ANALYSIS OF STUDENT LEARNING

ACCEPTABLE

Feinstein School of Education and Human Development
Teacher Candidate Work Sample
Rubric Scores

Candidate:_____ EMPID:_____345648_____

Program:____Technology Education_____ Semester:_____Spring 2010_____

College Supervisor:____Dr. Frank Farinella_____ Date:_____MAY 5, 2010_____

Cooperating Teacher:__Mr. Kenneth Bowling_____ School/District:_____ Cranston, RI_____

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

Rubric Scores for TCWS Processes:

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
I. Contextual Factors	**Knowledge of District, Community, School and Classroom Factors (RIPTS 1)** ____6____	**Knowledge of Characteristics of Class Members (RIPTS 4)** ____5____	**Knowledge of Students' Skills And Prior Learning (RIPTS 3)** ____5____	**Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)** ___5_____	**Implications for Instructional Planning and Assessment (RIPTS 4)** ____5____	**Organization, readability, spelling, and grammar (RIPTS 8)** ____5____			5.1/6	31/36
II. Learning Goals and Unit Objectives	**Learning Goals (RIPTS 2)** ____5____	**Alignment with National, State or Local Standards (RIPTS 2)** ____5____	**Classification of Unit Objectives (RIPTS 5)** ____5____	**Clarity (RIPTS 8)** ____5____	**Appropriate-ness For Students (RIPTS 3)** ____5____	**Rationale / Purpose (RIPTS 4)** ____5____	**Organization, readability, spelling, and grammar (RIPTS 8)** ____5____		5/6	35/42
III. Assessment Plan	**Visual Organizer Format (RIPTS 9)** __5_____	**Multiple Forms of Assessment (RIPTS 9)** ___5_____	**Alignment of Unit Objectives and Assessments. (RIPTS 9)** ____5____	**Justification for Assessment Methods (RIPTS 9)** ___5_____	**Adaptations Based on the Individual Needs of Students (RIPTS 4)** ____5____	**Rationale (RIPTS 9)** ____5____	**Scoring Procedures (RIPTS 9)** ____5____	**Organization, readability, spelling, and grammar (RIPTS 8)** ___5_____	5/6	40/48

TCWS Process	Rubric Dimension 1	Rubric Dimension 2	Rubric Dimension 3	Rubric Dimension 4	Rubric Dimension 5	Rubric Dimension 6	Rubric Dimension 7	Rubric Dimension 8	Average Score	Total Score
IV. Design for Instruction	**Use of Pre-Assessment Data (RIPTS 8)** ___4_____	**Unit Visual Organizer (RIPTS 2)** ___5_____	**Lesson Plans (RIPTS 2)** ___5_____	**Alignment with Learning Goals and Unit Objectives (RIPTS 2)** ____5____	**Classroom Climate (RIPTS 6)** ____5____	**Use of Technology (RIPTS 2)** ___5_____	**Organization, readability, spelling, and grammar (RIPTS 8)** ____5____		4.9/6	34/42
V. Instructional Decision-Making	**Rethinking Your Plans for a Group of Students (RIPTS 3)** ____5____	**Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)** ____5____	**Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)** ___5_____	**Rethinking Your Plans for an Individual Student (RIPTS 3)** ____5____	**Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)** ___5_____	**Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)** ____5____	**Organization, readability, spelling, and grammar (RIPTS 8)** ____5____		5/6	35/42
VI. Analysis of Student Learning	**Alignment with Selected Unit Objectives (RIPTS 9)** ___5_____	**Clarity and Accuracy of Presentation of Graphs (RIPTS 9)** ____5____	**Interpretation of Data (RIPTS 9)** ___5_____	**Evidence of Impact on Student Learning (RIPTS 9)** ___5_____	**Insights on Effective Instruction and Assessment (RIPTS 10)** ____5____	**Self Evaluation and Implications for Future Teaching (RIPTS 10)** ____5____	**Organization, readability, spelling, and grammar (RIPTS 8)** ___5____		5/6	35/42
VII. Candidate Reflection on Student Teaching Experience	**Description of Incidents (RIPTS 10)** ___5_____	**Description of Effect on Student Teaching Experience (RIPTS 10)** ___5_____	**Description of Self Learning (RIPTS 10)** ___5_____	**Plans for Professional Development (RIPTS 10)** ___5_____	**Organization, readability, spelling, and grammar (RIPTS 8)** ____5____				5/6	25/30

Requirements for "passing" the TCWS: a) Candidate's average score for each process must be equal or greater to 3 out of 6; b) Candidate does not receive any scores of "1" on any rubric dimension; c) Candidate is allowed no more than one revision for each process.

235/ 282

Indicate your final evaluation for the candidate's TCWS:

Fail

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

Pass: Acceptable

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

XX Pass: Target

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

Process 1: Contextual Factors

Geographic Location of the District, Community, School Population, Socio-Economic Profile and Racial/Ethnic Breakdown

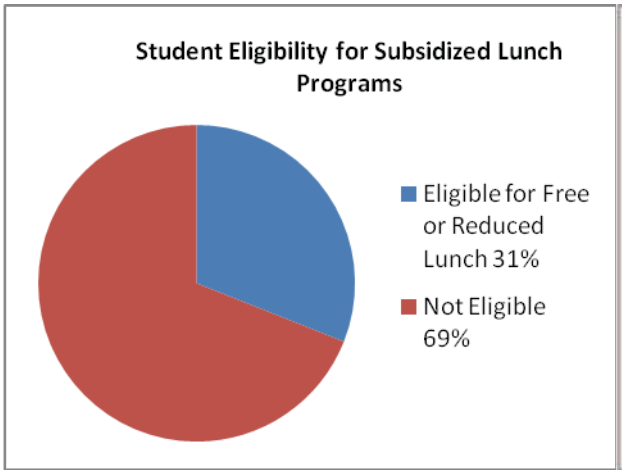
I am working on the Eastern side of the City of Dansbury. The Western side of Dansbury, in general, consists of most of the upper class citizens in the city. Most of these students, if they do not attend private school, will end up in Dansbury High School West after the completion of 8th grade. The Eastern side of Dansbury, on the other hand, is much more diverse. This side of Dansbury is very close to Providence, so we have many a large mixing pot of students. Some of them come from upper class families, some come from lower class families, and the rest fall somewhere in between. These students, unless attending private schools, will all attend Dansbury High School East after the completion of 8th grade. The information below is provided by www.publicschoolreview.com. This table breaks down the Dansbury School District vs. RI Districts Average's in a few areas.

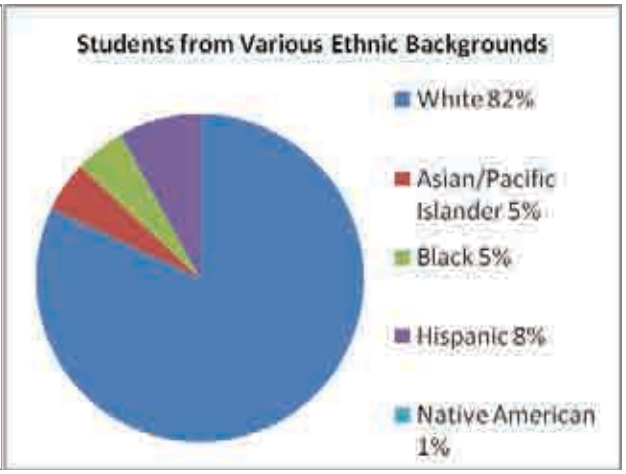
	This School's Agency	(RI) District Average
Number of Schools Managed	24	*7*
Number of Students Managed	10,979 students	*3,394 students*
District Total Revenue	$126,761,000	*$44,094,000*
District Expenditure	$124,473,000	*$41,556,000*
District Revenue / Student	$11,546	*$12,992*
District Expenditure / Student	$11,337	*$12,244*

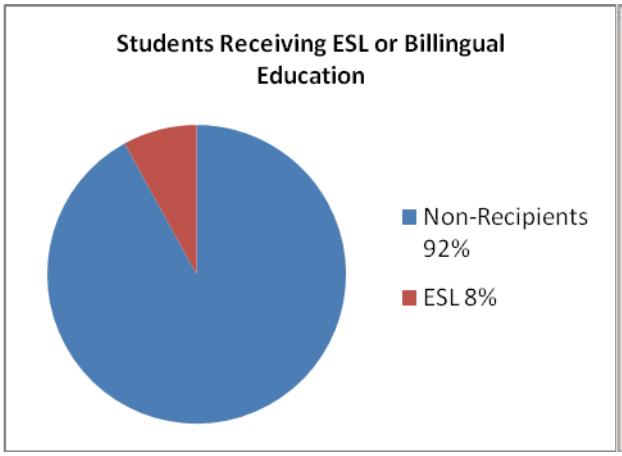
According to the Kids Count Data Center, in 2000 the child population in the City of Dansbury was 17,098, and the percentage of the mothers giving birth with less than a High School diploma was 9%. The median household income in the year 2000 was $44,108 and the average cost of rent in 2008 in Dansbury was $1,122/month. The percentage of children in families receiving cash assistance in 2008 was 4%, and the child poverty rate in 2000 was 9.1%. The percentage of children in single parent families in 2000 was 24%, and the percentage of Grandparents caring for grandchildren was 4%. Child abuse and neglect rate (per 1,000 children) in 2008 was 10.1 (number, not percent), and the rate of domestic violence incidents with children in 2007 was 27%.

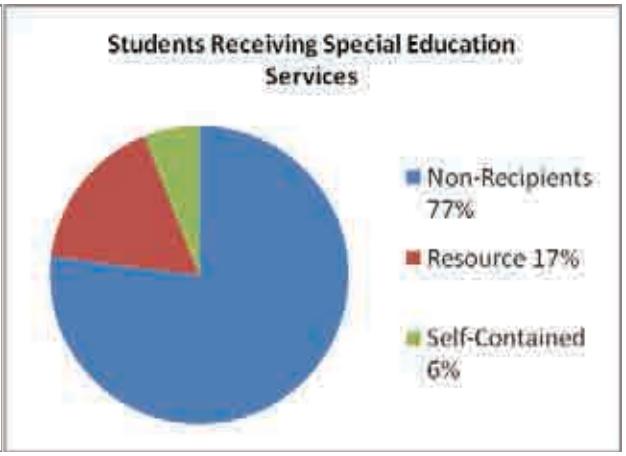
Over the last four years, there has been noticeably decreased support from the city side budget. The City of Dansbury School Department has been level funded for the past four years, meaning that their budget has not increased a cent over this time. This has created a deficit situation because the reality is, cost increases annually; and to level fund a constantly growing school system is simply arcane. On the more positive note, parental support has remained steady over these same years. Parents are usually easy to reach, whether it is contacting them about their children for disciplinary purposes, or simply trying to get a better understand of how to reach a certain student, say with an IEP, so that lessons can be modified more appropriately to a students' specific needs.

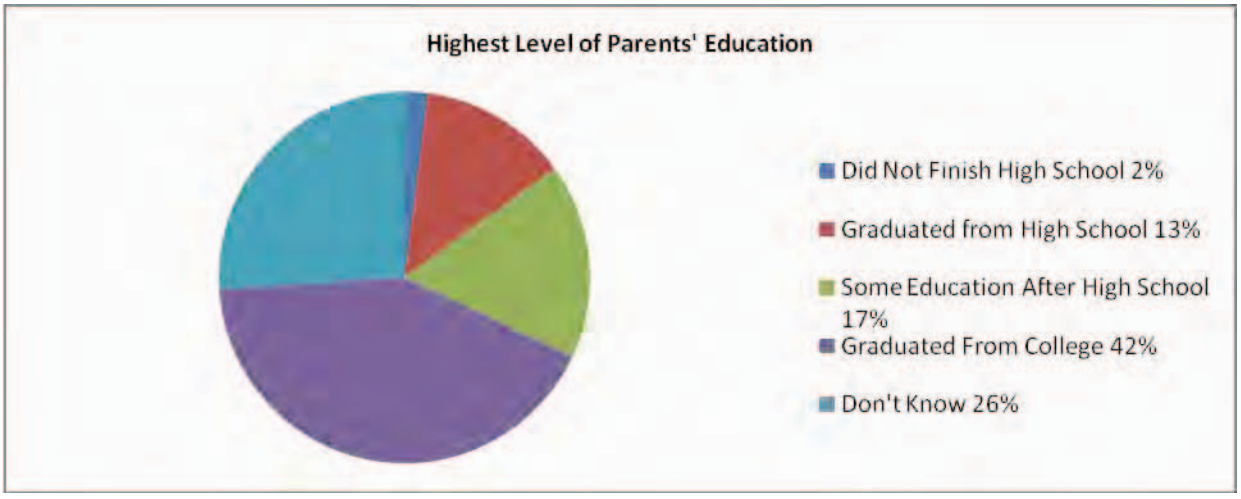
Midtown Middle School, using the most current information off of www.infoworks.edu, currently has 70 teachers and 934 students in the 6th- 8th grades. Midtown no longer has a 6th grade as of two years ago, but this updated information has not yet been submitted. Using the same website, I found pie charts on characteristics of the students whom attend Midtown. It is a PDF document, so I created my own tables to represent the same data.











“The mission of Midtown Middle School is to create a child-centered, positive learning environment which provides for vast individual differences and allows young people to experience success, gain a positive self-image, and reach high standards within their school and community.”

Midtown Middle Schools administration structure follows a normal hierarchy. They have a principal, a vice-principal, and teaching staff. There are two guidance counselors, one per grade. There is also a part time guidance supervisor that oversees many schools in the city, bringing the total number of guidance counselors up to 2 ½. Within the teaching staff, there are "Team Leaders." The Team Leaders are teachers whom you can reach out to if you are having issues with a student in a class. They have been with the same students for extended periods of time, and can usually provide you with information to explain a students' behavior or give you ideas on how to reach a student in a more efficient way. This is one thing about Midtown that I feel every school should implement. It provides the teachers with another outlet for information that typically isn't available to them in most school systems.

As far as curriculum, we have began implementing a new one this year. The administration would like to see proficiency from our students entering High School in a few different areas. These areas include: keyboarding, internet safety, Microsoft PowerPoint, Microsoft Word, Microsoft Excel, and Microsoft Publisher. In the past, these subject areas were taught by the business department, but with the up rise of computers in the classroom, we have now taken on the role of computer proficiency. This makes sense because of the links, or scaffolding, which can be made to our content areas. For example, the time trials of our CO2 powered car races can be graphed out in Excel to show trends or patterns when relating velocity to car design. This way, students are not just building a car, but also learning about aerodynamics, velocity, speed, friction, and design in a way that reaches on all types of learners; whether they are visual, auditory, or hands-on learners.

Our entire lab consists of three rooms, G6A-G6C. G6A is our materials processing shop. When we do our CO2 powered dragsters project, the woodworking aspect of it is done in this room. We have many power tools including a table saw, ban saw, a few different drill presses, spindle sander and a jointer. We also have a couple of tool cabinets filled with hardware like hammers, screwdrivers, hand saws, hand planers, clamps, etc.

The majority of the work for this class gets done in one of our two computer labs, G6B and G6C. G6B has 25 computers hooked up to the network. All computers are internet accessible and are loaded with Microsoft Office, design and animation programs such as Autosketch and Xara 3d5, and engineering and programming software such as ROBOLAB. There are four tables in the middle of the room for students to gather around when we have to

lecture or have a class discussion. There is a projector and a white board located at the front of the room in which we can give PowerPoint presentations or show examples of how a certain process should be done so that the whole class can see. This part of the lab is highly utilized because typically all of the lessons follow the I do, We do, You do process of instruction.

G6C is another computer lab that is connected to G6B. G6C has 20 computers with all of the same software, but only gets used when there are not enough computers for the entire class to be working in G6B.

All of Mr. Fornia's classes have a log book to keep track of student's progress throughout the semester. The log book is a generic file created in PowerPoint, and every day the students must have something inserted into their log books, even if they are absent. When students arrive to class, whether it is 7th or 8th grade, they must first open their log books and insert the date on the top right corner of the slide. Once this is done, the students then have to open a program called Mavis Beacon Typing Tutor. Every day the students must work on Mavis Beacon for an average of 5 minutes. Once the time is up, the students then have to press print screen and insert the artifact into their log books and write a short reflection on how they performed that day. This process is done every single class. After that is complete, the lesson is run through like any other day. The last five minutes of class, the students then again print screen anything they were working on and insert the artifact(s) into their log books. A reflection on what they accomplished in class that day is then inserted, and all files are saved and ready to continue working on next class. File management is something that is covered early in the year; all students understand that saving files is their responsibility, not the teachers.

The social climate is fairly laid back and talking is allowed at a minimum. Many of the lessons and activities done in this class are meant to stir up imagination, creativity and problem solving, so conferring between classmates is usually necessary. The only reason why the class is able to run this way is because of the classroom management procedures that are taken when the students arrive to class on the first day. It is well understood between classmates that they live as a team and die as a team. One student's misbehavior can and will lead to the whole class getting a writing assignment. The students may not care what Mr. Fornia thinks about them, but they do care about what their classmates think about them. Once this is understood, or an example has been made, classes typically tend to run very smoothly with little to no interruptions.

Most classes I have observed have between 15-20 students per class. A couple have 25+, so I'm assuming that I am going to get one of those classes so I can learn how to handle a class that large with no assistance. Classes are approximately 50/50 as far as guys to girls. All students are in 7th and 8th grade, so ages range from approximately 12-14 years old. The gap is simply astonishing when talking about the difference between the maturity levels of the 7th and 8th grades. Some of this can be blamed on the 6th grade being recently dropped from Midtown. Students are coming in more and more babied and are simply not ready to perform at the levels they were able to in the past.

Midtown is much more diverse than any school I had ever attended, diverse referring to ethnicity as well as specialized treatment. The majority of students are White, close to 82%. The remaining 18% are Asian/Pacific Islander 5%, Black 5%, and Hispanic 8%. Midtown is the lone middle school provider of ESL in the City of Dansbury, which is why the ethnic population is higher than you would think it would be in this area. Any middle school student in the city whom needs ESL courses, no matter what part of the city they are from, comes to Midtown for their courses.

Most students have seen everything that we are presenting to them in the Technology labs. In today's society, computers are almost as common as owning a television. Even if students don't own a computer, they typically still have an email address, know how to use AIM or Facebook to stay in touch with their friends, or search for information on the internet using a search engine such as Google or Yahoo. Our role as Tech. Ed teachers is to show the students the *proper* use of a computer and all of its components. As far as Microsoft Office programs are considered, most students have worked with Word and PowerPoint. Excel and Publisher, on the other hand, not so much. These are programs that need to be introduced, and some level of proficiency needs to be reached before the students reach the 9th grade.

There is one student that I know I am going to have to make modifications for. Peter Johnson, a 7th grade student, has been diagnosed with severe Asperger's Syndrome. From observations, he is a very bright student. He is very organized and extremely time orientated. His only problem is he wants everything to be absolutely perfect all of the time, if one thing seems out of order it will throw him off and he will become easily distracted. After speaking with his special ed. inclusion teacher, she gave me a few tips to help him stay on task. One of the tips was to have step by step instructions prepared for him, and tell him "I want you to work

on this for 10 minutes independently." She said that he will work for the ten minutes independently, and then you will see his hand will pop up. At that time I am to go over, review his work to make sure he is on task, then ask him to work independently again. This is a good technique to use with him because instead of having to stand over him and take time away from the rest of the class, I can check on him in 10 minute intervals because she said he does have the ability to do all of the work that is given to him.

Another student that I am going to have to make modifications for is Ben Reid. He is an extremely gifted student and tends to get bored quickly. While most students his age are typing 15-20 words per minute in Mavis Beacon, he is typing 50+ words per minute and quickly approaching 60. By the time I take over his 8th grade class, we are going to be working with robotics and using the program ROBOLAB. Typically, students work in groups when working with the Lego Robotics. With Ben however, I am going to let him work independently so that he isn't held back by the elementary programming assignments. I know he is going to take off with it, so I would rather make up more challenging assignments for him so that he can enjoy the robotics part of the course instead of feeling tied down. Another modification I could make for him is to let him help me teach when students get stuck with their programs. This is also known as peer tutoring. This will keep him interested and engaged throughout the class.

Process 6: Analysis of Student Learning

The two unit objectives that I chose to analyze are: (1) 7th grade students will be able to start a new PowerPoint presentation from scratch and edit individual slide formats. (2) 7th grade students will be able to insert many types of animations into their PowerPoint presentations including word art, clip art, external images from the internet, and 3d text animations from Xara 3d5. I don't have paperwork for the informal pre-assessment and formative assessments, the reason being I will explain below.

As I have stated a few times now, all of my pre-assessment data consists of class discussion to gain students prior knowledge on the subject. At the very beginning of the semester when I asked how many students knew what PowerPoint was, a few people raised their hands. On the other hand however, when I asked how many people knew how to *use* PowerPoint, nobody in the class raised their hands. This told me that even though some people had seen the program in use before, nobody in the class knew how to operate the program to its

full capability. This gave me a starting point in the unit for which I was confident that all learners in the class would benefit from.

As far as formative assessment, I always follow the I do, We do, You do approach to student learning. I will first show the students how to complete a task on the projection screen in the front of the room, at this all students eyes are to be on me. After I show the class an example, we will then repeat the process together as a class. If there is any confusion at this point, I will take care of it before moving on to independent work. Once I am confident that the class as a whole understands the content, I will then cut them loose and let them work independently. At this point, most if not all of the class is proficient at the given task. If any students are not, it is usually such a small percentage that I can give them one on one time that is needed with no problem while the rest of the class working independently on the task.

The two formal graded assessments for this unit were the post assessments. There were two rubrics covered before the assignment was started, and were periodically reviewed to keep students going in the right direction. All students had the exact same rubrics saved onto their computers so they could look back for reference if they had any questions. Students were being graded on the aesthetics of their PowerPoint's, as well as the quality of the PowerPoint presentation to their classmates. Much to my surprise, grades ranged from 95 through 82. For the most part, the class was within the B range. When I asked Mr. Fornia if I was grading too leniently, he stated that he has had classes that for quarter grades all received B's. On the other side of the spectrum, he has also had classes that have all received C's. He stated that sometimes classes just all perform at the same level, nobody doing extremely poorly, but nobody really overachieving. The rubrics for the post assessment, as well as examples of student work will be provided in the appendix.

Overall I am thrilled with the way that the classes performed. I was lucky in the sense that classroom management was already implemented by the time that I had arrived at Midtown. Students knew that we would have fun, as long as they worked to their full potentials. For a group of students whom have never used PowerPoint to create a formal and informative presentation, they really surprised me. Coming into student teaching, I had just assumed that there would always be a few A's, mostly B's, and a few stragglers crossing the finish line with C's. The fact that 95% of the class received B's shows me that all of my preparations really paid off in the end. My goal of having all students being able to achieve the objectives that I set out

for them was accomplished. I know that this is not the time to think that I'm superteacher, but it felt good to have a rewarding experience my first full semester in public the school system. It just proves to me that you can only expect as much out of the students as you are putting in; no more, no less.