

Prompts for Teaching Process 1

Contextual Factors

Definition: *The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives and benchmarks and plan instruction and assessment informed by their understanding of relevant major schools of thought.*

Task 1.1: Describe community, district and school factors that may impact student learning

- What type of *geographic* community (e.g., rural, urban, suburban, etc.) does the school primarily serve?

Bluffs High School primarily serves a rural community. It is made up of students from Bluffs, Naples, Exeter, and Oxville.

- What type of *social* community (e.g., working class, farm, middle-class, etc.) does the school primarily serve?

The community is made up primarily of white, middle and lower middle classes residence.

- In what type (e.g., small, large; regular, charter, etc.) of school district is the school embedded? How typical, relative to other schools in the district is your school (ethnically, politically, progressive/experimental, etc.)?

The Scott-Morgan CUSD#2 is a relatively small school district. While it does serve students from four different towns, they are all very small towns. Bluffs school co-ops its sports teams with other school, because it has so few students. It is probably one of the smaller schools in the area. Pre-Kindergarten through 12th grade are all taught within the same building there in Bluffs. Bluffs High School is the only school in its district. However, the school holds its students, parents, and staff to a very high level of expectation.

- What are the specific characteristics of the school itself (e.g., age of the building, number of classrooms, typical classroom size, etc.)

The school is an older building that has been built onto in sections. The main portion is a brick three story building with old hard wood floors. The other two connecting portions are newer single story buildings. There are probable roughly 20 classrooms in the school as a whole. The classrooms are pretty small for the most part. There are a few that are a little bigger, but most can hold a maximum of 20 students.

Task 1.2: Describe classroom factors that may impact student learning

- What grade level is your classroom?

While at Bluffs I taught students ranging from 9th to 12th grade. This class specifically was a group of 8 freshman and two sophomores.

- Where in the building is your classroom located and what are the chief characteristics of the classroom space?

My classroom was located in the far north end of the school. It is the last class in the hallway. My room was very small. It had six tables set up in a horseshoe arrangement to seat all the students. Directly off the classroom were my office, the shop, and the shop bathroom. The drinking fountain was right outside my door. There was a chalkboard, promethean board, two computers, and a printer in my classroom.

- Define and discuss the classroom atmosphere (e.g., bright and colorful, noisy, quiet, etc.).

The classroom tended to be more noisy since it was the agriculture room. It is generally seen as a more laid back environment since this is an elective classroom. There were only two little windows in the

class, but enough sunlight came in to keep it from being gloomy. The walls were covered with awards and names of past FFA members. It made the room less boring.

- What is the classroom management system (e.g., procedures, rules, routines, etc. For more examples, see Wong & Wong, unit on classroom management)?

In general, I followed the school rules as laid out in the school handbook manage my classroom. I did spend time introducing myself and having the students tell me something about themselves as well. I then let them know what my expectations of them were and what they could expect from me. I didn't make up a lot of rules. I kept it pretty basic and let them know what behaviors they were to show and what behaviors were unacceptable. At the same time I informed them of what consequences would come if unacceptable behavior occurred in my classroom. The students were to come into class each day prepared and go directly to their seat.

- Is this a single teacher classroom? Are any teaching aides or assistants present?

The class that taught by myself alone. My mentor teacher was usually working on other things, but if I needed his assistance with something he was available to help me explain something better to the students. There were no teaching aides or assistants in my class.

- Are any new initiatives or curriculum changes (e.g., RTI, differentiated instruction, block scheduling, etc.) impacting your classroom?

There weren't any new initiatives or curriculum changes that I know of. The school was set up on a normal schedule of seven classes lasting 50 minutes long. I had a few students in the class with IEP's and I had to make some accommodations for them, but that was all.

Task 1.3: Describe student characteristics that may impact student learning

- How many students are there? What is their ethnic, gender, linguistic, etc., composition?

There were 10 students in my Introduction to agriculture class. There were eight boys and two girls. All of the students were Caucasian in this class. I had one student who dropped out of high school and had come back as an 18 year old sophomore. Some of the students were more educationally advanced than others. Some of the students have major issues with being absent as well.

- Are there any students needing special accommodations? If so, what are those accommodations?

I had a student named Quentin that had Autism and ADHD. When we took notes, I needed to have the notes printed out for him ahead of time. This way he could follow along with the class but would be able to keep up with the notes. When he took tests, he would work one on one in the office with Mr. Merriman so that he could concentrate, get help, and have more time to work. I would also have to write in his note book that went home to his parents to let them know when a test or quiz was coming up so they could help him study at home. Another student named Natalie, required more time when taking tests.

- What developmental level(s) (developmental stages, skill level, etc.) is/are represented?

Most of the students are all at the same skill level and exactly where they need to be as high school students. Quentin is a very smart student; he just needs help working through information. I am unsure of his developmental stage, but he succeeded in class very well.

- Identify and discuss all groups, if any, in your classroom in terms of ability, motivation, etc.?

There seemed to be three groups in my class. The first was the group that behaved very well, was motivated, and was attentive. Four of the students fell into this category. The next was the group that was talkative, disruptive to others, and not very motivated. This consisted of two students. The other four students generally

behaved and motivated, but could be distracted and drawn into the talkative behaviors of others. All of the students had the ability to learn if they tried. I believe Quentin was the only students who had a lower ability level.

Task 1.4: Informed by your understanding of relevant major schools of thought, identify and discuss the potential instructional implications of one or more contextual factor(s) identified above. For example:

- Given the *sociocultural/multicultural* theories discussed in EIS 302, describe any key social and/or cultural/multicultural factors specific to your classroom that may impact student learning in your setting.

There were no real cultural factors that impacted my classroom. I noticed that there seemed to be an issue with students being motivated at home. Many students didn't want to try in class and didn't care if they did well or not. After speaking with Mr. Merriman, he informed me that in a lot of their homes doing well in school wasn't a big concern. It also seemed that some parents were unaware of their child's behavior until they were notified by the school that the student was failing.

- Given the *psychological* theories (e.g., learning, motivation, development, etc.) discussed in EIS 201 and EIS 301, what student characteristics specific to your classroom do you need to keep in mind as you select benchmarks, objectives, and begin the process of designing your instructional strategy?

I needed to keep in mind that my students were not very self motivated. I needed to keep them on task and busy for the full hour. If I gave them any free time at the end of class it became chaos. I had some students that would ask questions that didn't relate to the lesson and get the class off track if I didn't keep an eye on them. I needed to help them develop better note taking skills and study skills as well.

- Given your knowledge of *legal and ethical* issues as discussed in EIS 401, what student characteristics specific to your classroom do you need to keep in mind as you select benchmarks, objectives, and begin the process of designing your instructional strategy?

I needed to make sure that I was following the curriculum guidelines and the schools rules during my lessons. I definitely needed to make sure I taught appropriate topics. It was very important that I remained fair in my grading and kept records of everything the students did. I needed to remember the difference between helping a student and giving them the answer. I had to make sure I was leading them to the answer rather than giving it to them. I definitely needed to make sure that I stopped any students from trying to cheat.

Prompts for Teaching Process 2
Learning Objectives and Benchmarks

Definition: *The teacher candidate sets significant, challenging, varied, and appropriate learning objectives and benchmarks.*

Task 2.1: List the benchmarks from the Illinois Learning Standards that your unit is designed to address.

- Identify one or more specific benchmark(s) for each ILS that will be addressed in this unit (e.g., 20.A.3b for a 7th grade unit).

All five of my lessons meet Illinois Learning Standard 12A. The specific benchmark that was assigned to these five lessons was 12.A.3c. Benchmark 12.A.3c states: Compare and contrast how different forms and structures reflect different functions (e.g., similarities and differences among animals that fly, walk or swim; structures of plant cells and animal cells).

Task 2.2: State daily objectives based on the identified benchmarks from the Illinois Learning Standards.

- State one or more objective(s) (as appropriate) for each daily lesson plan you will teach during the unit. The daily objective(s) should identify the content and/or skills the students should acquire each day (i.e., what they should know and be able to do). The daily objective(s) should also be aligned with the benchmark(s) identified in Task 2.1.
- Each daily objective should be significant (i.e., it should reflect the big ideas or structure of the discipline), challenging, varied, achievable, and developmentally appropriate.

All of the following objectives are aligned with Benchmark 12.A.3c.

Lesson 1-Parts of a Plant

1. Identify the parts of a plant.
2. Understand the function of each plant part.
3. Identify the plant parts that are used for human consumption.

Lesson 2- Grain Crops

1. Define grains.
2. Discuss corn and give examples of products made from corn.
3. Recognize that there are different types of wheat and the products that can be made from them.
4. Discuss barley and the ways it is used.
5. Discuss oats and understand how they are used.

Lesson 3-Sugar and Oil Crops

1. Understand the similarities and differences of sugar cane and sugar beets.
2. Name both edible and non-edible uses for soybeans.
3. Distinguish between the four main types of peanuts.
4. Give examples of uses for canola and sunflowers.

Lesson 4-Fiber Crops

1. Understand what kenaf is and how it is used.
2. Name products that are made from industrial hemp.
3. Give examples of products made from flax.
4. Explain how cotton is grown and processed into products for human use.

Lesson 5- Forests and Wood Products

1. Describe what a forest is and why forests are important to the environment.
2. Identify and explain the difference between the three types of forests.
3. Give examples of products that come from trees.
4. Understand what pulp is and how it is made.
5. Summarize the process used to make maple syrup.
6. Distinguish between hardwood and softwood trees and give examples of each.
7. Understand the year-round processes involved in Christmas tree farming.

Task 2.3: Discuss why the benchmarks and objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other needs.

- Provide a rationale for the objectives identified in Task 2.2. Consider developmental level, pre-requisite knowledge and/or skills, performance descriptor(s) (e.g., Stage F, G, or H for benchmark 20.A) and other contextual factors as appropriate for meeting the needs of the students in the classroom.

I chose all of the objectives above, because they were already assigned to these state approved lessons. I believe that they would be better than if I tried to make different ones. These objectives all touch on the important points in the 5 lessons within my unit. I am teaching this information to an Introductory class, who are mostly freshman. I feel that this benchmark is well suited for my lessons as it was aligned to these lessons by Jess Smithers. He felt that these 5 lessons all aligned with benchmark 12.A.3c and I agree with him.

Prompt for Teaching Process 3 Assessment Plan

Definition: *The teacher candidate uses multiple assessment modes and approaches to assess student learning before, during, and after instruction.*

Task 3.1: Provide an overview of the assessment plan using a visual organizer such as table 3.1 below.

- Use the benchmarks and objectives from Teaching Process 2 - Learning Objectives and Benchmarks to complete the first column. The **objectives** for the pre-assessment, during the unit assessments, and the post assessment will be identical.
- In the **type and/or nature of assessment column** of the table, briefly describe the types of assessments that will be used (e.g., test with multiple choice questions, short answer questions, quick write, observations of student performance, etc.) for the pre-assessment, formative assessments, and post-assessment. Consider contextual factors as appropriate.
- In the **adaptations column**, list the modifications (e.g., reading the questions/task to the student who is unable to do so independently, recording the response of a student who struggles with writing, etc.) that you will need to make in each assessment to enable all students, including those with atypical needs, as identified in contextual factors, to represent what they know and/or have learned. (Ideally, varied adaptations are planned.)

Table 3.1

Benchmark/Objectives	Phases of Assessment	Type and/or Nature of the Assessment	Assessment Adaptations
Benchmark: 12.A.3c. Objective 1/1: Identify the parts of a plant.	Pre-assessment	Matching questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
	Formative (during the unit)	Matching questions.	
	Post-assessment	Matching questions.	
Benchmark: 12.A.3c. Objective 1/2: Understand the function of each plant part.	Pre-assessment	Matching questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
	Formative (during the unit)	Matching questions.	
	Post-assessment	Matching questions.	
Benchmark: 12.A.3c. Objective 1/3: Identify the plant parts that are used for human consumption.	Pre-assessment	Short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
	Formative (during the unit)	Short answer questions.	
	Post-assessment	Short answer questions.	
Benchmark: 12.A.3c. Objective 2/1: Define grains.	Pre-assessment	Matching and short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
	Formative (during the unit)	Matching questions.	
	Post-assessment	Matching and short answer questions.	

<p>Benchmark: 12.A.3c.</p> <p>Objective 2/2: Discuss corn and give examples of products made from corn.</p>	Pre-assessment	Matching and fill-in-the-blank questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching, fill-in-the-blank, and short answer questions.	
	Post-assessment	Matching and fill-in-the-blank questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 2/3: Recognize that there are different types of wheat and the products that can be made from them.</p>	Pre-assessment	Fill-in-the-blank and short answer questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Fill-in-the-blank and short answer questions.	
	Post-assessment	Fill-in-the-blank and short answer questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 2/4: Discuss barley and the ways it is used.</p>	Pre-assessment	Fill-in-the-blank and short answer questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching, fill-in-the-blank, and short answer questions.	
	Post-assessment	Fill-in-the-blank and short answer questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 2/5: Discuss oats and understand how they are used.</p>	Pre-assessment	Fill-in-the-blank and short answer questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Fill-in-the-blank and short answer questions.	
	Post-assessment	Fill-in-the-blank and short answer questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 3/1: Understand the similarities and differences of sugar cane and sugar beets.</p>	Pre-assessment	Matching and fill-in-the-blank questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching and fill-in-the-blank questions.	
	Post-assessment	Matching and fill-in-the-blank questions.	

Benchmark: 12.A.3c. Objective 3/2: Name both edible and non-edible uses for soybeans.	Pre-assessment Formative (during the unit) Post-assessment	Matching questions. Matching, Fill-in-the-blank, and short answer questions. Matching questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
Benchmark: 12.A.3c. Objective 3/3: Distinguish between the four main types of peanuts.	Pre-assessment Formative (during the unit) Post-assessment	Matching and short answer questions. Matching, Fill-in-the-blank, and short answer questions. Matching and short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
Benchmark: 12.A.3c. Objective 3/4: Give examples of uses for canola and sunflowers.	Pre-assessment Formative (during the unit) Post-assessment	Short answer questions. Fill-in-the-blank and short answer questions. Short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
Benchmark: 12.A.3c. Objective 4/1: Understand what kenaf is and how it is used.	Pre-assessment Formative (during the unit) Post-assessment	Matching and fill-in-the-blank questions. Matching, Fill-in-the-blank, and short answer questions. Matching and fill-in-the-blank questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
Benchmark: 12.A.3c. Objective 4/2: Name products that are made from industrial hemp.	Pre-assessment Formative (during the unit) Post-assessment	Fill-in-the-blank and short answer questions. Fill-in-the-blank and short answer questions. Fill-in-the-blank and short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
Benchmark: 12.A.3c. Objective 4/3: Give examples of products made from flax.	Pre-assessment Formative (during the unit) Post-assessment	Fill-in-the-blank and short answer questions. Fill-in-the-blank and short answer questions. Fill-in-the-blank and short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.

<p>Benchmark: 12.A.3c.</p> <p>Objective 4/4: Explain how cotton is grown and processed into products for human use.</p>	Pre-assessment	Matching and fill-in-the-blank questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching, Fill-in-the-blank, and short answer questions.	
	Post-assessment	Matching and fill-in-the-blank questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 5/1: Describe what a forest is and why forests are important to the environment.</p>	Pre-assessment	Matching questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching questions.	
	Post-assessment	Matching questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 5/2: Identify and explain the difference between the three types of forests.</p>	Pre-assessment	Matching questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching questions.	
	Post-assessment	Matching questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 5/3: Identify and explain the difference between the three types of forests.</p>	Pre-assessment	Short answer questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Matching and short answer questions.	
	Post-assessment	Short answer questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 5/4: Understand what pulp is and how it is made.</p>	Pre-assessment	Fill-in-the-blank and short answer questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Fill-in-the-blank questions.	
	Post-assessment	Fill-in-the-blank and short answer questions.	
<p>Benchmark: 12.A.3c.</p> <p>Objective 5/5: Summarize the process used to make maple syrup.</p>	Pre-assessment	Fill-in-the-blank and short answer questions.	<p>During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.</p>
	Formative (during the unit)	Fill-in-the-blank questions.	
	Post-assessment	Fill-in-the-blank and short answer questions.	

Benchmark: 12.A.3c. Objective 5/6: Distinguish between hardwood and softwood trees and give examples of each.	Pre-assessment Formative (during the unit) Post-assessment	Fill-in-the-blank questions. Fill-in-the-blank questions. Fill-in-the-blank questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.
Benchmark: 12.A.3c. Objective 5/7: Understand the year-round processes involved in Christmas tree farming.	Pre-assessment Formative (during the unit) Post-assessment	Fill-in-the-blank and short answer questions. Fill-in-the-blank questions. Fill-in-the-blank and short answer questions.	During all phases of assessment, Quentin was allowed to work in the office with Mr. Merriman and receive additional help as his IEP requested.

Task 3.2: Provide a rationale for the assessment plan.

- Explain (1) how your pre-assessment aligns with your instructional objectives and, using table 3.2 and the accompanying rules and guidelines, (2) how it reflects an accurate, consistent, and fair evaluation of student learning.

My pre-assessment was aligned with instructional objectives by how I compiled the questions. There were 23 objectives for my 5 lessons I taught within my unit. For 21 of the objectives, I selected 2 questions to represent them on the pre-assessment. These were mostly questions directly from already made formative assessments. However to keep the objectives equally represented, there were a few questions I had to formulate myself. I looked at the material covering the objectives that were short a question and picked a relative piece of information out of the lesson material to formulate the needed question. Objectives 1-1 and 1-2 are weighed more heavily than the others, having 3 questions each. The reason I chose to do this is these first two objectives involved identifying 6 main parts of a plant understanding their function. I felt that this was the foundation for the other lessons and it was very important that the students were assessed on their knowledge of all 6 parts and their function rather than 4.

Learning Objectives	Percentage of the Test Represented	Specific Items	# of Items (Total Items=48)
Objective 1-1	6.25%	Matching -1,2,3	3
Objective 1-2	6.25%	Matching -4,5,6	3
Objective 1-3	4.17%	SA- 1,2	2
Objective 2-1	4.17%	Matching- 8 SA-6	2
Objective 2-2	4.17%	Matching-7 Fill-In- 1	2
Objective 2-3	4.17%	Fill-In-2 SA-5	2
Objective 2-4	4.17%	Fill-In-3 SA-4	2
Objective 2-5	4.17%	Fill-In-4 SA-3	2

Objective 3-1	4.17%	Matching-11 Fill-In- 5	2
Objective 3-2	4.17%	Matching -9,10	2
Objective 3-3	4.17%	Matching- 12 SA-7	2
Objective 3-4	4.17%	SA- 8,9	2
Objective 4-1	4.17%	Matching-13 Fill-In- 6	2
Objective 4-2	4.17%	Fill-In-7 SA-10	2
Objective 4-3	4.17%	Fill-In-8 SA-11	2
Objective 4-4	4.17%	Matching-14 Fill-In- 9	2
Objective 5-1	4.17%	Matching- 15,17	2
Objective 5-2	4.17%	Matching- 16,18	2
Objective 5-3	4.17%	SA- 12,13	2
Objective 5-4	4.17%	Fill-In-14 SA-14	2
Objective 5-5	4.17%	Fill-In-10 SA-15	2
Objective 5-6	4.17%	Fill-In- 11,12	2
Objective 5-7	4.17%	Fill-In-13 SA-16	2

Rules

1. The number of items for each objective should be roughly equal and/or proportional (P).
2. Items should align with the material covered and objectives specified.
3. An item analysis should be conducted (both difficulty and discrimination indexes for each item, followed by a general discussion of the properties of the assessment).

Guidelines

If your assessment(s) is/are of the objective variety (e.g., multiple-choice, matching, etc.), adapt table 3.2 to fit your assessment plan. If your assessment(s) is/are performance based (e.g., essay, project, demonstration, etc.), describe (1) whether or not it/they is/are school mandated, or teacher constructed, and (2) how you, or the school, dealt with the critical question of whether or not the assessment(s) is/are consistent, accurate, and fair.

- Explain how your formative assessments align with your instructional objectives and how they reflect an accurate, consistent, and fair evaluation of student learning and students' progress toward achieving the unit benchmarks and objectives.

My unit came from MyCaert.com which is run and provided by the state organization FCAE. All of their lessons are state approved and aligned with state standards. I used the objectives they aligned to the lessons and their formative assessments. When looking at the lessons, lesson plans, and formative assessments, I could find which questions were directly aligned with each objective. Then, I could also see within the lesson where the questions information was pulled word for word. I feel they provided accurate, consistent, and fair evaluations, because the questions were pulled directly from the lesson and we took notes on the exact information they would be held accountable for knowing to succeed on the assessments. We also reviewed before the assessments so they would be prepared and hear the information one last time.

- Explain how your post-assessment aligns with your instructional objectives and how it reflects an accurate, consistent, and fair evaluation of student learning and students' progress toward achieving the unit benchmarks and objectives.

The post-assessment does the same, because I created it by pulling questions directly from the formative assessment and from the lessons directly. Everything the students were assessed on was strongly grounded in the unit lessons. As I have already mentioned, these lessons within my unit are aligned to state standards and are state approved.

Task 3.3: Describe and include a copy of the pre- and post-assessments for the unit.

- Include a copy of the pre-assessment. Indicate how you will evaluate or score the pre-assessment, including the criteria you will use to determine the extent to which students have already achieved the objectives or have the prerequisite skill or knowledge to achieve the objectives of the unit.

The pre-assessment had to be scanned and sent as an attachment to this document due to the loss of the electronic copy. The scanned copy couldn't be inserted into the middle of this paper. Please see attached document: Intro Ag Pre-Test.

The pre-assessment will be evaluated and scored by the test key. All questions are clear and in turn have clear answers. There are 18 matching questions that are worth 1 point each. There are 14 fill-in-the-blank questions, that are worth 2 points each. Finally, there are 16 short answer questions that are worth 3 points each. Complete mastery of the unit would be a score of 100%. Coming into the unit I wouldn't expect a lot of knowledge in the area. I think I would be impressed if my students got 50-60% on their pre-assessment. Even at this it wouldn't prove they had full knowledge in the area. I will also look at the formative assessments/

- Include a copy of the post-assessment. Indicate how you will evaluate or score the post-assessment, including the criteria you will use to determine the extent to which students have achieved the objectives.

The post-assessment had to be scanned and sent as an attachment to this document due to the loss of the electronic copy. The scanned copy couldn't be inserted into the middle of this paper. Please see attached document: Intro Ag Post-Test.

The post-assessment will be set up the same way and using the same questions. Each question will be held at the same point level as it was in the pre-assessment. I would like to see everyone scoring between 70-100% on their post-assessment. I would like each person to double their pre-assessment score at least. This would show they each made improvements in their own ways. I would have different expectations for one student due to his special needs. I would be happy if he achieved a 70% or better rather than doubling his original pre-assessment score.

Task 3.4: Describe the plan for formative assessment.

- Describe the formative assessments you will use during the unit to monitor student learning.

Formative assessment # 1 consisted of 6 matching and 6 short answer questions. The 2nd, had 4 matching, 4 fill-in-the-blank, and 5 short answer questions. The 3rd, had 5 matching, 5 fill-in-the-blank, and 5 short answer questions. The 4th, had 3 matching, 4 fill-in-the-blank, and 4 short answer questions. The 5th, had 7 matching, 5 fill-in-the-blank, and 4 short answer questions.

- Indicate how you will evaluate each formative assessment, including the criteria you will use to determine the extent to which students are achieving or progressing towards achieving the unit objectives.

All of these quizzes have keys with very cut and dry answers. I will follow the keys to evaluate the assessments. I think it would be a reasonable goal for my students to achieve 70% or better on each of their formative assessments. I feel that this is a reasonable and attainable goal if the students put in the effort to study that I ask of them.

Task 3.5: Provide a rationale for adaptations of assessments based on the individual needs of students.

- Describe how the adaptation for the pre-assessment will enable individual students to demonstrate what they know.

I allowed one student to work on his own with Mr. Merriman in the office. I allowed him to do this as his IEP requests. The students had the whole hour to complete the pre-assessment if they needed it. I was available to answer questions during the assessment as well. The questions were clear and fully covered in the lessons and notes. They had clear answers so to keep the assessment less discouraging to students than lengthy open-ended essay questions can be.

- Describe how the adaptation for the formative assessments will enable individual students to demonstrate what they know.

I did all the same things as before during the formative assessments. I did however encourage them to complete their quizzes without needing the entire hour seeing as they are considerable shorter. I chose to spread the students apart after the pre-assessment. They had issues talking, getting distracted, and trying to get answers from other students. Starting with the formative assessments, I had students sit every other seat. This will keep students honest and prevent talking. A quiet testing environment makes it easier for students to focus.

- Describe how the adaptation for the post-assessments will enable individual students to demonstrate what they know.

I followed the same adaptations as I implemented during the pre-assessment and the formative assessments. I didn't do anything different during the post-assessment, because everything was working fine after the other adjustments were made. I felt that this was fair and concise.

Prompt for Teaching Process 4
Design for Instruction

Definition: *Based upon previously identified benchmarks, objectives, and assessment(s), the teacher candidate designs a unit of instruction targeted at student needs and characteristics (including behaviors) specific to the learning context.*

Task 4.1: Present and discuss the results of the pre-assessment(s).

- The results of the pre-assessment should be analyzed immediately and only used to modify the unit, not as part of the final grade. Do not ask students to correct/revise the pre-assessment.
- Create a visual representation (e.g., chart, bar graph, line graph) that displays the results of the pre-assessment for **each** objective and/or assessment instrument used. Indicate the number of correct items/total number of items, the number of points awarded/total number of points available for the assessment of each objective, the level of skill, etc.

Example 1: Pre-Assessment Data Analysis Chart by Objectives

Unit Learning Objectives	Data from pre-assessment
<p>Objective 1-1:</p> <p>Identify the parts of a plant.</p> <p># of Questions: 3</p> <p>Total Points Available: 3</p>	<p>1/10 or 10% exceeded</p> <p>0/10 or 0% met</p> <p>9/10 or 90% showed significant weakness</p>
<p>Objective 1-2:</p> <p>Understand the function of each plant part.</p> <p># of Questions: 3</p> <p>Total Points Available: 3</p>	<p>2/10 or 20% exceeded</p> <p>0/10 or 0% met</p> <p>8/10 or 80% showed significant weakness</p>
<p>Objective 1-3:</p> <p>Identify the plant parts that are used for human consumption</p> <p># of Questions: 2</p> <p>Total Points Available: 6</p>	<p>5/10 or 50% exceeded</p> <p>3/10 or 30% met</p> <p>2/10 or 20% showed significant weakness</p>
<p>Objective 2-1:</p> <p>Define grains</p> <p># of Questions: 2</p> <p>Total Points Available: 4</p>	<p>1/10 or 10% exceeded</p> <p>0/10 or 0% met</p> <p>9/10 or 90% showed significant weakness</p>

<p>Objective 2-2:</p> <p>Discuss corn and give examples of products made from corn.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 2-3:</p> <p>Recognize that there are different types of wheat and the products that can be made from them.</p> <p># of Questions: 2</p> <p>Total Points Available:5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 2-4:</p> <p>Discuss barley and the ways it is used.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>1/10 or 10% exceeded</p> <p>1/10 or 10% met</p> <p>8/10 or 80% showed significant weakness</p>
<p>Objective 2-5:</p> <p>Discuss oats and understand how they are used.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>2/10 or 20% exceeded</p> <p>3/10 or 30% met</p> <p>5/10 or 50% showed significant weakness</p>
<p>Objective 3-1:</p> <p>Understand the similarities and differences of sugar cane and sugar beets.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>1/10 or 10% exceeded</p> <p>0/10 or 0% met</p> <p>9/10 or 90% showed significant weakness</p>
<p>Objective 3-2:</p> <p>Name both edible and non-edible uses for soybeans.</p> <p># of Questions: 2</p> <p>Total Points Available: 2</p>	<p>5/10 or 50% exceeded</p> <p>0/10 or 0% met</p> <p>5/10 or 50% showed significant weakness</p>

<p>Objective 3-3:</p> <p>Distinguish between the four main types of peanuts.</p> <p># of Questions: 2</p> <p>Total Points Available: 4</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 3-4:</p> <p>Give examples of uses for canola and sunflowers.</p> <p># of Questions: 2</p> <p>Total Points Available: 6</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 4-1:</p> <p>Understand what kenaf is and how it is used.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 4-2:</p> <p>Name products that are made from industrial hemp.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 4-3:</p> <p>Give examples of products made from flax.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 4-4:</p> <p>Explain how cotton is grown and processed into products for human use.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>

<p>Objective 5-1:</p> <p>Describe what a forest is and why forests are important to the environment.</p> <p># of Questions: 2</p> <p>Total Points Available: 2</p>	<p>3/10 or 30% exceeded</p> <p>0/10 or 0% met</p> <p>7/10 or 70% showed significant weakness</p>
<p>Objective 5-2:</p> <p>Identify and explain the difference between the three types of forests.</p> <p># of Questions: 2</p> <p>Total Points Available: 2</p>	<p>5/10 or 50% exceeded</p> <p>0/10 or 0% met</p> <p>5/10 or 50% showed significant weakness</p>
<p>Objective 5-3:</p> <p>Give examples of products that come from trees.</p> <p># of Questions: 2</p> <p>Total Points Available: 6</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 5-4:</p> <p>Understand what pulp is and how it is made.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 5-5:</p> <p>Summarize the process used to make maple syrup.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>
<p>Objective 5-6:</p> <p>Distinguish between hardwood and softwood trees and give examples of each.</p> <p># of Questions: 2</p> <p>Total Points Available: 4</p>	<p>2/10 or 20% exceeded</p> <p>0/10 or 0% met</p> <p>8/10 or 80% showed significant weakness</p>

Objective 5-7:	0/10 or 0% exceeded
Understand the year-round processes involved in Christmas tree farming.	0/10 or 0% met
# of Questions: 2	10/10 or 100% showed significant weakness
Total Points Available: 5	

Criteria:

90% or above on the assessment: students exceeded expectations for the objective.

80% to 89% on the assessment: students met the objective.

79% to 62% on the assessment: students did not meet the objective.

61% and below on the assessment: students have significant weakness in this area.

Example 2- Test Scores Charted

Students	Pre-assessment score-worth 94 points total
Student 1	32 pts.
Student 2	28 pts.
Student 3	16 pts.
Student 4	29 pts.
Student 5	33 pts.
Student 6	27 pts.
Student 7	35 pts.
Student 8	34 pts.
Student 9	50 pts.
Student 10	33 pts.

- * Discuss what you learned from the pre-assessment data about the current level of mastery of the knowledge/skills identified for each objective.

There are 23 learning objectives represented in my 5 lessons. After analyzing the students' results, I see we have a lot of hard work ahead of us before they can master the material. I had hoped the students total scored would be 50%. Only one student met this and the others were far below. When I looked at each objective, based on the criteria in the work sample above, it ranged 80-100% as met or exceeded on each learning objective. By this standard, there were only 4 objectives that 50% or more of the students met or exceeded in their knowledge. It isn't bad, this just means they have a lot to learn and not a lot of prior knowledge. This means I need to spend more time setting up the basics before moving on to more information.

- Discuss what the pre-assessment data indicate about students' prior knowledge/skills, patterns of errors, and misconceptions.

When looking at the results, there were 12 objectives that the students all showed weakness in. After seeing this it would lead me to believe they don't have much correct knowledge about plants and how we use them. I believe this shows a common misconception they have all seemed to gain in these certain areas.

Task 4.2: Describe the instructional technologies you plan to use in your unit.

- Identify the specific instructional technologies that you will use during the implementation of the unit.
I will be using computers, a Promethian board, and an Elmo to present my lessons. My lessons are based off of PowerPoint presentations constructed for these lessons.

- Discuss how the use of these instructional technologies has the potential to positively impact student learning.

I use the computer and Promethian board to present my lessons to the class. This can impact the student by allowing them to learn text book material. but eliminating their boring text book stereotype. Most students get bored and lose interest when required to use the text. I presented the same material with PowerPoint presentations. This keeps the students all involved and interacting. The Elmo is another way to present information to the class as a whole and allow students to interact.

Task 4.3: Provide the lesson plans used in the unit. Among the many components of the lesson plan, be sure to address relevant student behavior, classroom management, and accommodations for individual learners.

- The unit must include at least **five** consecutive lesson plans. Days used to administer the pre-and post-assessments cannot be used to fulfill this requirement for **five** consecutive lesson plans. Notes: (a) Some programs may require additional lessons; (b) use lesson plan format specified by your department, program, or student teaching setting.
- Each lesson plan must include one or more daily objectives identified in Teaching Process 2 - Learning Objectives and Benchmarks.
- Design the sequential instructional procedures for each lesson that will enable students to achieve the lesson objectives. Include the process (e.g., specific questions) you will use to check for understanding as well as promote critical and creative thinking.

The lesson plans for my unit are being attached to this document separately. It seemed easier and more understandable to keep them out of the middle of the paper.

- Identify the techniques that you will use to address student behaviors that may negatively impact student learning during this lesson.

The class has issues with being talkative. This could lead to a different seating arrangement.

- Identify the classroom management procedures that you will use to ensure that the lesson proceeds smoothly, efficiently and without confusion.

I will inform the students that they are receiving 5 points a day for participation and their behavior and involvement in class will affect their grade.

- Identify the procedures you will use during the unit to accommodate the needs of learners who may struggle to learn, who speak English as their second language, who may grasp the content quickly, or who may have a disability that affects this particular lesson. Include procedures used during the delivery of the lesson as well as the accommodations you will make during independent practice.

I don't have any students with English as their second language. I will give copies of the notes to one student so that he can keep up with the class on note taking due to his learning disabilities. He also takes quizzes and tests in the office with Mr. Merriman as his IEP suggests. The other 9 students seem to be moving at the same level as each other so a quick student hasn't been an issue.

Task 4.4: Discuss how the contextual information and pre-assessment data were used to select appropriate activities, assignments, and resources.

- Identify any relevant community, district, school factors and/or classroom factors described in Teaching Process 1 - Contextual Factors that are likely to impact student learning during this unit. Discuss how your instructional plan was informed by the consideration of those factors.

With a lower economical background I would assume there would be more working parents and less parents at home to help with homework. I would also guess that some of my students are also watching younger siblings or even have a job after school. With all of this considered, I made it a point to not assign any homework. I would get everything done in class that I wanted of them. The only thing they had to do at home was study for quizzes or the test.

- Identify the student characteristics described in Teaching Process 1, Contextual Factors, that are likely to impact student learning during this unit. Discuss how those characteristics influenced your selection of activities, assignments, and resources.

Two of my major problems are talkativeness and absentees. I chose made my lessons as PowerPoint presentations and made copies for those who were out sick to read while they were gone. I kept the students constantly busy so they wouldn't have the opportunity to begin talking. I also did some hands on activities to get some of their extra energy out before we started the lessons.

- Discuss the decisions you made about the activities, assignments, and resources for this unit based on the pre-assessment data.

Do to the talking issues, I chose to keep the students actively involved in reading during the lesson for the whole hour. Quentin leaves early to go to the nurse and I decided to give the other students worksheets to complete during the last 10 minutes of class to keep the talking to a minimum and keep them in their seats. I avoided any out of class assignments, because the students would just lose, forget, or not do them if they were not collected in class. This was also an incentive for them to finish their worksheets in class so they didn't have to take them home.

Task 4.5: Provide a rationale for your instructional design.

- Discuss how this unit reflects what you know regarding relevant major schools of thought (e.g., specific theories) about how students best learn, what you know about children and their learning and development, and what you know about best practice in the content area(s) you are teaching. Include **specific** examples from lesson plans as evidence.

I have analyzed the students situation and behaviors in a lengthy manor and combined this with my knowledge of how students learn. I hope when I combine these two things, I will be able to instruct my students in a way that they will be able to succeed. The information I have gathered for this work sample and my classes at WIU have allowed me to alter my lessons to better aid my students. I know that I have to listen to my students, fellow teachers, and parents to learn about students and how I can better help them learn and develop. Different students have different experiences and learn better in different ways. I think my communicating with the special education teacher, Mr. Merriman, and the parents of one of my students showed what you need to do to make sure that even students of lower levels of learning and development can succeed as well as regular education students. I know that you need classroom instruction to lay the ground work for new material, but I also believe that hands on lab experience in the same area can be just as beneficial and add greatly to the growth of a students. For this unit, the students germinated their own seeds to see firsthand how a plant begins growing.

- Discuss the cognitive procedures that students will use during this unit, such as critical thinking, problem solving, decision-making, drawing conclusions, creative thinking, etc. Include specific examples of activities and/or teaching strategies that require students to use these procedures.

The students will use creative thinking when we are brainstorming during our interest approaches. They will also use problem solving and drawing conclusions in our seed germination activity.

- Discuss the specific instructional activities in this unit that are most likely to promote active engagement in learning. Indicate why or how these activities will promote active engagement.

I feel that the seed germination activity was the most engaging for the students. It was something they needed to check on everyday and continue to make observations on. There is nothing better than hands-on activities to give active engagement. We also did some class brainstorming activities where I was able to get everyone involved through answering questions, writing on the board, and throwing out ideas. This worked well, but I still feel that the germination activity worked better.

- Discuss techniques, strategies, or activities in this unit that best reflect your ability to create and implement instruction that is achievable, meaningful, motivating and, therefore, provide an opportunity for **all** students in your classroom to learn.

I strongly believe that the seed germinating activity fit this exactly. The goal was to germinate a seed and everyone was able to. It was meaningful, because students who had never had experience with field crops got to germinate the seeds themselves. It was motivating, because students were eager to see what their seed had done over night and how it was compared to others. This was an activity where everyone of my students did learn something from it.

Prompts for Teaching Process 5

Instructional Decision-Making

Definition: *The teacher candidate uses ongoing (daily) analysis of student learning and student behaviors based upon assessments to make instructional decisions.*

Task 5.1: Describe the changes you made, if any, to your lesson while teaching it and provide a rationale for the changes you made.

- Clearly describe each change you made to your lesson(s).

I began telling students what key information to take notes on. During my 1st lesson, I had just taught it and they didn't take notes until we reviewed for the quiz. This was too time consuming and to go over the material another day. Review that was meant to take 15 minutes was taking an entire hour.

One student leaves 10 minutes early to get medicine. After he leaves, the other students think it is free time since we can't move on without him. They were getting entirely too talkative and leaving their seats before the bell had sounded. I began giving them related worksheets to do in our spare time.

- Describe the process (e.g., formative assessments) you used as the basis for analyzing student learning and making any changes.

I analyzed the students learning through small quizzes after each lesson. I would also ask questions at the end of the day on what they had learned. I didn't make changes in the formative assessments. They seemed to work just fine.

- Provide a coherent rationale (the reasons or basis) for any and all changes made and explain how they fit into your overall instructional strategy. Be certain to tie your decisions to information (e.g., data, observations) obtained through your formative assessment(s).

I felt that if I were having issues in the class, I couldn't ignore them. The students' behavior would only get worse if I let things slide. I came up with the changes I would like to make and ran them by my mentor teacher. He told me to make any changes I felt necessary. I think that these changes improved the learning environment in the classroom and provided a little extra information that they wouldn't have originally received. Student comprehensions began improving after these changes and students were scoring better.

Task 5.2: Discuss the impact of the changes described above citing evidence or examples to support your assertion.

- Describe how students responded in general when you made each change. Be sure to provide examples.

The students seemed to prefer taking notes on quiz information during the lesson rather than during the review. They had more time and didn't have to worry about missing anything. This was less hectic for everyone. They didn't like their talk time being taken away to do worksheets. They tried to not do them, but I told the students there would be a grade attached to them. This convinced them to actually start doing the work.

- If appropriate, describe how specific students, or groups of students, responded differently to each change. Be sure to provide examples.

One student had a harder time with taking notes in class. It took him longer time to get information down than the other kids.

- Discuss the impact on student learning of any and all changes you made in your instruction. Be sure to identify the evidence on which you base your claim(s). (e.g., Eight of the students were then able to complete the problem correctly, two students asked for additional help, and four students completed the problem incorrectly).

I started giving the student copies of the PowerPoint lesson and allowed him to simply highlight the notes after talking to his mother. Students were talkative during the lesson, so I plan to move some students.

There is a group of boys that are extremely talkative and I am going to spread them out amongst the other students to prevent their talking.

Task 5.3: Describe any changes you need to make for the class as a whole in the next lesson in the unit and provide a rationale for the changes you intend to make.

- Based upon your description of the impact of the changes that you have implemented on the whole class prior to this point, clearly describe any additional changes you will make in your next lesson.

After the original changes, I didn't need to make anymore. These few things cleared up my problems and the class ran rather smoothly from the rest of the unit.

- Provide a reasoned explanation for any additional changes you intend to make.

Task 5.4: Describe any changes you need to make for any individual or group in the class in the next lesson in the unit and provide a rationale for the changes you intend to make.

- Based upon your description of the impact of the changes that you have implemented on individual students and/or groups of students prior to this point, clearly describe any additional changes you will make in your next lesson that are focused on those specific students and/or groups of students.

After the original changes, I didn't need to make anymore. These few things cleared up my problems and the class ran rather smoothly from the rest of the unit. At this point there was no reason to make further changes.

- Provide a reasoned explanation for any additional changes you intend to make for individuals and/or groups of students.

Prompts for Teaching Process 6

Analysis and Interpretation of Student Learning and Performance

Definition: The teacher candidate uses assessment data collected from all students in the class to analyze student learning and performance and communicate this information about student progress and achievement.

Task 6.1: Describe the results of student learning and performance, using visual representations and narrative, based on your summative assessments.

- Add the post-assessment (summative) data to the visual representation developed for 4.1 (see examples 1 & 2 below).

Unit Learning Objectives	Data from pre-assessment	Data from post-assessment
Objective 1-1: Identify the parts of a plant. # of Questions: 3 Total Points Available: 3	1/10 or 10% exceeded 0/10 or 0% met 9/10 or 90% showed significant weakness	5/10 or 50% exceeded 0/10 or 0% met 5/10 or 50% showed significant weakness
Objective 1-2: Understand the function of each plant part. # of Questions: 3 Total Points Available: 3	2/10 or 20% exceeded 0/10 or 0% met 8/10 or 80% showed significant weakness	7/10 or 70% exceeded 0/10 or 0% met 3/10 or 30% showed significant weakness
Objective 1-3: Identify the plant parts that are used for human consumption # of Questions: 2 Total Points Available: 6	5/10 or 50% exceeded 3/10 or 30% met 2/10 or 20% showed significant weakness	9/10 or 90% exceeded 0/10 or 0% met 1/10 or 10% showed significant weakness
Objective 2-1: Define grains # of Questions: 2 Total Points Available: 4	1/10 or 10% exceeded 0/10 or 0% met 9/10 or 90% showed significant weakness	8/10 or 80% exceeded 0/10 or 0% met 2/10 or 20% showed significant weakness
Objective 2-2: Discuss corn and give examples of products made from corn. # of Questions: 2 Total Points Available: 3	0/10 or 0% exceeded 0/10 or 0% met 10/10 or 100% showed significant weakness	7/10 or 70% exceeded 0/10 or 0% met 3/10 or 30% showed significant weakness

<p>Objective 2-3:</p> <p>Recognize that there are different types of wheat and the products that can be made from them.</p> <p># of Questions: 2</p> <p>Total Points Available:5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>8/10 or 80% exceeded</p> <p>0/10 or 0% met</p> <p>2/10 or 20% showed significant weakness</p>
<p>Objective 2-4:</p> <p>Discuss barley and the ways it is used.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>1/10 or 10% exceeded</p> <p>1/10 or 10% met</p> <p>8/10 or 80% showed significant weakness</p>	<p>7/10 or 70% exceeded</p> <p>1/10 or 10% met</p> <p>2/10 or 20% showed significant weakness</p>
<p>Objective 2-5:</p> <p>Discuss oats and understand how they are used.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>2/10 or 20% exceeded</p> <p>3/10 or 30% met</p> <p>5/10 or 50% showed significant weakness</p>	<p>10/10 or 100% exceeded</p> <p>0/10 or 0% met</p> <p>0/10 or 0% showed significant weakness</p>
<p>Objective 3-1:</p> <p>Understand the similarities and differences of sugar cane and sugar beets.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>1/10 or 10% exceeded</p> <p>0/10 or 0% met</p> <p>9/10 or 90% showed significant weakness</p>	<p>7/10 or 70% exceeded</p> <p>0/10 or 0% met</p> <p>3/10 or 30% showed significant weakness</p>
<p>Objective 3-2:</p> <p>Name both edible and non-edible uses for soybeans.</p> <p># of Questions: 2</p> <p>Total Points Available: 2</p>	<p>5/10 or 50% exceeded</p> <p>0/10 or 0% met</p> <p>5/10 or 50% showed significant weakness</p>	<p>9/10 or 90% exceeded</p> <p>0/10 or 0% met</p> <p>1/10 or 10% showed significant weakness</p>

<p>Objective 3-3:</p> <p>Distinguish between the four main types of peanuts.</p> <p># of Questions: 2</p> <p>Total Points Available: 4</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>7/10 or 70% exceeded</p> <p>0/10 or 0% met</p> <p>3/10 or 30% showed significant weakness</p>
<p>Objective 3-4:</p> <p>Give examples of uses for canola and sunflowers.</p> <p># of Questions: 2</p> <p>Total Points Available: 6</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>6/10 or 60% exceeded</p> <p>2/10 or 20% met</p> <p>2/10 or 20% showed significant weakness</p>
<p>Objective 4-1:</p> <p>Understand what kenaf is and how it is used.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>9/10 or 90% exceeded</p> <p>0/10 or 0% met</p> <p>1/10 or 10% showed significant weakness</p>
<p>Objective 4-2:</p> <p>Name products that are made from industrial hemp.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>8/10 or 80% exceeded</p> <p>0/10 or 0% met</p> <p>2/10 or 20% showed significant weakness</p>
<p>Objective 4-3:</p> <p>Give examples of products made from flax.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>6/10 or 60% exceeded</p> <p>0/10 or 0% met</p> <p>4/10 or 40% showed significant weakness</p>
<p>Objective 4-4:</p> <p>Explain how cotton is grown and processed into products for human use.</p> <p># of Questions: 2</p> <p>Total Points Available: 3</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>7/10 or 70% exceeded</p> <p>0/10 or 0% met</p> <p>3/10 or 30% showed significant weakness</p>

<p>Objective 5-1:</p> <p>Describe what a forest is and why forests are important to the environment.</p> <p># of Questions: 2</p> <p>Total Points Available: 2</p>	<p>3/10 or 30% exceeded</p> <p>0/10 or 0% met</p> <p>7/10 or 70% showed significant weakness</p>	<p>9/10 or 90% exceeded</p> <p>0/10 or 0% met</p> <p>1/10 or 10% showed significant weakness</p>
<p>Objective 5-2:</p> <p>Identify and explain the difference between the three types of forests.</p> <p># of Questions: 2</p> <p>Total Points Available: 2</p>	<p>5/10 or 50% exceeded</p> <p>0/10 or 0% met</p> <p>5/10 or 50% showed significant weakness</p>	<p>9/10 or 90% exceeded</p> <p>0/10 or 0% met</p> <p>1/10 or 10% showed significant weakness</p>
<p>Objective 5-3:</p> <p>Give examples of products that come from trees.</p> <p># of Questions: 2</p> <p>Total Points Available: 6</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>5/10 or 50% exceeded</p> <p>2/10 or 20% met</p> <p>3/10 or 30% showed significant weakness</p>
<p>Objective 5-4:</p> <p>Understand what pulp is and how it is made.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>7/10 or 70% exceeded</p> <p>0/10 or 0% met</p> <p>3/10 or 30% showed significant weakness</p>
<p>Objective 5-5:</p> <p>Summarize the process used to make maple syrup.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>7/10 or 70% exceeded</p> <p>0/10 or 0% met</p> <p>3/10 or 30% showed significant weakness</p>

<p>Objective 5-6:</p> <p>Distinguish between hardwood and softwood trees and give examples of each.</p> <p># of Questions: 2</p> <p>Total Points Available: 4</p>	<p>2/10 or 20% exceeded</p> <p>0/10 or 0% met</p> <p>8/10 or 80% showed significant weakness</p>	<p>8/10 or 80% exceeded</p> <p>0/10 or 0% met</p> <p>2/10 or 20% showed significant weakness</p>
<p>Objective 5-7:</p> <p>Understand the year-round processes involved in Christmas tree farming.</p> <p># of Questions: 2</p> <p>Total Points Available: 5</p>	<p>0/10 or 0% exceeded</p> <p>0/10 or 0% met</p> <p>10/10 or 100% showed significant weakness</p>	<p>8/10 or 80% exceeded</p> <p>0/10 or 0% met</p> <p>2/10 or 20% showed significant weakness</p>

Example 2: Test scores charted

Students	Pre-assessment score-worth 94 points total	Post assessment score- worth 94 point total
Student 1	32 pts.	89 pts
Student 2	28 pts.	92 pts
Student 3	16 pts.	79 pts.
Student 4	29 pts.	90 pts.
Student 5	33 pts.	83 pts.
Student 6	27 pts.	35 pts.
Student 7	35 pts.	65.5 pts.
Student 8	34 pts.	92 pts.
Student 9	50 pts.	91 pts.
Student 10	33 pts.	91 pts.

- Provide a description of one or more examples of the learning objectives where students were most successful and utilize post-assessment (summative) data to explain why.
- For the most part the class did very well. The data showed there was 100% mastery on objective 2-5. There were another 5 objectives where 90% of the class had mastered the objective, and 7 objectives where 80% met.

- Provide a description of one or more examples of the learning objectives where students were least successful and utilize your post-assessment (summative) data to explain why.

There were a total of 10 objective that the class got 70% or less on. While this is not ideal, I recognize some other issues affected these results. Objective 1-1 seemed to show the most difficulty. 50% of the students showed weakness in this area. This really surprised be, because the students had a strong grasp on this material when they learned it. Also, 40% of the students didn't master objective 4-3.

- Provide a description of the successful adaptations you made throughout the unit to help individual students achieve your overall learning objectives.

I feel that by moving some of the talkative boys they were able to do better and focus. The student with the lowest pre-test score due to talking and not applying himself finished with an 84% on the post-assessment. Giving my student with special needs copies of the notes and allowing him to work in the office with Mr. Merriman allowed him to receive a 97% on the post-assessment. I was very excited for him.

Task 6.2: Analyze all student data to explain progress and achievement toward lesson objectives and ILS benchmarks.

- Summarize, in narrative form, what your data indicate about your students' learning specific to this unit.
- Analyze and evaluate the performance of all students toward meeting your stated lesson objectives in light of their performance on the pre-assessment(s).

I feel that the students did very well. They on average performed good in their formative assessments and showed comprehension during the lessons. They all made great strides in their knowledge from the pre-assessment. While some students didn't do as well on the post-assessment as I expected, no student regressed in their knowledge from the pre-assessment. I feel most of the students performed as I anticipated. Most of the scores were in the 80-90% range. The students had very little knowledge in the area of plant science. I learned that they won't begin taking biology classes until next year. this unit was actually setting the ground work for their later science classes and I didn't realize it.

Most of the students met the learning objectives at a satisfactory level and there are only 2 students that I feel would need more time before moving on to new material. One student had issues talking out of turn and disrupting the class. I had moved him early in the unit to fix the problem. He also didn't take notes and when he finally started taking notes, like I asked him to, he would always lose them. I returned the unit quizzes back to the students as a tool for studying for the post-assessment and he lost all of his quizzes. I made him new copies so he would have something to study with, but after the post-assessment, he informed me that he didn't study for it. I believe all of these factors contributed to his poor score. However, it was the lowest score that shocked me. One student injured his leg in football earlier in the year. He did awesome on his first three quizzes and was very active in class. He then went in for surgery and missed about a week of class. I sent the lesson notes home with his mom for him to work on and told him he could make the quizzes up when he returned. When he came back, his grades plummeted. He quit participating in class or taking notes and failed his last two quizzes. I tried to talk to him and offer my help, but he didn't want to talk and didn't want my help. I continued to prepare him for the post- test in hopes that he would come around. He took his test and when I sat down to grade it I realized he had only completed the front sides of each page. I located what class he was in and had him come down at the end of school to finish the other two pages. He came down and finished it, but he still left most of the question blank and ended up scoring a 35%. I wish I knew what caused his drastic change in attitude.

Task 6.3: Provide an interpretation of your results and discuss the implications.

- Provide a clear interpretation of what your post-assessment (summative) data indicate about student learning and performance.

The students that came to class regularly and participated performed better. The students who took notes and took the time to study, showed in their scores. I provided the students with all the information they needed to succeed, but it was up to them to put the effort in when I wasn't around.

- Discuss how the results and your interpretation of the data will impact your teaching in the future to positively impact student learning. Where necessary, provide a discussion of possible interventions needed for low-performing students.

In the future, I would like to have contacted the parents of these two lower performing students and got them involved. If that didn't work I would have like to have asked permission to the students to be in my classroom during the extra help period at the end of the day. I tried to get the students to communicate with me and tried to offer them help , but it didn't work. At this stage, I think my next step would have been to contact the parent.

Prompts for Teaching Process 7

Reflection and Self-Evaluation

Definition: *The teacher candidate reflects on his or her instruction and student learning to improve his or her teaching.*

Task 7.1: Discuss your implementation of this unit in terms of its impact on student learning in light of the major schools of thought that you previously discussed under contextual factors.

- Briefly summarize the unit you taught in terms of (1) student characteristics considered, (2) content, (3) general objectives, and (4) ILS benchmarks.

I had some student characteristic issues that prevented me from doing more hands on activities. I tried to take the students out of the classroom for activities, but there was so much talking and goofing around that I have to keep them in the class most of the time. Doing activities outside cause some issues with my student who had to leave early for his medicine. I think that content was at a correct level for the students. I believe those students who put effort into studying saw the reward in their grade. The material was not too difficult. I think the objective clearly highlighted the important material in the lessons that the students needed to know. The benchmark fit the lessons well. They are introductory lessons meant to get the basic key point across. These lessons build the foundation for the other Agriculture Science classes to come.

- Discuss successes and challenges your students experienced during this unit and the role your teaching skills (content knowledge, strategies, used, behavior management approach, etc.) played in the students' learning. Please provide specific examples.

My students struggled with the pre-assessment and didn't want to do it. It scared them, because they didn't know any of the information. The students had some minor behavioral problems, but we fixed them and the class ran smoothly. The students learned and asked questions during the lessons. They excelled on their quizzes and gain confidence in themselves. They had a fun time doing our lab activity and expressed that they would like to do more of these labs in the class. My teaching skills were definitely put to the test with these students. They asked loads of questions that challenged my knowledge of the content and their behavior challenged me to find classroom management techniques that worked for me and the class. I had to always be thinking and trying to come up with ways to keep them busy learning without boring them.

- Given your experience, describe and discuss any general insights into the nature of student learning and motivation processes you have gained that will make you a better teacher.

I learned that just because you are their teacher doesn't mean they will give you respect or do as they are told. You need to have clear rules and consequences and a well thought out management plan. These are your tools to survive in the class! If you don't use them, the students will take advantage of it. I learned that you won't get respect from most students, especially the ones with behavior issues, until you have earned it. Tell the students about you and let them get to know you as a person and not just this lady who we are forced to listen to for an hour every day. Show them that you are human and you do understand them. I was able to show them that I am not that much older than them and I still know how it feels. This is going to promote your students to learn. They may only do it, because they respect you now, but they will learn.

Task 7.2: Discuss what you learned about yourself as a teacher.

- Briefly describe what you learned about your teaching/leadership style, ability to manage the classroom, organize classroom routines, and student behavior during your experience (see Wong & Wong, chapter 18: Discipline plans)

I learned that while I have a lot of experience to gain and work to do, I am going to just fine at teaching.

It is pretty scary getting up in front of a group of new students, but the scary feeling goes away after a week of two. My teaching and leadership style is very structured and I'm going to need to work on loosening up a little. I also need to work on planning more shop activities. Going into student teaching I didn't realize just how important classroom management and routines really are. It isn't easy and the students don't always openly except your rules for them. It is a struggle at first, but when you get your students into their pattern finally, it gets much easier. It becomes a pattern rather than a daily struggle. The behavior of my students were a little hectic when I start teaching each new class, but things calmed down after a short period of time and more of the behavior problems cleared up. I am still surprised at those student s who would tell me that they didn't care and they would just fail. This was something I hadn't expected to hear.

- What did you discover to be your greatest strength(s) as a teacher? Be sure to provide specific examples.

I feel that my greatest strength is my love to the subject of agriculture and my willingness to spend extra time with the students to help them whenever they may need it. During students teaching I came in early, stayed late, and worked with students through my lunch hour. I don't regret one minute of my time that I gave up for them. Every minute I gave helped them and helped me build a relationship with them.

- What did you discover about yourself as a teacher that you still need to work on to improve? Be sure to provide specific examples.

I need to work on planning more class activities out of the classroom that are hands on. Agriculture students want a lot of hands on and shop activities. I am not completely comfortable in the shop yet. I don't want this to hurt my students thought. I have to force myself out of my classroom comfort zone and into the shop for the kids. This is the biggest thing that I want to work on.

- Now that you have completed this experience with the WTWS, what have you learned about your commitment to do what it takes to become an effective teacher?

I have learned that only a person serious about teaching will be willing to put so much work into becoming an effective teacher. I love agriculture and I had a blast during student teaching. Getting into the classroom made all the hard work worthwhile. I can't wait to get my own teaching position soon. Making use that you are an effective teacher isn't easy or quick. It takes a lot of time and effort to critique yourself. This isn't easy in its self, because we would all like to believe that we are perfect and everything we do it perfect, but it isn't. We are all human and no matter whether it is my first year or my 50th year teaching, I will always have something to improve on.

Task 7.3: Reflect on possibilities for your own professional development.

- How can you best use your strengths as a teacher to maximize the positive impact you will have on student learning?

I am very organized, detailed, and follow daily patterns. This can provide my students with a reliable learning environment. This is can really help students learn better. I am always honest and straight forward. I would hope that this will help me gain trust and respect from my students. I love everything FFA and I love teaching about the CDE's. I want my students to try new things even if they don't succeed at them. During student teaching, I was constantly preparing a team to compete in something. I would put in extra time whenever the students asked to help prepare them. I got to see the impact

this made on my students during my 12 weeks with them. I got to see hard working students succeed at something new and be so proud of themselves. I was very proud of them too.

- Having identified the areas of your teaching (e.g. content, pedagogical skills, behavior management skills, etc.) most in need of improvement, discuss what you will do to strengthen and cultivate needed improvement. Be specific.

I am going to find shop activities that I am comfortable with and get used to doing those with the kids.

Examples of this would be wood working and horticulture . Then, I want to start doing things I am less comfortable with. Example of this would be welding and small engines. I am competent in these areas, but I haven't really taught them to others. I have a lot of good resources and people that would be more than willing to give me advice and help me in these areas. I need to take the time to get the additional assistance and get the kids in the shop!

- In what ways do you intend to insure your continual development as a teaching professional in order to be prepared to positively impact student learning? Be specific.

It would be nice to take some addition agriculture classes on specific thing like animal science that I still feel I would know more about. I will have many opportunities once I am teaching to continue to develop as a teacher. The Ag Teachers Conference in the summer has some awesome workshops that can help improve my skills as a teacher. I can also get information for the State and National Conventions. There are many state based websites with information for agriculture teachers as well. All of these will help me become a better teacher and grow as a professional. As I become a better teacher, I can only impact my students learning more positively!