**EDU 352: Field Experience K-8**

**Teacher Work Sample “mini”**

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***Step 1: Contextual Factors (=to part A and part of B of the TWS for UMW)***

***Step 2: Instructional Objective(s)(=to parts C of UMW’s TWS)***

Given various assignments and assessments, students will demonstrate how to communicate multiplication through a variety of mathematical representations with 75% accuracy as measured by answer keys.

Common Core State Standard(s)

1. 4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
2. 4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.
3. 4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place vale and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

***Step 3: Instructional Design(=to parts of C)***

Instructional Goals

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Posttest

HW Page 227-228

HW Page 233-234

HW Page 239-240

Pretest

***Step 4: Assessment (=to parts of C)***

1. Activities link to Instructional goals by:

Students do an independent practice worksheet in class with scaffolding as needed. They also take home a homework sheet that has similar problems to help them practice more. Students also do 3-minute math every day after lunch before starting their math lesson. Morning work always has a math worksheet that practices either what they worked on the day before, an old skill to refresh, or a skill they seem to be struggling with (factors, basic multiplication facts, estimating, etc.).

1. Assessments of activities are associated with instructional goal by:

The homework sheet that is sent home is the formal assessment for each lesson. The teacher gives a pre-test, a “mid-chapter” test, and a post test at the end of the chapter. The “midterm” and the post-test are summative. The homework applies to what students learned and practiced in class that day. The mid-chapter test is taken straight from the pre-test and will be used again on the final post-test. The mid-chapter test has two parts; the page from the pre-test and a teacher-made page (front to back) full of questions pertaining to everything they have learned up to that point.

1. *Attach pretest*
2. *Attach mid-test*
3. *Attach example of probes*

***Step 5: Instructional Decision Making (See above)***

Math is right after lunch, at noon. The students come in from lunch recess and grab a 3-minute math sheet and start their math lesson with that every day. Then, students go to the “center” (a rug in front of the SMART board) and learn the next math lesson. Students become restless and will chew on their nails, count squares on the rug, play with their hair, and many other things that are distracting them from the lesson. I decided to teach the lessons that would allow me to use manipulatives to help engage the students. I also involved them during the lesson by asking them to come to the SMART board and complete a problem or explain the next step of the problem. This helped engage the students as well because they enjoy using the SMART board and it is intriguing to them.

***Step 6: Analysis***

*Whole Group Mid-test Mean* 54.6% *- Pretest Mean* 34.4% *= Gain Score* 20.2%

*High Group Mid-Test Mean* 56% - *Pretest Mean* 39% = *Gain Score* 17%

*Median Group Mid-test Mean* 58.5% - *Pretest Mean* 41.5% = *Gain Score* 17%

*At-Risk Group Mid-test Mean* 50% - *Pretest Mean* 25% = *Gain Score* 25%

Student 1 gain: 22% Student 1 Recommendation: I am very happy for her gain because she really struggled throughout the first half of the chapter. When I was grading her work and recording scores, I noticed that she understands what she is doing, she just has a hard time following directions and showing her work. If she would show her work, she would catch her mistakes and get the answers right. She also turns in unfinished work because she wants to draw and color instead. She now has to show one of us teachers her work before she turns it in and this seems to be working. She has slowed down on her work and her homework scores have improved.

Student 2 gain: 28% Student 2 Recommendation: Her gain reflects the extra help she asked for during her free time. She chose to study the math and wanted to understand it more. She works very hard in class gets good scores on all of her homework. The students are not just graded on the answer, but also showing their work. Her gain in content knowledge was higher than 28%, but she loses points from not showing her work.

Student 3 gain: 34% Student 3 Recommendation: Student 3 made enormous gains. She really understood the content right from the beginning and had very little issues. The answer she got wrong on the mid-test was one that she got right on the pretest. She also completed her test four days later than everyone else because she missed four days of school due to sickness. She did not show any work on her pre-test, but showed all her work on her mid-test. I expect that she will get a 100% on the post-test.

Student 4 gain:0% Student 4 Recommendation: His pretest and mid-test look the exact same. It looks as if he did not even try. He did not show any work and his answers have little to no relevance to the questions. His homework scores are always between 75-100%. Math is the only area he has low testing scores. On the unrecorded half of the mid-chapter test he had the right answers, but did not show any work. The test I used for the data is word problems, and I think this is why he struggles. His homework always has word problems too, but he can get help on his homework. I would recommend giving him more word problems in class so the teacher can help him understand the problem rather than giving him the answer, which might be what is happening at home.

Student 5 gain: 17% Student 5 Recommendation: Student 5 is a high achieving student and he knows this. He thinks his first answer is the right answer and he shows absolutely no work. I would recommend that he has to show his work to the teacher before turning it in as well because if he showed his work, he would get the answers right because he knows the content and he knows how to do the work. He gets high scores on all of his in-class and homework. He just needs to slow down and follow directions.

*Insert Graph of pretest/posttest and probe scores here*

***Step 7: Reflection (= to part D in UMW’s TWS)***

*A. Video Prompts (Load video on YouTube)*

*1. Engaging:* The SMART board has become kind of boring to the students and I really noticed that in the first video. When I would turn my back, the students were looking around, whispering, and doing anything but paying attention. The third lesson I taught (the second video), I would demonstrate the problem, and then I let the students come to the board. They rarely get to use the board in this class so they loved it. I would say the engagement improved by 80%.

*2. Delivery:* I think that my delivery was good. I have been working on my “nice face” and trying to smile more. I smiled A LOT more in the 2nd video than the 1st video. Also, I say “K?” after at least 50% of my statements or questions. It is such a terrible habit and I have been trying hard to fix it. It was present in both videos and I don’t think I improved in the 2nd video. If I did it was a subtle improvement. I will continue to work on this. I have also been working on my wait time and my wait time in the video was 3-5 seconds which is better than the 1-2 seconds I would wait before.

*3. Student progress:* In both videos I took 2-3 minutes to go over what we learned the day before as well as talking about how we could apply what we knew to what we were going to be learning today. I also made sure each student understood what we were doing before moving on. If a student or students were stuck, I would give another example and try and teach it a different way. I think my student progress monitoring is one of my strongest suits.

*4. Classroom Management:* This class and I have become very comfortable with each other so I think I have an advantage when it comes to managing this class. I notice negative behavior really quickly, address it, and move on. The students sit on the rug in front of the SMART board when learning something new so they are sitting in close proximity to me which is also an advantage to me. I did notice that I occasionally way slightly too stern with the 4th graders. I often forget that they are a lot more sensitive than the 7th graders. I will continue to work on this.

*5. Professional development:* I noticed that I tend to leave details out and then the students get really confused. I also use vocabulary that the students may not understand. This goes back to me being used to working with older students and I am working hard to develop a “4th grade vocabulary.” I also noticed that I will fidget or play with my clothes or hair when I am explaining directions or teaching the students how to do something. I think this is because I am nervous when I get in front of the students. I don’t feel nervous when I am up there, but it must be subconscious because I act very nervous. I will work on refraining from fidgeting and learn to display confidence.

*B. Data Prompts*

*1. What activities worked best?* The base 10 blocks. These students are very hands-on. The base ten blocks are very engaging and keep the students interested and quiet. They work diligently and efficiently when working with base 10 blocks. The students also really enjoyed working on the SMART board. They stayed so engaged in the lesson and tuned into their peers as they explained the next step of the problem as they did it on the board.

*2. What activities did not work as well?* Part of the post-test was atrocious because they don’t read directions thoroughly. Next time I will make sure to explain the directions very well to ensure they don’t miss points for not showing their work. Creating array models also did not work that well because students got frustrated when they had to draw an array model for numbers like 74X8 because it took so much time and space on their paper.

*3. Relationship between teacher skill/execution and outcomes:* I do not think I have an issue explaining my expectations or the outcome expectations. Students seemed to be very aware of why they were doing the work they were as well as understanding the importance of the work. I was confident in my teaching and the students reacted to me well. I did not write the post-test, but the directions were clear. The students just choose to not read them causing them to lose points.

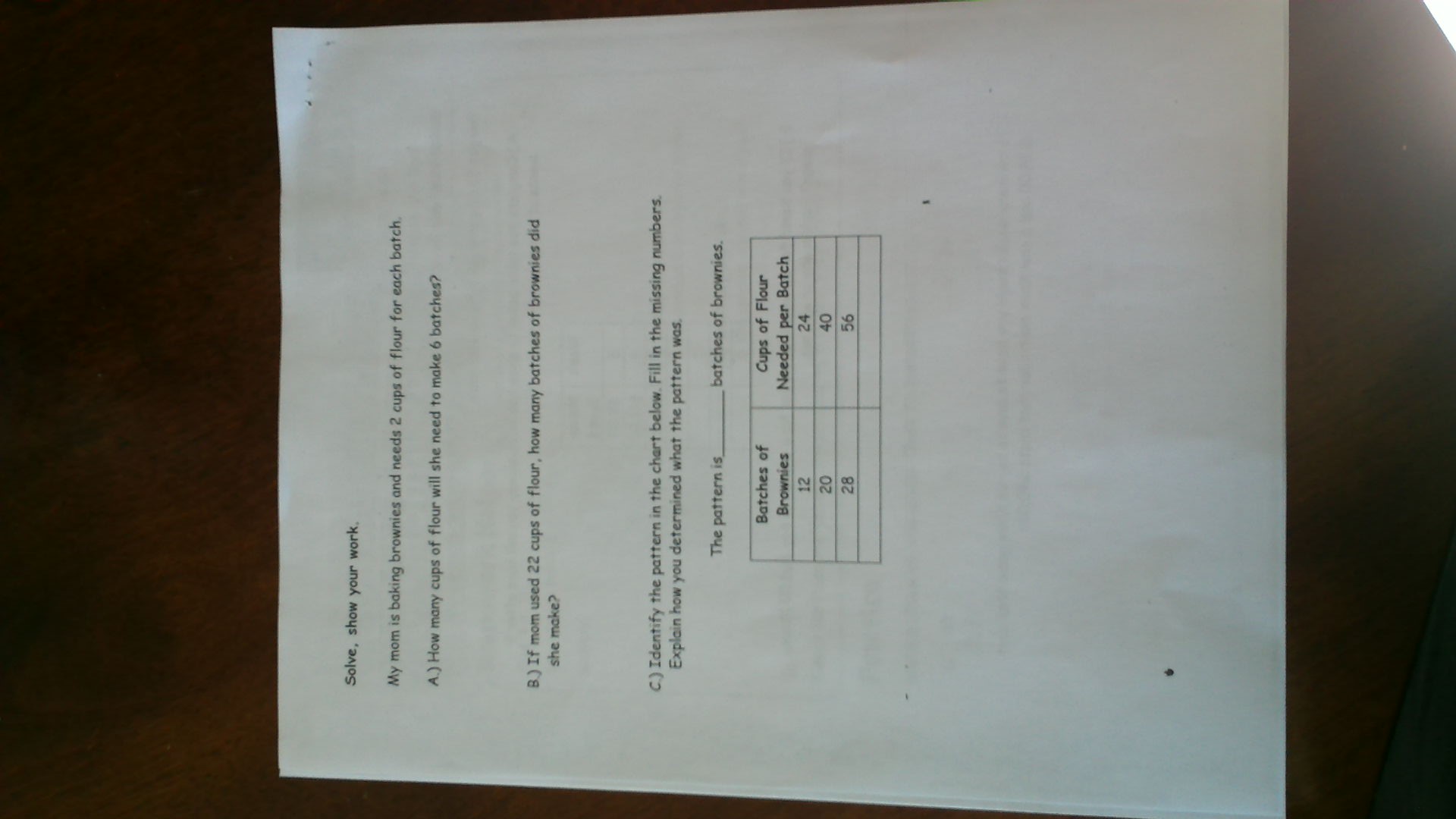
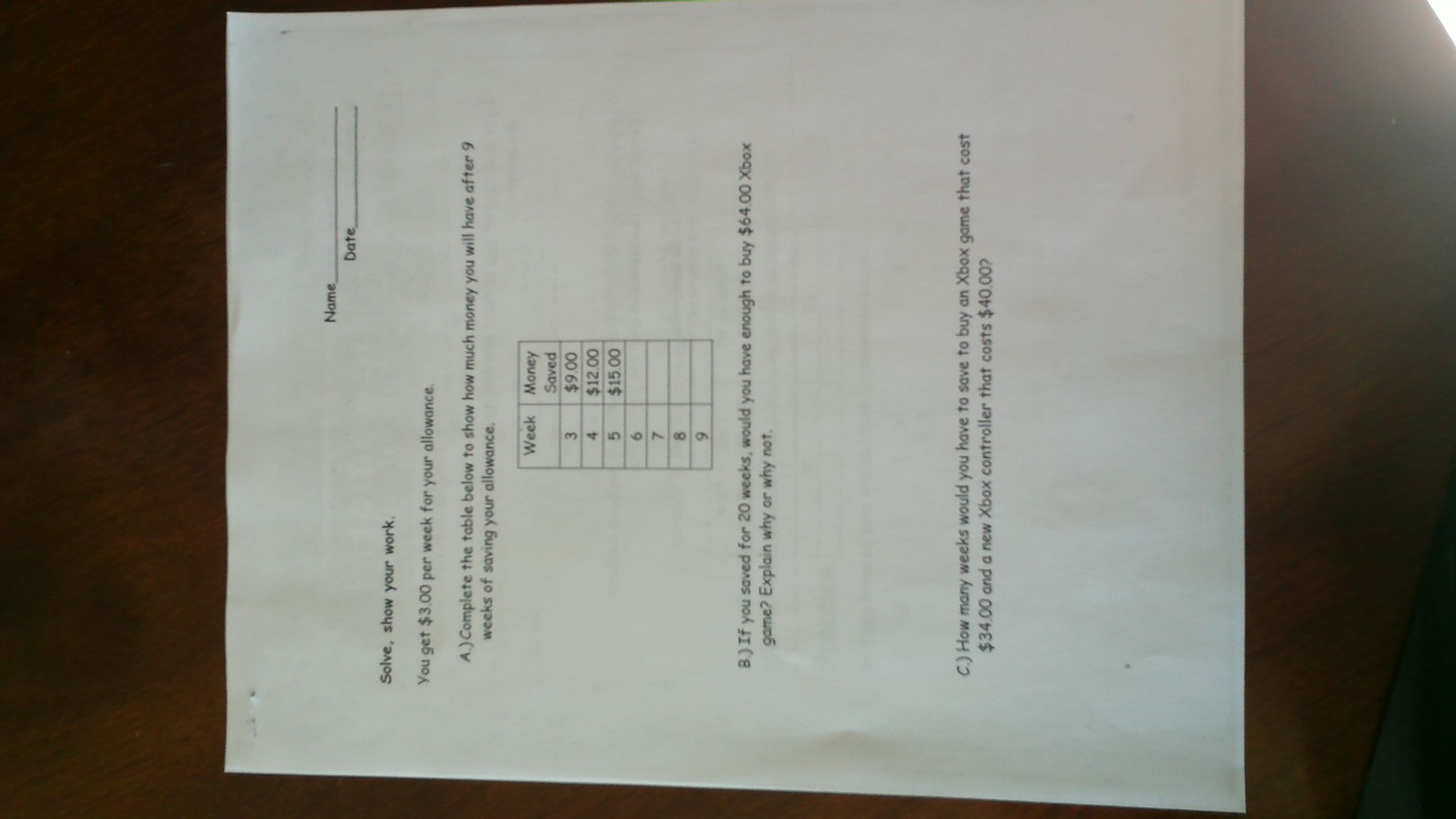
*4. Future plans to improve lessons:* I definitely want to include a lot more hands-on activities with this group. They stay very engaged and interested with the lessons are hands-on. They did the best on the worksheets that included manipulates, so I want to continue to use them whenever I am able to. I will also make sure students can show their work however they want to, as long as they are showing their work. I also think doing a couple of their homework problems with them before they leave could be effective in making sure they understand what they should be doing.

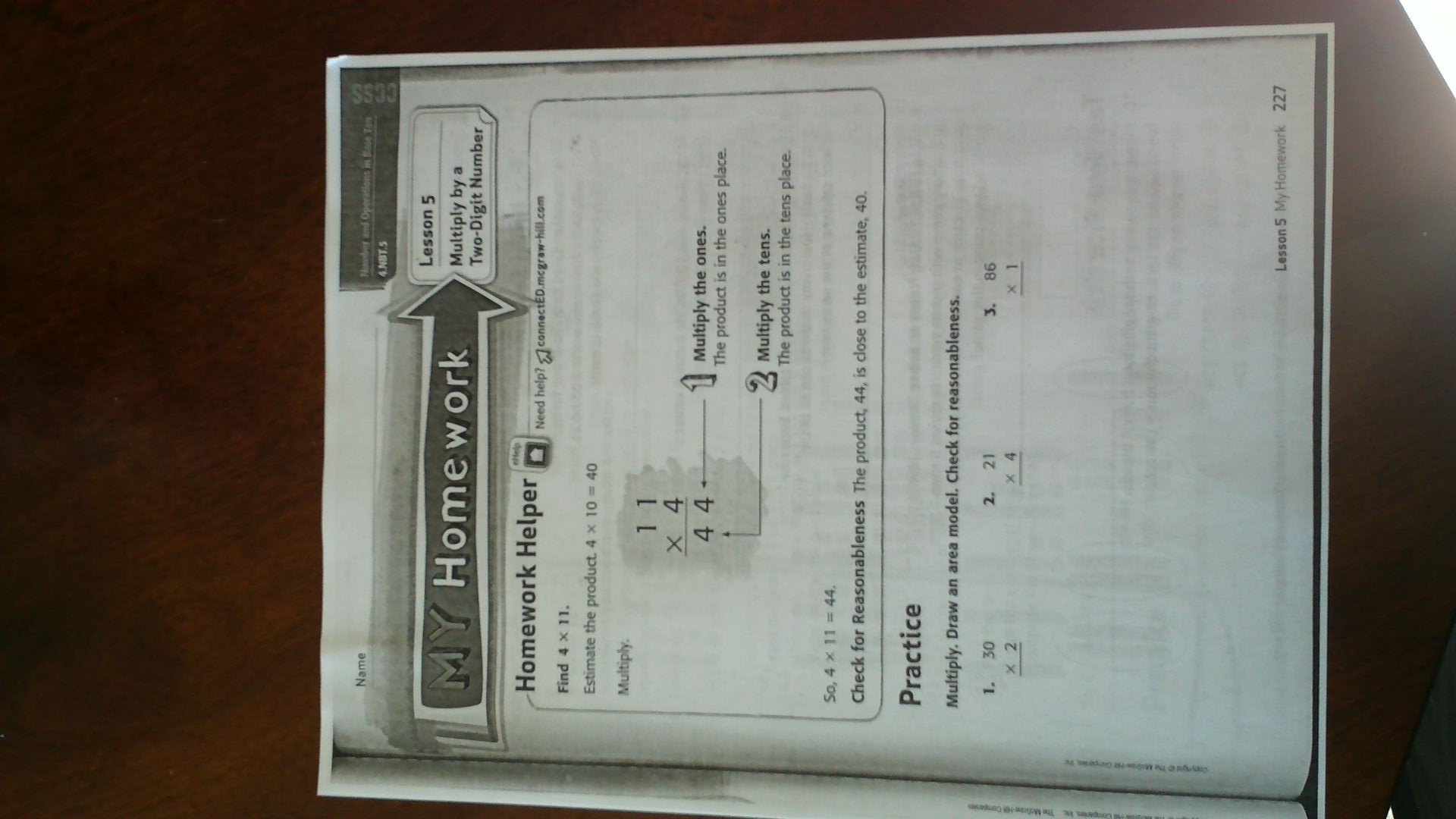
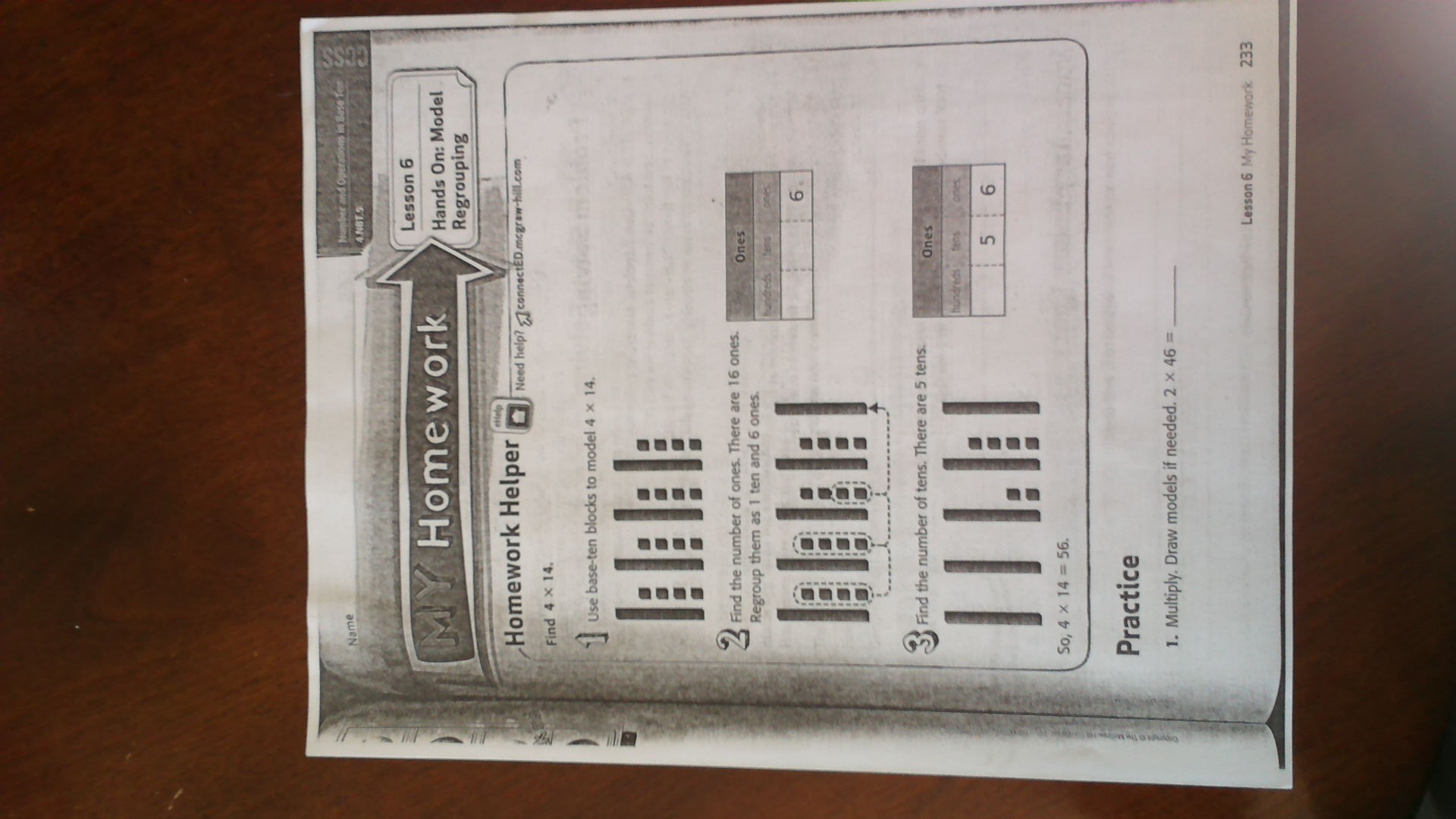
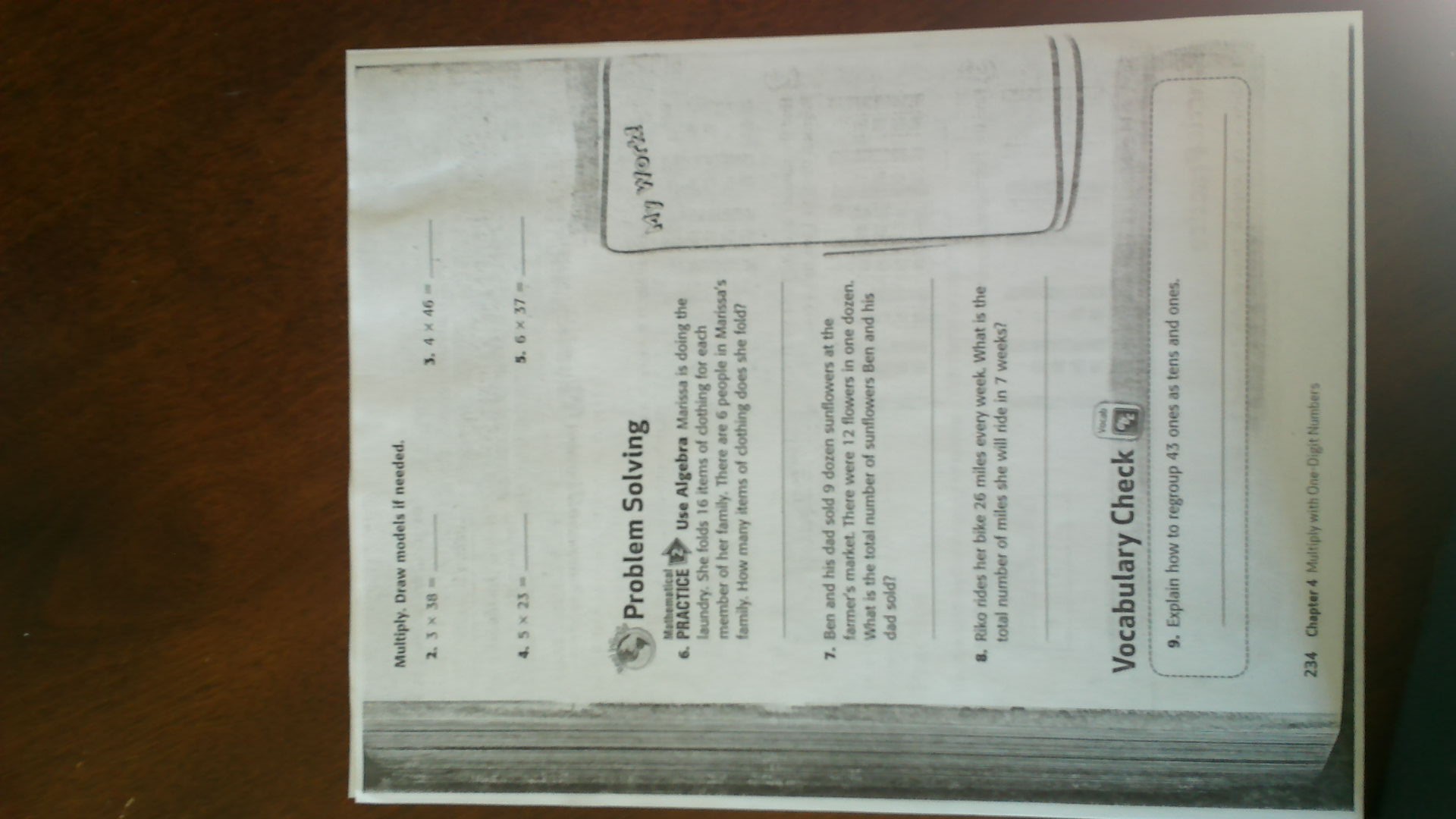
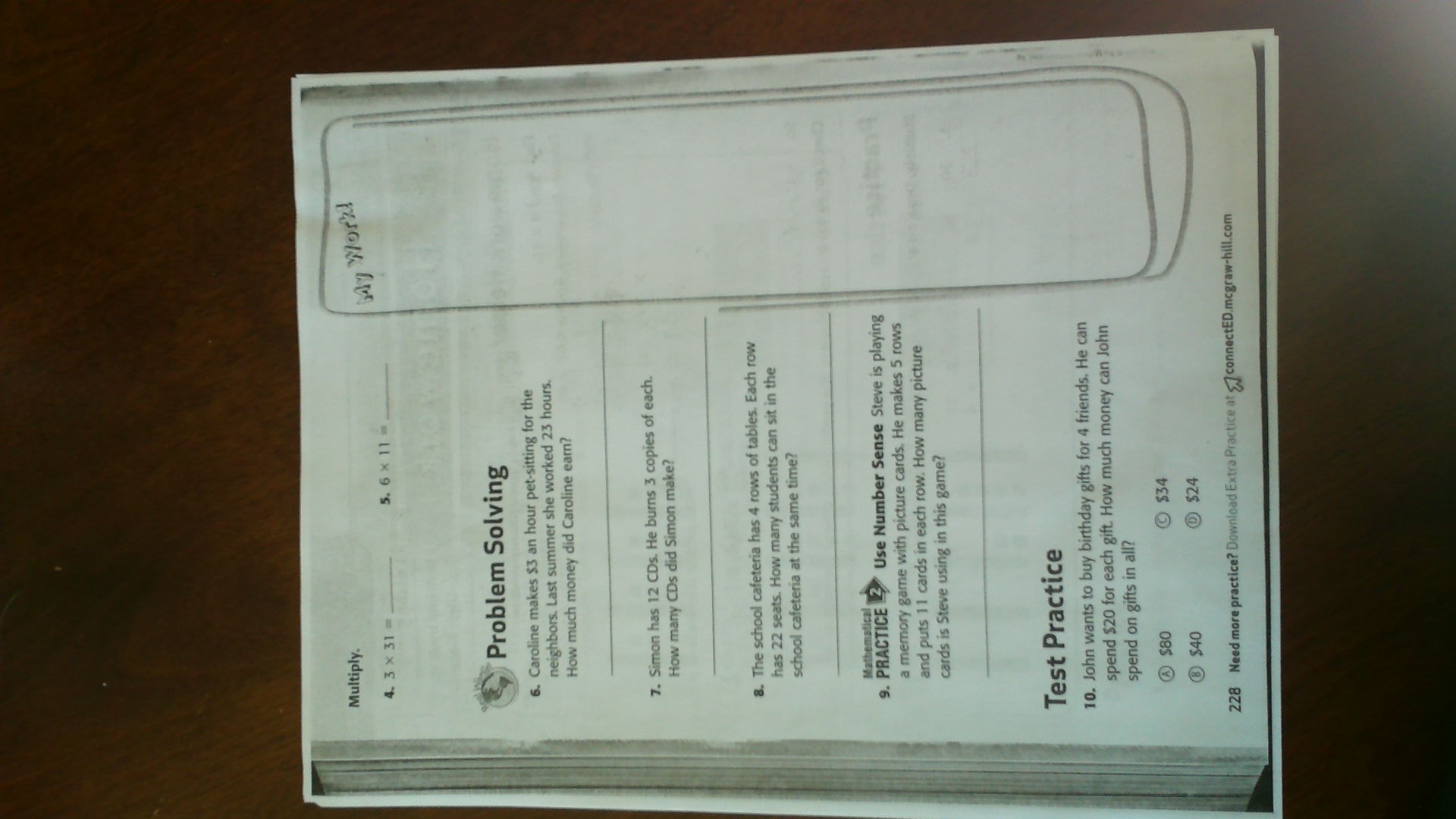
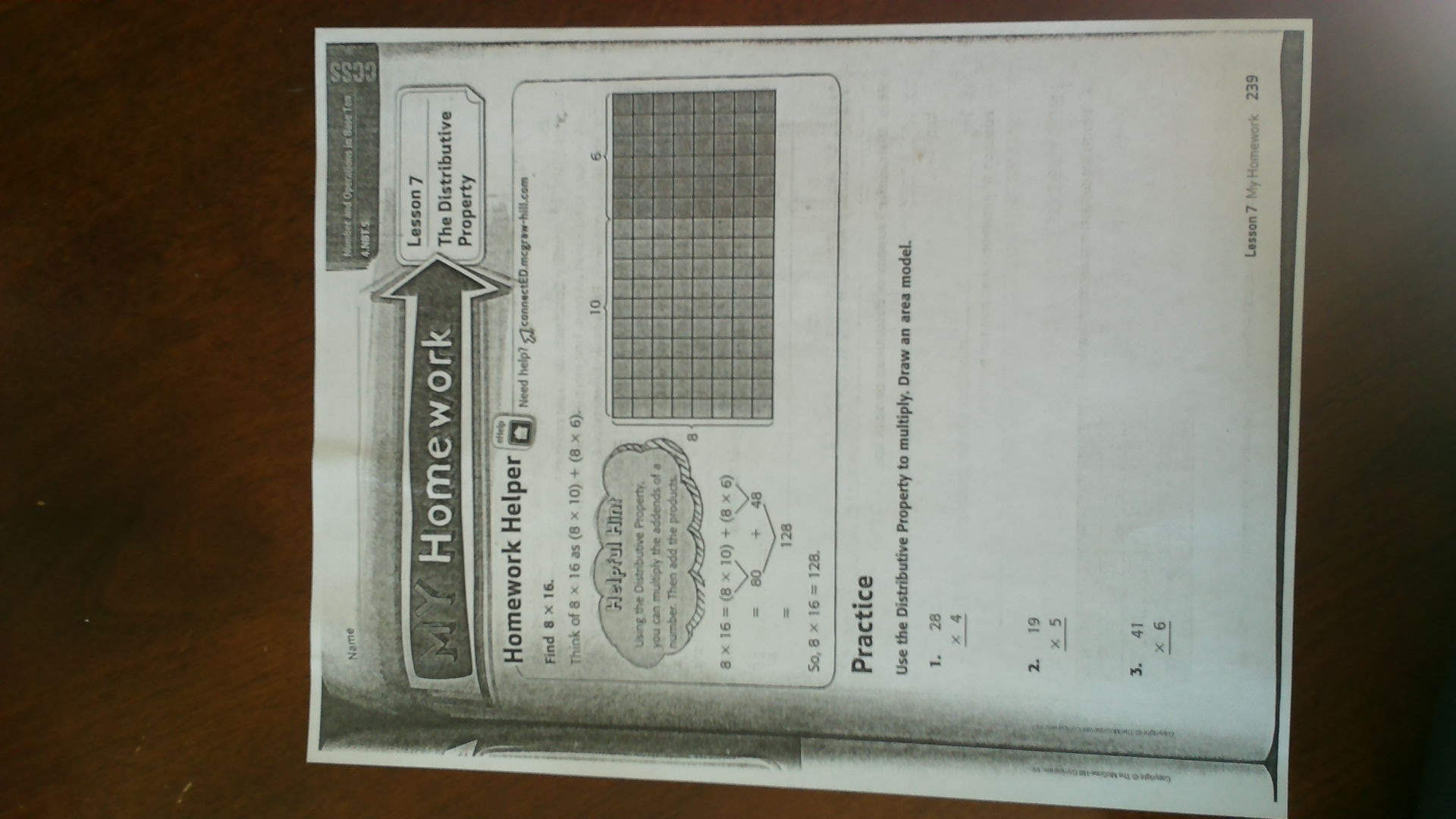
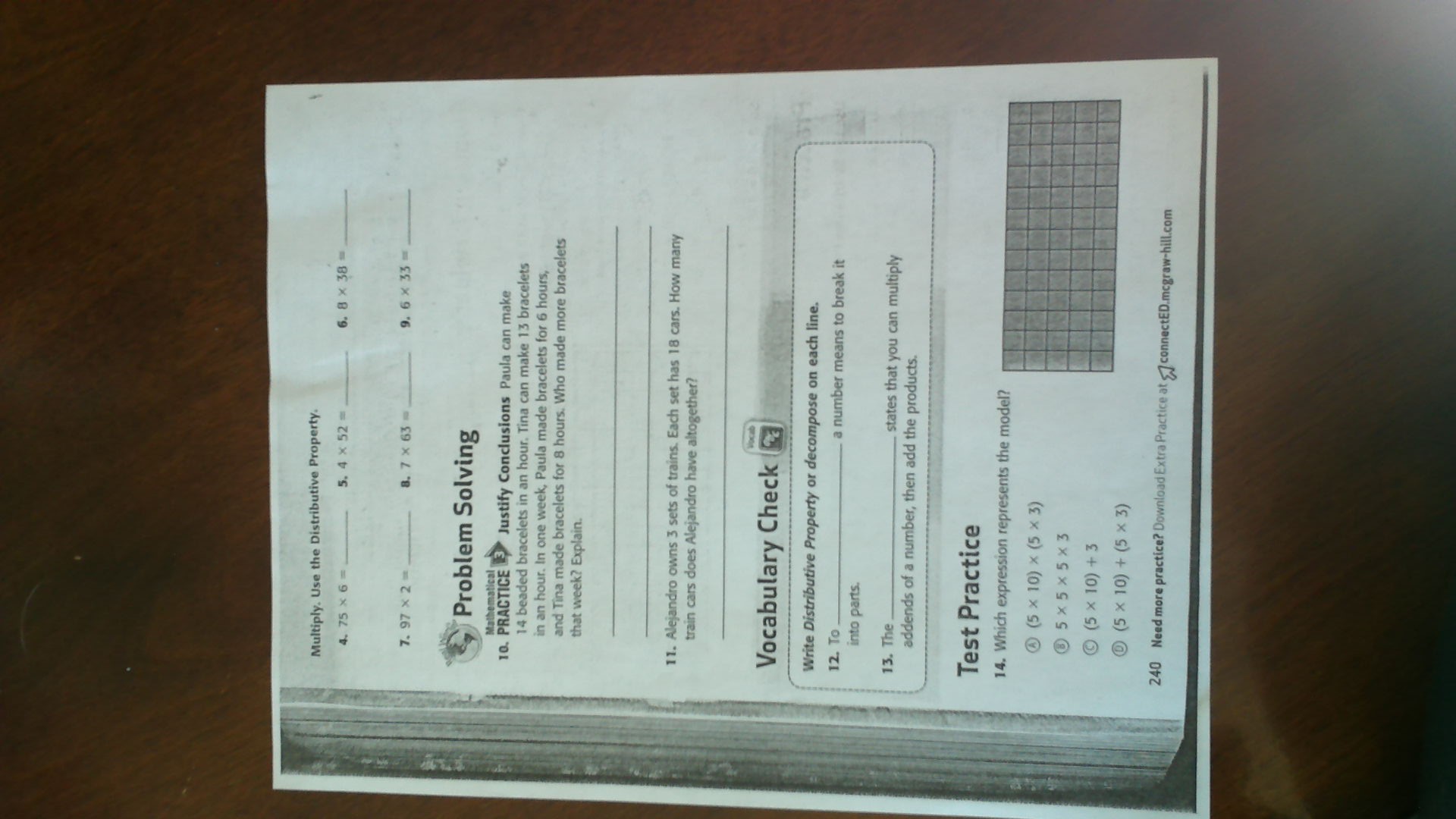
*5. Professional development activities to improve:* I want to partner the students up and keep the same partners for 12 weeks. They have a different partner every day and this causes tension, argument, and confusion. I want to include more centers work, too. I think this will not only help the students practice skills, but it will also help the students learn to follow directions.

*C. Contextual Factors Prompts*

*1. Who benefitted most/least:* The at-risk group made the most improvements. The biggest issue with all students is not showing their work. They improved by leaps and bounds in content knowledge. The other two groups had the same gain percentage, but that is because of Student 3 who had a 34% gain. Student 4 did not have any changes in his scores. The high-achieving group would have had the highest improvement score had they slowed down, showed work, and checked answers. Overall, students had a higher understanding of the content. On the other part of the mid-test, their scores showed even more content understanding, but I did not have a pre-test to compare it to, so I could not use those scores for my data. The students are definitely understanding the math and they do not show any major misunderstandings.

*2. How to use the information above to make future plans:* I do not understand why the students struggled so much to show their work. They have to show their work on every other assignment and tests do not have a time limit (to an extent). They are, by no means, rushed to finish the tests. I think showing them their tests and showing them the score they would have received had they showed their work, could motivate them to show their work. I also think that giving them an “incomplete” on tests that show no work will also help them understand that they HAVE to show their work. On average, all the students shows great improvement in the content knowledge so I think the hands-on and learning different models really benefitted the students.

Pretest and Mid-test:

Probes (Homework pages):

*Citations: (APA of course)*

Niche. (2015). Carlin Elementary School. Retrieved from <https://k12.niche.com/carlin-elementary-school-carlin-nv/>

U.S. Census Bureau. (2010). State & county quick facts: Carlin-Elko, Nevada. Retrieved from: <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>