ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION
TEACHER WORK SAMPLE:
ANALYSIS OF STUDENT LEARNING

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NAME OF SCHOOL: JENKS HIGH SCHOOL

CONTENT AREA: ENGLISH

GRADE: 11TH

TWS NUMBER: _____ (TO BE FILLED IN BY STAFF)

My class contains 32 eleventh graders, which includes 23 boys and 9 girls. The majority of the students are always present; the most that are missing are around 2 a class period. This is beneficial because there does not have to be extra attention and time given to those who have missed. The cultural makeup of my class is diverse in a very interesting way; however, it makes it easy for the kids to relate on many different levels. There is a high tolerance for the other races and it shows when racial comments or topics come up in class. It is helping them learn about tolerance for others and the content that I show regarding such topics will be relatable to the students because of the racial makeup of my class, which includes African- Americans, Asians, Hispanics, and Indians.

Jenks High School is a public school where most students are middle to upper class with only a few in the lower class. The students are also mostly from suburban areas right around the school which creates quite the community of families. This will be beneficial in the learning process because the parents will be involved in their child's process. If I am in need of help from parents (i.e. send parent letter home to ask for supplies or support for a project) I will be able to because of the socioeconomic community that Jenks provides. This will be a specialty for my lessons and classroom that I know I can execute because of the area that this high school falls into—it makes different implications on my teaching than if I was in an urban, low socioeconomic area where the parent involvement was not much.

A specialty about Jenks is that they do three days a week of regular scheduled classes (periods 1-6) and then two block days where they only have three classes, but for double the time allotted. This will be a help to my teaching methods because on the days that we have more time in the class due to block scheduling I will be able to cover more information and make sure that

the students are getting all aspects of learning (i.e. visual, audio, tactile, etc). This is a very important area to be able to implement because I have seven students on IEP's for their ADD. This can be a hindrance in the teaching process, especially with such long classes. However, I will make modifications such as having more moving around and activities so that these IEP students do not lose track of what is going on in the classroom. I also will be make modifications of having large discussions and also small group discussions because of the IEP's—I am able to do this because the number of students in my classroom is large and allows for this to take place. I also have one ELL student in the classroom, so modifications will need to be made for him. To do this, I will continually check in with the student and make sure he is doing well in the class and keep his instructional assistant that he sees during the day aware of what needs to be done and keeping in contact with her to see if the student is learning alright.

Modifications will also have to be made because of the diversity of levels that my students are at. I have 8 students who are below grade level (at about a 9th or 10th grade level), 12 at grade level, and 12 who seem to excel to a higher level. The modifications I will make for this also include splitting up into groups so that all the students have a fair chance at learning the information at their speed. I will also make modifications to the assignments to make sure that the below level students are being accommodated to and the gifted students are being challenged. A resource that can help with this is an instructional assistant that I have in the classroom during this time. She is able to help teach and grade, so I will be empowering her to help the students if they are struggling.

Jenks is a school that is into using technology in the classroom, and I am definitely for this use also. In my classroom, there is a video projector, which I will be using to show clips, articles, and other instructional devices on the Smartboard screen. Our Smartboard does not work

very well, however, I am able to project images on there and I have and will continue to execute this for the learning process. There are very few interruptions during the class period, so I will not have to make many accommodations due to this factor. I will make specific changes in my lesson plans for this particular class period also because of the time of day the class takes place. This class period is immediately after lunch, and the students are either tired or rambunctious. This can cause for disruptions, however, the modifications I will make from the other class periods is the involvement in activities that the students have and how much I lecture without giving them room to talk. This will help the entire learning process for all students.

These factors that are listed are all that makes Jenks stand out from the other schools—it makes it unique and such a special place for the students to learn. It is important to have a grasp on what modifications and implications need to be made due to these facts so that the students can have the most impacting education they can possibly receive.

FACTOR 2   UNIT LEARNING GOALS AND OBJECTIVES

Low/Cognitive
1. The students will know basic terms or argumentative procedure: claims, supports, warrants, appeals, and fallacies.
2. The students will comprehend the standard/uniform layers of four optional prompts.

Low/Affective
1. The students will watch and evaluate demonstrations of human rights issues.
2. The students will complete a questionnaire of satellite interests to narrow perspective and focus.

Low/ Psychomotor
1. The students will explore and graphically organize personas and positions.
2. The students will independently generate a set of leading questions (in addition to instructor's questionnaire).

Middle/Cognitive
1. The students will recognize application of terms and evaluate sources that support both sides of selected issues.
2. The students will pick one prompt and be able to decipher the side of their argument that they will assume.

Middle/ Affective
1. The students will respectively debate human rights causes.
2. The students will demonstrate an understanding of the differing opinions of the other students.

Middle/ Psychomotor
1. The students will select and eliminate researched evidence.
2. The students will be journaling and categorizing visual cues based on a provided template…but loosely improvised.

Upper/ Cognitive
1. The students will evaluate selected quotes and develop commentary in a loose writing plan.
2. The students will synthesize/integrate critical evidence in a deliberately determined inductive or deductive pattern.

Upper/Affective
1. The students will be composing/drafting a speech, letter, petition, or legislative proposal in reaction to research over human rights issues.
2. The students will partake in conceptual and mechanical peer editing

Upper/ Psychomotor
1. The students will be Responding to peer advice and independently refining a culminating draft for formal assessment
2. The students will be Organizing and submitting a portfolio of resources, pre-writing, drafts, and final product with works cited.

		FACTOR 3: INSTRUCTIONAL DESIGN		
Time-line	Learning Objectives	Instructional Activities, including interdisciplinary activities	Assessments	Resources and *Technology*
Days 1-4	Understand the prompts being executed for research project along with revisiting research project guidelines from previous years	• Show YouTube clip discussing the different prompts along with them • Addressing all aspects of the research project (MLA format, quote integration, etc)	The students will articulate their questions and understanding of the prompts given. The students will be given worksheets to work in groups regarding the research project areas.	• Handouts given by cooperating teacher • SmartBoard • Overhead projector for video clips
Days 5-8	Execute proper research with various sources (book, website, periodical)	• Guide students in research techniques and guidelines • Give credit based on participation to ensure hard work • Answer all questions they may have on research information	The students will research their topic independently while constructing "Project Journals" that help them think through their source and the legitimacy of the source.	• Computer lab computers • Library resources • Library Database
Days 9-12	Students will incorporate both research and opinion to formulate a coherent argumentative research paper	• Help construct thesis statements that are solid for the rest of the paper • Give credit based on participation of writing the research paper • Help with paper construction	The students will develop a strong thesis based on their opinion and research of the topic they chose. They will develop the thesis throughout the paper.	• Computers in the computer lab
Days 13-14	Students will sharpen their papers and others by peer editing. This will execute revision objectives.	• Give participation points for peer editing • Help answer questions based on revisions • Construct an environment that adheres to the revision process	The students will execute two peer editing "workshops" to strengthen their knowledge of editing as well has helping in their writing process.	• Revision handouts

A. This instruction will address all the different learning strategies because of the diversity

of the project. There are many aspects to the research paper, so there will be many activities

that are diverse and hit the different ways students learn. The initial introduction of the project

will incorporate both video clips and lecturing, so this will help the visual and audio learners

understand the main premise of the project. The next steps will be the "hands-on" learning, which will include the students searching and digging for their own opinion on a certain topic. I will also put in different lessons on various aspects of the research process to remind them—this will include lectures, activities, quizzes, and also hands-on projects in the computer lab. The project in general encourages the students to use critical thinking, because they have to find a topic that they agree/disagree with and take a stance on the situation. They then have to use their critical thinking skills to research and forma a letter, petition, or speech that shows their application of their research and opinion to make a coherent argument that does not include fallacies. I will encourage both the critical thinking skills and problem solving skills by asking appropriate questions and guiding them in the correct ways throughout the research process. As far as performance skills, I will encourage this by checking their "project journals" along the way and giving them positive and constructive feedback so that they can continually progress in their performance

B. The adaptations I will make for this specific classroom's contextual information will have to do with classroom management adaptations. I will give them participation grades based on their performance and productivity in the library and lab during research days. This will help with the amount of talkative boys in the classroom and make them focus on their work; if they do not, it will hinder their grade and help them get their act together. I will also have the IEP and ELL students on a more "lenient" schedule of getting the assignments in if they are having difficulty understanding. I will meet with their counselors and helpers to make sure that when they get help on the project they are aware of what is going on. I am also going to make myself and my student aid available for questions and help at all times during the project.

C.   The teaching techniques that I will use to foster active inquirey and supportive classroom interaction are the following: I will use different ways of presenting the information regarding the research to meet the needs of all learners. I will also be available during the research time to answer all questions and re-explain for any students who were not clear on instruction. I will also grade their project journals right away so that I know where they are in their process and give them feedback to help keep them on the right track. The evidence I will have for this will be the project journals and the progress they make on those activities. The instructional resources that I will execute are the computer lab, library, library database, librarians, and Smartboard. These will all help me in my instruction for the visual, tactile, and audio learners as well as presenting the information in fun, exciting ways to engage the students.

D. In this unit, I will use collaborative instructional groups by having the students work in peer editing groups. This will be beneficial for the students because they will get to work on their editing skills along with getting feedback from their peers on what is good in their paper and what needs improvement. This will help in many levels of education—it will strengthen their skills on the certain areas of writing and editing that they will be focusing on as well as visually seeing from others what could be improved to make their paper stronger. This links to the instructional goals by making the students sharp in the areas of research and quote integration, assuming a persona, MLA format, and incorporating research into an opinion paper.

E. I will integrate technology by showing a YouTube clip at the beginning of the unit for each of the prompts to help describe the sort of paper they will conduct. There will be four videos to go with the four prompts. I will also use the Smart board to help show the different steps of the research process (i.e. MLA citations, quote integration, etc.). I will also allow the students to use the computers for their research and encourage use of Alexandria, their database on campus. This will help strengthen the students use and understanding of technology in the research process and how to execute these techniques in the future.

F. I know that most of the students have computers for research at home, but I know that not all of them do; therefore, I will demonstrate my knowledge of this factor by giving the students more than enough time in the lab to get their research and typing done so that they will not be behind because of their circumstances. I will also use this knowledge by allowing them enough time to ask questions and get feedback from me before they turn in their final project. This knowledge will also help me incorporate parent help in this project—I know to include the parents because the Jenks parents want to be very involved. I will send home a parent letter letting them know what is expected and what the research process will look like. I will have the students get a signature and return it so that the parents feel included in the unit.

G. I will make sure that my objectives, activities, and assessments are aligned by comparing them with the Common Core standards and continually checking on the alignment with these standards. I will do a daily check (at the end of the day) to make sure that all my activities, objectives, and assessments are on track and cohesive with each other. I want to do a daily check so that if things get off track at all I can be aware of this immediately and fix it as soon as possible.

A. Assessment Plan

Validity:

Pre-assessment Objectives:

1. The students will comprehend the standard/uniform layers of four optional prompts.:
2. The students will explore and graphically organize personas and positions.
3. The students will recognize application of terms and evaluate sources that support both sides of selected issues.
4. The students will be journaling and categorizing visual cues based on a provided template…but loosely improvised.

      These objectives are specifically addressed in the assessments because the students will first have to fully read and comprehend the four available prompts for the assignment. This will be the first step in the assessment because this needs to happen before any of the other steps take place. The students will from there pick a topic and assume a position on the topic they have chosen. This is when the actual research will start happening, and from there the Project Journals will start to form. This is the actual start of the pre-"assessment." The students will journal and categorize the information that has been researched and compile them into the format of the Project Journals. These actions of assessment will meet all objectives stated.

Formative Assessment #1 Objectives:

1. The students will know basic terms or argumentative procedure: claims, supports, warrants, appeals, and fallacies.
2. The students will independently generate a set of leading questions (in addition to instructor's questionnaire).

      These objectives will be addressed within the worksheets that the students are given. The students will work in groups of no more than 3 throughout the research time to conduct in refresher activities to help guide them in the research they are doing. The worksheets will cover claims, supports, warrants, appeals, and fallacies so the students know what is expected in their argumentative part of their paper. The students will then generate their own set of leading questions so that they are able to start adopting a persona and understanding who they are in their paper and how they will argue their case.

Formative Assessment #2 Objectives:

1. The students will respectively debate human rights causes.
2. The students will select and eliminate researched evidence.
3. The students will evaluate selected quotes and develop commentary in a loose writing plan.
4. The students will synthesize/integrate critical evidence in a deliberately determined inductive or deductive pattern.

      These objectives will be addressed during the debates that we will have in class. This will address the argumentative tactics that students can use in their papers. From there, the students will then start to write an outline for their paper. They will decipher their quotes from their research and start to apply them to the argumentative aspect of their research paper. They will then synthesize the information researched and their own opinion and conduct a rough draft.

Post Assessment Objectives:

1. The students will be responding to peer advice and independently refining a culminating draft for formal assessment
2. The students will partake in conceptual and mechanical peer editing
3. The students will be organizing and submitting a portfolio of resources, pre-writing, drafts, and final product with works cited.

      The students will take their rough draft and then have peers edit their paper mechanically and comprehensively. From here, the students will make corrections on their peers' papers and their own papers and reinforce editing skills. The students will then compile their final portfolio and works cited. These actions will address all objectives.

<u>Formative Assessments:</u>

During the unit, the students will start with researching their prompt and end with the finalization of all the research that they have conducted. The pre-assessments will be regarding their understanding of the material researched, and this will be congruent with the final assessment, which will be the synthesis of their research and their own opinion of the prompt. Throughout the unit, though, the assessments will be varying from participation in debates to the completion of worksheets and understanding of the information at hand. All of these assessments coincide with each other and compliment the other assessments because of the progression of the assignments.

<u>Format:</u>

The format of these assessments is appropriate for learning because it includes all different types of assignments and assessments for the different types of learners. The assessments are not all formal and written, but along with those types of assessments come participation, debating, and researching assessments. These will keep the students engaged in the final project and encourage them during the research project. It will be purposeful because it will make the students feel less pressure to perform knowing that they have many outlets to express their learning.

<u>Technology:</u>

Technology is used throughout the entire project for an engagement of the students and to allow them to research thoroughly. I will be using the SmartBoard and YouTube for my pre-assessment as I introduce the prompts and the parts of argument. The students will have full access to computers throughout the unit to conduct research on their topic. Technology will also be used during the assessment of the final project as the students turn their papers in on

"turnitin.com" to assess if plagiarism has taken place.

B. Types of Assessment

In this unit, there are multiple types of assessments that will be conducted. The first assessment will be including the Project Journals, which entails a many different areas of intellect. This will include the research process (tactile) and the ability to formulate the validity and use of the source in the journal (cognitive). Other assessments during the unit include worksheets and the completion of them, however, this is a group project so that the students can have "peer learning" and be assessed as a group for the worksheets. This will make the assessment seem less formal while they are still getting the information they need. Participation assessment will take place during the debates while the students learn argumentative tactics so that their papers can include such aspects. They will be assessed on their usage and knowledge of the argumentative areas discussed. The rough draft/outline is another formative assessment that will show the progress of synthesizing the information, which then leads into the final assessment—the final project and peer editing. This is a cornerstone assessment that encompasses all other assessments and caps off the entire project by showing the progress all the way from the Project Journals. I believe my test is reliable and valid because it includes all areas (cognitive, affective, and psychomotor). The cognitive is achieved by evaluation of quotes and the synthesizing of critical evidence in their papers; the affective is achieved by partaking in peer editing and assuming a different persona and position; and the psychomotor will be met by the students responding to the peer advice and organizing their final paper/portfolio.

I have chosen these assessments based upon the demographic of my classroom and the Common Core standards that the school abides by. The assessments revolve around adopting a persona and understanding argument criteria, and these are the standards that I am upholding by these assessments. These assessments also hit every area that is needed and are applicable to the learning environment as well as the social development of the students as they broaden their world vision during this process of debate.

C. <u>Assessment Challenge</u>

The assessments are challenging in this unit because the studnets are preparing to take their standardized test and get into college. The tasks are not simplistic and require participation, focus, and not missing class. The checklist of items to get done keeps going if the students have missed class, and they know that if they do miss they still must complete the work that is due the next day. If the students do not pay attention, they will miss out on information that will make their paper exemplary. The information asked for regarding the assessment is relevant to the material that has been lectured and taught while also covering the essential content and skills from all areas of the content discussed. Skills from all lectures and lessons will be addressed in the assessment, however, it will not be "tricky" if the students apply the knowledge they have obtained and learned to the assessment.

The adaptations that will be made are due to the IEP and ELL students' needs and will be executed throughout the entire unit. I will execute the counselors that have worked with the ELL students and explain with them in individual conferences the observations I have made about the students and the way that they can encourage them in the project. The IEP students

will have "soft" deadlines so that if they are struggling through the projects, they can have grace toward the deadlines to make sure that the information is being processed and understood correctly.

FACTOR 5: ANALYSIS OF PRE-ASSESSMENT RESULTS AND INSTRUCTIONAL ADJUSTMENTS

During the pre-assessment, I learned that the prior knowledge/skills/abilities of the students is at a normal level for their age group. The majority of the students were at the 70-80% range on their pre-assessment assignments, or "Project Journals," and this is about average. The background knowledge that was needed was regarding research and the application of the research being done toward the final project. This is both a research project as well as an introduction to synthesizing information. I learned that the students are all around the same level of knowledge with a few excelling and a few that are a little further behind. The ones who excelled were the students that the teacher has offered to move to the AP level, so it came to no shock to me that they would excel in this project. They are gifted students who excel in all of their academics and are very involved in extra-curricular activities at school. The students who were further behind are the students that are harder to motivate to be proactive about their education. Only one of the five students is on an IEP, however, another student transferred in this semester and is having a hard time adjusting. This did not come to a shock to me that this student was not performing well, because I can tell that the adjustment to a new environment with new people is hard for this student. The other three students, however, have no circumstances about them that are causing them to be behind, it just seems as if there is a lack of motivation within these students at this point.

I disaggregated the data based upon the percentage that the students received. 0-65% had five students, 70-80% had 18 students, and above 80% had 9 students. This shows that the average score is a B, and that has the majority of the students within it. It also shows that there are more students excelling than being behind, which is good information to have regarding their prior knowledge of the subject. The conclusions that I came to from this are that the students have been exposed to this kind of data and research, however, some of them may not have had as much practice with this type of research or have not had a project like this in a while. This would lead to scores that were not excelling, however, the true test will be what they take with this information and how they synthesize it into their final project. I also came to the conclusion that the IEP students are not falling behind, because only one student with an IEP got below a 70%-- the rest were unmotivated students. I also came to the conclusion that race nor gender came into

play with the below level scores and the above level scores, because most of the races and both of the genders evenly made up both of these groups.

The analysis in my pre-assessment data influenced how I designed the learning activities because it made me aware that I need to re-explain a few of the essential components of a research paper and the process leading to the final portfolio. Specific examples of this are the following: explaining MLA format, explaining quote integration, explaining application of research, etc. I also learned that I am going to have to make time for conferences with the students to hear their uncertainty or questions one-on-one to meet their specific needs. This will require me to be "multi-focused" in class to take their questions while being attentive to the other students and their needs. It will also mean that I have to stay after school to meet with them; however, this will help them understand their personal questions better and allow me to explain it in a way that will meet their personal needs. For the specific subgroups, the following adjustments in my learning activities are needed to be made:

Below level: I will need to meet extra time with these students. This could require re-explaining of the current assignment, re-teaching material that they may not know, or re-teaching information that they may not remember. It could also require more time for them to complete their assignments if they are struggling through them.

On-level: I will still need to meet with these students, but not for as long. This time could contain further explaining the areas that they did not meet the requirements or going into depth in the areas that they may not fully comprehend.

Above-level: I will still need to meet with these students about minor adjustments needing to be made, but it will not take as long. These conferences will require small teachings of things the students may have forgotten.

The only adaptations in the resources that I would use are incorporating my student aid/instructor more in the process of conferencing with the students. This will be necessary because Sarah, the student instructor, has taken the class before and has the capacity of helping the students with their questions. She is qualified to do this, so it will help with getting through the number of students and their questions with more efficiency. There are no technological resources that need to be modified, because the students are exposed to all that they need in these regards.

The pre-assessments, formative assessments, and post-assessments were monitored on different levels. The pre-assessments were monitored by the background information the students had along with the formal information I had given them in a lecture regarding the assessment. There were four "pre-assessments" in this unit, which were the Project Journals. The first Project Journal was graded intensely so that the students could clearly see the improvements needing to be made and so that there was evidence on how they could improve. By the second Project Journal, the students were catching on to the format and information needed to get a good score on the Project Journals. These were assessed based on improvements and content. The formative was monitored by participation in the computer lab and research areas. This was also monitored by the progress the students were making on their rough draft of their research papers. The post-assessment was monitored by the final portfolio, participation checklist, and peer editing workshop. This was both content and participation based assessment. The students were given an assessment on how well they corrected the errors along the way of the research process. I continually checked where the students were in their assessments and if any were struggling or seemed to be falling behind, I would conference with them and catch them up to where they needed to be.

The adjustments that were made on the pre- and formative assessments were that I would conference with each student and also re-lecture on the content that was not being comprehended. These adjustments that were made came out with the results that were expected. Once the students got to ask their personal questions and hear the information in a different way another time, the scores on the assessments throughout the way went up. It also boosted the participation scores because the students felt engaged and empowered through the process.

The analysis of learning results told me that my learning goals and objectives were definitely met during this unit. Once the assessments were complete and I looked back over all of the different levels of cognitive, psychomotor, and affective objectives I had set for the class I was pleased to see that the objectives were clearly met on all levels. The results showed that all but one student went above and beyond the expectations that were set forth for this unit, and I was pleased to see all the goals and objectives met on all levels for all the students. This also is true for the subgroups (ethnicity, IEPs, ELLs, and different level learners). They all succeeded in all assessments.

The data shows this for itself. The lowest learning gain score was a 0, but that is a student who has barely been in class and is not motivated to do any of the work even though he is a bright student. The lowest beside that, though, would be .2. This is still a great indicator of improvement in the students who may not have clearly understood the unit initially, but made progress throughout the entire unit. There are several students who have a .5 and higher percentage of gain from the pre-assessment to the post-assessment. These are mainly students that really took initiative of learning and excelled due to the teaching, self motivation, and the individual conferences. The results show that as a whole class, the students really raised their scores in the post-assessment. It also shows that the different demographics and subgroups within the class made huge leaps. One specific student said that they would not be able to do well on this unit, but as results show, Student 23 raised .55 from the pre to post-assessment. These are the students that make the job of teaching even more rewarding—they don't think they can, but then they do and

are so excited about the learning.

The time was adequate, however, I felt like some of the time was rushed because it is hard to conference with every student in that short amount of time. As every teacher feels also, the class periods seem to fly when there is so much to do. The time seemed a little rushed, but it was for the most part adequate for the unit.

I believe the assessment scores really do reflect the student learning. All of the students made huge strides in their critical thinking, synthesis skills, and research skills during the process and I feel like it shows in their improvement data. The students seemed apprehensive at first, but by the end of the unit they were excited about their final projects and verbally said many times how much they learned about their topic and about writing a good research paper. Increase in numbers are great and all, but the true test is how the students actually perceive what they have learned and how they will apply it. I believe that my students showed their improvement in the numbers, but also in the way they are going to take this information into the rest of their lives.

I believe that the way the learning goals were met was done in a very strategic way. As the teacher, I made sure that the objectives were always at the front of my mind and that the students were achieving these objectives. The cognitive skills were met through the information given about argument and writing a research paper and were assessed through the rough draft and final draft of the argumentative research paper. The affective goals were met through the students' interactions with each other in the debates, defending a human rights cause, and the peer editing workshops. This was assessed mainly by participation, but also by the content that was spoken and written. The psychomotor objectives were met through the students taking on a persona and generating questions for themselves and the class. This was assessed by content. All of these learning goals were met and, in my opinion, the students exceeded the original expectations set forth for them.

The greatest barriers to achieving learning results were the following:

1. Whole group: Being in the library and having many other classes in there was hard for the students because of lack of focus. The amount of time in class was also a barrier

2. IEP students: The greatest barrier was finding a way to re-communicate the assignments to them.

3. ELL Students: The greatest barrier was connecting with their counselors so they could go to them for extra help.

Insights on Best Practices and Assessments as related to students:

1. Student motivation and behavior: I think that every student has some motivation within them whether they know it or not, but I think it is the teachers job to pull it out of them and make their motivation come from within rather than it being forced. Also, I believe that student behavior depends so much on the teacher's disciplinary actions and classroom management. I think that these areas were a success for me because of the control I had on my classroom and the motivation I pulled from my students.

2. Student Social interaction and self-motivation: I believe that student's social interactions are so necessary for the learning process. Even though they can get off track sometimes, I believe

that students learn from one another and need that social aspect to keep going throughout the day. It all comes down to knowing when it has gone too far and when to get them back on track—if students don't have this, though, they will go crazy and be bitter while working. The self-motivation was not a problem for me during my time because my students seemed excited about learning the content.

3. Active engagement of student learning: I think this is the most crucial part of instruction. The students have got to be engaged in the lesson and their learning or it wont be as real or organic for them. The students are more apt to remember the information if it is real to them. This was a success for me because of how much I believe in this area—I made sure to engage the students every chance I could.

4. Base information on current research: This was not as applicable to my experience at Jenks, so I am not sure if this was a success or barrier to my student's learning.

I believe that my goals, instruction, and assessment results were all aligned in a great way. I believe that my students showed this alignment through their understanding of the goals and objectives, their attentiveness during the unit and instruction, and their results in all the assessments throughout the duration of the unit. All the goals were met through the instruction and activities that the students participated in. The students were engaged and participated to the full capacity in every way. Not only were they engaged, but they learned, which shows the alignment to the assessment results, The students had some prior knowledge to this sort of information, but the results show that there was a growth in their understanding of the objectives that were laid out due to their increase in percentages. The students did a fantastic job of making the alignment of these areas happen.

There were many factors within my unit that were successful—assessments and activities alike. The activities that were the most successful were the last two Project Journals, the participation grades, and the peer editing workshops. The assessments of all of these areas were also a success in the unit. Two reasons for the success of these assignments and assessments are that 1) the objectives were clearly addressed and explained and 2) the students gave feedback to what was working well and what was not working as well and I was able to adjust the assignments from what had been done in the past to make them more applicable and understandable. I believe that the nature of the classroom and the way that they responded to the assignments made it more successful than I could have ever imagined. Also, the ability to reach all different learning styles was what made the unit a success for all different subgroups of the classroom (gender, ethnicity, intellectual capacity, etc). The activities that were not as successful and could have used some work were 1) the first Project Journal and 2) the Writing Plan, or outline. I think that the reasons these were not a success were because of the student's lack of motivation at the beginning of the unit and their disbelief that they could do something this intense. This got turned around after the first Project Journal, however, because of the information being presented in a new way and the fact that I was able to motivate them to the point where it seemed like they were the ones motivating themselves. The reason that the Writing Plan was not a success was due to the fact that I did not explain it as well as I could have and let them work in groups that they picked. This is alight occasionally, however, on an assignment this big and with a class that is this big and diverse, this should not have taken place.

The instructional decisions that I made a huge impact on the students' learning. It was first shown in the first Project Journal when my explanations were not as vivid as they should have been for complete success; however, it is also shown in the way I adapted the information and instruction so that it was more understandable for the entire class. The decisions I made about the participation grades were also a huge impact on the learning. If there had not been points on the line, the students would not have worked as hard as they did in the lab and may not have missed their deadlines. The rest of the Project Journals were also a decision that influenced their learning because it helped in the overall writing of their paper and made the process easier and more understandable for the students.

The things that I could do differently in the future to improve on the students' learning is take more time to do "pre-work" and make sure that all of the students have a solid "background knowledge" of the information that is being covered. If there is not the same level of background knowledge, I cannot expect the students to perform at the same level—the students will be at all different levels. It would also be a good refresher as the students enter a big assignment like the one given. I would allow more time for this at the beginning and make the deadlines for the different aspects of the research unit a little more spread out so the students do not feel overwhelmed.

The main activity that needs strengthening/modifying is the Writing Plan. This would need strengthening in the area of structure—the students were to make an outline of their paper and integrate the quotes where they would want to put them in their paper. This ended up being a project that they only did "half-way" and did not gain what I had wanted them to gain from it. I would make a more structured example of what I was expecting and have firm guidelines that they must meet so that they know the format and content that is needed in the Writing Plan.

I think that my disposition affected the learning community in a very positive way. The students were well behaved, but they tended not to be very motivated or enthusiastic about learning. That is what my disposition is all about. I am a very upbeat, intense personality that likes to have fun along the way of learning. I think that the way that I carried myself and presented the information got the students excited about the information and made the process more enjoyable. This is what I have wanted to bring to the classroom since I was young, and I truly believe it came true in this class. I also believe that my disposition demanded respect and got the respect I intended to have, which can be hard for a first year teacher. I think that my overall presence was a positive influence on the learning atmosphere.

My decisions, practices, and actions toward others affected the learning community in a positive way also. I was a very fair and just teacher who stuck to my guns and did not bend the rules for any of the students—I treated them all with the same fairness and respect. I also treated them with respect as individuals and let them all know verbal and through notes that I believe in them and that they are very talented individuals and that I believe in them. This was a very important aspect for me to convey to the students. I also made sure to let them know that just because they are teenagers does not mean that they can not make a difference in the world or that their opinion doesn't matter—children this age need to know that they are valued, and I truly

believe I conveyed that to my students. Overall, the actions I took, even down to my smile and upbeat voice, made a positive influence on the learning atmosphere.

I learned a whole lot about myself in this unit. I learned that teachers do not get enough credit, but the job is so worth it. The ways that I could improve my performance would be the following: knowing that there are going to be students who do not get it the first time, knowing that there are going to be students who do not particularly love me, and that I can only do things to my best ability and if that doesn't work, it is not my fault. I came into teaching with the "I can save the world" attitude—and this is an attitude I know I will have for the rest of my life, however, I now see that sometimes if things fail, it's going to be okay. I am only human and not Superman, and if I was it wouldn't be as thrilling and it sure wouldn't be as rewarding. I've learned that it is okay to mess up and it's okay not to be loved every second by every student. These are processes that I am going through in my head as I think about what I could do better to grow as a professional.

My two personal, professional learning goals and activities to reach them are the following:

1. I want to make a classroom management "formula" that I can abide by that exhibits my limitations as a teacher and shows respect to both the students and myself.
    a. I will do this by finding what I am comfortable to sticking with and assigning the students and then stick to it no matter what so that I am respectful to all students and fair through and through.
2. I want to impact each students' perspective on themselves as a learner to make them see themselves in a great light.
    a. I will conference with the students, write them notes, verbally tell them how I feel about their brilliance, and continually encourage them to reach for the next level of intelligence because they can.

APPENDIX A
CONTEXTUAL INFORMATION FORM

Please indicate:

Semester (Fall or Spring) Spring   Year: 20 13

Your certification/licensure level (check all that apply):

_____ Early Childhood (Birth - Grade 3)   __X__ Secondary (Grades 6 - 12)

_____ Elementary (Grades K - 6)   _____ Dual (Elem. and Secondary, Grades PK - 12)

_____ Middle School (Grades 5 - 8)

Your certification/licensure area(s) (check all that apply):

_____Art	_____Lang. Arts, Middle Level	_____Physics
_____Biology	_____French	_____Psychology
_____Business	_____Health	_____Science, General
_____Chemistry	_____Journalism	_____Science, Middle Level
_____Early Childhood Ed.	_____Mathematics	_____Social Studies-Middle Level
_____Early Child., handicap	_____Mathematics, Middle Level	_____Social Studies
_____Earth-Space Science	_____Music	_____Spanish
_____Elementary	_____Physical Education	_____Speech and Theatre
__X__Language Arts	_____Physical Science	_____Other:_____
_____ESOL		

Identify the course, unit content area, (e.g., "Language Arts," "Biology," "Math," Social Science," etc.), and grade level(s) of your Teacher Work Sample.

Course: World Literature   Content Area: Language Arts

The grade(s)/level of students in your classroom (check all that apply):

_____Preschool	_____4th Grade	_____9th Grade
_____Kindergarten	_____5th Grade	_____10th Grade
_____1st Grade	_____6th Grade	__X__11th Grade
_____2nd Grade	_____7th Grade	_____12th Grade
_____3rd Grade	_____8th Grade	

Please note: Some of the following information must be obtained directly from the teacher or the school's administrator(s)

A.   Class/Classroom Information

Grade levels in class (List all that apply.)   _____11_____

Ages in class (List all that apply.)   _____16-17___

Number of students enrolled in class   _____32_____

Number of students typically present   _____30_____

Time available each day to teach all students (in this class) 50 min M,T,F & 100 min W,R

How would you rate the overall socio-economic status represented in classroom? (Provide approximate percentages of students that represents each category.)

Upper class	__20__
Middle class	__65__
Lower class	__15__

Ethnicity(ies)/Cultures represented (please specify):

Ethnicity	Number of Students
African American	__5___
Asian	__1___
Hispanic	__1___
Caucasian	_22___
Pacific Islander	__0___
Other	__3___

Gender make-up:

Number of males	_23___

Number of females   __9___

Number of students who perform at the following levels:

Below grade level   ___8__
At grade level   __12__
Above grade level   __12__

If students are above or below grade level, identify the different grade levels represented.
The below grade level students are at approximately a 9th or 10th grade level.

Teaching interruptions (ex. frequent intercom messages, student, parents, or teachers who enter class etc.):

Few   _____
Some   __X__
Many   _____

B.   **Resources (equipment and supplies) available for this class (Mark all that apply.)**

Overhead/Elmo projector   __X__
Number of computer(s)   __1___
Video projector   __X__
Phone/intercom   __X___
TV   _____

Please list additional resources (ex. maps, lab equipment, manipulatives, reading resources, etc.—please list): Smartboard

C.   **Personnel resources available to you** (Indicate all that apply.)

Instructional assistants(s)   ___1___
Peer (student) tutors   ___1___
Parent volunteers   _____
Resource Teachers (describe)   _____
Other (describe)   _____

D.   **Individual Differences**

Number of ESL students in class   ___1___
(Students can speak basic or broken English, however, their primary language is NOT English)

Number of non-English speaking students   ___0___
(Students who do not speak English at all)

Number of students in class with IEP's   ___7___
(Students who have an Individualized Education Plan on file with the teacher or school)

Number of identified 504 students in class   ___0___
(Students who have been officially tested and are physically or mentally impaired in some fashion)

Number of identified gifted students in class   ___0___

E.   **Number of students in pull-out or supplementary programs**

Title I   ___X___
Gifted   ___X___

Other (please list, for example: remedial reading, math, etc.)

N/A

F.   **Please briefly describe the school's immediate community:**

Population (city or town)   __17,130___

Please list major industry(ies) (ex. oil, farming, steel mills, technology, automotive, etc.):

Small and Large businesses, oil, and some farming

Please list major employer(s) (ex. American Airlines, IBM, Wal-Mart, etc.)

Kimberly Clark Corporation, Green Country Energy, Public Service Company, Tulsa Winch, and Continental Wire Cloth

Students in your classroom mostly from:

     Rural areas   _____
     Urban areas   _____
     Suburban areas   ___X__

Describe the school district:

     Number of elementary schools   ___4__
     Number of junior high or middle schools   ___3__
     Number of high schools   ___1__

Other types of school configurations   __1__
(i.e. 4th & 5th grade centers, etc.)

Are there any of the following in your community? (Mark all that apply):

Community Colleges   __X__
Career Technology schools   __X__
Colleges or University   __X__

Assessments	*TWS Objectives*	Type of Assessment	*Adaptations*

APPENDIX B
ASSESSMENTS PLAN TABLE

1. *Pre-assessment*	1. The students will comprehend the standard/uniform layers of four optional prompts. 2. The students will explore and graphically organize personas and positions. 3. The students will recognize application of terms and evaluate sources that support both sides of selected issues. 4. The students will be journaling and categorizing visual cues based on a provided template…but loosely improvised.	4 Project Journal assignments that the students will research and decipher the information from their sources for the application of their paper. The prompts for this paper will be read and understood as well as the application of research toward the topic chosen. Mastery level criteria will be a "check plus" on 3 of the 4 Project Journals.	For the ELL students they will be able use their counselors as resources and attend their classrooms while the other students are in the library. The IEP students will have "soft" deadlines so that if more time is needed to complete their work they will be allowed that time.
2. *Formative Assessment*	1. The students will know basic terms or argumentative procedure: claims, supports, warrants, appeals, and fallacies. 2. The students will independently generate a set of leading questions (in addition to instructor's questionnaire).	Students will partake in worksheet assignments in groups to refresh on terms and practices that will be useful when writing the final paper. They will generate leading questions to start the process of writing and taking a different persona.	I will conference with the students are below grade level and help them during the independent work time. ELL students will be given time to meet with their counselors after peer working times.
3. *Formative Assessment*	1. The students will respectively debate human rights causes. 2. The students will select and eliminate researched evidence. 3. The students will evaluate selected quotes and develop commentary in a loose writing plan. 4.The students will synthesize/integrate critical evidence in a deliberately determined inductive or deductive pattern.	Students will participate in debates regarding issues to show their understanding of argumentative tactics. Students will also make a loose writing plan/outline for the next step in the research process.	During the debates, the IEP and ELL students will have no accommodations because I want them to be involved in the discussion and hear their peers opinions and address their own if they want to. During the writing plan/outline preparation, the studnets will be able to see their counselors and get extra help.
5. *Post-assessment*	1. The students will be Responding to peer advice and independently refining a culminating draft for formal assessment 2. The students will partake in conceptual and mechanical peer editing 3. The students will be organizing and submitting a portfolio of resources, pre-writing, drafts, and final product with works cited.	In the peer editing and revising process, the students will be using their skills in these areas to help their fellow peers along with correcting their own edits. The final project will also be complied and completed. Mastery level will be a 85% or higher on both peer editing and the final portfolio.	For the ELL students they will be able use their counselors as resources and the IEP students will be able to have private conferences with me to make sure the writing process is making sense.

APPENDIX C
PRE-ASSESSMENT CHART AND GRAPH

Student Identification Code	Number Correct	Percentage Correct
1	30/40	75%
2	30/40	75%
3	32/40	80%
4	36/40	90%
5	34/40	85%
6	34/40	85%
7	30/40	75%
8	32/40	80%
9	30/40	75%
10	0/40	0%
11	28/40	70%
12	30/40	75%
13	36/40	90%
14	36/40	90%
15	32/40	80%
16	28/40	70%
17	30/40	75%
18	32/40	80%
19	34/40	85%
20	34/40	85%
21	18/40	45%
22	32/40	80%
23	30/40	75%
24	30/40	75%

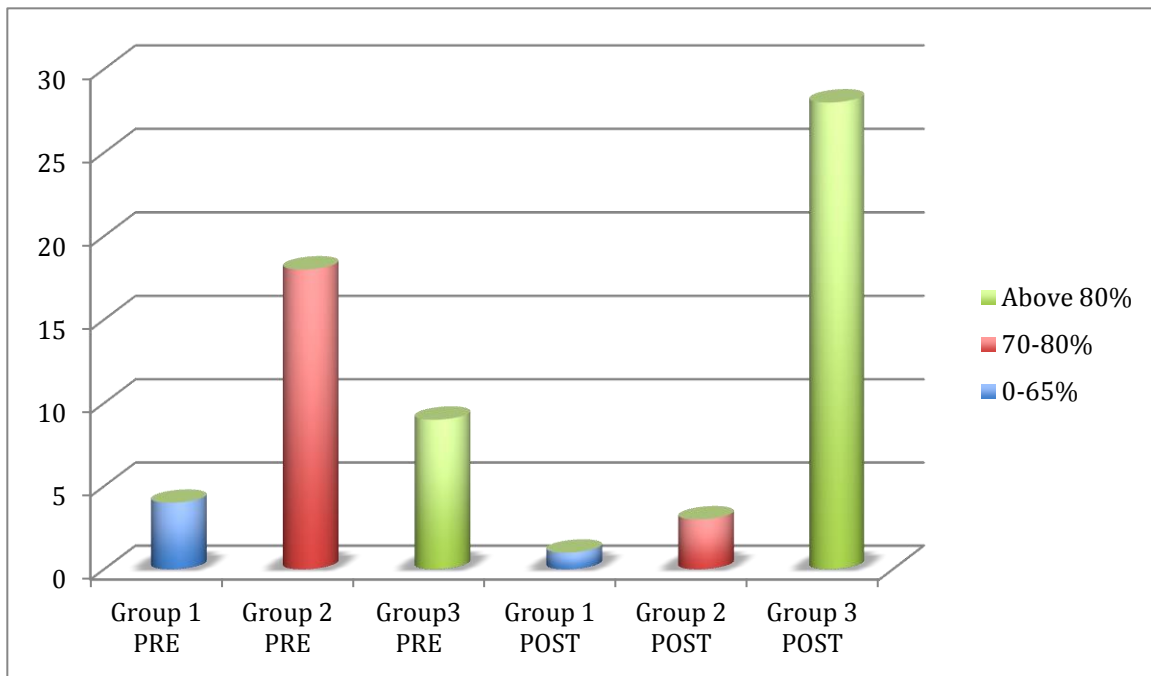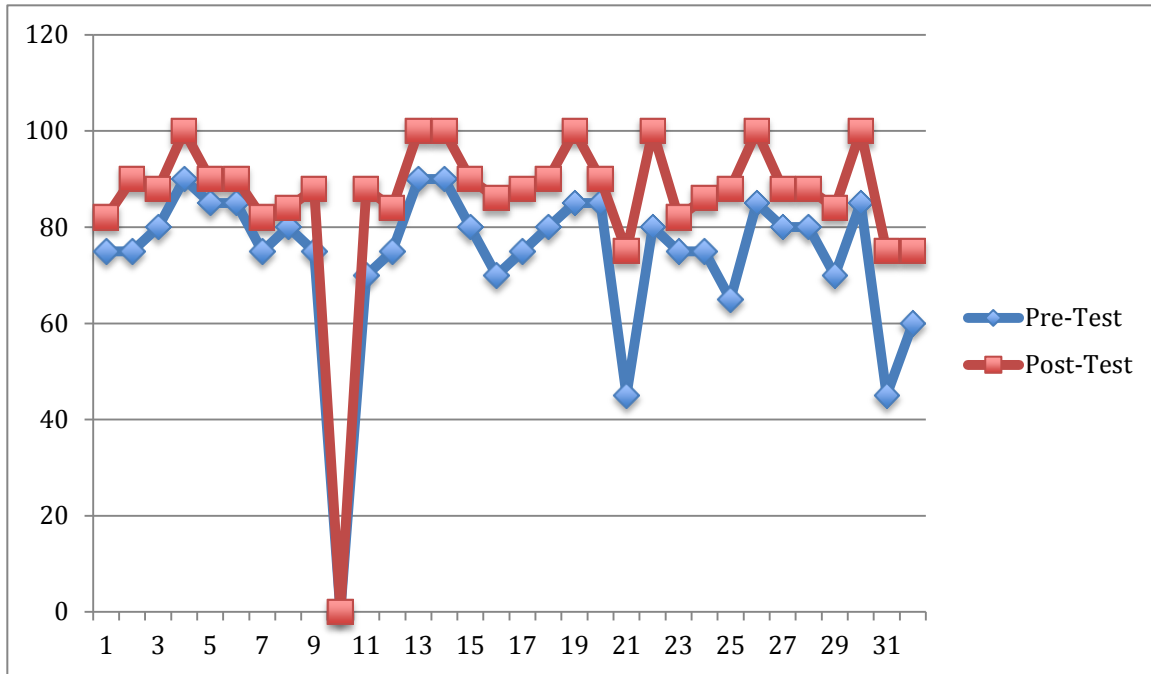|		
25	26/40	65%
26	34/40	85%
27	32/40	80%
28	30/40	80%
29	28/40	70%
30	34/40	85%
31	18/40	45%
32	24/40	60%
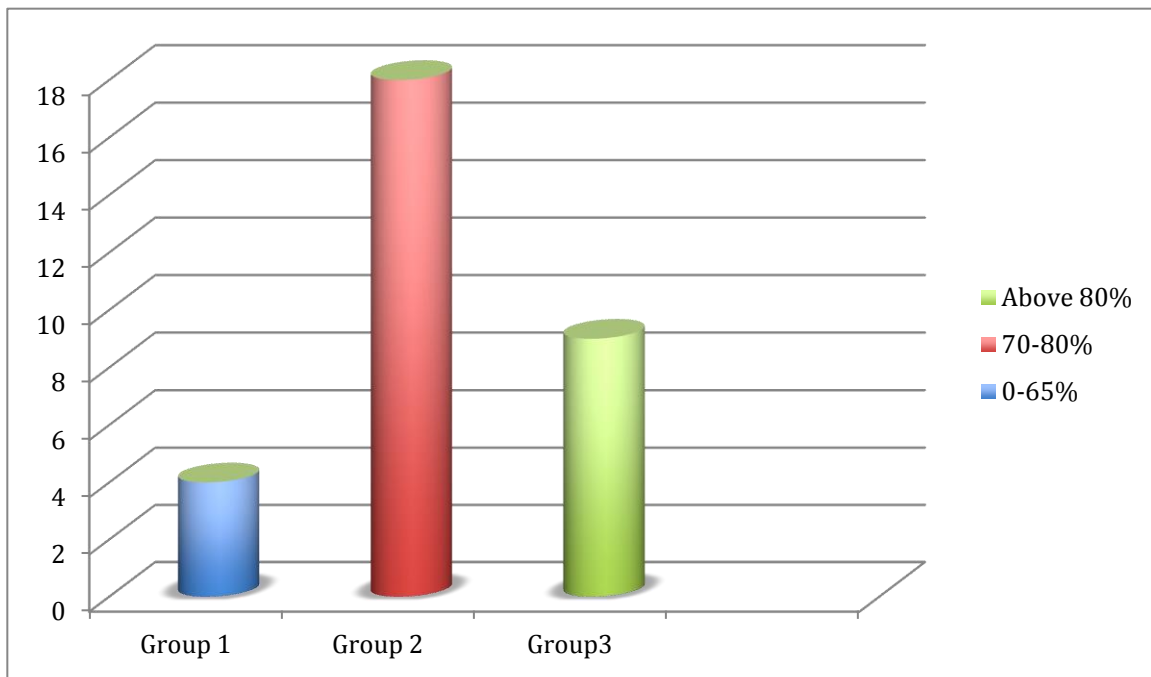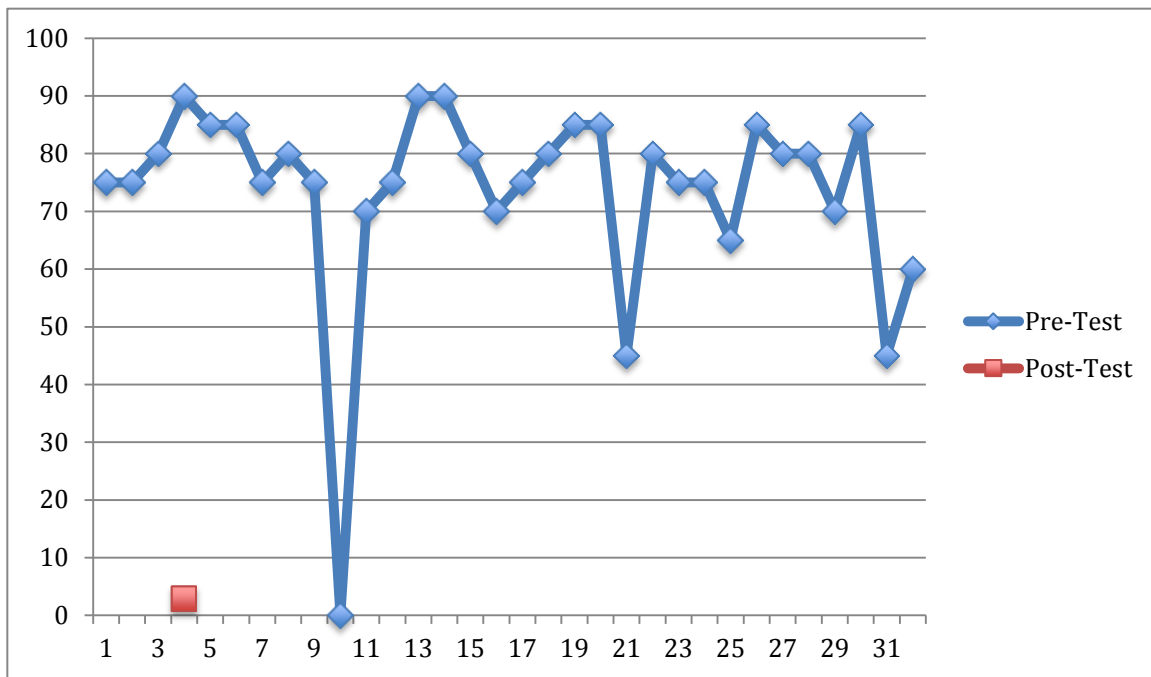
APPENDIX D
INSTRUCTIONAL DESIGN TABLE WITH ADJUSTMENTS

Time-line	Learning Objectives	Instructional Activities, including interdisciplinary activities	Assessments	Resources and *Technology*	Instructional Adjustments based on Pre-Assessment Data
Days 1-4	Understand the prompts being executed for research project along with revisiting research project guidelines from previous years	• Show YouTube clip discussing the different prompts along with them • Addressing all aspects of the research project (MLA format, quote integration, etc)	The students will articulate their questions and understanding of the prompts given. The students will be given worksheets to work in groups regarding the research project areas.	• Handouts given by cooperating teacher • SmartBoard • Overhead projector for video clips	The pre-assessment has not taken place at this point.
Days 5-8	Execute proper research with various sources (book, website, periodical)	• Guide students in research techniques and guidelines • Give credit based on participation to ensure hard work • Answer all questions they may have on research information	The students will research their topic independently while constructing "Project Journals" that help them think through their source and the legitimacy of the source.	• Computer lab computers • Library resources • Library Database	This is the pre-assessment days.
Days 9-12	Students will incorporate both research and opinion to formulate a coherent argumentative research paper	• Help construct thesis statements that are solid for the rest of the paper • Give credit based on participation of writing the research paper • Help with paper construction	The students will develop a strong thesis based on their opinion and research of the topic they chose. They will develop the thesis throughout the paper.	• Computers in the computer lab	Due to the pre-assessment scores, I will have individual meeting times with the students who have gotten below a 75% and the ones above that mark that inquire for a meeting time. They will be a short, informational questionnaire time for them to comprehend the full project.

Days 13-14	Students will sharpen their papers and others by peer editing. This will execute revision objectives.	• Give participation points for peer editing • Help answer questions based on revisions • Construct an environment that adheres to the revision process	The students will execute two peer editing "workshops" to strengthen their knowledge of editing as well has helping in their writing process.	• Revision handouts	Due to the pre-assessment results, I will have a block scheduling day to do the peer editing and have myself, my corresponding teacher, and my aid walk around and also check/grade their papers to make sure the students are on the right track. I will also take questions during the entirety of the class and after school.

APPENDIX E
PRE/POST ASSESSMENT ANALYSIS TABLE AND GRAPH

Student Identification Code	Pre-Assessment Number Correct	Post-Assessment Number correct	Pre-Assessment Percentage Correct	Post-Assessment Percentage Correct	Learning Gain Scores (percentages)
1	30/40	410/500	75%	82%	.28
2	30/40	450/500	75%	90%	.6
3	32/40	440/500	80%	88%	.4
4	36/40	500/500	90%	100%	1
5	34/40	450/500	85%	90%	.33
6	34/40	450/500	85%	90%	.33
7	30/40	410/500	75%	82%	.28
8	32/40	420/500	80%	84%	.2
9	30/40	400/500	75%	88%	.52
10	0/40	0/500	0%	0%	0
11	28/40	400/500	70%	88%	.6
12	30/40	420/500	75%	84%	.36
13	36/40	500/500	90%	100%	1
14	36/40	500/500	90%	100%	1
15	32/40	450/500	80%	90%	.5
16	28/40	430/500	70%	86%	.53
17	30/40	440/500	75%	88%	.52
18	32/40	450/500	80%	90%	.5
19	34/40	500/500	85%	100%	1
20	34/40	450/500	85%	90%	.33
21	18/40	350/500	45%	75%	.55
22	32/40	500/500	80%	100%	1
23	30/40	410/500	75%	82%	.28
24	30/40	430/500	75%	86%	.44
25	26/40	400/500	65%	88%	.68
26	34/40	500/500	85%	100%	1
27	32/40	440/500	80%	88%	.4
28	30/40	440/500	80%	88%	.4
29	28/40	420/500	70%	84%	.47
30	34/40	500/500	85%	100%	1
31	18/40	350/500	45%	75%	.55
32	24/40	350/500	60%	75%	.38

APPENDIX F
PRE/POST ASSESSMENT INSTRUMENT

PROJECT JOURNAL GUIDELINES FOR RESEARCHED ARGUMENT 2012

I am at least as concerned about the process of your research as I am with the end result. Your project journal (a two-pocketed paper folder <u>with brads</u>) will be the place for me to learn about your process. For four of six research days, you will correctly cite and evaluate sources and selections on the left side of your folder and provide accompanying commentary for how you intend to use your research on the right side. You will make plans, discuss progress, record promising ideas and details, process and respond to what you're reading, experiment with language, and show relevance of your selections here. We'll spend some time in the library for you to work on your Project Journal, but obviously, some of this will be homework if you do not finish in class.

Left side should include:

- Individual MLA citations (as they should selected sources appear in your works cited).

  *Employ hanging indentation, double spacing, correct arrangement of information, capitalization, punctuation, and alphabetical order.

- A selection of 12 *separate* **direct** quotes/passages that are relevant to your argument

Right side should include:

-A discussion of the legitimacy of your selected sources.

*Discuss whether the source is biased or objective and how the perspective exposes or obscures important dimensions of your issue.
* Explain why you believe the author is or is not a qualified authority on the matter.
*Provide details for why you believe the source is or is not well documented.
*Explain why the source is scholarly, popular, or both—and what this status lends to *your* credibility as a writer.

- Summarize the source's main points in . your own words.

- Defend or refute those main points

RESEARCH PORTFOLIO CHECKLIST

You will receive zero credit if you do not include this checklist WITH YOUR NAME ON IT!

LEFT POCKET

_____5- Researched Argument Checkpoints 2012
_____5- This checklist!
_____5-Parts of Argument notes (Claims, supports, warrants)
_____5- Rhetorical Strategies for Persuasion notes (ethos, pathos, logos)
_____ 5- Fallacy notes
_____10- Martin Luther King, Jr. annotations for parts of argument
_____ 5-Paragraph Format/Quote Integration
_____ 5-Turnitin.com Instructions (on back side of "This I Believe" assignment)
_____ 10-Anti-plagiarism form ♣
_____10- Parent Letter ♣
_____ 5- Library Hints (quarter sheet from Mr. Manley)
_____10- Research topics
_____ 5- Researched Argument Prompts/Guidelines
_____ 5- Project Journal Guidelines
_____ 5-Project Journal Examples
_____ 5-Writing a Thesis Statement
_____5- Some Advice on Quote Integration
_____5 – MLA Format Notes
_____5- Unity
_____5- Poorly-written essay demo   Subtotal_____/120

MIDDLE BRADS

_____ 5-Project Journal #1 (left facing right) ♣
_____ 5-Project Journal #2 (left facing right) ♣
_____ 5-Project Journal #3 (left facing right) ♣
_____ 5-Project Journal #4 (left facing right) ♣
_____ 5-Rough draft (edited)
_____10-Conceptual editing checklist --completed by partner editor (s)
_____ 10-Mechanical editing checklist--completed by outside editor(s)
_____10-Self-Evaluation ♣   Subtotal _____/55

RIGHT POCKET

_____ -10 Completed Final Draft (with individual author initials next to each paragraph)
_____-10 Completed Works Cited
                                              Subtotal _____/20

ORGANIZATION COUNTS! You will receive deductions if items are difficult to find (papers must be in correct categories), if items are difficult to identify (label in large, noticeable print!) or if papers are tattered and hanging out of your folder. Spirals and binders will not receive credit! All papers must be neatly placed in a folder with pockets and brads.

                                              TOTAL _____/195

RESEARCHED ARGUMENT CHECKPOINTS

_____ **Parent Letter**

_____ **Anti-Plagiarism Form**

_____ **Research Participation (end)**

_____ **Research Participation (end)**

_____ **Research Participation (end)**

_____ **Project Journal #1 (beginning)**

_____ **Research Participation (end)**

_____ **Research Participation (end)**

_____ **Project Journal #2 (beginning)**

_____ **Research Participation (end)**

_____ **Research Participation (end)**

_____ **Project Journal #3 (beginning)**

_____ **Thesis Statement (end)**

_____ **Project Journal #4 (beginning)**

_____ **Lab participation (end)**

_____ **Writing Plan (end)**

_____ **Lab participation (end)**

_____ **Lab participation (end)**

_____ **Rough draft (beginning)**

_____ **Peer editing #1 (end)**

_____ **Peer editing #2 (end)**

_____ **Lab participation (end)**

_____ **Final draft (beginning)**

_____ **Self-evaluation (end)**