Kentucky Teacher Internship Program
Examples of Completed Tasks

Edited Fall 2011

EXAMPLES

The following presents an array of examples of completed tasks of the TPA. They vary in content and style, but should be used to assist in the completion of the tasks for the TPA notebook. All examples are based upon actual work submitted with permission from interns.

Component I: Classroom Teaching
Task A-1: Teaching and Learning Context

Complete once prior to Cycle 1 observations to describe your teaching and learning context. **If the teaching environment changes significantly, e.g., new school, change in classroom placement configuration, change in grade or courses taught, you will need to complete this form again.**

Intern Name: Josie Brown

Date: 3/3/2011

Content Areas: English	Grade Level(s): 12th	Daily average number of students taught 84

School Instructional Goals

Analyze major school instructional goals, and briefly describe your anticipated contribution. Work with your resource teacher, colleagues, principal, or other school personnel to help identify these goals.

Valley High is a Title I school with a diverse population. Our latest test results indicate that we are making progress with reading and writing, based on the KCCT reading test for sophomores and the On-Demand test for seniors; however, we still have plenty of room for improvement. I anticipate my contribution as including multiple opportunities for active reading and vocabulary development, as well as ACT test preparation . I do not consider this as "teaching to the test" since the material covered in the ACT exam is information they should learn anyway.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data e.g., Program Review process being developed.)

Resources/Assistance

Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

In my classroom, I have a computer with internet connection, a mounted digital projector, document camera, wireless mouse, wireless tablets (NEW!), printer, textbooks, and a CPS remote clickers set. I do not have any assistants. Parent involvement for most of my students is very low, though for the students from the Spanish Immersion Program, parent involvement is very active.

Describe how you will utilize resources to implement school and instructional goals.

I use technology every single day, and expect my students to also use technology. At the beginning of the year, I surveyed all of my students and determined that all of them have internet access at home, though several students are limited by the fact that they share their home computer with multiple family members. I have created a website for each of my classes, where I post the daily assignments and the weekly agenda, so students who miss are not left behind. I summarize the major disccussion points we cover each day, and add that to the webpages each night. I also use technologto expedite assessment feedback. I believe in constant feedback and opportunities to re-draft writing based on the formative assessment I do.

Critical Student Characteristics or Attributes

   a.   Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in

developmental levels and achievement levels.)

Valley has a population that includes 42% White/Non-Hispanic, 43% African American, 10% Hispanic, and 5% Other. More than 60% of our population qualifies for Free or Reduced lunch. Achievement gaps exist for students who are on free and reduced lunch, students who have disabilities, and African American students. Some of the students are in an AP class for the first time in their academic careers. I have several students who have been in a Spanish Immersion Program since elementary school, and they generally have a stronger educational foundation. That span of educational history creates a dynamic class environment. One of the challenges is creating an environment in which every student's voice is equally powerful and considered equally valid. Students with a stronger background are much more vocal and willing to participate, whereas students who are new to AP classes are generally more reluctant and need opportunities to excel in the classroom.

Additionally, some of the students work and are busy with countless activities outside of the classroom. This impacts the time that they can devote to classwork outside of class. Many of the students need extra support and help because their foundation prior to this class is not as strong as some of the other students' foundations. Other students need help outside of class so that they can continue to grow and excel even though they have surpassed the mainstream expectations of the course. To provide students with the kind of individualized instruction that they need, I have begun working with them in individual tutoring sessions. I've worked with some of the students all year, but because we're reaching the final stages of preparation, I find that many more students are taking advantage of these individualized sessions.

To be specific about the different kinds of needs, students who are classified as gifted and talented need to be pushed and challenged. Working with them individually has given me more opporunities to challenge tehm with their writing. Many of the Spanish Immersion students also need an extra push because of their educational background. Also, there are students in gap groups who have low test scores that indicate a weaker foundation in some of the skill areas. For students who are struggling, providing differentiation through the form of lower level readings and scaffolded activities is an essnetial part of the course.

- Based on the diversities you've described in *a* above develop a profile for three specific students in your class(es) that you teach during your school day.

One student struggling to meet lesson objectives or targets:
Marissa works at her family restaurant after school, and struggles to complete assignements. She is a bright girl who has never struggled with academics before, but has never been enrolled in an AP class, so the pace and volume pose a challenge for her. She is frustrated by the lack of success and shuts down if she does not immediately accomplish the objectives.

One student meeting lesson objectives or targets:
Adam is an athlete who knows what he has to do to maintain his eligibility and has college acceptance as a motivating goal. He does all of his work with about 90% accuracy, but if he were to apply himself a bit, he could be accomplishing more.

One student exceeding lesson objectives or targets:
Talia is one of the top five students in her graduating class at Valley. She is in the Gifted and Talented Program, and has already been accepted at the college of her choice. She is an exceptional writer and an avid reader. She is also a capable public speaker who participates in the debate and speech teams. She has had major roles in every theatrical production for the entire time she has been enrolled in Valley, while maintaining a 5.0 GPA (she has taken every available honors and AP course)

Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Component I: Classroom Teaching
Task A-2: Lesson Plan

Intern Name: Josie Brown   **Date:**   3/3/2011   **Cycle:** 3

# of Students: 21   **Age/Grade Level:** 12th   **Content Area:** English (AP)

Unit Title: Literary Analysis and Research-based Arguments: **Lesson Title:** Revealing meaning in text

Lesson Alignment to Unit

Respond to the following items:

a) Identify essential questions and/or unit objective(s) addressed by this lesson.

In this unit, we are studying how style, structure and language reveal overall meaning in a text. We're also practicing close readings and analyzing how reading closely enables us to interpret a text more thoroughly. We're focusing on three essential questions:

1. How do style, structure and language reveal overall meaning in a text?

2. How do novels lead to meaningful discussions about complex issues in life and society?

3. How can close readings and textual support be utlilized to strengthen arguments and discussions?

To address those questions in this lesson, we are doing close readings of the passages that the students read on the mock exam. We are also analyzing the multiple choice stems and choices to better understand how textual support and analysis can lead to finding the right answer for each question.

b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

     CC.11-12.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

     CC.11-12.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

c) Describe students' prior knowledge or focus of the previous learning.

 Prior to this lesson, students worked on analysis of passages within the novel the Road. They worked on style and creation of theme statements using textual support and analysis of that support.

d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.

 1. Students will read passages that could be included in an AP exam and present arguments using PowerPoint presentations

2. Students will complete a mock AP exam in which they apply the skills identified in the objectives, then will analyze their performance.

These two assessments allow me to see that the students understand knowledge application strategies they will need on their AP exam, and more importantly, that they understand the elements of good argument.

e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.

While the class is generally well-behaved, there is sometimes tension between the students in Spanish Immersion and the students coming from general or advanced classes. I've worked hard to help them build relationships with each other and to understand that everyone has an equal voice in the classroom. Also, there are a few students who continue to struggle with the demands of this course. For students who are performing below grade level, I'm now offering tutoring almost daily, both in the form of individualized sessions, independent study time, and in group review sessions. We work routinely during class and after school on developing writing skills, and the readings are scaffolded so that we are just now reading the most difficult work. For students at grade level, many of the activities that we're doing push them to think in a deeper and more analytical way. The last couple of group projects have really pushed students to come up with their arguments and to thoroughly defend them. For students above grade level, they need specific, focused feedback that will enable them to continue to grow and develop. I have selected groups to help students find success and support. For the group project in this unit, I balanced groups based on personalities (shy versus outgoing, etc) in addition to ability levels. I have incorporated more models and guides than I previously used in AP so that students will have the scaffolding and support that they need.

f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):

Students took a complete mock AP Literature exam on a Saturday in January. They now have the results of the essays on that test, and they have their original answer packets and bubble sheets for the multiple choice section. That exam exposed a need for students to improve on their interpretive text-reading skills, and their need to analyze the concepts deeper. In their presentations, they will be expected to create multiple choice questions as well as a brief interpretation.

Lesson Objectives/ Learning Targets	Assessment	Instructional Strategy/Activity
Objective/target: 1. Students will read closely to present an interpretation of the text, using textual support and inferences to support their interpretation.	**Assessment description:** Mock AP exam with five multiple-choice passages **Assessment Accommodations:**	**Strategy/Activity:** I will assign the students to five groups and each group will be responsible for reading a separate passage with five multiple-choice questions to follow. As a group, they will paraphrase the passage and analyze each of the selected questions. Groups will share the paraphrase of their passage, and their classmates will answer the questions using the CPS clickers. The "expert" groups will explain the correct answers in response to the responses. **Activity Adaptations:**

		Students will be placed in groups that are appropriate for their aility level. Students who could not present their powerpoint on Friday were grouped together so they could present on Wednesday. **Media/technologies/resources:** USB drives, Digital projector, CPS, Computer with PowerPoint
Objective/target: 2. Students will analyze the deeper concepts within a text through preparation for and participation in student-led presentations.	**Assessment description:** Students will respond to classmate presentations using the CPS clickers, and will participate in discussion about their classmates' presentations. **Assessment Accommodations:** hard copies of the questions will be available, in case we have technical difficulties and/or anyone cannot use the CPS. I don't anticipate that being necessary, since all of the students have used the CPS before.	**Strategy/Activity:** During classmate presentations, students will take notes and respond to multiple choice questions using the CPS clickers. **Activity Adaptations:** Students may respond on paper if they would prefer **Media/technologies/resources:** USB drives, Digital projector, CPS, Computer with PowerPoint

Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)

1. Students will be assigned to five groups, and each group will be assigned a passage from a previously administered AP exam, along with 5 multiple choice questions.
2. Students will get into groups, and each group will paraphrase the passage and analyze each of the multiple choice options provided.
3. Students will create a PowerPoint presentation to present their paraphrased passage and the multiple-choice questions for their classmates.
4. Students who are part of the audience for each presentation will answer the multiple-choice questions presented by the groups, using the CPS.
5. The presenters will lead discussion about the answers and explain why each one is right or wrong.
6. Students will complete an exit slip, answering three questions: For the questions you answered correctly, what led you to the correct response? If you missed any of the multiple-choice questions, how did you determine the correct answer? What did this activity teach you?

Component I: Classroom Teaching
Task C: Lesson Analysis and Reflection

Intern Name: Josie Brown   **Date:** 3/30/2011   **Cycle:** 3

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

1. Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

For this objective, I used the results of the multiple choice section of the mock exam. This section of the exam is very challenging, and it is considered a success if students get close to half of the answers right. I scanned the class's results and compared them to national averages. I considered scores from 15 to 20 below the expectation. I considered scores of 21-34 meeting the expectation. I considered scores of 35-43 (the highest score in the class) to be exceeding the expectation. I felt like this was very effective, because they will encounter this strategy when they take the exams, and it will help them on the exam and beyond that.

2. For each lesson objective/learning target, sort the student performance into three categories

   a)   Below criteria 9 # of students

   b)   Meeting criteria 8 # of students

   c)   Exceeding criteria 3 # of students

3. For each category, describe the students' strengths **and** learning needs.

   a)   Below criteria
        Students in this category need help reading closely. Students who are missing this many questions often do not have a solid grasp on what the passages are saying, so they need help with reading comprehension strategies (since the passages can be extremely challenging). Students in this area need to work on answering the more approachable questions (such as ones that refer to specific lines and literary devices) rather than the more complex questions.

   b)   Meeting criteria
        Students who have met the criteria now need to be pushed into the next level, which in this case often means simply getting a few more answers right. They have a solid basic comprehension of the passages, but they need to work on building their vocabulary skills and they need to review literary terms. Additionally, they often need to work on reading carefully. They are doing well to get some of the questions right, but they need to work on reading more deeply and critically.

   c)   Exceeding criteria
        The students in this category are excellent readers who think critically and efficiently. They are able to process complex passages and evaluate the most accurate answers without being distracted by other answers that are true or only slightly inaccurate. They can think critically even when under pressure and significant time constraints. They are well versed in the various genres and styles of writing. They need to be pushed--this can be done by forcing them to delve more deeply into the difficult passages (because often the questions for those passages are more superficial).

4. Reflect on the following:

   a)   How effective was your instruction based on analysis of student performance indentified in number 2 above?
        Because of the difficult nature of this section of the exam, I was pleased to see that everyone tried to answer the questions. Although some of the scores were low, several of the students in this category got a few questions for multiple passages right, which indicates that they are pushing through the difficulty and attempting to answer the questions. However, many of the students ran out of time, so putting them in slightly pressured situations that require quick reading and thinking would make them more successful. In class, a lot of the students indicated new awareness of the passages and the questions, and their self-reflections after the deconstruction indicated that they had learned from the process.

As far as the deconstruction activities went, the group work took more time than I expected, but it was helpful and made the other activities more meaningful. As is often true with technology, the clickers did not work right away, but we were patient and eventually everything worked properly. As I mentioned previously, the day before the class period, my wireless mouse died, and consequently, I felt glued to the front of the room, which was an adjustment, but worked out fine. I could have had a student run the CPS clicker PowerPoint for me, which might have been more effective. Also, studnts were quite restless toward the end of class-- the activity would have worked better if we had completed it over two days rather than trying to cram it into one.

b)   What new professional learning and resources could help you increase your instructional effectiveness?
       The clickers have made this activity much more engaging. Knowing more about how to construct multiple choice questions and how to deconstruct them would make me more effective. Additionally, having access to more examples of AP multiple choice questions would enable me to let the students practice more, which would help them feel more confident.

c)   Describe patterns in student performance. How will these patterns be used in planning and instruction
       It was common that students ran out of time; as I mentioned above, being more diligent about pressured time situations would help with that. It was also quite frequent that students did not annotate the passages, so we have been practicing more of that in class, and we'll continue to practice it prior to the test. I will give them more passages that are copied so that they can mark them up and write on them directly. I will also begin the next few classes with short passages and a couple of questions, and I will time those activities so that we address the sensation of having to decide quickly.

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5. For each category of students, how will you differentiate instruction?

a)   Below criteria
       I will work with them individually and in small groups, and I will give them strategies that will target how to best answer questions and make the most use of their time. I'll work with them on how to read closely and I'll talk with them about test-taking strategies. I will also give them passages that are slightly more accessible so that they can find success with this kind of question.

b)   Meeting criteria
       For these students, I will continue to push them by giving them challenging readings and difficult questions. I will continue to push them by checking their annotations on the passages and by asking them to identify strategies that they are using to help them find the right answer.

c)   Exceeding criteria
       With these students, I will push them by getting them to justify the right and wrong answers for some of the questions. I will also give them more difficult reading passages when possible, and I will ask them more challenging questions about the harder passages.

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6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).

With the students, I first simply gave them their answer sheets back. They did not have the correct answers. Their homework preceeding the deconstruction was to annotate the five passages and to review the questions and the answers that they selected. They were allowed to change their answers if they decided that the original answer was incorrect. When they came to class, I told them the national percentages for all of the questions that we addressed. Additionally, when the students clicked in their answers, they could immediately see the class results. Students also got individual scoring sheets with the results of their mock exam--the sheets indicated their raw score and their score on the five point scale. Students were told to share these results with their parents. Additionally, parents can see the deconstruction PowerPoint on iSchool if they are interested. Parents will also be receiving a letter that talks with them about the upcoming AP test and the final preparations that they can help their child do.

Component II: Professional Responsibilities
Task D: Collaborate to Address Special Learning Needs

Intern Name: Peggy   **Date**: May 20, 2011   **Cycle**: 3

Collaboration Work Plan
This work plan must be approved by your committee before implementation.

Orientation Meeting

Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected. (Use only the student's first name.)

Justin is a special education student whose learning would be enhanced by collaborative efforts. Justin has displayed a low level of achievement in all his classes to date. He has shown little engagement to the content in any class, and is often a disruption. The parent teacher conferences revealed that Justin was promoted to 7th grade dependent upon his performance in the early part of the year. If Justin does not perform well he will be demoted back to 6th grade. I was not aware of this fact, nor this practice, but I realize how unfortunate for the student psychologically, socially, and academically it would be for him to fall back into 6th grade. Justin had improved for a 2 week period before the parent teacher conference, but has since regressed in behavior and performance in all his classes. This shows that A) Justin wants to do well, and B) the present system being used to educate him in our classes is failing to reach him.

Describe your plan for contacting and developing the collaboration plan with the parents/caregivers.

At the parent conference previously mentioned, I exchanged email addresses with the parents. I will use this, as well as phone calls to communicate. I am going to contact Justin's parents and set up a meeting with the four content teachers to create a plan. Part of the discussion will be centered around prospective activities and outcomes. I will propose to use the behavior tracking chart as part of our plan discussion. As part of the collaboration plan we will ensure the plan aligns with ARC goals identified in the existing IEP.

Lesson Objective(s)/Learning Targets – What you plan to accomplish in terms of student learning?

I plan to improve Justin's behavior, engagement in classes in school, and general academic performance. This will be measured by improvements in positive comments on the behavior chart (fewer behavioral referrals), increased time on task in the classroom based on monitoring sheet, and improvements on daily and other formative assessments/summative assessments.

Assessment Plan – How will you measure the impact of the collaborative effort on student learning?

Student's behavior will be tracked to observe if there is a decrease in incidences of off-task behavior, refusal to do work, disrespectful behavior toward peers, disrespectful behavior toward adults, use of TAB in and TAB out, and referrals/suspensions.

Student's academic performance will be tracked to observe if he improves his level of proficiency and standardized assessments, and classroom content centered assessments.

Activities	Time Line	Persons Involved and Their Roles	Resources Needed
Daily Behavior Tracking Chart **Team meetings to discuss student behavior and performance and reflect on interventions that are successful or failing the student.** **Assess and measure student performance on standardized tests, and other classroom assessments**	**Checked both daily and weekly (Started Sept 5th, 2010, and ongoing)** **Ongoing (August 17th, 2010, to May 27th, 2011** **Starting with first standardized assessment or classroom assessment 2nd Trimester**	**All 4 content area teachers, collecting evidence, and reflecting on said evidence and communicating with student's parents/guardians** **ECE collaborative teacher, to assist in student tracking, provide extra instructional support when needed, and offer alternative solutions to remediating student behavior and academic performance.** **Behavior coach to help student reflect on behavior and create a pro-active, positive behavior management plan.**	**Existing IEP** **Behavior tracking sheets** **Resource teacher** **Classroom assessments**

Cycle 1 Committee Meetings

Describe the progress made in your collaborative efforts providing appropriate documentation.

Over the past two months the most positive result I have seen with Justin is the improvement in our relationship. As the year began Justin was extremely defiant and disruptive in class, and he became very upset when I executed any consequences with him. The frequent discussions I have had with him have improved our relationship. He has begun to view me as someone who is consistent and concerned about his success. The results from this improved relationship are that Justin has been more productive in class and has been better behaved in class. His grade has improved in my class going from a C to an A- based on the fact that he now remains in class to learn, and he is completing his assignments. His score on the CCA improved from novice, novice to apprentice low. This shows that Justin has potential to be a successful student but he has some self destructive tendencies that he needs to work on controlling.

Cycle 2 Committee Meetings

Describe the progress made in your collaborative efforts providing appropriate documentation.

Justin still has many areas to improve on. His written expression and ability to retain information are greatly reduced when he is not fully focused. His behavior is still not ideal and he does have days or periods where he is a complete disruption and unable to remain focused or on task. These days hurt his learning in the long run because the interrupt his progression of learning during a class's unit of study. His low scores on the CCA are indicative of the fact that he needs a lot of practice with writing ORQs, because he was able to give me more detailed answers for the ORQ when I spoke with him later. His poor performance on the Multiple choice section shows that Justin needs more practice applying his knowledge so that he can use it to reason out the correct multiple choice answer. We need to continue to improve Justin's focus and motivation so that we can begin to improve the underlying skills that are holding back his success in school.

Cycle 3 Committee Meeting

Using the assessment data collected, describe the impact of the collaboration plan on this student's learning <u>and</u> describe possible next steps.

Justin's grades have fallen to below the level that they were when the collaboration started. He is failing Social Studies and Science. His work in his Language Arts class and Math class has improved, although his scores on the standardize assessments have not improved in Math at least he is trying to learn in those classes.

Justin has completely fallen apart for me as the school year progressed. I feel like myself, and the school has failed this child. He has shown that he is a capable learner, and that he does enjoy learning in the right environment. It appears that I am unable to create that environment for him in my classroom. I spoke to his mother about his issues and she was also concerned for him and equally frustrated by the fact that he seems to "turn it on for one class, and then turn it off for another."

The incident that got Justin expelled/suspended seemed to undo any progress I had made with him. When he returned it was as if we had never had a relationship, and he was not cooperative in trying to rebuild a new one.

The inconsistency in Justin's day due to having or not having his collaborative teacher with him has really undermined any progress. It seems that in his mind his Language Arts and Math classes are "real" classes, and his Science and Social Studies classes are free time classes. Some days he does come in and independently follow directions and do work, but other days he is a disruptive defiant student from the start of class until he is sent out.

What I have learned from this experience is that the relationships with these at risk students are extremely fragile and you need to constantly go back to the beginning with reflective discussion again and again in order to get the student to evaluate his/her behavior

and lack of progress. Only then can I get the student to take ownership of their work and behavior. I have also learned that I need to do a better job mimicking the procedures, redirects, and consequences that the collaborative teacher uses in their classroom so that these students will carry their expectations to every classroom.

As a team we need to create a plan to help Justin make up all the learning he has missed. This needs to not simply be a packet this needs to be a completely extra effort on his part to make up all the learning he has missed due to his behavior. We need to have a long discussion with him and his parents about what problems his behavior has created for him. We need to create a plan that helps Justin: identify his responsibilities for his misconduct, monitor his behavior in class, and fill in any learning gaps that he has created for himself.

Task E
Assesses and Manages Professional Growth

Intern Name: Sherri Salsman   **Date:** August 11, 2010   **Cycle:** 1

Kentucky Teacher Standards Self-Assessment

To initiate the development of your Professional Growth Plan, <u>prior to the Orientation Meeting</u>, assess your level of performance on each of the indicators by entering a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate and (4) extensive.** You may wish to examine the rubric for each indicator on the Intern Performance Record (IPR) to see the range of performance.

You will repeat this self-assessment process in Cycle 3 as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
3		1.1	Communicate concepts, processes, and knowledge.
3		1.2	Connect content to life experiences of students.
3		1.3	Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
3		1.4	Guide students to understand content from various perspectives.
4		1.5	Identify and address students' misconceptions of content.

STANDARD 2: The Teacher Designs and Plans Instruction

The teacher designs and plans instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think, and solve problems and integrate knowledge.

Performance Criteria: The extent to which the planning demonstrates that you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
2		2.1	Develop significant objectives aligned with standards.
2		2.2	Use contextual data to design instruction relevant to students.
2		2.3	Plan assessments to guide instruction and measure learning objectives.
2		2.4	Plan instructional strategies and activities that address learning objectives for all students.
2		2.5	Plan instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3:   The Teacher Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
2		3.1	Communicate high expectations.
3		3.2	Establish a positive learning environment.
4		3.3	Value and support student diversity and addresses individual needs.
4		3.4	Foster mutual respect between teacher and students and among students.
4		3.5	Provide a safe environment for learning.

STANDARD 4:   The Teacher Implements and Manages Instruction

The teacher introduces implements and manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
1		4.1	Use a variety of instructional strategies that align with learning objectives and actively engage students.
1		4.2	Implement instruction based on diverse student needs and assessment data.
2		4.3	Use time effectively.
2		4.4	Use space and materials effectively.
1		4.5	Implement and manage instruction in ways that facilitate higher order thinking.

STANDARD 5:   The Teacher Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation   Cycle 3

Self-Assessment	Self-Assessment		
1		5.1	Use pre-assessments.
2		5.2	Use formative assessments.
2		5.3	Use summative assessments.
1		5.4	Describe, analyze and evaluate student performance data.
2		5.5	Communicate learning results to students and parents.
1		5.6	Allow opportunity for student self-assessment.

STANDARD 6: The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conduct research.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
2		6.1	Use available technology to design and plan instruction.
2		6.2	Use available technology to implement instruction that facilitates student learning.
2		6.3	Integrate student use of available technology into instruction.
2		6.4	Use available technology to assess and communicate student learning.
2		6.5	Demonstrate ethical and legal use of technology.

STANDARD 7: The Teacher Reflects On and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching and learning situations and/or programs.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
1		7.1	Use data to reflect on and evaluate student learning.
1		7.2	Use data to reflect on and evaluate instructional practice.
1		7.3	Use data to reflect on and identify areas for professional growth.

STANDARD 8:   The Teacher Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems , and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
1		8.1	Identify students whose learning could be enhanced by collaboration.
1		8.2	Design a plan to enhance student learning that includes all parties in the collaborative effort.
1		8.3	Implement planned activities that enhance student learning and engage all parties.
1		8.4	Analyze data to evaluate the outcomes of collaborative efforts.

STANDARD 9: The Teacher Evaluates Teaching and Implements Professional Development

The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the necessary skills and processes and implements a professional development plan.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
2		9.1	Self-assess performance relative to Kentucky's Teacher Standards.
2		9.2	Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
2		9.3	Design a professional growth plan that addresses identified priorities.
2		9.4	Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: The Teacher Provides Leadership Within School, Community and Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
2		10.1	Identify leadership opportunities that enhance student learning and/or professional environment.
2		10.2	Develop a plan for engaging in leadership activities.
2		10.3	Implement a plan for engaging in leadership activities.
1		10.4	Analyze data to evaluate the results of planned and executed leadership efforts.

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Carefully read each of the ten tasks presented in the TPA Handbook to get a clear understanding of the performance expectation for each task and the standard(s) addressed by each task.
3. Use the insights gained from reviewing your self-assessment data and carefully reading the TPA tasks to begin to:
   - Identify your strengths in terms of tasks and related standards.

        I have strong interpersonal skills, which enable me to create a safe and friendly learning environment in my classroom.

   - Identity areas for growth (tasks and related standards for which you might need support or assistance to be successful) and types of professional development you will need.

        Areas for growth are instructional planning, implementation of effective instructional strategies/differentiation of instruction with a focus on engaging students, and making use of multiple learning styles.

Task E
Assesses and Manages Professional Growth

Intern Name: Sherri Salsman	**Date:** April 11, 2011	**Cycle:** 3

Prior to Cycle 1 Committee Meeting

1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, student performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards.

- **Strengths**

    I have strong interpersonal skills, which enable me to create a safe and friendly learning environment in my classroom.

- **Areas for Growth**

    Areas for growth are instructional planning, implementation of effective instructional strategies/differentiation of instruction with a focus on engaging students, and making use of multiple learning styles.

2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- **Priority Area 1**

    Standards 2 and 4-   While I feel that I have a strong understanding of what skills, concepts, and content I need to teach, I do not feel confident that I plan and design instruction that helps all students master those skills, concepts, and content.
    I am especially concerned about designing instruction that: moves at an appropriate pace for each classroom, challenges all learners, and engages all learners. I want to have instruction that makes the learning "stick".

- **Priority Area 2**

    Standard 5-   I need to improve my use of formative assessments and student reflection to help myself and the students recognize what concepts have been mastered or not mastered. I recognize the importance of communicating assessment results to students and parents so that we can recognize when we need to intervene and support the struggling student.
    I need to become more adept at using pre assessments to identify pre-existing knowledge, and then allow the pre-assessments to inform my instruction (i.e.- enable those students to do alternative in-depth inquiry that continues to challenge and develop those students who are ahead, or adjust instruction to teach concepts that students need to have mastered before the intended concepts are taught).

- **Priority Area 3**

Considering the context of your school, data about your students and the analysis of your self-assessment data, what types of professional development do you think you need?

I need continued training and support in content specific instructional strategies that engage all students while assisting low performing students. I plan on taking a multi-cultural class to address my learning needs. I also am involved in Stiggins, Classroom Assessment for Student Learning.

Cycle 1 Committee Meeting
Your committee will meet with you to reconcile the strengths and priority areas the members identified in Cycle 1 with those you have identified. At that time, you will determine appropriate professional growth activities for Cycle 2. Using the Professional Growth Work Plan template, develop a work plan for each identified Priority Area for Growth. Your work plans must be sent to your committee for review and approval.

Task E
Professional Growth Plan

Intern Name: Sherri Salsman | **Date:** April 11, 2011 | **Cycle:** 3

Professional Growth Work Plan
(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth: Improving Lesson Design/Planning/Instruction | **Standard(s) #** 2-4

Professional Growth Objective:

      I will have detailed unit and lesson plans that: use the CIF, use best practice strategies, implement instruction that engages various learning styles. I will use a variety of materials, resources, and instructional methods to facilitate student learning.

Activities	Timeline	Assistance/Resources Needed
Use of deconstructed standards completed by department team to inform: unit timeline, lesson timelines, learning targets (objectives), content vocabulary, essential questions, and formative and summative assessment. Plan units using backwards designing making use of :Essential Questions, Guiding questions, and summative assessments based on state standards. Plan lessons making use of: CIF, different learning modalities. Create authentic assessments to engage students and create rigor and relevance of content. Daily and weekly lesson planning that utilizes different learning modalities,, and remains aligned with learning targets (objectives)	Ongoing (August 15th, 2010 to May 27th, 2011)	Social Studies methods classes Classroom Assessment for Learning materials Multiple Intelligence PD provided by the district Deconstructed standards from KDE's website Content specific reading strategies PD

How will progress in addressing this area for growth be assessed?

Lesson and Unit plans will be checked for: Use of CIF, best practice strategies. Lesson plans will be checked for: DOK levels, use of variety of instructional strategies, and variety of resources and materials used for

instruction.

Professional Growth Work Plan
(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth: Improving Assessment and Reflection   **Standard(s) #:** 5

Professional Growth Objective:

       I will implement various formative assessments in my classroom, and use all assessments to communicate to myself and the students what content, skills, or concepts have been learned, and what content, skills, or concepts need extra support or intervention.

Activities	Timeline	Assistance/Resources Needed
Planned use of formative assessment activities such as: student reflection, exit slips, quick writes, classroom polls/votes, small group presentations, spectrum evaluations with discussion, debates Create authentic assessments to engage students and create rigor and relevance to content.	Ongoing (August 15th, 2010 to May 27th, 2011)	

How will progress in addressing this area for growth be assessed?

       Lessons, and lesson plans will be checked for: use of formative assessment, use of variety of formative assessment, and use of student reflection to communicate between student and teacher in regards to effectiveness of instruction and strengths/weakness of student to facilitate learning.

Professional Growth Work Plan
(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth: **Standard(s) #**

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed

How will progress in addressing this area for growth be assessed?

Cycle 2
Progress Update
Provide evidence in your progress update that your PGP activities are having a positive impact on student learning. If it is too early for your growth activities to yield evidence or student learning/achievement, provide evidence of how the activities have had an impact on your instruction.

I completed a Education Masters course called Social Studies Methods at the University of Louisville. This course helped me with all three of my goals. The course focused on teaching me about the various social studies methods of instruction available to me, and also taught me how to design a lesson and unit for a social studies classroom As part of the course program I needed to lessons and units that were focused on Social Studies core content. These lessons and units needed to also be designed to challenge higher orders of thinking, multiple intelligences. These lessons and units needed to also utilize social studies specific formative and summative assessments.

Another professional development that helped me with my PGP was a full day professional development focused on content specific reading strategies. This session showed me various ways to help instruct my students on before, during, and after reading strategies. It also helped teach me various note taking techniques my students could use to retain information. I learned various assessment strategies to help asses learning from reading, and I also learned some techniques to help students become self reflective in regards to their work on ORQs.

I am in the process of completing a Unit of study in my classroom that was designed for my Methods class. So far this structured unit has been successful in regards to student engagement. Student performance on the various assessments that go with this unit have not improved dramatically, but that is not a problem as I structured and expected that remediation on some of the skills and concepts that were going to be more difficult to master.

I have implemented the reading, writing, and ORQ strategies in my classroom. Students have shown higher engagement in the lessons, greater retention of concepts, and they have also started to show ownership of their work in regards to their ORQs.

Cycle 3
Final Self-Assessment

- **Discuss the progress made in addressing each Priority Area for Growth identified in your work plans. Did you achieve your professional growth objectives?**

I made progress in priority area one for standards 2 and 4: I will have detailed unit and lesson plans that: use the CIF and use best practice strategies. This was accomplished through the resource and development provided to me via my Social Studies Methods course, and embedded professional developments. All of the lesson plans and Unit plans that I used since January were created by using the techniques and strategies I learned from my Methods course. I implemented Big idea questions, guiding questions, learning objectives, and multiple best practice strategies in all of those units and lessons.

I will better implement instruction that engages various styles. I will use a variety of materials, resources, and instructional methods to facilitate student learning. I feel this way because not all of my lessons were fully differentiated to engage various learning styles and student readiness. Day to day there was variety in the materials, resources, and instructional methods used, but there was not always a great deal of differentiation in one lesson plan. I did make sure that my units and lesson plans hit on multiple learning levels. Only one of my units utilized more than one learning style for the culminating assessment. My KTIP unit used more than one culminating assessment, but that assessment will not come until after cycle 3 had been completed. I now realize that my assessment that I used for the KTIP mid-unit assessment did not properly assess multiple learning styles or intelligences.

I feel that I partially achieved priority area for growth two, standard 5: I will implement various formative assessments in my classroom, and use all assessments to communicate to myself and the students what content, skills, or concepts have been learned, and what content, skills, or concepts need extra support or intervention.

There were many students who I did a good job of assessing and communicating results to parents, and students but this was mainly focused on the under achievers. I did not do a good job of identifying progress or even advanced learning capabilities across lessons and units. I did use formative assessments often to identify if the lesson was successful and who did not master that lesson's learning objective. Based on those formative assessments I learned who needed extra support, and I also learned which instructional strategies were more or less successful. This enabled me to adjust my instruction in the future so that it will be more effective for my students.

- **Using the Kentucky Teacher Standard Self-Assessment, conduct a Cycle 3 assessment of your performance level on each standard. Compare this final assessment with your Orientation self-assessment and identify specific areas of growth.**

I feel that I have grown in most Kentucky Teacher Standards to proficient levels. Compared to my Orientation self-assessment I feel much more confident in my execution of all Kentucky Teacher Standards.

Two specific areas of growth for me in the future are allowing opportunity for student self-assessment, communicating learning results to students and parents. I know that a key to student learning is for students to learn how to self-assess their progress, because self-assessment enables students to take ownership of their learning, and it helps students realize what they have learned or have not learned. I feel that I need some training on how to teach students to self-assess, and how to implement self-assessment in a 7th grade Ancient World Civilizations classroom. I also feel that I need to do a much better job of communicating learning results to students and parents. The results should come more quickly and in an efficient manner. Emails and phone calls are not as time sensitive. I would like to be able to have a better assessment and grading system, and I want to be able to communicate the results of those assessments quickly to the parents and students through some sort of communication such as parent portal, a class Facebook page, a class wiki, or maybe a class Twitter account. Those are things I will try to design and implement this summer when planning for next year. I learned about those technologies last summer, but I focused my planning last summer

and this year on lesson and unit planning.

- **Discuss how the professional development activities completed during the year have improved your instructional effectiveness and student learning.**

      The professional development activities completed during the year have improved my instructional effectiveness and student learning a great deal. From the social studies methods class I learned multiple instructional strategies that allowed for differentiation according to readiness, learning style, and various learning activities. I implemented many of these strategies in my class as the year moved on.

      From the embedded professional developments I attended I learned reading and writing strategies that I have implemented in my classroom to help improve reading comprehension and written expression in my classroom.

      From the challenging advanced learners class I took this spring I learned how to identify gifted and talented students and I also learned further instructional differentiation strategies to help all of my students achieve and grow at their academic level at an appropriate pace. I will be implementing those skills next year when I have time to redesign my units for gifted and talented, regular, and below grade level students.

Task F

Component II: Professional Responsibilities
Task F: Demonstrate Professional Leadership

Intern Name: Teresa Brown	Date: April 11, 2011	Cycle: 3

Orientation meeting

Discuss leadership ideas for possible leadership project. With the guidance of your committee, select a project.

Identification of Project

After the orientation meeting, provide a brief description of the project and rationale for selecting this project.

For my leadership project, I would like to offer my hard work and time to help my seniors achieve their post-graduation goals. Of the 78 seniors I am teaching, 53 did not get a 21 or above on their ACT [67.9% of my students]. The majority of these 53 students plan on going to a Kentucky university or college, but their scores either do not qualify them to do so, or require remediation before they can take credit-bearing courses. These 53 students who did not meet benchmarks will be the part of the first group to take the COMPASS test at my high school.

Obtaining benchmark scores will benefit those students by preventing the need for remediation once they enter college. Upon admission to a public postsecondary institution, students scoring at or above the scores indicated will not be required to complete developmental, supplemental, or transitional coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

My plan has multiple aspects and in Cycle 1, I have been collecting the data to support my project. The majority of the implementation would occur in Cycle 2 and Cycle 3. In these Cycles, I will work closely with the associate principal to gather information about the exam, present ideas to the senior class teachers in my PLC, prepare students, and plan for the COMPASS testing that will occur on April 11th. I will also offer additional support afterschool to those seniors who are struggling to pass in their English classes because of low skill levels.

Leadership Project Work Plan
(This work plan must be approved by your committee before implementation.)

Objective(s)/Learning Targets

Identify your measureable objectives for this project. (What do you plan to accomplish with this project?)

1. I will raise faculty and student awareness about the requirements of the COMPASS test that will be included in the accountability system next year.

2. I will coordinate resources and strategies to be shared in the PLC for senior class teachers.

3.   I will coordinate after-school support services to prepare students for the COMPASS exam.

4. I will create an incentive plan for the students who will be taking the COMPASS exam.

Assessment

How will you determine the impact of your project on student learning and/or school environment?

To determine the impact of my project, I will work closely with the associate principal and the PLC for senior class teachers to constantly change and adapt to the needs of this project and our students. I will work to create an incentive plan that has a positive impact on the students' scores, which will be reported after the April 11th testing date. I will receive feedback from my KTIP committee, senior class teachers in my PLC, and students taking the COMPASS exam regarding the impact of my leadership, guidance and motivation. Last, I will collect and analyze my students' COMPASS scores after the project is complete, though that will not be possible during the KTIP evaluation process.

Activities	Timeline	Persons Involved and Their Roles	Resources Needed
Data Collection to focus plan	8/11- End Cycle 2	Me – Leader	Student ACT data
Attend PD about TCA Prep (online ACT prep program)	November 15, 2010	KTIP Committee- Guidance and Assistance	Free/Reduced data
Afterschool study sessions	12/9 - 12/15	TCA Trainer	Student Post-Graduation Feedback
Meeting/Collaboration with associate principal and Curriculum coach	Cycle 2- April 11th	ESS teacher	TCA Prep Materials
Meet associate principal on 2/14 to discuss incentives/logistics		Principal	Access to classroom afterschool
Meet with PLC		Senior PLC Members, Community College Liaison, Dual-Credit Instructor	Initial Meeting: 1/6
		Senior PLC Members:	Correspondence via E-mail: Duration of Cycle 2- April 11th

member on 2/25 Various discussion with PLC member regarding computer lab scheduling, funding, letter home, etc. Funding -- We have discussed various incentives that would appeal to Senior students.			

How and with whom will the results of your project be shared?

I will share the results of my projects with my KTIP committee, English department/teachers of my senior PLC, administration, and my Senior English students. There will be a delay between the students taking the test and their scores being returned. However, through student and staff feedback, I have already begun to see how my work with the COMPASS test and the logistics that go into administering this exam has helped ease the process for all involved.

I have been in constant collaboration with the testing coordinator, the associate principal, and my mentor teacher regarding my assignments related to this leadership project. I have made it very clear to them that I aim to go above and beyond what was asked of me for this project. There is an open line of communication between us all and this has been made very evident

through the constant e-mails and planned and impromptu meetings regarding COMPASS test plans.

If this project is successful, I believe that the way that I have helped set it up will be modeled in the following years when the

test is administered. We now have a better understanding of the test, how to go about administering the test, informing

students and parents, and providing them with incentives to motivate them to succeed.

Cycle 1 Progress Reports

Briefly document the progress made on your project.

I have collected ACT data and free/reduced data for all my students. I have identified 16 students with ACT scores below a 21 who are on free lunch and 5 students with ACT scores below a 21 who are on reduced lunch. I have also begun surveying my senior students about their post-graduation plans and their needs to help achieve their goals. I want my afterschool assistance to be as beneficial as possible. A number of students have mentioned to me that they would be interested in attending afternoon sessions. However, other students have expressed to me that they would probably not be able to attend because of their afterschool work schedule or transportation situation. I will have to find an alternative way to assist these students.

Cycle 2 Progress Reports

Briefly document the progress made on your project.

During Cycle 2, I attended a TCA Prep session afterschool . TCA is an online study guide that can be utilized in and out of the classroom to help increase students' test scores on both the ACT and the COMPASS exam. I also offered afterschool study sessions on 12/9-12/15 to students who were struggling with their reading or writing skills. I found that these sessions were beneficial to the students and myself. I was able to work with them on a one-on-one basis and our time together was mostly uninterrupted. The students who came to these afterschool sessions reported that they felt they understood the material better and showed an increase in confidence and motivation in class after attending. In total, I had over 10 students attend my afterschool sessions, some even attended more than one.

The students that I identified in Cycle 1 that were in need of extra assistance and receiving free/reduced lunch also appear on the list of senior students who will be taking the COMPASS exam on April 11th. 75% of my senior English students will be taking this exam, so I am very motivated to help them succeed and I hope that our combined – teacher and student- efforts will result in acceptance to a community college in the Fall. To begin working on this project, I had a meeting with the associate principal on 1/6 to discuss what we already knew and what needed to be done. Since then I have spoken with my mentor teacher, and she has offered guidance about how to go about completing this project. Recently, I have contacted the community college liasion regarding any information that he may have about the exam. I have also sent out the document with all the students who will be taking the exam and proposed that we discuss certain topics – preparation, incentives, etc – at the next PLC meeting on 1/18.

Cycle 3 Report

Reflect on what your project accomplished regarding student learning and/or professional environment of the school. What did you learn from your leadership experience – what worked, what did not work, and why?

Cycle 3 has been a whirlwind getting ready for this project. The senior students will be taking this test on April 11th. At this stage in the process, I have done the majority of what I have set out to do and have had a wonderful time working with my fellow colleagues. I have learned that communication is key when working with a large group of people on one project. I found that in the beginning, I was hearing different things from different people. I decided that this wasn't the way to go, in terms of helping this project go smoothly. From that point, I increased regular contact with those involved and the addition of a COMPASS test administrator greatly improved the communication across the various personnel assigned to this project.

I have acquired an abundance of information about this exam, which I have passed on to my colleagues. We have drafted a letter regarding the test that will be sent home to parents and students. This letter includes helpful links that will prepare the

students who are taking the COMPASS test. I distributed this letter to my seniors during the week of 3/14. During this same week, letters to parents/guardians were mailed home.

We have mapped out the various student schedules who will be taking the exam and blocked out time in the computer lab for the students to take the exam. The students who are taking the exam will be removed from my three senior classes to take the exam. Numerous people within the school will be trained on how to administer the exam and will be in the room with the students while they are testing.

The test administrator and I have discussed various incentives and we know that we have $200 to spend on the seniors. I have really stressed the importance of educational incentives throughout this whole process. I understand that students enjoy soda, candy, etc, but those items are not only unhealthy, but they will only last for so long. We have yet to purchase incentives, but we are moving in a more positive direction, such as purchasing book store gift certificates, items for college, etc.

As this project comes to an end, I look forward to working with my colleagues to help the seniors with their transition to college. The high school counselor will talk to my students regarding their plans for next year. I am excited to hear more about their college plans and see how their success on the COMPASS test will help them advance onto harder classes, rather than the remedial classes they would have had to take.

Component III: Instructional Unit
Task G: Designing the Instructional Unit

Intern Name:	**Date**:	**Cycle**: 3
# of Students:	Age/Grade Level	Content

Unit Title: Fall of the Roman Empire	Unit Duration: 2 weeks

Respond to the following items:

1) Identify unit objectives that indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives. Show the connection of the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards. Utilize district curriculum maps, PLC data, content literacy plans, 21st Century Skills, etc., to help formulate the unit objectives.

My objectives are written in "student centered" language:

1 I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government.

2 I can explain how Roman Goverment policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands and diverse cultures.

3 I will analyze the problems created when controlling diverse cultures.

4 I will evaluate the benefits and drawbacks of being ruled by an Empire, or a distant civilization.

5 I can explain how Rome's economic policies affected trade and control of the vast territories and many diverse cultures of the Roman Empire, and compare this to how the USA affects trade.

6 I can describe how Rome modified the physical environment to aid distribution of goods across the empire, and compare this to how the USA modifies enviroments.

7 I will analyze the factors that contributed to the fall of Rome.

8 I will investigate if the USA is suffering from the factors that contributed to the fall of Rome.

9 I will create a plan to save Rome from collapsing.

SS-07-5.3.2
Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

SS-07-5.1.2
Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-07-5.1.1
Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

SS-07-4.4.1
Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

SS-07-4.2.1
Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

SS-07-4.3.2
Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-3.4.2
Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-3.4.1
Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-3.1.1
Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-2.3.1
Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2
Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

SS-7-CS-S-5
Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today.

SS-7-CS-S-2
Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

SS-07-1.1.2
Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).

SS-7-GC-S-2
Students will compare rights and responsibilities of individuals in world civilizations prior to 1500 C.E. to the rights and responsibilities of U.S. citizens today.

SS-07-1.1.1
Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.

2) Describe the characteristics of your students who will require differentiated instruction to meet their diverse needs.
Some students will require individual sessions due to work outside of the home. They have the opportunity to attend individual tutoring sessions. Since there are requirements for researching through several resources, students will be provided various websites and materials that contain the needed information at various reading levels. I will work collaboratively with the special education teachers and the ELL teachers and assistance in helping identify and work with students with these materials. For those who need challenges, they are encouraged to create alternate projects that further advance the information of the unit.

3) Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology.

The students use technology for their Research Project on Ancient Egyptian culture. The research project was chunked into multiple steps, and the students would not be able to move on to the next step in the project until they had completed the previous step to proficiency.   In order to complete all the steps of the project the students needed to research ancient Egyptian culture topics and sub-topics like. Students had to research in order to do things like: write an essay about Egyptian culture; create a visual example of Egyptian culture; present a topic of Egyptian culture to the class; etc.).
Part of the research requirement was that students needed to use the internet to research about their topic and subtopic. This is how I had students use technology. I first had a discussion with my students about plagiarism and citation. I explained to the students that they could not simply copy what they found on the internet, because that would be plagiarism. Instead I told them that they had to a) paraphrase and summarize what they learned from the internet research, and b) had to cite the website that they got that information from. I explained that the purpose of this research was for them to learn not to simply copy and paste someone else's learning. I also provided a list of website by topic to help students begin their research.
What I wanted from the students was for them to find specific information pertaining to their topic and sub-topic of ancient Egyptian culture. I wanted the students to extend their learning beyond what they could find in the books. I wanted the students to ask questions about their research topic, and to find their answers. I also wanted the students to realize that the internet is a resource for information and learning and not simply a technology to keep you in touch with your friends.
What I got from the students was not exactly what I wanted. Some students clearly copied from the websites they found. I realized that the students have very little practice at summarizing and paraphrasing, and that they are not good at these skills due to a) a lack of practice using these skills, and b) because they have low reading comprehension skills. Some students were not sure exactly what they should be researching so the information they found was not relevant or useful to their project.
What I would change is that I need to recognize that students do not know how to summarize and paraphrase well, and that students do not have a lot of practice with identify what they don't know, and what they would like to know more about. Although I taught the students how to responsibly use technology and provided an opportunity for the students to enhance their learning through technology, nevertheless the impact of the use of technology was limited because of the above issues, and because this was probably one of the first few times the students had been challenged to use the internet as a learning resource. It was also probably one of the first few times that my students were challenged to independently research a topic. In the future I will try to provide mini examples and mini-opportunities for the students to develop all of the above skills

Component III: Instructional Unit

Task H: The Assessment Plan

Intern Name: **Date:**   **Cycle:**

1. Pre-Assessment Plan

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective
1. I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government. 2 I can explain how Roman Government policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands and diverse cultures. 3 I will analyze the problems created when controlling diverse cultures. 4 I will evaluate the benefits and drawbacks of being ruled by an Empire, or a distant civilization. 5 I can explain how Rome's economic policies affected trade and control of the vast territories and many diverse cultures of the Roman Empire, and compare this to how the USA affects trade. 6 I can describe how Rome modified the physical environment to aid distribution of goods across the empire, and compare this to how the USA modifies environments. 7 I will analyze the factors that contributed to the fall of Rome. 8 I will investigate if the USA is	**Multiple choice** **Short answer/open response**	**Unit Obj 1. Multiple choice questions: 1, 2, 3, 4** **Unit Obj 2. Open response question, 5** **Unit Obj 3. Multiple choice questions: 6, 7, 8, 9** **Unit Obj 4. Open response question 10** **Unit Obj 5. Multiple choice questions: 11, 12, 13, 14, 15, 16** **Unit Obj 6. Open response question: 17** **Unit Obj 7. Multiple choice question 18, 19 and open response question 20.** **Unit Obj 8. Multiple choice questions 21-30.** **Unit Obj 9. Open response question 31.**

| suffering from the factors that contributed to the fall of Rome.

9 I will create a plan to save Rome from collapsing.		

2. Pre-instruction Assessment Analysis (attach tables, charts, or graphs, or extended narratives to support your analysis)

- **Describe the patterns of student performance you found relative to each learning outcome. (Attach tables, graphs or charts of student performance that allowed you to identify the patterns of student performance noted.)**
Only 2 students successfully answer any of the pre-assessment questions. That is understandable, because the concepts taught are introductory to all of them unless they have some prior knowledge about Rome, and Roman government. Based on the student's performance on the pre-assessment I can tell that my students have only a partial grasp of some of the learning objectives for this unit. Their answers lacked the clarity, specific details, and explanations needed for me to feel that they had mastered any of the learning targets.   The students were missing some basic understandings about the US and Roman government systems. Those will need to be corrected during the first few lessons. Some students showed that they vaguely understood the problems and benefits of being ruled by a foreign power, and the problems with controlling distant land, but again they lacked details and explanations. I will make sure while going over those learning objectives that I challenge the students to explain their answers with lots of detail and explanation. Overall based on their performance students have shown the beginnings of the social studies critical thinking concepts and skills I intend to teach them.

- **Describe how you used the analysis of your pre-assessment data in your design of instruction.**
This showed me that I need to start at the very beginning and have a lesson focused on government in general, then I need to have a lesson on Roman Government system, and then I need to make sure I have a lesson that informs the students about the USA government system. I was hoping the students would have a little bit more prior knowledge about the American government system, but it appears that they do not, so I will need to make sure I provide some time for the students to learn about how the USA system of government works before I have them compare the USA and Roman Governments.

The performance also shows that students have little knowledge of American History i.e. the problems our country has faced. This means my instruction for those objectives will have to focus on providing an introduction to control and economic problems in American history before I ask them to compare US policies of control with Roman policies of control.

•**How did your awareness of achievement gap groups within your students influence your planning and instruction?**
The largest achievement gaps or at least the ones that most limit the progress of our students pertain to reading comprehension, written expression, prior knowledge, and student behavior.

My awareness of achievement gap groups within my students influenced my planning and instruction because I realized that in order to overcome gaps in reading comprehension and written expression I need to differentiate according to readiness for the learning activity, and according to reading level so that all students can work in their optimum learning range. I have also designed lessons that rely less on reading comprehension. Instead I have lessons where the students experience the learning through doing. In order to overcome gaps in students prior knowledge I have designed instruction that A) does not require prior knowledge for any student to be successful, and B) provides opportunities to gain the missing prior knowledge before the critical learning activities begin.

In order to overcome achievement gaps pertaining to student behavior groups I have attempted to structure lessons that are more engaging and relevant for students. This is one of the ways that at-risk students are able to focus and learn. I also designed

assessments to be authentic and relevant for the students for that same reason.

3.   Summative Assessment Plan

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective
. I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government.	**Multiple Choice, Short Answer/Open Response Product (Unit objective 9)**	**Unit Obj 1. Multiple choice questions: 1, 3, 4**
2 I can explain how Roman Goverment policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands and diverse cultures.		**Unit Obj 2. Open response question, 5** **Unit Obj 3. Multiple choice questions: 6, 8, 9** **Unit Obj 4. Open response question 10**
3 I will analyze the problems created when controlling diverse cultures.		**Unit Obj 5. Multiple choice questions: 11 12, 13, 14, 15, 16** **Unit Obj 6. Open response question: 17**
4 I will evaluate the benefits and drawbacks of being ruled by an Empire, or a distant civilization.		**Unit Obj 7. Multiple choice question 18, and open response question 20.**
5 I can explain how Rome's economic policies affected trade and control of the vast territories and many diverse cultures of the Roman Empire, and compare this to how the USA affects trade.		**Unit Obj 8. Multiple choice questions 21-30.** **Unit Obj 9. Open response question 31.**
6 I can describe how Rome modified the physical environment to aid distribution of goods across the empire, and compare this to how the USA modifies enviroments.		
7 I will analyze the factors that contributed to the fall of Rome.		
8 I will investigate if the USA is suffering from the factors that contributed to the fall of Rome.		
9 I will create a plan to save Rome from collapsing		

4. **Accommodations / Adaptations for Pre- and Summative Assessments**

Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time according to I.E.P.s or 504 plans.

Summarizing, paraphrasing, and scribes willl be provided for those students who struggle with reading comprehension and written expression, or those who are guaranteed those accomdations according to I.E.P.s or 504 plans.

Drawing, verbal expression, role playing, or 1 on 1 discussions with teacher to prove proficiency of a specific skill/concept will be appropriate alternative assessments for those students whose multiple intelligences have large weaknesses in reading comprehension and written expression.

5. **Technology Integration for Pre- and Summative Assessments**

Use the classroom response system (clickers) for students to complete a portion of the pre and summative assessment and then use the data provided in the analysis. This will be used in the analysis of pre and summative assessment data and to create a display (bar graph) showing the results.

Component III: Instructional Unit

Task I: Designing Instructional Strategies and Activities

Lesson #	Unit Objective #	Lesson Objectives/ Learning Target	Formative Assessment(s)	Instructional Strategies/Activities
1	1	1 I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government.	**Assessment description:** Formative Probing Questions/ Tri-fold graphic organizer comparing/contrasting the two governments **Summative:** **Differentiated Assessment Plan:** Students would create a one-act role play; Students could work in groups or in pairs to describe benefits or drawbacks of foreign rule. The accuracy of the role play is based upon the research completed and a class designed rubric.	**Strategies/Activities:** Use of classroom instructional framework; utilize interactive slide lecture to help students identify, record and recall similarities/differences between the two governments **Differentiated Strategies/Activities:** Students would create a one-act role play; Students could work in groups or in pairs to describe benefits or drawbacks of foreign rule **Media/technologies/resources:** Slide lecture through use of white board; graphic organizer; use of internet to research primary and secondary sources; Alpha Smart
2	2	2. I can explain how Roman Government policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands and diverse cultures.	**Assessment description:** Reading assignment assessed through discussion questions and exit slip. **Differentiated Assessment Plan:** Differentiated reading assignmens according to each students reading level with differentiated and scaffolded reflection questions.	**Strategies/Activities:** Use of Classroom Instructional Framework utilizeing Response Groups to have students examine and compare the policies that enabled Rome and USA to control/influence distant lands and diverse cultures. **Differentiated Strategies/Activities:** Mixed ability groupings to utilize zone of proximal development and to provide diverse experiences and skill sets to the group (e.g., mixed groups for role play) **Media/technologies/resources:** Alpha Smart

3	3 and 4	I will analyze the problems created when controlling diverse cultures	Assessment description: Formative assessment via discussion questions and exit slip questions. This will lead to the summative assessment via analysis and explanation of a political cartoon on the test, and through completion of the culminating assessment. Differentiated Assessment Plan: Mixed ability grouping;	Strategies/Activities: Use of Classroom Instructional Framework utilizing Experiential Exercise to teach students the problems of controlling large areas of land and diverse culture, and to help students evaluate the benefits and drawbacks of being ruled by a foreign power. Differentiated Strategies/Activities: Differntiated readings and roles for students based on student readiness for the skills and concepts utilized and taught. The readings are based upon my analysis of student readiness and utilizing web searches to find various reading material. Media/technologies/resources: Utilize computer to research and find additional materials that extends the learning of this lesson. Students are required to provide a summary based upon new information they have identified.
4	5	I will evaluatge the benefits and drawbacks of begin ruled by an Empire or a distant civilization	Assessment description: Formative assessment via discussion questions and exit slip questions. This will lead to the summative assessment via analysis and explanation of a political cartoon on the test, and through completion of the culminating assessment. Differentiated Assessment Plan: Specific reading selection based on student readiness. Alternate assessments by working in pairs on the assessment.	Strategies/Activities: Use of Classroom Instructional Framework utilizing Experiential Exercise to teach students the problems of controlling large areas of land and diverse culture, and to help students evaluate the benefits and drawbacks of being ruled by a foreign power. Differentiated Strategies/Activities: Mixed ability grouping; graphic organizers and partially completed notes Media/technologies/resources: Same as 3; video clips
5	6	I can explain how roles in economic policies affected trade and control of the vast territories	Assessment description: Formative Assessment via discussion questions and exit sip.	Strategies/Activities: Use Classroom Instructional Framework (CIF) utilizing Interactive Slide lecture to help students identify, record, and

		and many diverse cultures and compare this to how the USA affects trade.	Use of ORQ question that will be used to prepare students for the summative assessment. **Differentiated Assessment Plan:** Graphic organizers and partially completed notes.	recall similarities and differences between the two governments. Probing questions; tri-fold graphic organizer comparing/contrasting the two governments. **Differentiated Strategies/Activities:** Graphic organizers and partially completed notes **Media/technologies/resources:**
6	7	I can describe how Rome modified the physical environment to aid distribution of goods across the empire, and compare this to how the USA modifies environments.	**Assessment description:** Formative assessment: Create a visual display depicting engineering achievements from Rome, and modern examples of those same achievements. Use of problem solving questions that ask the students to explain how the Romans engineered answers to specific problems that the empire faced, and modern examples of engineering that address those same problems. **Differentiated Assessment Plan:** Work in groups or pairs if needed to assist with completion. Provide resources to those students who may not have internet access at home or ability to get to public library.	**Strategies/Activities:** Use of the Classroom Instructional Framework utilizing Social Studies Skill Builder activities such as reading text for informaiton, viewing and analyzing images, and complete interactive tasks that that replicate some of the modifications of USA and Rome. Through these activities students will learn about the various Roman engineering achievements, and how they have been used in modern life. **Differentiated Strategies/Activities:** Use of mixed ability groups or peer helpers for students who will need zone of proximal development support, and to increase the understanding various learner viewpoints brought to each social studies Skill Builder activity. Differentiated texts for students with low reading and comprehension levels. Modified tasks according to student readiness to utilize and learn specific skills/concepts. **Media/technologies/resources:** Computer use for visual display information; research; use of graghing tools to identify achievements
7	8	I will analyze the factors that contributed to the fall of Rome	**Assessment description:** Formative assessment via a graphic organizer that idenfies, traces, and explains the causes and effects that led to the fall of	**Strategies/Activities:** Use of CIF utilizing Student Response Groups to help students identify, explain, and evaluate the causes of the fall of Rome.

				Rome. An ORQ question that allows the student to analyze and compare factors that caused the fall of Rome and diminshing power of the USA. **Differentiated Assessment Plan:** Differentiated response group assignments according to student readiness to utilize and learn specific skills/concepts.	**Differentiated Strategies/Activities:** Use of mixed ability groups or peer helpers for students who will need zone of proximal development support, and to increase the understanding various learner viewpoints brought to each social studies Skill Builder activity. Differentiated reading and differentiated response group assignments according to student readiness to utilize and learn specific skills/concepts. **Media/technologies/resources:** graphic organizer
8	8		**I will investigate if the USA is suffering from the same factors that contributed to the fall of Rome**	**Assessment description:** Formative assessment via a graphic organizer that identifies, traces, and explains the causes/effects that led to the fall of Rome. An ORQ comparing the problems found in the two civilizations. **Differentiated Assessment Plan:** Differentiated response group assignments according to student readiness to utilize and learn specific skills/concepts.	**Strategies/Activities:** Use of Classroom Instructional Student Response groups to help students identify, explain, and evaluate potential factors that could contribute to the decline of the influence of the USA on world politics. **Differentiated Strategies/Activities:** Differentiated texts and response group assignments according to student readiness to utilize and learn specific skills/concepts **Media/technologies/resources:** Graphic organizer. Use of handheld classroom student response technology to respond and gather student data from verbal questions.
9	9		**I will create a plan to save Rome from collapsing.**	**Assessment description:** Formative assessment via teacher asking probing questions to check for understanding. Via the culminating assessment the project will show the teacher how well the students understand the causes of the fall and how well the Roman government would or could respond to those causes.	**Strategies/Activities:** Use of the CIF utilizing problem solving group work to bring to life the factors that caused Rome to collapse. Students will be challenged to create plans that fixes the problem and factors that led to Rome's fall. **Differentiated Strategies/Activities:** Use of mixed ability groups or peer helpers for students who will need zone of proximal development support, and to

				increase the understanding various learner viewpoints
			Differentiated Assessment Plan: Teacher guidance will be provided to help students choose a plan option that is appropriate to their readiness.	**Media/technologies/resources:** **PowerPoint (student created)**

Use of Technology for Instruction
Describe how you will use technology to enhance instruction **and** how students will use technology to enhance/facilitate their learning.
I will use technology to help present information, skills, ideas, and concepts to the students in the form of powerpoint slides, and video clip presentations relevant to the topics being covered.

Students will use technology to process information via interactive slide lectures, where they will be asked to analyze a visual presentation.

Students will use technology to research current issues regarding the state of the USA in consideration of the factors that caused the fall of Rome to allow them to analyze if the USA is headed for a collapse like the Roman Empire.

APPENDIX B: TASK J-1 Organizing and Analyzing the Results

1. <u>**Organizing and Analyzing the Results (Whole Class)**</u>

Whole Class: Using the Task J-1 template, Organizing and Analyzing the Results (**Whole Class),** record each student's first name (only), the pre- and summative assessment results, and an analysis for individual instruction related to the unit objective(s). Provide implications for whole class instruction.

Example 1: Elementary teacher whose instructional unit was in writing (not all students in the class were included in this sample).

Component III: Instructional Unit

Task J-1 A: Organizing and Analyzing the Results Reflecting on the Impact of Instruction

Name: Janice Flener   **Date: April 30, 2010**

Task J-1 A
Organizing and Analyzing the Results (Whole Class)

- In the unit on writing effectively, unit objectives were identified in Tasks G and H that were aligned to the Kentucky Core Academic Standards. Our team worked with the KDE deconstructed standards documents which helped me create my unit objectives.   Using formal assessments on lesson objectives, I was able to determine each student's abilities to meet my unit objectives.   My unit topic was designed on the writing process.
- Before starting my unit I administered a pre-test that consisted of an essay regarding their favorite hobby, sport, or other topic they would like to write about. The summative assessment addressed the same objectives and content. Students could either write about the pre-assessment topic or choose another of their choice. They had 30 minutes to complete both assessments.
- When I organized the pre- and post-unit essays for punctuation errors, I found the following:

Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment								Summative	Unit Objectives Mark each objective met with an X for summative assessment								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
Joe	11 errors	X								5 errors	X	X			X	X			Made gains, but did not meet all the objectives. Had missed several days during this period. Was not placed in ESS at the time, though he did have a peer tutor. Needs additional one-to-one assistance. ESS, RTI program will be implemented. He needs special attention on punctuation and order of details.
Cathy	4 errors		X	X	X		X			2 errors	X	X	X	X	X	X		X	Improved understanding at the level of mastery that was expected. Cathy still had issues with correct colon usage prior to lists. We discussed this and gave her more

Name																			Comments
																			examples to practice. She did an excellent job with higher level vocabulary and details.
Lyle	7 errors						x		2 errors	x	x	x	x	x		x	x		Really made gains in writing. He understood the correct punctuation, especially ensuring there were no run-on sentences. His utilization of quotations needs refinement as he sometimes places the quotes before the punctuation. I think he is unsure so he does both hoping to get some correct.
Mary	9 errors		x						10 errors			x							Had difficulty remaining focused on instruction due to family issues. Needs additional time to work through objectives. Based on needs we will be using Tier II of our RTI system to use SRA reading to link reading to writing skills. I will continue to work with him in class on smaller "chunks" of skills.

Implications for Whole Class Instruction: Based on the individual analysis, it is apparent that I have some students ready to move on to more advance skills, while others need remedial work/re-teaching. My lessons plans will need to reflect differentiated instructional techniques for my students. For those students who are able to move on, I will be continuing with the on-demand lessons as indicated in the unit. For those who did not meet objectives, I will use the same topics but adjust their assignments to address the missed objectives. I will also be using ESS and RTI programs to assist these students in meeting the objectives. Once they have met the objectives, they will be given the same writing assignments as others. Fortunately, I am blessed with a teacher's assistant who will assist with small group remediation. We have purchased several computer programs that help students identify specific writing skills. These will also be utilized in the classroom and again for those students in ESS. Our ESS teacher and I will meet to discuss individual needs and develop a work plan for the students based on the assessment data.

Example 2: High school science teacher whose instructional unit focused on application of the scientific method in a laboratory setting (not all students in the class were included in this sample).

Name:	Richard Brennan	Date:	May 11, 2010

Task J-1
Organizing and Analyzing the Results (Whole Class)

- In this unit, students were to formulate testable hypotheses and demonstrate the logical connections between the scientific concepts guiding a hypothesis and the design of an experiment. Part of my objectives were that students would demonstrate understanding of the scientific method by applying all five steps in solving a problem I had given them in the physics laboratory. During the instruction (the unit), we discussed scientific method and applied it to cases we reviewed through texts and internet presentations. We also applied it in a demonstration experiment I conducted with student assistance in front of the class. Once we completed the unit and lessons in class, the students individually or in pairs, created their own problem of inquiry and incorporated the scientific method to their question and provided a demonstration.
- My pre-assessment consisted of a paper/pencil assessment to help judge my students' prior knowledge and application of the scientific method as described in Task H of my assessment plan. My summative assessment consisted of two parts: a paper/pencil multiple choice and open response, as well as the performance event (experiments) that was completed by individual students or by those in pairs. I made observational notes while they presented their findings for the performance assessment and scored the inclusion of all steps of the scientific method their open response questions of the paper/pencil tests using a rubric we created as a class. The results were:
-

Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment								Summative	Unit Objectives Mark each objective met with an X for summative assessment								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
Barb/Rachel	Met no obj.									Performed experiment well	x	x	x	x	x	x			Team was able to follow directions well. Barb acted as leader. Provided accurate and organized information based on the scientific method. Met all six unit objectives with 100 percent accuracy. This team has decided to further investigate their topic for the science fair.
Ann/Andy	Incorrect responses									3 steps in write-up were accurate	x		x		x				Had difficulty understanding collecting and organizing data. The outcomes were inaccurate since the data was incorrect. After meeting with the students on their outcomes, we discovered that there were some misconceptions related to their chosen topic of electromagnetism. We designed a plan of study and will be working together to allow them to redo their experiment.
Mario/Darius	Incorrect responses									All steps in write up	x	x	x	x	x	x			Team was able to follow directions well. Provided accurate and organized information based on the scientific method.

- **Implications for Whole Class Instruction**: The class as a whole is able to understand the scientific method. For those students such as Ann/Andy had difficulty with organizing their work and/or understanding their chosen topic, I will work with them after school to further understand their topic or allow them to work on a different topic. My goal is to ensure they understand the process of scientific inquiry and method. They will follow-up redoing the experiment or experimenting with a new topic. For those that were successful, we will continue to further our studies by applying scientific theory and conceptual understandings to solving problems of technological design (e.g., Styrofoam cups, transistors, computer chips) and examine the interaction between science and technology.

2. **Organizing and Analyzing the Results (Diverse Learners):** Using the Task J-1 template, Organizing and Analyzing the Results (**Diverse Learners**), identify a gap group in your classroom using first names only. Record the pre- and summative assessment results, and an analysis of each student's progress related to the targeted objective(s). Provide implications for instruction based on the gap group's findings.

Example 3: Diverse Learners: Middle School Language Arts (6th grade) focusing on literature concepts.

Name: **Sonny Dee**	Date: May 5, 2010	Gap Group: Gifted/Talented

Task J-1
Organizing and Analyzing the Results (Diverse Learners)

Middle School Language Arts (6th grade) focusing on literature concepts.

In this unit on characterization, my objective was that students would be able to score at a 4 (1 – 4 scale) on an open response question based on the characterization of a book that we just finished reading/studying as a class, *Roll of Thunder, Hear My Cry.*
In order to score proficient, students needed to demonstrate their ability in four different ways (my four unit objectives):
- Students will be able to determine a theme or central idea of a text and analyze its development over the course of the text.

- Students will be able to make connections between the text and its relationship to the characters, setting, and plot.
- Students will be able to analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

For both my pre- and summative assessments, I gave the students open response questions based on developing themes and analyzing contexts of a written passage to make connections to the various components of my objectives. The students were given up to 45 minutes to read and respond to the literature passage via the open response questions.

When I analyzed the open responses, I found the following which resulted in some optional assignments for three students. I had to change my rubric to address the mode of presentation of my gifted students, but the objectives did not change.

Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment								Summative	Unit Objectives Mark each objective met with an X for summative assessment								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
John	Scored a 4	X	X	X						Scored a 4	X	X	X						Each of these students had already read *Roll of Thunder, Hear My Cry*. (Amy had read it several times as she stated it was her favorite). However, they completed the same pre-assessment as all students. The pre-assessment for these students who all had GSSPs in Language Arts demonstrated their knowledge of the characters and plot of this book by Mildred Taylor that I had intended to teach to all students. Since they did so well on the pre-assessment, I chose to modify their unit assignments to utilize the whole class assigned book as well as a non-fiction to incorporate social studies. To assist with expanding the content, the following was substituted as the reading assignment for this unit, Harriet Tubman: Conductor on the Underground Railroad, by Ann Petry 1955. The task for the three students related to this book was to analyze and compare the conditions of the African American family in the fiction novel written in 1976 to the situations in the non-fiction book,, They were to prepare a presentation in a format of their choosing to the whole class and at a minimum covering the same objectives and evaluation rubric. All three were to read the book and decide on who would complete specific tasks. John chose to complete a written report summarizing the key aspects of the book. He chose to compare the realities of Harriet Tubman and any changes in the lives of African Americans between 1955 and 1976.
Amy	Scored a 4	X	X	X						Scored a 4	X	X	X						Background same as above, but Amy and Jose chose to work as a team to present a visual presentation of the life of Harriet Tubman via PowerPoint with scripts and pictures of the time. This presentation would also capture events that occurred in Roll of Thunder with a comparative analogy to Harriet Tubman.
Jose	Scored a 4	X	X	X						Scored a 4	X	X	X						Background same as above with the team development and presentation of the PowerPoint. Amy and Jose would work on a presentation plan showing who would be working on which aspect of the PowerPoint. Jose thought it would be a good idea to also create a timeline that can be displayed in the classroom showing events that had taken place in the African American community between 1955 and today. Amy, Jose, and John all agreed to work on the timeline.

Implications for Instruction of Diverse Learners: During the course of creating the presentation, the three asked if they could somewhat change their original plans. Since much of what John had been working on mirrored the PowerPoint presentation and timeline, they asked if they could work on the PowerPoint and timeline together. The information that John had

gathered was used to assist with the PowerPoint. The PowerPoint and timeline was organized according to a rubric the students developed and was then approved by me. The presentations of the three were presented to the class. The comparison of the fiction to the non-fiction allowed the students to link to real-world events and brought depth to the in-class conversations. The other students suggested that for the next reading assignment, the whole class be allowed to complete a similar project for *Dragonwings* by Laurence Yep. They were excited about the possibility of creating a Chinese culture display in the classroom to accompany the book.

Component III: Instructional Unit
Task J-1: Reflecting on the Impact of Instruction
Intern Name: **Date:**

1. Select the unit objective on which your students were **most** successful, based on your analysis of student learning.
    Based on samples of student work, provide <u>two or more</u> possible reasons for this success.

The learning objective on which my students were most successful based on my analysis of student learning was learning objective #3: I will analyze the problems created when controlling a diverse culture.

One reason for this success was because the students learned through doing for this learning objective.   Specifically the students learned through an experiential role play. This experience made the learning "stick" in the student's mind. The discussion following the role play also helped clarify for those students who did not directly experience the problems in the role play. The extra readings that were differentiated according to readiness about political and economic policies also helped students learn about the issues or problems that the Romans dealt with when they tried to control their huge empire.

Another reason for this success was because I continually stressed for students to use R.A.V.E. for their ORQ answers. I have seen a tremendous improvement in the students' quality of work and performance since they began using this system to show what they know

2. Select the unit objective on which your students were **least** successful, based on your analysis of student learning.
    Based on samples of student work, provide <u>two or more</u> possible reasons for this lack of success.

The learning objective on which my students were least successful based on my analysis of student learning was #1: I can compare the purpose and sources of power in the Roman system of government, and compare that to the purpose and sources of power in the USA system of government.

One reason for this lack of success was the form of the assessment for this objective. Based on the input of peers, and from the students themselves it has become apparent that the assessment questions were confusing and formatted so poorly that even adults were unsure how to show me what they knew. I think this prevented a lot of students from showing their true knowledge of this objective.

Another reason for this lack of success is the lack of differentiated activities to help use multiple intelligences to learn this concept. The instruction for this objective mainly used reading, and note taking for learning. While that was effective for some students, a great many more do not learn best that way.

What I would do differently to improve student performance is A) modify the assessment so that it is more clear and simplified, and B) use differentiated and varied instruction to help all types of learners master the concept.

3.   Describe the performance of the identified
    diverse or gap group(s) in your class compared to the performance of the class as a whole.   What factors contributed to their success/failure?

The gap group I identified in my class was not successful, but some of the students did show potential and progress. I had two students who made little progress, but two other students in the group were able to improve their performance on a few of the objectives, which is better than they had done on previous units. All four of

these students require a great deal of behavior interventions or else they are going to fall farther behind due to their missing instruction because of their behavior. They were able to be successful when I did not challenge the own self managing skills by controlling the degree of freedom they had to interact with peers. One became so confident that she was able to actually effectively complete an activity that required a high level of peer interaction.

4. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?

Since the conclusion of the instructional unit I have met with those students who did not meet or master the objectives one on one to conference about why they did not meet or master those objectives. Most of the issues pertained to either missing that instruction and not making it up, or behavior interfering with their learning. For those students who missed instruction we discussed what they need to do in order to get the instruction for me. For those students with behavior issues we discussed what challenges they have when it comes to controlling their behavior, and what they can do to control their behavior in my class.

I also conferenced with those students parents. We made arrangements for those studednts who missed the instruction to stop by before or after school to make up the instruction they missed, and we made a plan I for those students to make sure that in the future they speak with me and their parents about making up the work they missed.

For the students with behavior problems I also spoke with their parents, the guidance counselors, and the behavior coach to identify the students weaknesses, and start creating a plan to help the student a)improve their behavior, and b) make up the instruction they have missed.

I have also considered modifying my instruction to add more interactive and experiential assignments into my lesson plans, because those appear to be more successful, along with considerate, reading level appropriate readings for the students to gain a basis of knowledge that they use in their interactive/experiential lessons.

5. Based on your reflection about your students' performances, describe at least two areas for professional growth that you believe have the potential to increase your instructional effectiveness and thereby improve your students' learning.

The impact that the information gained from my reflection about my students' performances will have on my professional development decisions is that I will find more professional developments that focus on content specific instructional strategies, and assessment strategies. The reason why I will focus on those professional developments is because the former will help me differentiate and vary instruction so that multiple intelligences will be able to be utilized in my classroom thus allowing more students to learn the way they learn best in my classroom; and because the latter will help me design assessments that are best suited for the type of concept that I am trying to assess- i.e. not all concepts are best assessed in open responses, or tests.

Directions for Completing Task J-2

Using the Task J-2 template, document the information provided and the methods used to communicate with students, parents/caregivers, and colleagues regarding classroom expectations, student progress, and how students, parents/caregivers, and colleagues can become more involved in learning.

Component III (continued): Instructional Unit
Task J-2: Communication and Follow-Up

Intern Name:	Date:

1. Describe how you used formative assessment data to monitor student progress and guide instruction throughout the unit. Give specific examples.

I used formative assessments to determine if the instruction provided was effective in teaching my students the learning objectives based on class performance.   Some students' responses lacked the clarity and detail to qualify as displays of mastery of the learning objectives, while other students' answers were completely unrelated to what was taught.

Overall the formative assessments show that my instruction for this unit was not as effective as I had wanted. I found I needed to limit the use of lecture with notes. Clearly it was not an effective way for students to learn this material. In the future I would use an experiential exercise with reflection instead. For example, I had students either role play in front of the whole class or in small groups to help improve understanding when the lecture was ineffective. After the role play of a scenario of separation of power or checks and balances, I would then lead a discussion about the how and why for each of those political philosophies. I would also use a short reading, or a video clip that explains checks and balances and separation of power. I would do this because it is clear that the students were not engaged and actively learning through the previous instruction. This new way of teaching this lesson would force the students to be the primary actors, and thus give students ownership of their learning. Plus, students learn best when they do and experience the language because they can then internalize it and construct their own meaning and understanding of the skill, topic, or issue.

I will have to spend time in the future lessons clarifying the misconceptions and filling in the gaps of knowledge that have developed from this lesson.

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2. What opportunities for self-reflection did you offer the students?

Other than bell ringers and exit slips used for the unit, the students would work in groups and pairs to discuss prior learning. We did this as part of the content review process of my class. I also had students provide reflections about misunderstanding of any content that was taught during the unit. This not only assisted the students, it helped me identify gaps in my instruction.

3. As indicated in the table below, describe the information provided to the students, parents/caregivers, and colleagues. Include how you communicated that information.

Information Provided and Methods Used			
Group	**Prior to Instruction**	**During Instruction**	**After Instruction**
Students	I used hooks, relevant questions and prompts, big idea questions, and daily guiding questions to introduce the skills to be learned that day. I also reflected back to the big idea questions daily explaining how what we learned previously could be added together to help the students answer the questions.	I used differentiated reading, mixed ability grouping, various instructional strategies such as experiential learning, reading groups, and jig-saw to help the students master the skills and concepts taught. During instruction I monitored the progress of the students formatively and continued to check students work and ask probing questions to check for understanding. I also clarified misconceptions as they arose on both an individual and	I used formative assessments such as exit slips, sponges, and closing activities such as evaluation specturms to help students connect the learning activities to that day's learning target and guiding question. This provided opportunities for the students to determine if they had mastered that day's objective or not, and provide opportunities for me to clarify any misconceptions that had developed during the instruction.

		classroom wide basis.	
Parents/Caregivers	I spoke with parents about their students performance via phone call and emails prior to the lesson to help the parents understand that we were beginning a new unit, and help the parents be aware of what their student needed to improve upon in order to do well during this unit.	During instruction I emailed or called parents to keep them up to date with their students progress. This was mainly focused on those students who were not progressing. During these calls we discussed why the student was having problems, and what I, the parents, and the student each needed to do to fill any gaps in understanding and improve performance.	After instruction I emailed or called parents to keep them up to date with their students progress. This was mainly focused on those students who did not progress. During these calls we discussed what problems the student was having, and what I, the parents, and the student each needed to do to fill any gaps in understanding and improve performance.
Colleagues	I informed my colleauges about my unit plans and asked them about how my unit timeline matched up with their timelines so that I could find potential days that they would enable me to get students extra time in my classroom to do make up work, or complete an assignment.	During the instruction of the unit I spoke with peers about which learning strategies were not successful and which were. I had conferences with my mentor teacher about how to adjust those instructional activities that were not successful, and how to make more use of those instructional activities that were more successful	After instruction I spoke with my team members about the performance of my students focusing on which assessments and instructional activities a succeeded or failed the student. We tried to identify common successes and problems areas for specific students across the team so that we could modifiy future instruction to help those students succeed.

4. Reflect on the information you communicated with students, parents/caregivers, and colleagues and the methods you used. To what extent did the methods used involve one-way communication that required no response or two-way communication that required or elicited responses and/or involvement?

I provided an email to parents/caregivers at the beginning of the unit of the topic we would be studying and provided examples of ways parents would be able to assist. Since we have classroom websites, information and study guides are provided for students and parents to review. I also made phone calls to parents/caregivers and invited them to view the multiple displays created by the students.

5. How could you modify **the information and communication methods you provided above** to increase each group's involvement in the students' learning process?

For some parents/caregivers with whom I could not make contact, I should make multiple attempts to connect. Often I would get caught up in my daily routines and not follow up with them as I should.

Technology Template

Example

Technology Log - Student Use

Project:	Date:	Reflection:
Career Matchmaker - Computers	10/12/2010	Not all students were able to complete the project in the time allotted. Because of the concern about computer availability at home, next time I have a lesson like this I either need to break it into 2 days or make sure I use the entire block for project instead of trying to do some mini-lessons prior to the project.
Cover Letter and Resume Writing - Computers	10/26/2010	Students were able to complete assignment once I showed them where the resume and cover letter templates were. I was surprised by the lack of basic word processing skills, though.
Short Story Game - CPS	10/27/2010	CPS receiver wouldn't work. Sent in a tech help request. Used white boards since CPS wouldn't work.
Job Search - Computers	10/28/2010	Students much more proficient on Internet searching than word processing. Craziness of the day did disrupt lesson. Everything took longer because of the fire drill and confusion, so I modified the final product for the day (from write up on 3 jobs to 2 jobs).
Figurative Language Review - CPS	11/3/2010	Took a few minutes to get students focused on the activity instead of just playing with the receivers. Once settled, the students were very engaged. I liked the data I got from the software, especially since I could see instantly what students understood and what was still a bit of a mystery.
Food webquest	11/15/2010	Nice break for students after 2 straight weeks of lecture/practice. Should have explained instructions, expectations, and outcome for the day in the classroom before going downstairs, though. Might not have had to explain it multiple times.
Career Narrative - Computers	11/16/2010	Should have had students hand write a draft the class before so that the typing of the narrative would be faster. Some students had problems getting finished in 45 minutes because they hadn't done the pre-work/drafting that was homework.
Career Narrative - Computers	11/18/2010	Managed to get time in the library to let students finish typing narrative. Don't know if it was the right move, but it did increase the number of students finishing/handing in their work. For those who finished during the last class, I had them work on ILPs so they had an alternate assignment.
Cookbook Page Creation - Computers	11/30/2010	Couldn't find lab/library time on computers, so did it s group work on the computers in the classroom. Should have checked computers first to make sure all worked. Students managed to finish the research part of the project, but I made the decision to have them create their page on construction paper rather than PPT since we were running out of time in class.

Grammar Review - CPS Units	12/6/2010	I like using the CPS units and think they are an effective tool for student engagement and quick assessment. Need to think of some ways to use them that aren't just review.
ILP Completion - Computers	1/4/2011	I have found that taking the seniors to the library to use the computers instead of the computer lab does keep them more focused on what the assignment is. I will continue to try to get my classes into the library first, based on this behavior. I had some students who had completed their ILPs in other classes, but since more than half the class needed to finish their ILPs, I let them do it.
Medieval Period Research/Presentations - Computers	1/14/2011	Because they were working on group projects, I decided to once again take the students to the computer labs so I didn't have to worry about noise level. I think the difficulty students had with this assignment was that they hadn't done much in the way of internet research, so even though we went through the expectations and we talked about how to determine if a website was a good source or not, they still had issues figuring out what information was good and which was not. I think they need more practice doing internet research in order to get more fluid with it. Also, I learned through this assignment that rescheduling computer labs after snow days is difficult. I am very grateful to the teacher who was supposed to be in the lab this day that he agreed to share it with me the second half of the block so my students could finish their work.
Vocabulary Discovery - Computers	1/26/2011	While looking up the words online and presenting that information to the class did seem to engage more students, I think they also got slightly confused because dictionary.com is at a higher level than the dictionaries they normally use in class. Instead of using the computers I should have stuck with my original plan to have them look words up in the paper dictionary; it probably would have been less confusing for them.
Seedfolks Wiki (Reading) - Computers	02/01-02/16/2011	The wiki worked very well as a formative assessment for gauging student understand of plot and character elements. It also demonstrated the need to have them write more, as their writing shows many areas of need. (I wonder how I can work that into the "Reading" curriculum for next year.) Additionally, I found students were able to comprehend more by working on the wiki because there was more peer-to-peer work as opposed to me doing whole group direct instruction.
Historical Context Research - Computers	2/4/2011	I continue to struggle with research via computer. Even after having 2 classes about doing research, students still has problems identifying relevant sources. Additionally, there was the issue of timing, which some students finishing their work quickly and then wanting to stay online and listen to music or watch videos. Extra credit assignments were not even enough to entice them into doing more work.

Hero Essay - Computer	2/15/2011	I am surprised how long it took them to type a 5-paragraph essay. They had completed a rough draft in the previous class, so I assumed they would be able to type their final draft in half of a class. Instead, it took an entire class period with 3 students not finishing. I told those students they had to finish on their own time and turn it in the following class. However, as with many at-home assignments, I worry that I will never see the final draft.
Living Up The Street Wiki	2/23-03/17/2011	Using the wiki for the second time proved to be a good idea, as they were much more efficient using it this time around but were still engaged in the reading. By making the assignments more specific to particular literary elements, I was able to use it more effectively as a formative assessment. Also, by adding a writing assignment this time, I think the students were better able to build text-to-self and text-to-world connections with the book.
Shakespeare Webquest - Computer	2/24/2011	I only had the computer lab for 45 minutes, so given what I know about the time it takes for my students to complete these types of assignments (needing time to translate information, etc), I cut down the Webquest so that it was manageable for my students.
Elizabethan Era Research/Presentation - Computer	3/1/2011	This assignment mirrored an assignment done on 01/14/2011, so I hoped that it would make it a little easier for students to complete since the format would be the same.
Informal Research - Computer	3/25/2011	The sophomores did some informal research for a group research project they will be completing. The informal research involved using Google, Bing, Wikipedia, etc., to see just what kind of information was available about their research topics. In general, this was easily accomplished, though some students had problems understand the more academic or complex information that was available. It was a good learning experience for them in picking information they could understand.
To Kill a Mockingbird Webquest - Computer	4/11/2011	Thought something on the computer, like a Webquest, would be a good way to get my freshmen back into the swing of school right after Spring Break. Took longer than expected, but the students were much more interested in the information than if I had simply talked about it.