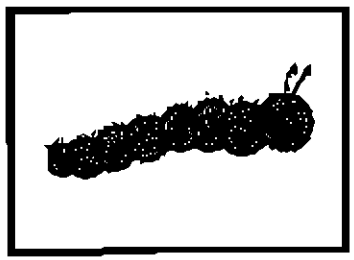
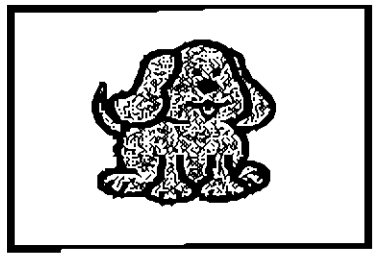
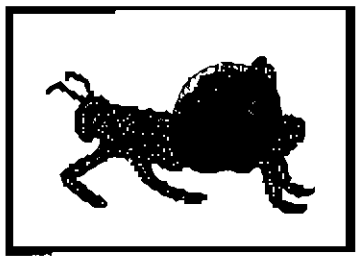
point prompting
first - Beach second - country
third

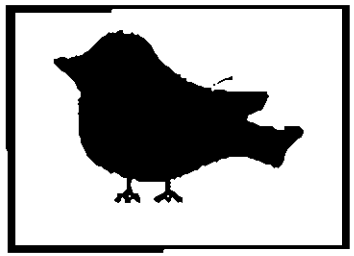
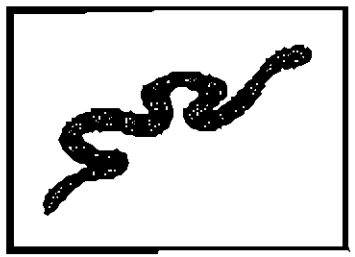
Name H O Date 7/31/11

Pre-Assessment: Cricket in Times Square

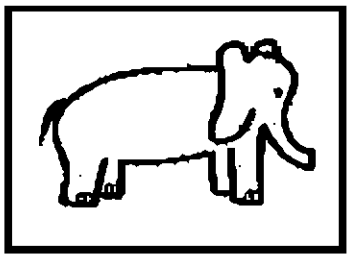
1. Which animal is a cricket?

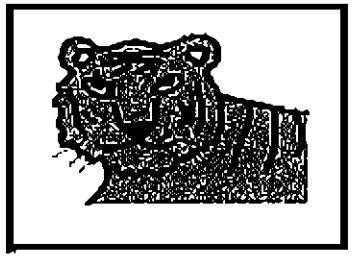




2. Which animal is a cat?

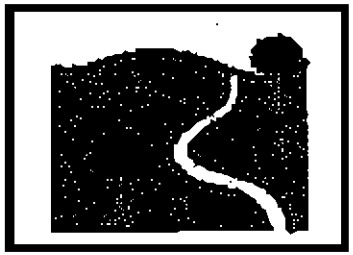



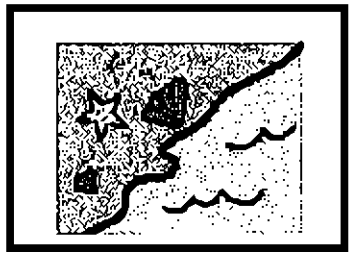
3. **Which animal is a mouse?**





4. **Where is the city?**

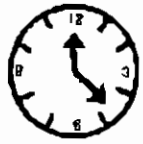
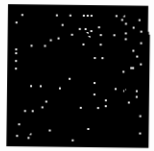




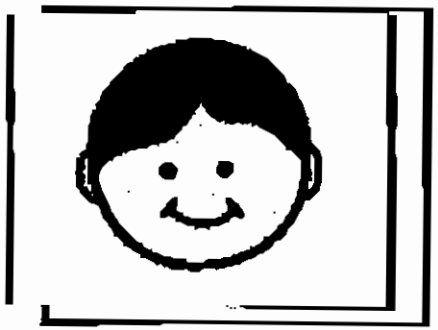
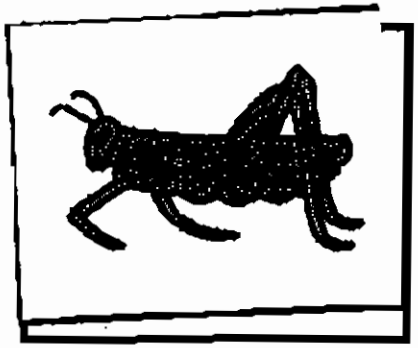
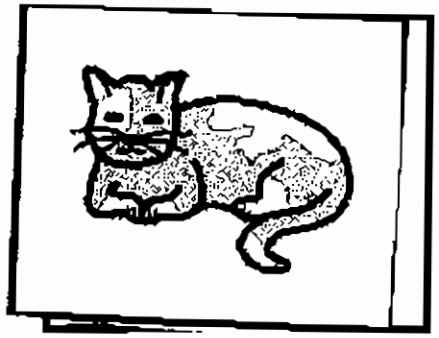
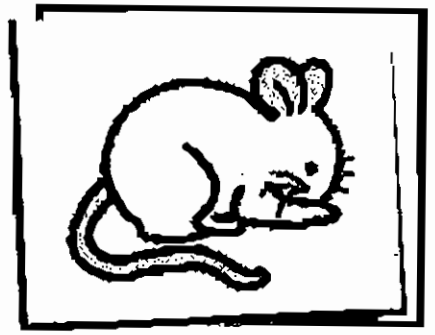
Name _____ Date _____

Main Characters - The Cricket in Times Square

Who are the main characters in the book

"The Cricket in Times Square"?

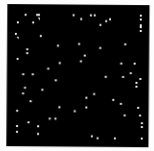





Mario	Chester	Harry	Tucker

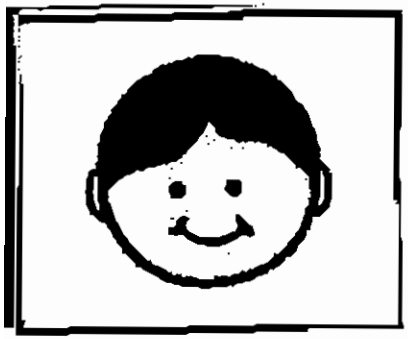
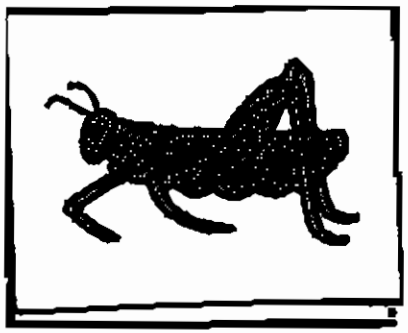
Name So Date

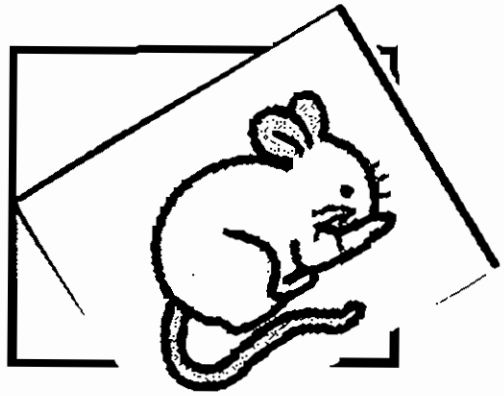
Main Characters - The Cricket in Times Square

Who are the main characters in the book



"The Cricket in Times Square"?



Mario

Chester

Harry

Tucker