TEACHER WORK SAMPLE

(TWS)

Mary C. McGregor

Elementary Teacher

December 20, 2012

TWS Standard 1: Contextual Factors

Community, District, and School Factors

Geographic Location

City and state – Fort Worth, Texas

Population of city – 800,000

Stability of community (state of growth, decline, or stability) **– The city of Fort Worth is estimated to grow to 1, 211,665 residents by the year 2030.**

Perception of the level of community support for education – Lots of community support is occurring with heavy parent involvement in organizations such as the PTO and PTA. Community leaders and area ministries offer mentoring/tutoring classes for students during school hours and after school. Character education workshops are conducted with girls and boys to strengthen moral conduct in school, at home, and in the community.

District

Name of school district and grades served – Fort Worth Independent School District: Pre-K through 12th grade

Number of schools – 142 (includes 83 elementary schools, 28 middle schools and 6th grade centers, 14 high schools and 17 special campuses).

Number of students enrolled in district – 81,511

Percent of students in district receiving free or reduced lunch – 66,922

School

Name of school and grades served – Edward J. Driscoe Elementary Pre-K through 5th

Number of students enrolled in school - 422

Percent of students in school receiving free or reduced lunch – 100%

**Academic achievement ranking/label – Recognized Campus 2010-2011. Met and exceeded state standards for NCLB.
http://www.trulia.com/schools/TX-Fort_Worth/Edward_J_Briscoe_Elementary_School
3rd -5th grade STAAR results
Nominated for the Blue Ribbon Award in January 2012.
http://www.star-telegram.com/2012/01/16/3663760/fort-worth-elementary-school-is.html**

Classroom Factors

Demographics

Grade level(s) and content area(s) – **1st grade, self-contained classroom**

Total number of students – **17**

Number of boys/Number of girls – **6 boys and 11 girls**

Ages represented – **Fifteen 6 year olds and two 7 year olds**

Cultures/Ethnicities represented – **3 Africans, 10 African Americans, 3 Hispanics, and 1 Middle Eastern**

Socio-economic information - **100% economically and socially disadvantaged**

Environment

Physical room arrangement – **5 sets of 4 desks grouped together in the classroom**

Classroom resources – **classroom library, technology area, interactive board**

Level of parental involvement – **low to medium visits to observe progress of their child**

Availability of and/or access to technology – **yes, computer lab and 3 computers in the classroom.**

Student Factors

Number of students receiving educational services outside of the classroom (e.g. reading/math intervention, speech services, special education services) - **0**

Number of students whose primary language is other than English - **7**

Number of students with Individual Education Plans - **0**

Number of non-labeled (e.g. non-IEP, non-ADA Section 504) students who are behaviorally or academically challenged - **0**

Other – **Gifted and Talented Students- 0**

Research Connection

Reference: Student Engagement and Classroom Management

Ross, D. & Frey, N. (2009). Learners need purposeful and systematic instruction. *Journal of*

Adolescent & Adult Literacy, 53(1), 75-78. Retrieved October 31, 2012, from

EBSCO*host*.

http://library.gcu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=

true&db=ehh&AN=44054572&site=ehost-live&scope=site

3-5 bullet summary of the literature source:

- Teachers who are addressing the learning needs of all students employ a recursive instructional process that includes: **a)** teacher modeling and guiding the acquisition of new content, **b)** time for students to collaborate as they refine their understanding of the new content, and **c)** opportunities for students to try on the new content independently.

- When teachers miss valuable classroom instruction time with their students, the prospect of the problem behaviors that could be anticipated because of the lack of student engagement manifest themselves.

- These students are often the "***canary in the coal mine***"; the ones who are the first to react negatively to a learning environment with little support. The student(s) rebel and act out their frustration and anger because they are not getting the quality learning that is entitled to them under the mandate of the No Child Left Behind.

- Many times the student is blamed for the breakdown in learning, without regard to the circumstances in which the problem behavior occurred. The student then becomes disenchanted with learning and participating in the classroom discussion, thereby disengaging themselves from the group. Many teachers sometimes absolve themselves of responsibility for student disengagement and lack of motivation.

- In extreme and critical cases, it is fair to say that the absence of purposeful and systematic instruction contributed to student misbehavior and ineffective classroom management. Accountability for optimal and explicit learning is at stake. All children are in jeopardy of being left behind (Ross, D., & Frey, N. 2009).

Instructional Implications

As a new teacher, I must remember that intelligence and learning styles evolve as the student progresses through the academic cycle. This constant progression affects me and my students, especially the ones in the early stages of learning. As a female, I have similar academic capabilities as my male counter parts. My physical activity levels, motivation, sense of self, interpersonal behavior, classroom behavior and career aspirations are all unique unto me. Teachers should hold high and reasonable expectations for all K-12 students, while making sure there are opportunities of growth for learning (Halpern & LaMay, 2000).

Observation of the students working independently and/or in small group settings gives the teacher a sense of where those students are academically and developmentally. Collecting this scientific data through observation helps teachers to determine which curriculum along with the lesson plans should be designed and implemented to drive student learning. The educator observes whether the student(s) will take ownership of their learning. Teachers often ponder the question, "*Can they work together as a team or do they work better individually*?" Some students do well in cooperative learning environments, while others like to work alone. Some students thrive well in a traditional classroom which is teacher-centered, while there are students who thrive better in a student-centered learning environment. Montessori classrooms are student-centered with the role of the teacher as a facilitator or guide (Ormrod, 2008).

Recognizing different learning styles within me and my students can help teach students to be strategic in their thought process. Students using metacognitive forms of learning are more receptive to instruction from their peers. Metacognition encompasses the act of thinking about thinking. Students use their inner voice to help solve problems, strategize, and self-

evaluate performance. Students learn that focusing on their own learning path is an important avenue to take towards academic growth. .

Teachers must be ready to exercise good classroom management and engagement skills from the first day of school. As a novice teacher my goal is to develop a plan to ensure that an appropriate environment for teaching and learning exists. Slowing down to capture significant moments of student learning, asking questions to clarify exactly what students are trying to convey, and motivating students to re-think their strategies and actions, gives educators the tools to encourage children to become more aware of the mental processes they use. For lower-performing students, simple methods of learning make a difference in achievement. Using metacognitive skills helps student of all learning abilities strive with dignity (Radford, 2013).

As an educator, I am concerned with behavior involved in both academic and interpersonal skills shown by the student every day. A positive environment must be maintained, keeping in mind the differences and similarities of the students' learning styles. To maintain success in the classroom, I establish and facilitate effective classroom management skills that will ensure learning is not adversely affected. Limits are set and consequences consistent with the behavior displayed. If a rule is made, I enforce it and reinforce it in an appropriate manner.

References

Halpern, D. F., & LaMay, M. L. (2000). The smarter sex: a critical review of sex differences in

intelligence. *Education Psychology Review*, *12*, 229-246.

Ormrod, J. E. (2008). *Educational psychology: developing learners*. (6th.ed.). Upper Saddle

River, NJ: Pearson Prentice Hall.

Radford, C. P. (2013*). Strategies for successful student teaching: A guide to student teaching,

the job search, and your first classroom* (3rd. ed.). Upper Saddle River, NJ: Pearson

Education Inc.

TWS Standard 2: Topics and Learning Goals

Unit Topic - Building Oral Language With Phonemic Awareness

National or state academic content standards –

ELA 1st Grade- **State Standards**_ Texas Essential Knowledge and Skills (TEKS)

110.12b_Knowledge and Skills in Reading/Beginning Reading: Phonemic Awareness: **SS_b-f**

(Texas Education Agency TEA, 2010).

Note: There are no national core standards for this content area.

Learning Goal (LG) –

The students will build **phonemic awareness** using the strategy of segmenting one to two syllable words verbally.

Note: .Since 1st grade is departmentalized now; all the new students who come to the classroom are extremely low in this academic area. They receive rigorous SGGR (small group guided reading) instruction daily to build letter/sound recognition. These students are at a Tier level 1 and 2 in this area of differentiated instruction. The level is low to moderate in comprehension.

Measurable Objective(s) A-B-C-D Model -

- The first grade student will distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., **sit/site**) with accuracy during whole group and small group instruction using the interactive whiteboard game(s) during this six week period.

- The first grade student will recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., **/b/o/w/ to /l/o/w/**). He/She will identify whether a key phoneme occurs at the beginning or end of a word during this six week period using technology (e.g., Starfall, Istation).

- The first grade student will isolate initial, medial, and final sounds in one-syllable spoken words (e.g., **c-a-p/c-a-p-e**). He will also chant beginning and ending phonemes in words using the sound boxes and letter cards during this six week period.

- The first grade student will segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., **saw=/s/ /a/ /w/ or straw =/s/t/r/a/w/**). He/She will connect phonemes with written letters using the puzzle me words game during this six week period.

- The first grade student will blend spoken phonemes to form one-and two-syllable words, including consonant blends (e.g., **tr or tr-u-nk**). He/She will match objects with the same beginning or ending sound using select objects and select pictures from the picture match game within this six week period.

References

Texas Education Agency (TEA). 2010. *Chapter 110.12. Texas essential knowledge and skills for English language arts and reading: Subchapter A. elementary, grade 1.* Retrieved November 8, 2012, from http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html

TWS Standard 3: Assessment Plan

Pre-Test *– include scoring criteria*

PRE-TEST (Friday)

Name: _____ Date: _____ 11-2-12

Sight Word Test: 1st 6 weeks-5th Module

Sight Word Writing

1. _____

2. _____

3. _____

4. _____

5. _____

_____ =

19pts

Sight Word Recognition

6.   haf   have   hav

7.   dat   they   that

8.   two   tow   ot

9.   r   are   ara

10. they   day   thay

Sentence Writing

Note: 2 additional points are given for legible penmanship for a total of 19 points.

PRE-TEST (Friday) Key

Name: _____ 1pt _____   Date: _____ 1pt 11-2-12

Sight Word Test: 1ˢᵗ 6 weeks-5th Module

Sight Word Writing 5pts

1. with
2. three
3. to
4. is
5. he

_____ =

19pts

Sight Word Recognition 5pts

6.   haf   (have)   hav

7.   dat   they   (that)

8.   (two)   tow   ot

9.   r   (are)   ara

10. (they)   day   thay

Sentence Writing 7pts

Is. he. in the bed?

Scoring Criteria Note:

Sight word writing/spelling test: 1 pt for each correctly spelled word for total of 5 points.

Sight word recognition: 1 pt for each correctly recognized word that is circled for a total of 5 points.

Sentence writing: 1 pt for correct beginning letter size; 1 pt for each word spelled correctly; 1 pt for correct ending mark for a total of 7 points.

2 additional points are given for legible penmanship for a total of 19 points.

Mid-week Assessment Drill

mid-week: 10-31-12 Wednesday

Name _____

Read the Words

red	he
wet	Ken
is	three
Jeff	jet
to	with
pen	kit
jot	well

Read the Sentences

1. Jeff is with Ken.

2. Is he in the red jet?

3. Wet Jed is with him.

4. Three can hop to the red well.

pre-test

MONITOR PROGRESS

• Consonants r /r/, w /w/, j /j/, k /k/
• Short e
• High-frequency words

School Day

14 points for each word read correctly.

4 points for each sentence read correctly.

Total points = 18

Pre-Test Data: Whole Class of 17 students

Sight Word Writing and Recognition	LG (Learning Goal)
Exceeds 92-100%	**6** **Two students exceeded 100%** **Four students exceeded 92%** **Missed 0-1 words**
Meets 80-91%	**3** **Two student met 85%** **Missed 2 words**
Approaches 60-79%	**3** **Two approached 79%** **One approached 60%** **Missed 3, 4-5 words**
Falls Far Below 59% and below	**5** **Five fell below 59%** **Missed 6 or more words**

Pre-Test Analysis: Whole Class of 17 students

National or state academic content standards – The amendment to the state content standard would be IR_2F: Segmenting spoken one-two syllable words of 3-5 phonemes into individual letter sound(s).

Learning goal – The student will identify more sounds, more appropriate punctuation marks, and use more correct oral grammar pronunciation as the rigor of instruction increases.

Measurable objectives –

- The learner will recall applications for breaking down sight words into segments in order to pronounce them correctly.

- The learner will develop manipulation of the use of sight words to convey meaning and comprehension.

Our grade level team discussed the importance of bringing added instructional tools into the classroom for our students and expanding these resources to home. Before the various interventions were implemented, the students were assessed on sight word recognition and sight word writing/spelling. Based on the results from the Pre-Test given, 11 students out of 17 achieved the learning goal for automatic sight word recognition and sight word writing given as a spelling test. The remaining 6 students were not successful in recognizing 2-5 letter words or writing 2-5 letter words. Explicit instruction is needed with rigorous delivery to bring the scores of these 6 students up to meeting and mastering the task.

The learning goal for sight word letter/sound knowledge and writing will be further achieved through various intervention strategies. The students will start each morning with a daily "brain activator" worksheet of twelve 3-6 letter sight words that are written five times to mastery penmanship and visual recognition. A daily review of the worksheet is done with the whole class to reinforce reading readiness with echo reading (teacher reads the word aloud; students read the words aloud) of the twelve words. Push-in (in the classroom) and pull-out (outside the classroom) tutoring is done for the students that need the extra support and/or mentoring to master the task. This will involve those 6 students who scored 60% and below (see data chart above) being given one-one rigorous instruction or small group instruction for 30-45 minutes daily using tutors, volunteers, and teacher assistants. The remaining 11 students who scored 80% and higher, (see data chart above), will receive mentoring and tutoring instructional reinforcement also to sustain their mastery level. Mid-week assessment drills of the words and sentences are in place now to increase oral fluency and reading comprehension. Worksheets requiring oral and written practice of these sight words are given as homework on Monday through Thursday to complete. Parents are encouraged to assist their child with this intervention.

As a classroom teacher, I will use various assessment tools and strategies aligned with learning goals to evaluate student learning before, during, and after instruction. My students' vocabulary development is facilitated through sight word reading, writing, and oral recognition. Students learning how to pronounce words, how to spell the words, and what the meaning of these words are. Students also learn how words are used to communicate messages. Comprehensive pre-assessment (before lesson) for vocabulary development involves a picture of an item being shown to the student and he/she verbally identifying what is in the picture and matching the sight word to the picture. A formative assessment (during lesson) would be the student spelling/writing the word(s) and including an illustration of the word(s). After the intervention lessons are given the student can be given a post-assessment (after lesson) using the same sight word from the Pre-Test given to evaluate those students who scored below 79%. The others who scored 80% and higher can test on a different set of 2-6 letter words. The Texas Primary Reading Inventory (TPRI), and the Tejas LEE (measures ELL and ESL students' literacy skills in Spanish) are two formal assessments that are administered to all the students at a later time.

Post-Test– *include scoring criteria*

Name: _____ POST TEST   Date: Friday 11-9-12

Sight Word Test: 1st 6 weeks-6th Module

Sight Word Writing

1. _____
2. _____
3. _____
4. _____
5. _____

____ = 18pts

Sight Word Recognition

6.   Wif   with   wit

7.   Dre   tree   three

8.   ot   to   wto

9.   is   iz   es

10.   Hee   she   he

Sentence Writing

_____

Scoring Criteria Note:

2 additional points are given for legible penmanship for a total of 18 points.

POST TEST Key

Name: _____ **1pt** Date: _____ **1pt** 11-9-12

Sight Word Test: 1st 6 weeks-6th Module

Sight Word Writing 5pts

1. for
2. go
3. here
4. me
5. where

_____ = 18pts

Sight Word Recognition 5pts

6. wif (with) wit

7. dre tree (three)

8. ot (to) wto

9. (is) iz es

10. Hee she (he)

Sentence Writing 6pts

Go to the vet.

Scoring Criteria Note:

Sight word writing/spelling test: 1 pt for each correctly spelled word for total of 5 points.

Sight word recognition: 1 pt for each correctly recognized word that is circled for a total of 5 points.

Sentence writing: 1 pt for correct beginning letter size; 1 pt for each word spelled correctly; 1 pt for correct ending mark for a total of 6 points.

2 additional points are given for legible penmanship for a total of 18 points.

Mid-week Assessment Drill

mid-week Wednesday 11-7-12

Name _____

Read the Words

van	yet
yum	for
here	go
buzz	quiz
where	me
zip	hum
yes	but

Read the Sentences

1. Here is a fun quiz.

2. But where is the van?

3. Go to the vet, Buzz.

4. Yes, Quinn will hum with me.

Reproducible Page. See also Assessment Handbook. © Pearson Education, Inc.

post test

MONITOR PROGRESS

- Consonants v /v/, y /y/, z /z/, qu /kw/
- Short u
- High-frequency words

Farmers Market 165

14 points for each word read correctly.

4 points for each sentence read correctly.

Total points = 18

Mrs. McGregor's Daily Assessment Plan

As a classroom teacher Mrs. McGregor uses multiple assessment modes and approaches aligned with the learning goal(s) to assess student learning daily before, during, and after instruction.

Assessment Plan Table: 1st Grade Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal The student(s) will identify more letter-sounds words, use more appropriate punctuation marks (period, question, mark, and exclamation mark) when writing simple sentences, and use more correct oral grammar pronunciation when speaking as the rigor of instruction increases. Students are also introduced to examples of declarative, interrogative, and exclamatory sentences and how to read them as well as write them correctly. .	**Pre-Assessment (Before the lesson)**	Game with sight words and pictures to match (i.e., trip, lick, house, bug, yellow,)	Repeat and modify instructions as needed. Demonstrate and assist with cutting, gluing words to match picture. Provide model of the items for the alphabet book. Keep all activities engaging and brief.
	Formative Assessment (During the lesson)	Make an alphabet book using 3-6 letter words. (e.g., bird, eat, hand, circle, paper), anecdotal records, Q & A, picture journals with labeling of object shown.	Provide concrete models and assistance with fine motor tasks as needed. Provide multiple explanations of the word object(s).
	Post-Assessment (After the lesson)	Game with students matching objects around the classroom to the identifying label. This is a fun exercise for ELL students to help increase vocabulary usage and comprehension.	Process writing (i.e., dictations, pronunciation, punctuation, and grammar when needed. Provide verbal cues and plenty of wait time for Q&A.

TWS Standard 4: Design for Instruction

	Lesson Topic: *First Grade Jitters* by **Robert Quackenbush** (Author) **and Yan Nascimbene** (Illustrator)	Sequence of Lesson: instructional and engagement strategies	Measurement of Learning	Adaptations: determined by the student factors
Unit Scope and Sequence: Vocabulary Development Through Reading				
Day 1	Pre-reading exercise to identify the title, author, and illustrator. Read the story. New words are identified with their meanings. Introduce book and vocabulary.	**1.** Have the students retell the story in their own words to assess understanding of what was read and if vocabulary words learned are used. **2.** Ask student the meaning of the word and to use the word in a complete sentence. **3.** Have students make a picture story to identify the Amazing Words (*jitters, worried, hollered, wondering, friends, cranky, school*) found in the story. **4.** Students match pictures with story elements. **5.** Students write the Amazing Words four times in their journal and use them in a complete sentence.	**1.** Ask students what genre the story is (e.g., fiction, realistic fiction, fantasy, non-fiction). **2.** The students work in small groups to create a sequencing chart detailing the beginning, middle, and ending of the story. **3.** Reading sequencing can help students with reading comprehension by showing them how to put the elements of a story in the correct order. **4.** Teachers ask questions from story passages and students answer the questions based on their understanding of the story content.	**1.** Students engage in normal conversation with each other or the teacher about the reading material to enhance vocabulary skills. **2.** Students record new words discovered and their meaning in their reading journals. **3.** Students brainstorm about new multiple meaning words. **4.** Students use props or realia to identify words. **6.** Use small group or individual guidance to complete lesson as needed.
Day 2	Reading fluency exercise helps students recognize text so they can read more accurately	**1.** Teacher reads to the students. **2.** Students read to the teacher. **3.** Students and teacher read together	**1.** Students practice oral reading using audiotapes, reading with tutors, and/or older student reading partners.	**1.** Students create a KWL chart of words already known, new words they want to learn, and those new words learned from

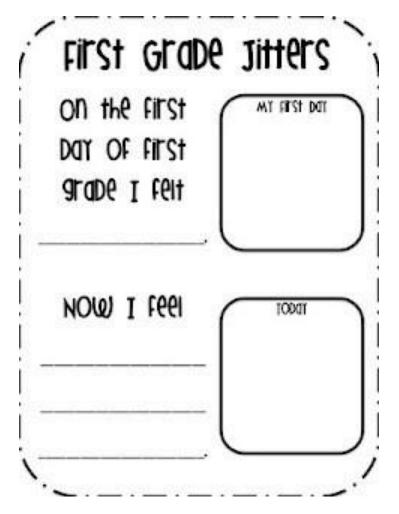|				
	and quickly whether they are reading out loud or silently.	in unison. **4.** Students chunk parts of the paragraph to gain comprehension of the story theme.	**2.** Choral reading exercises help students' confidence and motivation for reading in a group setting. **3.** Shared reading gives support to struggling readers and builds sight word knowledge and fluency development.	the reading material. **2,** Student listens to an audio version of story and follow along with the reader. **3.** Students' participate in Reader's Theater to help promote fluency through reading and re-reading parts of a book using expressive tones and lots of teacher-student dialogue. **4.** Use small group or individual guidance for reading exercise as needed.
Day 3	Compare and Contrast fictional characters in the book to real students nervous about entering first grade. Find similarities and differences among them.	**1.** Students make a matrix to show similarities and differences in meaning(s) of words learned. **2.** Students compare and contrast things in their home life and/or school life. **3.** Students use problem solving skills to turn Henry's negative experience in first grade into a positive one. **4.** Record solutions in their reading and writing journal(s).	**1.** Ask students questions about the similarities and differences of words learned. **2.** Students learn to form a connection between events happening in the story to writing about real life events in their own lives. **3.** Students then write their own essay about these events and solving the problem of fear about going to first grade. **4.** Prior knowledge is used to increase comprehension skills in students.	**1.** Have students show an object of interest, and then compare and contrast it with another object. **2.** Compare and contrast objects in the classroom to help students increase vocabulary usage and development. **3.** Use small group or individual guidance to complete lesson as needed.

Day 4	Alphabet vocabulary matching is an effective instructional method for diverse learners, especially English Language Learners (ELLs).	**1.** Students identify objects in the classroom that begin with the corresponding letter. **2.** The students match a letter with a picture of an object that begins with the letter. **3.** Students complete a puzzle of vocabulary to the matching letter.	**1.** Administer the performance-based vocabulary assessment using high frequency words from the story to the students. **2.** Observe students matching of a letter with a picture or a vocabulary word from the story.	**1.** Students make a vocabulary book using letters from the alphabet. **2.** Students put letters on a grid and match vocabulary words with the beginning letter. **3.** Students draw pictures of objects that begin with the beginning sound or letter. **4.** Use small group or individual guidance to complete lesson as needed.
Day 5	The Character Perspective Chart (CPC) helps students explore important aspects of a story involving important words. Students complete the end of unit writing exercise comparing and contrasting their first grade experience (**see Appendix A**)	**1.** Read story again and review and discuss elements of the story's development. **2.** Explore important aspects of a story involving important words such as those found in the main character(s) names, the setting of the story, the problems encountered by the character(s), if any, the problem solving goals set and accomplished by the character(s), and the character(s) reaction to the results of the outcome of the problem. **3.** Students create a character perspective chart to help develop and appreciate the story concept(s) with more depth.	**1.** Students discuss story context/content in class and complete activities related to finding words in the story read. **2.** Students complete CPC (Character Perspective Chart) (**see Appendix B**) to show understanding of the various story elements and new words learned. **3.** Students show the ability to relate what was true about the character(s) habits in the story.	**1.** Students create their own stories and share them. **2.** Teacher guided activities done with the CPC. **3.** Students work in groups to explore story aspects and new vocabulary found, and then document information in their reading journals to review at a later time. **4.** Each group takes a character from the story and completes the CPC. Groups share data in class. **5.** Use individual guidance to help complete the lesson and/or assessment as needed.

APPENDIX A

by **Robert Quackenbush** (Author) and **Yan Nascimbene** (Illustrator)

The students will compare and contrast their first grade jitters experience.

APPENDIX B

Character Perspective Chart

1. **Main character**: Who is the main character?

2. **Setting**: Where and when does the story take place?

3. **Problem**: What is the main character's problem?

4. **Attempt**: How does the main character solve his problem?

5. **Outcome**: What happens as a result of the attempt?

6. **Reaction**: How does the main character feel about the outcome?

7. **Theme**: What point did the author want to make?

TWS Standard 5: Instructional Decision Making

Instructional Decision-Making

Student Learning Response

When working with the 1st grade students on vocabulary development through reading, several of the second language students showed difficulty in recognizing simple 3-6 letter sight words and the amazing words from the story. The sight words are sounded out instead of fluently read. The student only knew 50% of the vocabulary words contained in the story of *First Grade Jitters* by Robert Quackenbush and Yan Nascimbene. When entering first grade, students should know 90-95% of the words they see in written text. Although the student appeared focused during the lessons and class discussions, there was minimal responses and whole/small group engagement. After observing this continuous pattern, Mrs. Spencer and I consulted. Additional intervention strategies were incorporated into the original instructional design. These were implemented to improve the student's vocabulary development.

Improving Student Learning Response

A daily oral review of 3-6 letter sight words was done. Daily writing of the words is also completed. The students were paired with native language classroom buddies to help mentor and provide encouragement. The students worked with the partners to create study cards of the words to take home and practice with family. The students have older siblings whose language skills are more developed to assist with the practice drill(s) as well as parental support. Decodable books were used with the student to increase reading fluency and mastery of vocabulary. Putting these strategies in place served to give the students tools for gaining confidence in English language learning. Participation in whole class activities/discussions was accomplished with ease and collaborative group work became enjoyable to the students and the rest of the learners. Vocabulary word recognition advanced from 50% to 85 % with more sustainable goals being reached by the students. The students utilized the following language sites to improve vocabulary skills.
http://www.starfall.com/n/level-b/magic/load.htm?f
http://pbskids.org/lions/games/wordplay.html.

TWS Standard 6: Analysis of Student Learning

Post-Test Data: Whole Class (17 students) (See Appendix A for Mid-week Assessment Drill and Pre-Test and Appendix B for Mid-week Assessment Drill and Post-Test on Sight Word Writing and Recognition)		
	LG **Pre-Test (11-2-12)**	**LG** **Post-Test (11-9-12)**
Exceeds **92-100%**	**6** Two students exceeded **100%** Four students exceeded **92%** Missed **0-1** words	**7** Three students exceeded **100%** Four students exceeded **92%** Missed **0-1** words
Meets **80-91%**	**3** Two student met **85%** Missed **2** words	**2** One student met **90%** One student met **85%** Missed **1- 2** words
Approaches **60-79%**	**3** Two approached **79%** One approached **60%** Missed **3, 4-5** words	**4** Three approached **79%** One approached **60%** Missed **3, 4-5** words
Falls Far Below **59% and below**	**5** Five fell below **59%** Missed **6** or more words	**4** Four fell below **59%** Missed **6** or more words

Post-Test Analysis: Whole Class

The seven students in the 92-100% range exceeded in sight word writing and recognition because these learners are on task and consistent in completing homework every night and classroom assignment daily. They are able to apply sight word recognition in the level reader books and textbook. Two students meet 80-91% because of continuing development of reading skills being applied to increase comprehension. The four students approaching 60-79% are emerging with skills for comprehension. More parental support is needed and steps are in place to facilitate that. Four students fell below 59% due to struggling with second language acquisition. These ELL students require on-going interventions that are rigorous and differentiated.

Consistent and daily small group as well as whole class instruction is tailored to meet the individual needs of the student. Enrichment activities are provided to the students daily in centers that contain rigorous learning tasks to keep academic development ongoing. Intense intervention is provided in the form of tutoring and parent conferences. The students start each morning with a daily "brain activator" worksheet of ten 1-6 letter sight words that are written five times to mastery penmanship and visual recognition. A daily review of the worksheet is done with the whole class to reinforce reading readiness with echo reading (teacher reads the word aloud;

students read the words aloud) of the 10 words to assess comprehension ability and retention level. Mid-week assessment drills of the words and sentences are in place now to increase oral fluency and reading comprehension. Worksheets requiring oral and written practice of these sight words are given as homework on Monday through Thursday to complete. Parents are encouraged to assist their child with this intervention. Students are slowly improving in the areas of recognition and retention.

Post-Test Data: Subgroup Selection   (Five ELL Students)

These five students (2 girls and 3 boys) are second language students who are at the Tier 3 level of instruction and learning where the most intervention is needed. These students struggle with reading comprehension and simple English language vocabulary. Intensive rigorous reading exercises occur with this group. They are at the bottom on the Bloom's Taxonomy chart.

The five students are lacking basic literacy skills related to listening, writing, reading, and speaking. They need explicit and direct instruction daily that is rigorous and adaptable to their unique learning styles. The students are continually assessed in these areas to determine the appropriate curriculum and instruction geared toward their rate of language development.

Post-Test Data: Subgroup   (Five ELL Students)

	LG Pre-Test		LG Post-Test	
Exceeds 92-100%	0	No students exceeded	0	No students exceeded
Meets 80-91%	1	One student met 85% Missed 2 words	2	Two students met 85% Missed 2 words
Approaches 60-79%	1	One approached 75% Missed 3, 4-5 words	3	Two approached 75% One approached 60% Missed 3, 4-5 words
Falls Far Below 59% and below	3	Three fell below 59% Missed 6 or more words	0	No students fell below 59%

Post-Test Data: Remainder of Class   (12 students)

	LG Pre-Test		LG Post-Test	
Exceeds **92-100%**	**6**	**Three exceeded 100%** **Three exceeded 92%** **Missed 0-1 words**	**7**	**Three exceeded 100%** **Four exceeded 92%** **Missed 0-1 words**
Meets **80-91%**	**4**	**Four met 85%** **Missed 2 words**	**3**	**Three met 85%** **Missed 2 words**
Approaches **60-79%**	**2**	**Two approached 75%**	**2**	**Two approached 79%** **One approached 69%**
Falls Far Below **59% and below**	**0**	**None fell below 59%** **Missed 6 or more words**	**0**	**None fell below 59%** **Missed 6 or more words**

Post-Test Analysis: Subgroup and Remainder of Class

In working with the subgroup of English Language Learners and the remaining native English speaking students I found that instruction must be more rigorous and flexible for second language students. Providing instruction that is differentiated, using small group or individual learning, implemented through research-based strategies, and comprehensive in scope and sequence, are the necessary goals I strive to master in order to gain effective and sustainable academic success for second language students. Support is provided to these students by creating an atmosphere that promotes classroom interaction among second language learners and their English speaking buddies. I use authentic multicultural literature in the classroom that contains positive images that these students can identify with. I also facilitate rich interactive instructional conversation using the text (Walqui, 2000).

Post-Test Data: Single Student		
	LG	
Pre-Test	**1**	**One exceeded 100%** **Missed 0 words**
Post-Test	**1**	**One exceeded 100%** **Missed 0 words**

Post-Test Analysis: Single Student

This student is in the 100% range because he continually strives to exceed his learning ability in sight word writing and recognition. The learner is on task and consistent in completing homework every night and classroom assignments daily. The student reads on grade level and has shown the ability to apply sight word recognition in the level reader books. The student is in the Tier 1 group for appropriate comprehension development. Basic literacy skills related to listening, writing, reading, and speaking are intact. The student works well independently and in cooperative group settings. He mentors the ELL students who struggle with language proficiency and engages them in conversational English to improve their vocabulary skills.

Explicit and direct instruction in basic literacy skills related to listening, writing, reading, and speaking occurs daily that is rigorous and adaptable to this student's unique learning style and is handled with ease. The student is assessed in these areas to determine the appropriate curriculum and instruction geared toward their rate of language development. This student is on the top level of Bloom's Taxonomy chart.

Overall Analysis

	Whole Class	Sub-Group	Remainder of Class	Single Student
Percent Exceeding LG after Post-Assessment	25%	0%	20%	100%
Percent Meeting LG after Post-Assessment	5%	20%	25%	0%
Percent Approaching LG after Post-Assessment	50%	80%	50%	0%
Percent Falling Far Below LG after Post-Assessment	20%	0%	5%	0%
Percent showing no change/ regression from Pre-Post Assessment	0%	0%	0%	0%

Summary Paragraphs of Overall Analysis

The students who meet or exceed the LG most successfully work well in collaborative and cooperative groups. These students participate in games like scavenger hunt where letters are hidden around the classroom and then called out. The students will find the letter and build a word. Vocabulary words are called out and the students find the words and build complete sentences. Vocabulary puzzles are used to stimulate higher order thinking skills. Word walls are created by the students and displayed around the classroom to help build a vocabulary resource center for future use. The students write sight words on index cards and place them under the corresponding letter the word begins with. These students have shown independence in completing homework assignments and classroom lessons. They are continuing to master the basic literacy skills of listening, writing, reading, and speaking. These students are making amazing strides in their literacy development.

The students who were not very successful with the LG for writing activities showed difficulty in creating their own study cards of words learned in class. They struggled in recognizing the 3-6 letter words and putting the words into complete sentences along with finding the word in a vocabulary puzzle. There is confusion between nouns and verbs, how they support each other in a sentence, and how they are used in a sentence to make it a complete sentence. These students required ongoing rigorous writing instruction daily to enhance this literacy skill. The students also need ongoing practice in speaking the sentence correctly. These students are struggling to acquire the basic literacy skills for listening, writing, reading, and speaking. Daily vocabulary drills of basic sight words and writing these words and forming sentences is ongoing in the classroom to build up their literacy skills to the appropriate level of comprehension.

The remaining class of 12 (minus the subgroup of 5 English Language Learners) achieved the most overall success on the LG due to being provided instruction that is differentiated by using small group or individual learning techniques. Research-based strategies such as creating word walls, word banks, using flashcards, and doing vocabulary scavenger hunts among other literacy activities are implemented in the classroom to bring comprehensive language acquisition in scope and sequence. These modes for learning are the necessary goals I strive to master in order to gain effective and sustainable academic success for these students. The students are now attempting to attain continuous comprehension of the four basic skills in language arts (reading, writing, listening, speaking).

The subgroup of five ELL students achieved the least overall success on the LG due to them needing lots of rigorous activities to boost their basic skills for listening, speaking, writing, and reading. This group has not been successful with the basic skill of writing. Sentences are incomplete and do not support subject-verb connection. Based on how their writing skill level is in their first language and how strong their English language abilities are, the task of writing words that make sense and are legible can cause frustration and disengagement during writing activities in class. This group of students needs to engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer. This is now being done daily to enhance their confidence in learning through rigorous writing exercises done daily in the classroom and at home with family support.

References

Walqui, A. (2000). Contextual factors in second language acquisition. *ERIC Digest 4 (EDO-FL-00-05).* Retrieved December 6, 2012, from

http://www.cal.org/resources/digest/digest_pdfs/0005-contextual-walqui.pdf

Appendix A

Mid-week Assessment Drill

mid-week: 10-31-12 Wednesday

Name _____

Read the Words

red	he
wet	Ken
is	three
Jeff	jet
to	with
pen	kit
jot	well

Read the Sentences

1. Jeff is with Ken.

2. Is he in the red jet?

3. Wet Jed is with him.

4. Three can hop to the red well.

Reproducible Page. See also Assessment Handbook. © Pearson Education, Inc.

pre-test

MONITOR PROGRESS
• Consonants r/r/, w/w/, j/j/, k/k/
• Short e
• High-frequency words

School Day

14 points for each word read correctly.

4 points for each sentence read correctly.

Total points = 18

(Pre-test)

PRE-TEST (Friday)

Name: _____ Date: 11-2-12

Sight Word Test: 1st 6 weeks-5th Module

Sight Word Writing

1. _____ ____ =

2. _____ 19pts

3. _____

4. _____

5. _____

Sight Word Recognition

6.   haf   have   hav

7.   dat   they   that

8.   two   tow   ot

9.   r   are   ara

10.   they   day   thay

Sentence Writing

Note: 2 additional points are given for legible penmanship for a total of 19 points.

Pre-Test answer Key

PRE-TEST (Friday) Key

Name: _____1pt_____ Date: _____1pt__ 11-2-12

Sight Word Test: 1ˢᵗ 6 weeks-5th Module

Sight Word Writing 5pts

1. with
2. three
3. to
4. is
5. he

____ =

19pts

Sight Word Recognition 5pts

6. haf (have) hav

7. dat they (that)

8. (two) tow ot

9. r (are) ara

10. (they) day thay

Sentence Writing 7pts

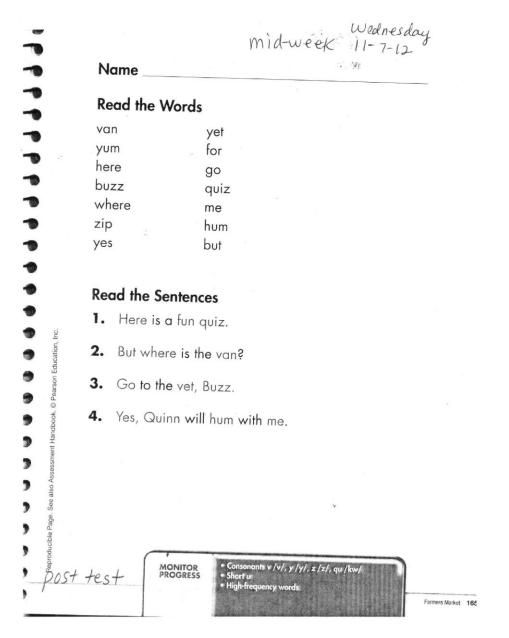Is. he. in the bed?

Scoring Criteria Note:

Sight word writing/spelling test: 1 pt for each correctly spelled word for total of 5 points.

Sight word recognition: 1 pt for each correctly recognized word that is circled for a total of 5 points.

**Sentence writing: 1 pt for correct beginning letter size; 1 pt for each word spelled correctly; 1 pt for correct ending mark for a total of 7 points.
2 additional points are given for legible penmanship for a total of 19 points.**

APPENDIX B

Mid-week Assessment Drill

mid-week Wednesday 11-7-12

Name _____

Read the Words

van	yet
yum	for
here	go
buzz	quiz
where	me
zip	hum
yes	but

Read the Sentences

1. Here is a fun quiz.

2. But where is the van?

3. Go to the vet, Buzz.

4. Yes, Quinn will hum with me.

Reproducible Page. See also Assessment Handbook. © Pearson Education, Inc.

post test

MONITOR PROGRESS
- Consonants v /v/, y /y/, z /z/, qu /kw/
- Short u
- High-frequency words

Farmers Market 165

14 points for each word read correctly.

4 points for each sentence read correctly.

Total points = 18

(Post Test)

POST TEST

Name: _____ Date: Friday 11-9-12

Sight Word Test: 1st 6 weeks-6th Module

Sight Word Writing

1. _____

2. _____

3. _____

4. _____

5. _____

___ =

18pts

Sight Word Recognition

6.   Wif   with   wit

7.   Dre   tree   three

8.   ot   to   wto

9.   is   iz   es

10.   Hee   she   he

Sentence Writing

_____

Scoring Criteria Note:

2 additional points are given for legible penmanship for a total of 18 points.

Post Test Answer Key

POST TEST Key

Name: _____ **1pt**   Date: _____ **1pt** 11-9-12

Sight Word Test: 1st 6 weeks-6th Module

Sight Word Writing 5pts

1. <u>for</u>
2. <u>go</u>
3. <u>here</u>
4. <u>me</u>
5. <u>where</u>

____ =

18pts

Sight Word Recognition 5pts

6.   wif   (with)   wit

7.   dre   tree   (three)

8.   ot   (to)   wto

9.   (is)   iz   es

10.   Hee   she   (he)

Sentence Writing 6pts

<u>Go to the vet.</u>

Scoring Criteria Note:

Sight word writing/spelling test: 1 pt for each correctly spelled word for total of 5 points.

Sight word recognition: 1 pt for each correctly recognized word that is circled for a total of 5 points.

Sentence writing: 1 pt for correct beginning letter size; 1 pt for each word spelled correctly; 1 pt for correct ending mark for a total of 6 points.
2 additional points are given for legible penmanship for a total of 18 points.

TWS Standard 7: Reflection and Self-Evaluation

Improved Practice

1. Now that this 8 week cycle is coming to a close, students will continue to be provided the necessary learning opportunities in order to utilize their cognitive thinking skills. They will learn how applying this knowledge to real life experiences and situations will serve as a tool to analyze the depth of any problems occurring in their learning. The students are showing their developing skills of formulating and comprehending new ideas through collaboration, communication, problem solving, and concrete decision making. The learning goals for my students must align with 21st century readiness skills in all content areas. The core subjects will be designed to move students into the mode of high performance learning to expand their focus beyond "basic competency" to understanding the core academic content at much deeper levels identified by NCLB and the NCTE/IRA standards for English Language Arts.

2. The students will gain more global awareness through technology-based instruction. Instruction will be aligned with technology-based learning to provide more independent, self-driven results. Students will learn how to use their life experiences to connect with the world outside the classroom, develop authentic projects using creative resources.

3. As a teacher I will utilize technology-based assessments to deliver immediate feedback. Students will move beyond standardized testing as the only measure of student learning. Traditional tests are now balanced with classroom assessments and performance data to ensure the comprehensive measure of a student's full range of skills. More twenty-first century project and portfolio assessments are incorporated into curriculum-based instruction and are great classroom-level tools for monitoring the progress of individual students.

Professional Development

1. Continue subscription to education-based magazines such as Montessori Life and Education Weekly. Also, utilize my "Teacher" status with the American Montessori Society (AMS) to attend the webinars offered for Early Childhood and Elementary educators.

2. Complete ESL and mandatory state accreditation requirements to enhance education degree. Continue towards pursuing Masters in Montessori Early Childhood Education within 5 years.

3. Upgrade my knowledge of 21st century training via continuous on campus/off campus workshops and training to remain an effective and flexible teacher.