EDUC 450: PROFESSIONAL CLINICAL PRACTICE

SCHOOL OF EDUCATION – CLAFLIN UNIVERSITY

TEACHER UNIT WORK SAMPLE GUIDELINES

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs and prior experiences. Through this performance assessment, candidates provide credible evidence of their ability to facilitate learning by meeting the following standards:

* The candidate uses multiple assessment strategies and approaches aligned with learning goals to assess student learning before, during and after instruction.
* The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
* The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
* The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
* The candidate reflects on his or her instruction and student learning in order to improve teaching practice.

The candidate will create a Unit Teacher Work Sample to demonstrate its impact on student learning. The attached template which consists of several components, should be used to fulfill this requirement. Attach samples of student work as an appendix.

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TEACHER UNIT WORK SAMPLE TEMPLATE

**Candidate**: David Kelly **Mentor Teacher**: Mrs. F. Williams **Academic Year**: 2011/2012

**District**: OSDC 5 **School**: Mellichamp Elementary **Grade Level**: 5

**Subject**: ELA **Dates of unit**: **from**  **to**

Unit Title and/or Description: Figurative Language

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| ***Describe the number of students, demographics of the students, and any other special features or important information.***  In the first class, there are fifteen students. There are ten boys and five girls. All of the students are black. All of these students are on free lunch.  The second class consists of sixteen students. There are nine boys and seven girls. Thirteen of these students are black. Three of them are Hispanic. All of these students are also on free lunch.  The students from both classes are visual-kinesthetic learners. They also enjoy music. |

**Section I: Major Unit Objectives (Key Element 2.A) – *Describe the major objectives* of the unit and *indicate the corresponding state standards.***

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| **Major Unit Objectives – Key Element 2.A** |
| **The students will be able to interpret devices of figurative language (including simile, metaphor, and personification) [5-1.3]** |
| **The students will be able to interpret devices of figurative language (including hyperbole) and sound devices (including onomatopoeia and alliteration). [5-1.3]** |
| **The students will be able to create their own examples of devices of figurative language (including metaphor, simile, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration). [5-1.3]** |
| **The students will be able to interpret the meaning of idioms and euphemisms encountered in texts. [5-3.3]** |

***Reflect on the unit objectives (Key Element 2.A) How did you craft these objectives so that the students understand both the objectives and their relevance?***

These objectives are based on the indicators from the South Carolina state standards for English Language Arts. I crafted these objectives together because they all fall under the umbrella of “Figurative Language.” They are all types of figurative language. I also used the pacing guide for Orangeburg County School District 5. This pacing guide had these topics grouped together around the same time period. These were all influences for the crafting of these objectives.

**Section II: Unit Plan (Key Element 2.B)**

***Describe your instructional plan – that is, the sequence of steps that you need to follow if your students are to achieve the unit objectives – including the key activities or strategies and resources (e.g., materials, technology).***

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| **Instructional Plan for the Unit – Key Element 2.B** |
| Direct Instruction: the students will be given the definitions along with examples of the various devices. |
| Note-Taking: the students will create Figurative Language booklets with the definitions and examples of the various devices. |
| Scavenger Hunt: The students will perform a scavenger hunt looking for examples of the devices in everyday text. |
| Grouping: The students will be grouped based on their abilities/ understanding of the content. In these groups, the students will create raps that include the various devices. |
| Performance: The students will perform their raps for the class |

***Reflect on the instructional plan for the unit (Key Element 2.B): How does this instructional plan establish a balance between grade level academic standards and expectations and the needs, abilities and developmental levels of individual students?***

This instructional plan establishes a balance between grade level academic standards and expectations because the instructional strategies used in this instructional plan are age and developmental appropriate. There is also a diversity of instructional strategies that are used in this instructional plan. The students will have to remember the definitions for the devices during the earlier stages. This will lead to the students interpreting the various devices. The students will then be lead to classifying the devices as figurative language devices and sound devices. They will have to defend their positions on why they would classify the examples as being the specific devices and they will also defend their positions on why the various devices would be a figurative language device or a sound device. The unit will conclude with the students composing their own examples of the various devices within raps that they create. I believe the students are able to benefit from the opportunity to create their own raps using the content that was learned. This strategy is helpful because the students enjoy music and they believe they are rappers anyway. This combines the content that needs to be taught with the students’ interest.

Section III: Unit Assessments Key Element 3.A

***List the key unit assessments.***

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| **Key Unit Assessments**  **(Key Element 3.A)** | **Type of Assessment**  **(Attach Copies)** | |
| **Teacher-Made** | ***Commercially Available*** |
| **Performance Assessment: The students perform their raps.**  **Figurative Language Assessment** | ***X***    ***X*** |  |

***Reflect on the unit assessments (Key Element 3.A): How did you determine that your unit assessments were valid and reliable for all students?***

I have determined that my performance assessment was valid and reliable because it allowed me to assess the students’ understanding of the content. The actual presentation may not have been reliable for each individual student, but while I walked around monitoring the students, I was able to assess the understanding of the individual students based on their participation within their groups.

I believe the formative assessment was valid and reliable for each student. For this assessment, the students had to prove their knowledge of the definitions of the devices. They then were challenged with classifying different examples as being one of the devices and then interpreting the meaning of that example.

Section IV: Analysis of Student Performance (Key Element 3.B)

***Describe the way(s) in which you analyzed student performance.***

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| I analyzed student performance by getting them to dissect the various devices from their raps after their performance. I asked each individual groups for the examples of the devices that were used in their raps. I also asked them to give an interpretation for the examples. Examples from each group were recorded onto chart paper.  I also was able to analyze student understanding through the formative assessment at the end of the unit. |

***What were your findings?***

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| **From the analyses of the assessments, I was able to find that the majority of the students were able to understand the material. When they were able to work together in their groups, they were able to create their own examples of the devices. The test results reflected that more than 80% of the students were able to learn the material.** |

***Reflect on the analysis of student performance (Key Element 3.B): In what way(s) did this information (a) increase your understanding of individual students’ strengths and weaknesses and (b) determine specific aspects of your instruction that need to be modified?***

**Based on the student performance from these assessments and the activities that I implemented within this unit, I recognize that a strength of the students is performing. They enjoy being able to create their own things that they can perform in front of the class. They really enjoyed creating raps because they enjoy rap music. A weakness could be group work without very close monitoring. The students may begin to have too much fun with the activity and get away from the content aspect of the activity. This could be due to not having instructions and expectations that were comprehensible enough. With this in mind, my giving of the directions and expectations may need to be modified. Another thing that would need to be modified is my monitoring of the students while in their groups. I walked around monitoring, but my main focus was making sure the students weren’t getting too loud or out of control, but I may need to also listen for the content being discussed in each group to make sure the students are staying on task.**

***Section V: Response to Formative Analysis (Key Element 2.C)***

***Reflect on the findings of the formative assessment analysis (Key Element 2.C): (1) Did you need to adjust your plan as you progressed through this unit? Why or why not? (2) Do you foresee the need to make adjustments (a) to future unit plans for this group of students and (b) to this unit plan, if and when you teach this unit again to a different group of students? Why or Why not?***

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| 1. **I did not find a need to adjust the plan as I progressed through the unit. From my informal assessments of the students, I believe that the students understood the material.** 2. **a) I did not make adjustments to the unit for this group of students.**   **b) I would make changes to the unit based on the group of students. I used this tactic with this group of students because they enjoy music and believe they are rappers anyway.** |

***Section VI: Summative Results (Key Element 3.C)***

***Summative Results (Key Element 3.C): How did you determine the students’ grades (or other performance indicators) for the unit, and what were the overall results for your students?***

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| **The students’ grades for the unit were determined by the following:**  **Group participation**  **Performance of the raps**  **Formative Assessment**  **Over 80% of the students were able to pass the formative assessment at the end of the unit.** |

***Reflect on the summative results (Key Element 3.C): Based on the overall results, did the students gain from this unit all that you expected? Why or why not?***

**I believe the students were able to gain all the understanding from this unit that I expected. The students were able to prove this to me through the content in their raps, the presentation of their raps, and finally from the formative assessment that was given at the end of the unit.**