

**EXIT INTERVIEW**

**EDUC 540-902: STUDENT TEACHING SEMINAR**

**LISA M. BARBI**

**DREXEL UNIVERSITY**

**Domain 1: Describe how you score on the rubric and use evidence and artifacts to support your reasoning. Provide evidence for each component within domain 1.**

**Component 1a: Demonstrating knowledge of content and pedagogy**

Demonstrating knowledge of content and pedagogy is an ongoing process that evolves and becomes fine-tuned as a teacher becomes more experienced. In considering this fact, the score I received for this component is proficient. I chose a variety of artifacts providing evidence to substantiate this proficient score. The first artifact is a guided reading lesson plan including references to professional instructional resources such as edutopia.com. This artifact assists me in demonstrating my comprehension of content and the prerequisite relationships among content and skills, an anticipation of student misunderstandings and its causes, and an ability to plan and practice that reflects various instructional strategies based on student and content needs. This lesson plan is based on my student's fourth grade summer reading project (*Because of Winn Dixie*) and an excerpt of this story derived from the student's reading textbook. Next, I have listed several of the content/pedagogical graduate courses I have completed during the past two years in the PreK-4 Post Baccalaureate Certification/MS in Teaching, Learning, & Curriculum. In participating in and completing each of these courses, I have developed a pedagogical knowledge base that will support me as an effective educator now and in the future. Additionally, I have listed several examples of sites I have utilized during my student-teaching experience and coursework that have enabled me to acquire knowledge of content and pedagogy. For example, on a daily basis, I access the Common Core State Standards listed on the Pennsylvania Department of Education Portal in order to align instructional outcomes with state standards. In the future after having more exposure to content and pedagogical principles, I hope to plan and prepare instruction that is differentiated and dynamic. Finally, to demonstrate my assimilation of this knowledge of content and pedagogy, I have included a sample of student work with my comments.

**List Artifacts/Evidence:**

**Artifacts: Domain 1 – Component 1a: Demonstrating knowledge of content and pedagogy**

**Artifact 1: *Because of Winn Dixie – Guided Reading Lesson Plan***

**Guided Reading Lesson Plan**

**Teacher:** Lisa Barbi

**Grade:** 4

**Book Title:** *Because of Winn Dixie* by: Katie DiCamillo

**Topic- Teaching focus:**

- The teacher will use the pictures provided on the cover and book title to assist the student in making predictions about the plot of the book.
- The teacher will guide the student in using context clues to decode the meaning of new vocabulary words.
- The teacher will assist the student in using a graphic organizer to make predictions and discuss them, to sequence the order of main events in the chapters, to compare and contrast characters, and to recall important aspects of the characters in the book.
- The teacher will use a running record assess accuracy, fluency, and rate by having the student read aloud three passages from chapter one.

- The teacher will assist the student in making connections with characters through anecdotal stories and recall of student's personal experiences with friendship (with pets and humans).

### **Goals and Objectives:**

- Student will use context clues to decode the meanings of new vocabulary.
- Student will use images and the book title to make predictions about the plot of the book.
- Student will describe the elements of a story.
- Student will use a graphic organizer to describe predictions, establish the sequence of main events, compare and contrast main characters, concisely detail important aspects of the main character.
- Student will use information gathered from reading chapters one to three and write a detailed paragraph describing, in order, the main events of the first three chapters, assessing the characters introduced in these chapters, and evaluating the validity of their prediction prior to reading chapter one.  
Student will use an online flipbook to begin to create an online record of the main events and characterizations found in chapters one to three.

### **Materials & Equipment:**

- Tradebook: *Because of Winn Dixie*, chapters 1 to 3
- Online Teacher's Guide
- Online Vocabulary list, flashcards, audio/pronunciation tool, explanation of literary devices, and games
- Internet access
- PC and I pad
- Television or PC with DVD player
- Movie on DVD
- Graphic organizer: [http://www.cape.k12.mo.us/blanchard/hicks/reading%20pages/because\\_of\\_winn\\_dixie.htm](http://www.cape.k12.mo.us/blanchard/hicks/reading%20pages/because_of_winn_dixie.htm)
- Running record form
- Lined paper
- Pencils, crayons, and markers
- Online Dictionary
- Student Interactive Flip Book: <http://www.readwritethink.org/classroom-resources/student-interactives/flip-book-30054.html>
- Flashcards: <http://quizlet.com/391188/because-of-winn-dixie-flash-cards/>  
Literary devices/summary: <http://www.shmoop.com/because-of-winn-dixie/literary-devices.html>

### **Content Standards:**

#### **Reading:**

**R4.A.1.1.1:** Identify and/or interpret meaning of multiple-meaning words used in text.

**R4.A.1.2.2:** Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

**R4.A.1.3.1:** Make inferences and/or draw conclusions based on information from text.

**R4.A.1.4.1:** Identify and/or explain stated or implied main ideas and relevant supporting details from text.

**R4.A.1.5.1:** Summarize the key details and events of a fictional text as a whole.

**R4.A.1.6.1:** Identify the author's intended purpose of text.

**R4.A.2.1.1:** Identify and/or interpret meaning of multiple-meaning words used in text.

**R4.A.2.2.2:** Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

**R4.A.2.3.1:** Make inferences and/or draw conclusions based on information from text.

**R4.A.1.5.1:** Summarize the key details and events of a fictional text as a whole.

**R4.A.2.2.1:** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both.

### **Listening and Speaking:**

**1.6.4.A:** Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

### **Writing:**

**1.5.4.A:** Write with a clear **focus**, identifying topic, task, and audience.

**1.5.4.B:** Develop content, gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write one or more paragraphs that connect to one central idea.

**1.5.4.C:** Organize writing in a logical order Include a recognizable beginning, middle, and end. Use appropriate transitions within sentences and between paragraphs.

**1.5.4.D:** Write with an understanding of **style**, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.

**1.5.4.F:** Use grade appropriate **conventions of language** when writing and editing.

### **Instructional Procedure:**

- Prior to distributing and looking at the book, the teacher will ask the student to describe friendship. Next, she will ask the student if he has any special friendships. The teacher will ask if he has any pets and his relationship with his pet. The teacher will then ask if his pet has helped him to make friends or form closer bonds with others.
- Upon distribution of the book, the teacher will introduce the title and author of the book, *Because of Winn Dixie*, by Katie DiCamillo.
- The teacher will look at the cover art with the student and ask him to predict the main idea and theme of the story.
- The teacher will elaborate on this inference process by assisting the student in extending knowledge of the book by incorporating information gather during the friendship discussion as well as information he may have gather about the book on his own.

The teacher will display the following comprehension questions, one at a time, on the iPad and PC. The following comprehension questions will be discussed after the reading to elicit conversation about the chapters read and to reinforce comprehension:

- ☞ Where did Opal first see Winn Dixie?
- ☞ How did Winn Dixie look when Opal found him?
- ☞ How old was Opal when she wanted her dad to tell her about her mother?
- ☞ Tell one way Opal was like her mother.
- ☞ What was Opal's first name?
- ☞ Opal lived in \_\_\_\_\_.
- ☞ Where did Opal move?

- The teacher will display the vocabulary words on the iPad and PC so that both the student and teacher have easy access to the information.
- The teacher will use the audio tool to introduce the proper pronunciation of each word.
- The teacher will then repeat the word and spell it, then ask the student to repeat the words and spell them after her.
- The teacher will instruct the student to write the word down on lined paper and write his or her own definition of the word.
- The teacher will guide the student in using an online dictionary to find the definition of the words.
- The teacher and student will discuss the similarities and differences of the student's definitions and the actual definition.
- The teacher will then use the online, vocabulary flashcards to elicit a response from the child as to the part of speech and how the word is used in the text.
- The teacher and student will use the iPad to play a vocabulary game on Quizlet.com.
- The student will complete the trifold; graphic organizer discussing the validity of his predictions about the story, sequencing the three main ideas, from chapters one to three, next, the student will compare and contrast the characters of Winn Dixie and Opal using a Venn diagram. Lastly, the student will reflect on how old Opal was when her mother left.
- The student will write one detailed paragraph using at least two vocabulary words describing, in order, the main events of the first three chapters, assessing the characters introduced in these chapters, and evaluating the validity of their prediction prior to reading chapter one.
- The student will create an original illustration showing his perception of the main events to accompany his paragraph.
- The student will begin creating an online flipbook detailing the main ideas and characters in the book.

#### **Assessment (observation, running records, anecdotal notes)**

- Tools used to assess the student:
- online quiz and comprehension questions listed in the Instructional Comprehension section of this plan.
- graphic organizer.
- running record.
- teacher observation.

#### **Technology**

- PC/laptop with Internet access
- iPad
- Webquests: [http://www.cape.k12.mo.us/blanchard/hicks/reading%20pages/because\\_of\\_winn\\_dixie.htm#Webquests](http://www.cape.k12.mo.us/blanchard/hicks/reading%20pages/because_of_winn_dixie.htm#Webquests)
- Readwritethink.org: <http://www.readwritethink.org/classroom-resources/student-interactives/flip-book-30054.html>
- Quizlet.com: <http://quizlet.com/391188/because-of-winn-dixie-flash-cards/>
- Shmoop.com: <http://www.shmoop.com/because-of-winn-dixie/literary-devices.html>



**Because of Winn Dixie: Vocabulary for Chapters One to Five (Pages 1 to 31)**

1. skidded, v. – slid, sideways, on a slippery ground or as a result of stopping or turning too quickly.
2. suffering, v. – subjected to or experienced to something bad or unpleasant.
3. judge, v. – to form an opinion or conclusion about something or someone.
4. produce, n. – things that have been produced or grown, especially from farming, example, vegetables.
5. exception, n. - a person or thing that is excluded from a general statement or does not follow a rule.
6. memorized, v. – to commit to memory or learn by heart.
7. missionary, n. – a person sent on a religious, especially one sent to promote Christianity in a foreign country.
8. fortunate, adj. – favored or having good luck or fortune.
9. congregation, n. – a group of people assembled for religious worship.
10. distract(ed), v. - to prevent (someone) from giving full attention to something.
11. effect, n. – a change that is the result or consequence of an action or other cause.
12. potluck, n. – used in reference to a situation in which one must take a chance that whatever is available will prove to be good or acceptable.
13. sermon, n. – a talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible.
14. constellations, n. – a group of stars forming a recognizable pattern that is traditionally named after its apparent form or identified with a mythological character.
15. retriever, n. – a dog or breed used for retrieving game.

**Artifact 2: Domain 1 – Component 1a: Demonstrating knowledge of content and pedagogy****Sample List of Content/Pedagogical Coursework:**

- Professional Studies in Instruction (EDUC 520)
- Fundamentals of Special Education (EDUC 542)
- Science Teaching Methods: PreK-4 (EDUC 513)
- Assessment of Young Learners (EDUC 506)
- Math Methods & Content: PreK-4 (EDUC 517)

- Typical and Atypical Child Development (EDUC 521)
- Early Literacy (EDUC 529)

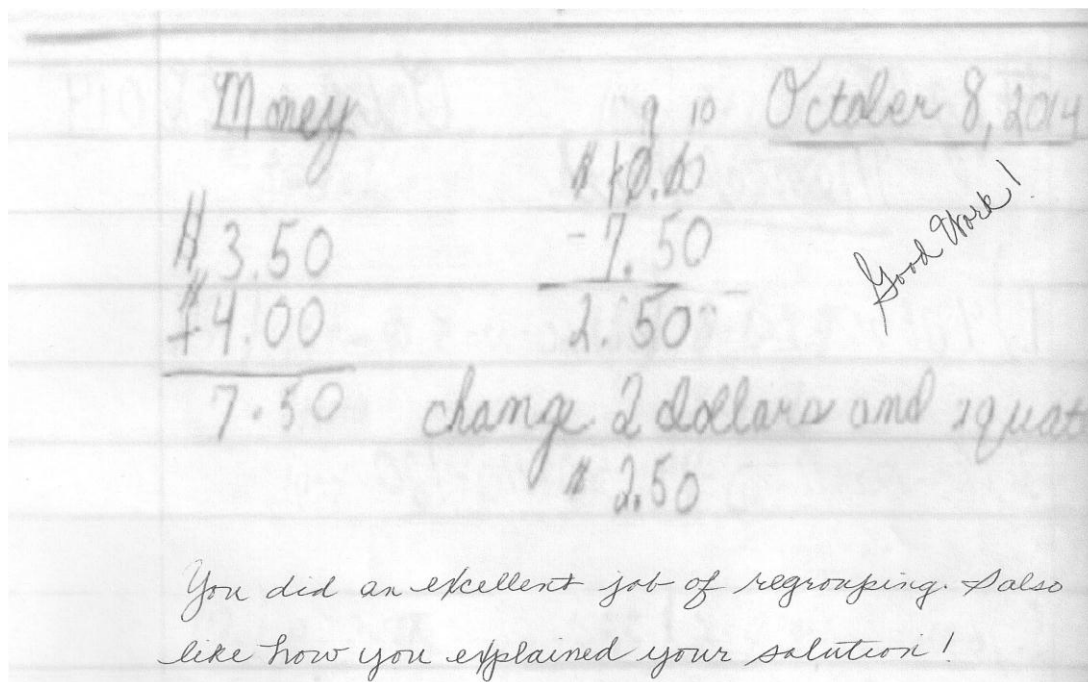
**Artifact 3: Domain 1 – Component 1a: Demonstrating knowledge of content and pedagogy**

**Content-Driven websites accessed to develop instruction:**

- Pennsylvania Department of Education Standards Aligned System: <http://www.pdesas.org/Standard/Views>
- Common Core State Standards: [Initiative http://www.corestandards.org/](http://www.corestandards.org/)
- [Readthinkwrite.com](http://www.readthinkwrite.com)
- [Edutopia.org](http://www.edutopia.org)

**Artifact 4: Domain 1 – Component 1a: Demonstrating knowledge of content and pedagogy**

**Example of Thoughtful, Content-Driven Pedagogical Comments on Student Work:**



**Rating from Rubric for Component 1a:** 4 - Proficient

**Component 1b: Demonstrating knowledge of students**

Demonstrating knowledge of students tends to be one of my strong points; therefore, the rubric rating we agreed upon is distinguished (5). Understanding your students' socioeconomic and cultural backgrounds, developmental progress, and instructional, emotional, and physical needs is essential to being an effective teacher. In order to demonstrate my knowledge of students, I have included excerpts from a confidential, diagnostic summary of a student with Pervasive Developmental Disorder (Asperger's Disorder). (I included some additional descriptive information about Thomas in the summary for you to



understand better the student.) The student's name has been changed and all identifying information has been removed. Prior to this diagnosis, the teacher requested this student be assessed for learning disabilities because of his inability to focus in class, his inability to connect in classroom discussions, and his trouble with written assignments. The school psychologist and the teacher strongly recommended that the parents have the student tested by an outside source to determine if the issues he was experiencing were due to a disability. Upon reviewing this diagnostic summary in a Multidisciplinary Team Meeting (MDT) with the parents, school principal, school psychologist, school counselor, and my cooperating teacher, an IEP (individualized education program) was developed with a list of modifications and accommodations for Thomas. These accommodations and modifications are listed in artifact 2 for this component. I have had the opportunity to implement these modification and accommodations in order to meet the student's instructional and social needs. The student's name is Thomas and he was diagnosed on the autism spectrum as highly functional (Asperger's syndrome). He is an excellent math student, but struggles with verbal and written processing. He also tends to become fixated with objects and obsessed with certain topics like video games.

#### List Artifacts/Evidence:

##### **Artifact 1: Domain 1 – Component 1b: Demonstrating knowledge of students**

Thomas is a 9-year-old boy who lives with his married parents, teenage brother, and younger brother, who was diagnosed with Down's Syndrome at birth. His parents initially sought consultation and treatment for him regarding their concern that he may have a social disability. They described him as lacking social awareness and lacking a "filter" when he speaks. They have also explained that Thomas tried to hurt himself when he was in third grade because of his inability to "fit it". Thomas also has a hard time being compared to his older brother and takes offense to comparisons between the two.

##### **Diagnostic Impressions**

Axis I: Pervasive Developmental Disorder, not otherwise specified (PDD, NOS) evaluate further: Asperger's Disorder  
Adjustment Disorder, with mixed anxiety and depressed mood

Axis II: deferred

Axis III: none reported

Axis IV: increased stress with social situations as peer interactions become more developmentally prominent, "middle child" with younger brother with Down's Syndrome.

##### **Diagnostic Criteria**

The Diagnostic and Statistical Manual of Mental Disorders- Fourth Edition (DSM-IV-TR) lists the following diagnostic criteria for Asperger's Disorder:

(I) Qualitative impairment in social interaction, as manifested by at least two of the following:

- (A) marked impairments in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body posture, and gestures to regulate social interaction
- (B) failure to develop peer relationships appropriate to developmental level
- (C) a lack of spontaneous seeking to share enjoyment, interest or achievements with other people, (e.g., by a lack of showing, bringing, or pointing out objects of interest to other people)
- (D) lack of social or emotional reciprocity

(II) Restricted repetitive & stereotyped patterns of behavior, interests and activities, as manifested by at least one of the following:

- (A) encompassing preoccupation with one or more stereotyped and restricted patterns of

interest that is abnormal either in intensity or focus

(B) apparently inflexible adherence to specific, nonfunctional routines or rituals

(C) stereotyped and repetitive motor mannerisms (e.g. hand or finger flapping or twisting, or complex whole-body movements)

(D) persistent preoccupation with parts of objects

(III) The disturbance causes clinically significant impairments in social, occupational, or other important areas of functioning.

(IV) There is no clinically significant general delay in language (E.G. single words used by age 2 years, communicative phrases used by age 3 years)

(II) Restricted repetitive & stereotyped patterns of behavior, interests and activities, as manifested by at least one of the following:

(A) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus

(B) apparently inflexible adherence to specific, nonfunctional routines or rituals

(C) stereotyped and repetitive motor mannerisms (e.g. hand or finger flapping or twisting, or complex whole-body movements)

(D) persistent preoccupation with parts of objects

(III) The disturbance causes clinically significant impairments in social, occupational, or other important areas of functioning.

(IV) There is no clinically significant general delay in language (E.G. single words used by age 2 years, communicative phrases used by age 3 years)

### **Discussion**

Thomas demonstrates qualitative impairment in social situations as well as restricted repetitive and stereotyped patterns of behavior, interests, and activities. Thomas has interests in friendships, but reportedly has few. He struggles to understand the conventions of interpersonal relationships, and believes that everyone is his friend regardless of his peers' interest in him. He struggles to engage in emotional/social "back and forth." Rather, he takes a one sided approach with others where he pursues a conversational topic regardless of its appropriateness or relevance and without appreciation of other's reactions or interest. He also demonstrates a verbose speech style

with adult like vocabulary. He evidences difficulty self-monitoring his thought content and communications. Thomas demonstrates an encompassing preoccupation with (and savant like knowledge of) certain topics, such as video games, their characters, and their history. He also demonstrates some inflexibility in regards to his routines. His developmental history did not reveal any clinically significant general delay in language and there does not appear to be any clinically significant delay in cognitive development, self-help skills, or adaptive behavior.

Given these considerations, my working diagnosis for Thomas is Pervasive Developmental Disorder, Not Otherwise Specified (PDD, NOS). It is reasonable to consider the diagnosis of Asperger's Disorder, but his relative strengths in social situations and capacity to have some interests beyond his restricted patterns may represent subthreshold symptomatology for an Asperger's diagnosis. Thus, the more conservative PDD, NOS is the present working diagnosis. Time and continued evaluation may make this differential diagnosis more clear.

Further, the new edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) has made changes to the diagnosis of pervasive developmental disorders, introducing the diagnosis of Autism Spectrum Disorder, which subsumes DSM-IV diagnoses of Autistic disorder, Asperger's Disorder, Childhood Disintegrative Disorder, and PPD NOS into the new single umbrella disorder. Importantly, the new Autism Spectrum Disorder (ASD) includes a continuum of severity levels (level 1-3). In this new system, it is likely Thomas would be diagnosed with ASD, level 1 (the least severe level). For Thomas specifically, the practical implications of these recent diagnostic changes are likely to be minimal, but this is unclear. Continued evaluation and considerations will be carried out in this regard.

**Artifact 2: Domain 1 – Component 1b: Demonstrating knowledge of students**

Based on the above diagnostic summary and academic performance assessments (Weschler Intelligence Scale for Children-Fifth Edition (WISC-V) and Behavior Assessment System for Children (BASC)) performed by the school psychologist, it has been determined that Thomas has strong math and analytical skills, but struggles with verbal processing impeding his ability to process projected notes, and write cohesive paragraphs. The following accommodations have been implemented:

**Accommodations:**

- Extended time on tests
- Use of electronic device, PC, keyboard to communicate written responses
- Printed notes rather than handwritten note taking (teacher prints out notes typically displayed on board)
- Limited number of short response items and extended response items on tests
- Visual organizers in addition to verbal materials
- Tests may be read to the student and/or the teacher/aide/counselor/scribe will write, verbatim, the student's short responses and extended responses while the student dictates
- Change the setting of the test to a room that is quieter with fewer distractions

**Modifications:**

- Get graded or assessed using a different standard other than fellow classmates on tests requiring written/verbal skills (for example English Language Arts tests)
- Alternate project assignments
- Shorter written responses
- Answer fewer questions on tests (do not give a completely different test due to social implications)

**Rating from Rubric for Component 1b:** 5 – Distinguished

**Component 1c: Setting Instructional Outcomes**

Upon reviewing the evidence provided to support my ability to set instructional outcomes, the rubric rating agreed on is proficient (4). Setting instructional outcomes that are clear, measurable, aligned with state standards and instruction is an evolving process. For example, in planning and preparing the vocabulary lesson highlighted as the artifact for Domain 1, component 1c, I incorporated each of the components of Danielson's domain 1 and met with the cooperating teacher to discuss the curricular content and core materials that were necessary in creating the lessons. Next, I researched the Common

Core State Standards in the specific content areas (English Language Arts) at the fourth grade level and aligned the instructional outcomes, activities, and assessments with these standards. Most importantly, these lessons were planned and prepared in consideration of the students' interests and individual, instructional needs. This vocabulary lesson was designed around the poetry of Shel Silverstein was the most enjoyable to teach because the students were highly engaged in extending prior knowledge of descriptive adjectives and displaying this knowledge as part of a group-writing project that also supported the students' assimilation of more advanced vocabulary such as: sovereign, regal, and royal.

### Artifact 1: Domain 1 – Component 1c: Setting Instructional Goals

**Teacher:** Lisa M. Barbi

**Grade Level:** 4

**Cooperating Teacher:** Lindsay Avitalle

#### English Language Arts: Vocabulary Lesson Plan Adjectives in Context: Peanut Butter Sandwich by Shel Silverstein

#### Content and Standards:

The teacher will guide students in recognizing, evaluating, and comprehending the following three, Tier 2 vocabulary words from the Shel Silverstein poem, "Peanut-Butter Sandwich": **regal, royal, and sovereign.**

#### Reading:

**R4.A.1.1.1:** Identify and/or interpret meaning of multiple-meaning words used in text.

**R3.A.1.1.2:** Identify and/or interpret a synonym or antonym of a word used in text.

#### Listening and Speaking:

**1.6.4.A:** Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

#### ELA Common Core:

**CC.1.1.2.D:** Know and apply grade level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words with long vowels and words with common prefixes and suffixes.
- Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade-appropriate irregularly spelled words.

**CC.1.4.2.E:** Choose words and phrases for effect.

#### Prerequisites:

- Students must know how to recognize adjectives as vocabulary used to enhance stories and poems using figurative language.
- Students must know that adjectives are parts of speech that describe persons, places, or things.
- Students must know how to work within groups to convey words meanings through verbal, nonverbal, and written means.

**Goals and Objectives:**

- Students will extend prior knowledge of adjectives to identify them as vocabulary within a poem.
- Students will use context clues to decode the meanings of new vocabulary words.
- Students will collaborate to create a short story using adjectives to enhance the message.
- Students will be able to apply phonemes and decoding to comprehend word meanings and put these concepts together to construct sentences.

**Procedure:**

- The teacher will ask students to recall the definition of adjectives as a part of speech.
- The teacher will ask students to give examples of words that are adjectives.
- The teacher will display the artwork associated with the poem "Peanut-butter Sandwich" by Shel Silverstein.
- The teacher will read the Shel Silverstein poem, "Peanut-butter Sandwich" being sure to emphasize descriptive adjectives including Tier 2 vocabulary, regal, royal, and sovereign.
- The teacher will display a digital copy of the poem on the Smartboard.
- The teacher will stop after each word and ask students to use context clues to determine what the three, Tier 2 vocabulary may mean.
- The teacher will remind the students that the words are used to describe how the king behaves.
- The teacher will guide the students in identifying synonyms from the story to reinforce comprehension of the three vocabulary words.
- The teacher will write the three vocabulary words on the Smartboard.
- The teacher will re-read the poem while students list as many adjectives as they can recall from the story focusing on the three vocabulary words.
- The teacher will ask the students to break into pairs and create original definitions and illustrations to represent the meaning of regal, royal, and sovereign.
- The teacher will ask student pairs to share original definitions and illustrations with the entire class.
- The teacher will display formal definitions and illustrations of the three vocabulary words on the Smartboard so students can check their work.
- The teacher will have students work together to write a paragraph, dictated by the students and written on the board by the teacher, using the vocabulary words, royal, regal, and sovereign.
- The teacher will ask for student volunteers to read the original paragraph that was composed by the class.
- The students will write original paragraphs using the vocabulary words, royal, regal, and sovereign individually.

**Materials & Equipment:**

- The poem, "Peanut-butter Sandwich" by Shel Silverstein from the book, *Where the Sidewalk Ends*.
- Digital copy of the poem, "Peanut-butter Sandwich".
- Dictionary and thesaurus (online and hardcopy)
- Internet access
- PC
- Smartboard
- Lined paper, pencils, crayons, and markers

**Assessment:**

- The teacher will administer an informal survey to assess student comprehension of adjectives.
- The teacher will use a rubric to assess the accuracy and creativity of the final paragraph.
- The teacher will use informal evaluation to review the original definitions and illustrations created by the student pairs.
- The teacher will use the partner evaluation paragraph to assess the successfulness of the think-pair-share activity.
- The teacher will conduct informal surveys of students during and after the vocabulary lesson to ensure understanding and determine differentiation needs.
- The teacher will collect the student paragraphs including the three, Tier 2 vocabulary words to determine if the students remained on task and created original work.

**Differentiation:**

- The teacher will have students; especially those who are accommodated and/or modified, use the iPad or a PC to create original definitions, research vocabulary meanings, and download digital illustrations to represent the three vocabulary words.
- The teacher will encourage students who struggle with writing to use single words, symbols, and illustrations to represent the message to be conveyed.
- The teacher will provide audio/visual versions of the story to students who have visual learning disabilities.

**Self-Assessment:**

I found that students could easily assimilate Tier 2 vocabulary words such as royal, regal, and sovereign into daily spoken and written language when properly engaged with relevant and entertaining content such as the Shel Silverstein poem. It is important to provide the students with various options for creating original definitions, paragraphs, and illustrations such as using digital imaging or hand drawn illustrations. It is most important to use engaging tone and an animated voice to engage students while encouraging them to tune into context clues that will give hints as to the meaning of new vocabulary words.

**Peanut-Butter Sandwich  
by Shel Silverstein**



<p>I'll sing you a poem of a silly young king Who played with the world at the end of a string, But he only loved one single thing— And that was just a peanut-butter sandwich. His scepter and his royal gowns, His regal throne and golden crowns Were brown and sticky from the mounds And drippings from each peanut-butter sandwich. His subjects all were silly fools For he had passed a royal rule That all that they could learn in school Was how to make a peanut-butter sandwich. He would not eat his sovereign steak, He scorned his soup and kingly cake, And told his courtly cook to bake An extra-sticky peanut-butter sandwich. And then one day he took a bit And started chewing with delight, But found his mouth was stuck quite tight From that last bite of peanut-butter sandwich. His brother pulled, his sister pried, The wizard pushed, his mother cried, "My boy's committed suicide From eating his last peanut-butter sandwich!"</p>	<p>The dentist came, and the royal doc. The royal plumber banged and knocked, But still those jaws stayed tightly locked. Oh, darn that sticky peanut-butter sandwich! The carpenter, he tried with pliers, The telephone man tried with wires, The firemen, they tried with fire, But couldn't melt that peanut-butter sandwich. With ropes and pulleys, drills and coil, With steam and lubricating oil— For twenty years of tears and toil— They fought that awful peanut-butter sandwich. Then all his royal subjects came. They hooked his jaws with grapplin' chains And pulled both ways with might and main Against that stubborn peanut-butter sandwich. Each man and woman, girl and boy Put down their ploughs and pots and toys And pulled until kerack! Oh, joy— They broke right through that peanut-butter sandwich A puff of dust, a screech, a squeak— The king's jaw opened with a creak. And then in voice so faint and weak— The first words that they heard him speak Were, "How about a peanut-butter sandwich?"</p>	
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**Rating from Rubric for Component 1c:** 3-4 – Proficient

**Component 1d: Demonstrating knowledge of resources**

I have had the opportunity to utilize a variety of resources, electronic and print, in my student-teaching experience. Each of these resources were carefully considered and chosen based on the relevancy to curricular areas, state standards, and specific instructional needs. Proficient (4) is the rating that has been agreed upon for this component since there is a plethora of resources print and electronic that I have yet to uncover. The most essential aspect of demonstrating knowledge of resources is a teacher's ability to use the most appropriate resource to differentiate instruction and supplement instruction rather than cause ambiguity in students.

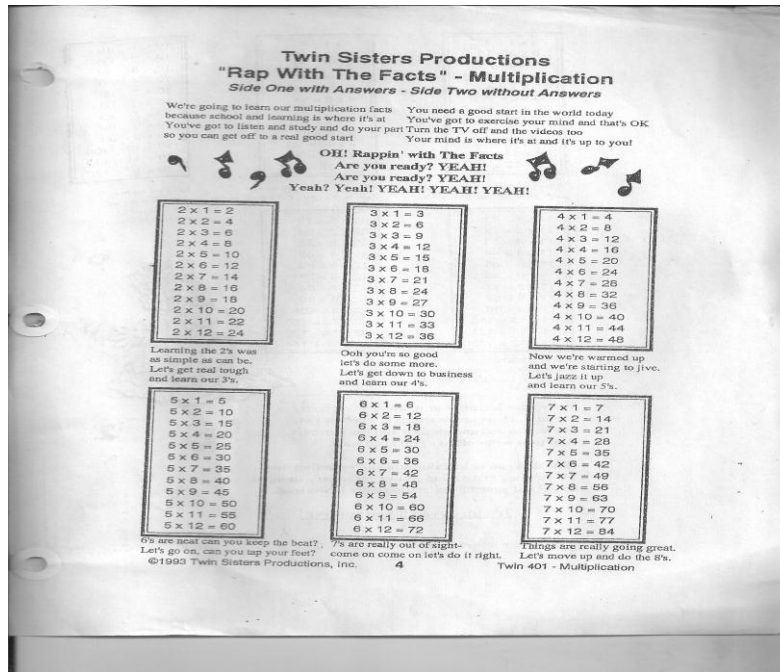
**Artifacts: Domain 1 – Component 1d: Demonstrating knowledge of resources**

I use the following web-based resources to supplement instruction:

- [Funbrain.com](http://Funbrain.com) (using gamification to reinforce and supplement mathematics and literacy skills)
- [Ixl.com](http://Ixl.com) (using gamification and a site that directly aligned with CCSS, also provides explanations for incorrect answers)
- [PBSkids.org](http://PBSkids.org) (great videos and interactive activities)
- [Firstinmath.com](http://Firstinmath.com) (school membership required and provided on an annual basis)

- [Discoveryeducation.com](http://Discoveryeducation.com) (school membership required and provided on an annual basis)
- [Youtube.com](http://Youtube.com) (discretionary use only, hyperlinked to a prior mathematics presentation I created)
- [Teachertube.com](http://Teachertube.com)

I use the following print copy of the “Rap With The Facts” – Multiplication Rap by Twin Sisters Productions to reinforce multiplication facts (Page 1 Only):



Rating from Rubric for Component 1d: 3-4 – Proficient

**Component 1e: Designing coherent instruction**

The ability to design coherent instruction that is aligned with instructional outcomes, engages students in higher order thinking, is clear and sequenced, uses a variety of resources, and is student driven is something that I am still growing and developing; therefore, the rubric rating for this component is proficient. The evidence reflecting my ability to design coherent instruction is a thematic unit plan I had the opportunity to implement during my student teaching experience. I originally designed this unit plan for a course, but the cooperating teacher encouraged me to use it during my time in the classroom. This instruction was coherent, student driven while teacher guided, and engaging because it incorporated a variety of activities and resources encouraging students to use higher-level thinking.

**Artifact: Domain 1 – Component 1e: Designing coherent instruction**

**Thematic Unit Plan**

**CURRICULUM AREAS:** Social Studies, English Language Arts, Mathematics, Science

**Grade Level:** 4

**Project Duration:** 2 weeks

**Resources and Materials:**



- Macmillan/McGraw-Hill website: [www.macmillanmh.com](http://www.macmillanmh.com)
- Banks, J.A., Colleary, K.P., Greenow, L., Parker, W.C., Schell, E.M, Zike, D., Timelinks (2009) *Communities*. Columbus, OH. Macmillan, McGraw-Hill
- Discovery Education Video streaming: United streaming website: <http://app.discoveryeducation.com/search?Ntt=economy&N=18341&N=4294949099&N=4294939055>
- 4<sup>2</sup> Explore: <http://www.42explore2.com/econ.htm>
- US News and World Report: Fun Ways to Teach Kids About Money website: <http://money.usnews.com/money/personal-finance/articles/2012/09/13/fun-ways-to-teach-kids-about-money>

**TASK/PROJECT DESCRIPTION**

- Students will view and discuss the video “How Our Economy Works: All About Earning and Spending” on Discovery Education website and take notes of main ideas on a trifold graphic organizer.
- Students will meet in small groups and discuss the criteria for creating a family budget.
- Students will agree upon the needs and wants of the family in order to decide how to spend the family’s income.
- Students will meet in small groups using the agreed upon family budget to create a written budget listing the family expenses and income.
- Students will need to determine an appropriate amount to allocate to family saving in the budget.
- Students will create a circle graph (template of circle graph with examples of fractional parts provided) indicating the fractional parts of the budget including savings by number and color.
- Students will collaborate in small groups and write a paragraph describing their family budget.
- Students will elect a representative from each small group to present their decisions about spending money.
- Students will write a one-paragraph journal entry reflecting on their small group budget experience.
- Students will discuss as a class guided by the teacher how people earn money and how it helps and changes the community.
- Students will individually write a reflection paragraph in their journals describing how people use renewable and nonrenewable resources to perform jobs, provide services, and make money.
- Students will meet in small groups to complete the Review and Assess and Test Preparation activities on pages 190-191 of the textbook on lined paper. Completion of these activities require interpreting lines graphs, answering comprehension and critical thinking questions about business, services, goods, and budgeting.

**PA Common Core Standards**

Social Studies	English Language Arts
<p><b>6.1.3.A:</b> Define <b>scarcity</b> and identify examples of <b>resources, wants,</b> and needs.</p> <p><b>6.1.3.C:</b> Explain what is given up when making a <b>choice.</b></p> <p><b>6.1.3.D:</b> Identify reasons why people make a <b>choice.</b></p> <p><b>6.2.3.A:</b> Identify <b>goods, services, consumers,</b> and <b>producers</b> in the local community</p> <p><b>6.2.3.B:</b> Identify competing sellers in the local market.</p> <p><b>6.2.3.C:</b> Identify types of advertising designed to influence</p>	<p><b>R3.A.1.1.1:</b> Identify and/or interpret meaning of multiple-meaning words used in text.</p> <p><b>R3.A.1.4.1:</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p><b>R3.A.2.5.1:</b> Summarize the major points, processes, and/or events of a nonfictional text as a whole.</p> <p><b>W3.1.5.3.A:</b> Write with a <b>focus,</b> with an understanding of topic, task, and audience.</p>

<p>personal <b>choice</b>.  <b>6.2.3.D:</b> Define <b>price</b> and how <b>prices</b> vary for products.  <b>6.2.3.E:</b> Describe the effect of local businesses opening and closing.  <b>6.2.3.F:</b> Identify private economic institutions.  <b>6.2.3.G:</b> Identify characteristics of the local economy.  <b>6.3.3.A:</b> Identify goods and services provided by the government.  <b>6.3.3.B:</b> Identify examples of government involvement in local economic activities.</p> <p><b>6.4.3.A:</b> Identify local examples of specialization and division of labor.  <b>6.4.3.B:</b> Identify examples of trade, imports, and exports in the local community.  <b>6.5.3.A:</b> Explain why people work.  <b>6.5.3.H:</b> Identify the role of banks in our local community.  <b>6.5.3.B:</b> Identify different occupations.</p>	<p><b>W3.1.5.3.C:</b> Organize writing in a logical order. Include a recognizable beginning, middle, and end  <b>W3.1.5.3.F:</b> Use grade appropriate <b>conventions of language</b> when writing and editing. Spell common, frequently used words correctly.                  Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation  <b>L3.1.6.3.A:</b> Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.  <b>S3.1.6.3.B:</b> Use appropriate volume and clarity in formal speaking presentations.</p>
<p><b>Mathematics</b></p>	<p><b>Science</b></p>
<p><b>M03.D-M.1.3.1:</b> Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.  <b>M03.D-M.1.3.2:</b> Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).  <b>2.1.3.A:</b> Apply one-to-one correspondence and number patterns to count up and count back and to compare values of whole numbers and values of money.  <b>2.2.2.B:</b> Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.  <b>M4.A.2.1.2:</b> Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution. Limit to two-step problems.  <b>M3.A.1.2.2:</b> Create a drawing or set that represents a given fraction or fractions.  <b>M3.E.1.1.1:</b> Analyze data shown on tables, charts, or bar graphs using the concepts of largest, smallest, most often, least often and middle.  <b>M3.E.1.2.1:</b> Graph data or complete a graph given the data (grid is provided).</p>	<p><b>S3.A.1.1.2:</b> Identify examples of common technological changes, past and present, in the community (e.g., energy production, transportation, communication, recycling).  <b>S3.D.1.2.1:</b> Describe why certain resources are renewable and other resources are nonrenewable.  <b>S3.D.1.2.2:</b> Identify and describe examples of renewable and nonrenewable resources.  <b>S3.D.1.2.3:</b> Describe the ways living things benefit from the uses of water resources.</p>
<p><b>BLOOM’S LEVEL OF CRITICAL THINKING</b></p>	
<p><b>Knowledge Level:</b></p>	<p>Read the unit and write about given prompts.</p>
<p><b>Comprehension Level:</b></p>	<p>Summarize readings verbally and in writing.</p>
<p><b>Application Level:</b></p>	<p>Compute various amounts of money while demonstrating/ modeling budget.</p>
<p><b>Analysis Level:</b></p>	<p>Discover uses of resources to fulfill wants and needs.</p>
<p><b>Synthesis Level:</b></p>	<p>Create and present a budget.</p>

<b>Evaluation Level:</b>	Evaluate supply and demand.	
<b>TASK/PROJECT OBJECTIVES</b>		
<b>COMPREHENSION OF CONCEPTS</b>	<b>SKILL AND PROCESS DEVELOPMENT</b>	
<p>At the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> <li>➤ Explain how business buy goods to sell to consumers.</li> <li>➤ Understand how supply and demand determines price increases and decreases.</li> <li>➤ Discover that people use money to pay for needs and wants.</li> <li>➤ Determine how a budget can help people manage their money.</li> <li>➤ Discuss how a budget can help people save money.</li> <li>➤ Compute amounts of money.</li> </ul>	<p>At the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> <li>➤ Evaluate the process of spending and saving money.</li> <li>➤ Demonstrate price increases and decreases affected by supply and demand.</li> <li>➤ Create a graph representing fractional parts of a family budget.</li> <li>➤ Discuss verbally and in writing the use of manmade and natural resources as well as money to fulfill people’s needs and wants.</li> <li>➤ Collaborate and cooperate as a team to determine and divide responsibilities.</li> <li>➤ Use voting within each team as a democratic classroom to determine team representative to present team budget.</li> <li>➤ Research and assess how people’s jobs and societal roles fulfill their needs and wants creating and changing the economy, use of currency, and impact on supply and demand.</li> </ul>	
<b>LARGE GROUP PRODUCT</b>	<b>SMALL GROUP PRODUCT</b>	<b>INDIVIDUAL PRODUCT</b>
<ul style="list-style-type: none"> <li>❖ Discuss and brainstorm how people meet their needs</li> <li>❖ View video and discuss earning and spending.</li> <li>❖ Review computing money</li> <li>❖ Assess using and creating circle graphs</li> <li>❖ Read chapter and discuss key terms</li> <li>❖ Check, discuss, and evaluate understanding of main ideas and key terms through student participation and teacher guidance.</li> <li>❖ Teacher observation, teacher feedback and redirection as needed as well as large group collaboration</li> </ul>	<ul style="list-style-type: none"> <li>❖ Budget including line items for expenses, income and savings.</li> <li>❖ Circle graph including colored fractional representations of line items from budget</li> <li>❖ Written, cohesive and collaborative paragraph clearly explaining the small group family budget, expenses, and savings</li> <li>❖ Presentation by elected representative including appropriate group created props, charts, and documentation.</li> <li>❖ Submission of the Review &amp; Assess and Test Preparation activities on pages 190-191 of textbook reflecting collaborative effort and clearly documented responses</li> </ul>	<ul style="list-style-type: none"> <li>❖ Trifold graphic organizer demonstrating student understanding of finding and documenting main ideas of video and text</li> <li>❖ Journal entry reflecting on what they learned during the small group budget experience and how they feel the group worked as a team</li> <li>❖ Journal entry reflecting on how people use money to describing how people use renewable and nonrenewable resources to perform jobs, provide services, and make money (based on viewing the video, class and small group discussions, text readings and activities, and group work and presentation)</li> <li>❖ Teacher observation</li> <li>❖ Teacher/student one-on-one</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Teacher will grade submitted group assignment of pages 190-191 based on grading criteria for 15 items (approximately 6.7 points off for each item).</li> <li>❖ Teacher observation and feedback of small group cooperation and collaboration</li> <li>❖ Rubric to evaluate the following:             <ol style="list-style-type: none"> <li>1. Accuracy of budget</li> <li>2. Creativity of spending and saving methods</li> <li>3. Accuracy of circle graph</li> <li>4. Presentation of group: written and oral</li> <li>5. Use of appropriate props</li> <li>6. Conduct of group during budgeting process</li> <li>7. Conduct of group during presentation</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>❖ feedback meetings as needed</li> <li>❖ Evaluation and discussion of journal entries addressing overall clarity of responses</li> </ul>
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**Rating from Rubric for Component 1e:** 3-4 – Proficient

**Component 1f: Designing student assessments**

Proficient is the rating that we agreed upon for this component of Danielson’s Framework, designing student assessments. The evidence provided, a rubric I use for grading an original lyric poem, demonstrates my ability to design student assessments that meet learning outcomes, are aligned with instructional outcomes, while being used to guide instruction. Rubrics are excellent tools in guiding instruction because the expectations for the learning outcomes are clearly defined. I distributed the rubric at the introduction of the lesson and discussed each requirement so that students understand what is expected of them. This rubric also lists criteria for student work and enables the teacher to differentiate instruction to meet student interests and needs. For example, rubrics allow teachers to be more flexible in setting expectations and assessing how well students have met these expectations instead of using a point scale for grading.

**Artifact: Domain 1 – Component 1f: Designing student assessments**

**Rubric for Original Poem and Illustration**

**CONTENT:**

1. Expresses personal thoughts.	1	2	3
2. Expresses feelings and emotions.	1	2	3
3. Uses figures of speech appropriately.	1	2	3
4. Uses grade specific vocabulary.	1	2	3

5. Sustains and theme.	1	2	3
6. Creates a mood.	1	2	3
<b>MECHANICS AND FORMAT:</b>			
1. Uses consistent rhyme scheme or uses free verse well.	1	2	3
2. Uses consistent capitalization and punctuation.	1	2	3
3. Uses consistent margins.	1	2	3
4. Typing and/or handwriting is clear and easy to read.	1	2	3
<b>Expressive Art:</b>			
1. Graphics, drawings, or imagery represents theme.	1	2	3
2. Illustration demonstrate mood of lyric.	1	2	3
3. Artwork/illustration is creative and self-expressive/original.	1	2	3
<b>SCORING:</b>			
33-28 POINTS = A			
27-22 POINTS = B			
21-17 POINTS = C			
16-11 POINTS = D			
10-0 POINTS = F			
<b>Rating from Rubric for Component 1f:</b> 3-4 – Proficient			
<b>Domain 2: Describe how you score on the rubric and use evidence and artifacts to support your reasoning. Provide evidence for each component within domain 2.</b>			
<b>Component 2a: Creating an environment of respect and rapport</b>			
<p>In discussing my ability to create an environment of respect and rapport that promotes positive interactions while demonstrating sensitivity to cultures and developmental differences, we agreed that I was capable of consistently fostering such a respectful atmosphere; therefore, the rubric rating received for this component is distinguished. A great deal of evidence that was provided in my formal observations, but I have included an anecdotal record of a recent interaction between the student and me as an artifact. The reason I chose this evidence was because the interaction was very respectful and personal and I maintained sensitivity to the student's culture and developmental differences.</p>			
<b>Artifact: Domain 2 – Component 2a: Creating an environment of respect and rapport</b>			
<b>Anecdotal Record</b>			
<b>Date:</b> November 24, 2014			
<b>Student:</b> John			
<b>Background:</b> John is a student who transferred to our school in September 2013 after his father passed away. John has ADHD			

and learning disabilities requiring him to be modified and accommodated in all subject areas. John's mother explained that they moved and transferred schools because John was being "bullied" by his classmates about his father's death. John is currently being medicated for depression and the medication is also being used to treat obesity, which also causes John to struggle with acceptance by his peers.

**Record of interaction:** John raised his hand and asked to speak with me in the hallway (he does this frequently). (At the beginning of the my school year, I made sure to advise students that they can approach me at any time and ask to speak to me in the hallway if they have questions, concerns, or issues that they would prefer to keep confidential and not discuss in front of the class. I make sure to give examples of issues that would require one-on-one discussion in the hallway rather than whole room discussion, so that students understand what appropriate classroom discussion versus personal discussion is.) John explained that he was feeling sad because Thanksgiving was coming and his dad "loved" turkey. He also explained how he helps his mom feel better when she cries because she misses his dad. We talked awhile about how important it is to remember all the good times he had with his dad and how wonderful it is that he is supportive of his mom. He said that she is always there for him and he wants to help her, even when he is sad. I asked if he would like to speak with "Miss Sarah" our school counselor and he said, "Yes". Upon completing our conversation, he said that he would miss me over the holiday because I listen to him when he needs me.

**Rating from Rubric for Component 2a:** 5 – Distinguished

**Component 2b: Establishing a culture for learning**

Establishing a culture for learning in which the students and teachers share a passion for learning, excitement for learning is promoted, high expectations for learning and achievement are set, and students take pride in their work is evidenced in the artifact I have provided below. As you can see in the image of the classroom environment, student work is displayed, various visual aids enhance the learning process, and the students are actively engaging and care about instruction. Additionally, content-based posters aligned with instruction and state standards (visual aids) are adhered to each of the window shades for student reference (for example working with fractions and parts of speech). Based on this evidence, the rubric rating for this component of domain 2 is proficient, because I can work daily on improving the culture for learning by changing the visual aids more frequently and displaying a better variety of student work.

**Artifact: Domain 2 – Component 2b: Establishing a culture for learning**



**Rating from Rubric for Component 2b:** 3-4 – Proficient

**Component 2c: Managing classroom procedures**

In reflecting managing classroom procedures through communicating and posting classroom rules, effectively using class time, initiating effective and efficient group work, and carefully planning non-instructional tasks, is something that I will improve upon with experience. I effectively institute and implement classroom procedures is necessary in establishing a safe environment and a culture for learning resulting in a rubric rating of proficient. As evidence of my ability to manage classroom procedures, I have included the policies and procedures document I created with input from the cooperating teacher and principal. Clear, concise and fair classroom policies and procedures had to be established and communicated to the students and parents. Aligned with the 2014-2015 St. Monica School Student Handbook, I created a one-page document listing the classroom policies and procedures as well as consequences for not adhering to these policies and procedures. These policies and procedures were reviewed with the students as well as with the parents on back-to-school night in September. Upon reviewing each item with both students and parents, a written copy of this document was distributed to the parents and displayed in the classroom (in a more inviting format) for the students. As I stated, these policies and procedures are derived from the rules stated in the student handbook. I had the opportunity to work with the principal to review the handbook and upload it to the official school website. I have included a direct link to the student handbook for your information ([http://saintmonicaphilly.org/uploads/2014-2015\\_Student\\_Handbook.pdf](http://saintmonicaphilly.org/uploads/2014-2015_Student_Handbook.pdf)).

**Artifact: Domain 2 – Component 2c: Managing classroom procedures**

**Classroom Policies and Procedures**

Dear Parents and Guardians:

In order to maintain an environment that nurtures all students and enables them to grow intellectually and physically, we have developed a classroom discipline plan. Please read and discuss the following policies with your child:

- Self-control and respectful behavior is to be maintained – in class, in line, on the stairs, and in the halls at all times.
- Our classroom and school is a safe environment where verbal, physical, emotional, cyber, and mental bullying are unacceptable.
- Honesty and integrity are expected in all student interactions including completing assignments, projects, quizzes, and tests. Copying other students' work will not be tolerated and may result in a zero grade and disciplinary action.
- Homework assignments, quizzes, tests, projects, and assignment books **MUST BE SIGNED** each night. One point will be deducted from the homework grade (100) for each unsigned assignment in the related subject. Students may receive a demerit for each unsigned test, quiz, or project after issuance of an initial warning. Students may also receive a demerit for refusal to complete assignments at the teacher's discretion.
- Each incomplete homework assignment results in a deduction of five points from the homework grade (100), which is assigned for each subject at the beginning of the marking period. Incomplete homework will be marked as such in homework assignment books allowing you to be aware of any infraction immediately. Students will be required to complete the missed assignment on the following night in addition to current assignments. Students may receive demerits if repeated reminders are necessary.
- Written homework is never assigned on Friday evening, but students will be responsible for casual reading and attending Mass during the weekend. When a project has been assigned, students are responsible for managing their time wisely in order to complete the project in a timely manner. Time is **ALWAYS** allotted during the school day for ongoing projects, but if students choose not to use that time, they may need to complete the assigned project over a weekend in order to meet the deadline.

- Speaking to peers aloud during a test or lesson is unacceptable. If a student is speaking during a test, the teacher will take the test. Calling out is inappropriate and disruptive behavior.
- Any breach of the school uniform dress code will result in a demerit after initial warning (PLEASE REFER TO THE SAINT MONICA SCHOOL STUDENT HANDBOOK).
- Law requires students who are absent, to provide an absentee note to the teacher upon their return.
- Students who have missed scheduled tests are responsible for making up those tests. If a student is absent on the day of the test and returns the following day, they are expected to make up the test within the week of their return or make other arrangements if necessary.

These policies and procedures have been discussed with the students, but it would appreciate it if you would review these policies and procedures with your child.

Thanking you in advance for your cooperation and looking forward to working with you to assist your child in being successful in the coming year,

Mrs. Barbi

**Rating from Rubric for Component 2c:** 3-4 – Proficient

**Component 2d: Managing student behavior**

In meeting the expectations of component 2d of Danielson's domain 2 and receiving a rubric rating of distinguished, I have evidenced an artifact that I created and implemented a conduct calendar. The conduct calendar enables the teacher to monitor individual student behaviors, both positive and negative, and concisely communicate student progress in these areas to both students and parents. In meeting with the cooperating teacher and principal, I realized that most of the conduct calendars used in the primary grades consisted of only negative behaviors or areas for improvement (missing homework, uniform violations, and unsigned tests). I suggested that we use a calendar that not only identifies weaknesses in student behavior, but strengths as well. I found this tool to be most effective for both the parents and the students because it encouraged positive reinforcement. Furthermore, it served as a communication tool among the teacher, student, parent, and administration because the parent was required to sign the calendar. By having the parent sign the calendar, open and frequent communication was established regarding student behaviors and progress. This is the reason why I chose to highlight this tool as an artifact for component 2d and received a distinguished rating.



**Artifact: Domain 2 – Component 2d: Managing student behavior****Conduct Calendar to Manage Student Behavior**

Dear Parent or Guardian:

Please sign this calendar weekly. Numbers are issued for both positive and negative interactions. It is important that all children be recognized for their behavior so that they can continue to grow and work on their strengths and weaknesses. All notable positive and negative behaviors will be coded. These codes represent notable opportunities, but not every situation can be represented by a code. Demerits will be administered based upon the severity of the infraction. Numbers 1-12 note positive behaviors codes and 13 to 24 are areas that require improvement. An excess amount of misconduct codes will result in detention. A “clean slate” will be reflected on your child’s report card at the beginning of each trimester.

Thank you for your cooperation,

Mrs. Barbi.

Strengths		Weaknesses	
1	Respectful, courteous, and thoughtful	13	Calling out, any and all disruptive behavior
2	Follows directions and listens	14	Out of seat without permission
3	Helpful and cooperative	15	Incomplete, unsigned assignments, projects, etc.
4	Complete and signed assignments/documentation	16	Disrespectful behavior toward teachers
5	Works well within a group setting	17	Disrespectful behavior toward peers
6	Tends to task	18	Does not follow directions, does not listen
7	Neatly and carefully completes class work	19	Refusal to complete classwork
8	Mannerly and respectful to teachers	20	Not paying attention in class
9	Mannerly and respectful to peers	21	Unmannerly behavior including inappropriate words and language on school grounds
10	Prepared for class	22	Arguing or fighting
11	Follows uniform code	23	Violation of uniform code
12	Hands in assignments/projects in a timely manner	24	Other violations as specified (note will be included)

**October 2014**

Monday	Tuesday	Wednesday	Thursday	Friday	Signature
29	30	1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

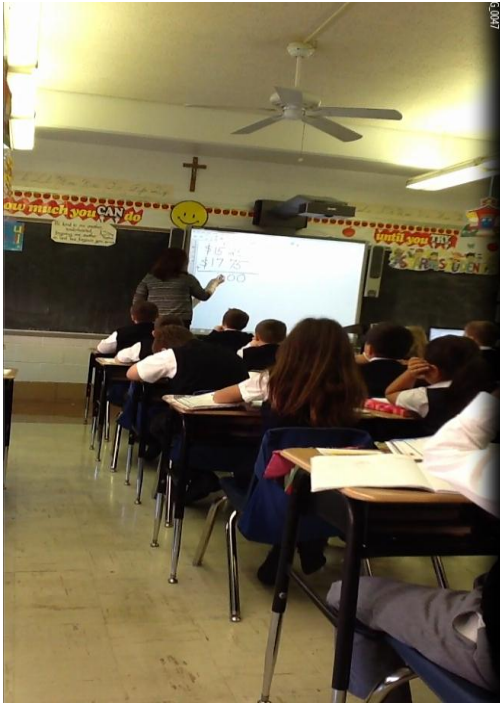
**Rating from Rubric for Component 2d: 5 – Distinguished**

**Component 2e: Organizing physical space**

In creating an organized physical space, I believe much of this is determined by state regulations. Due to this fact, I have received a score of proficient in this component since much of this component is regulated by administration. Although organization of physical space is based on regulation, it is also important for the teacher to maintain this space in order to facilitate a safe and conducive, physical learning environment. I am careful to make sure that cords are tucked away and heavy objects are placed on stable surfaces away from students. Student desks are arranged so that there is room to safely

circulate the room and I am vigilant in reminding the students to pick up items from the floor so that others do not trip or fall. As evidence of my ability to meet this component, I have included images of the classroom arrangement showing unobstructed walkways and plentiful workspace. You will notice there is room to circulate and move easily and all objects are secure such as the projector and television are bolted to the wall, the speakers are permanently attached to the Smart board, the PC is housed on a stable desk in the corner of the classroom, and all wires/cords are secure.

**Artifacts: Component 2e: Organizing physical space**



**Rating from Rubric for Component 2e: 3-4 – Proficient**

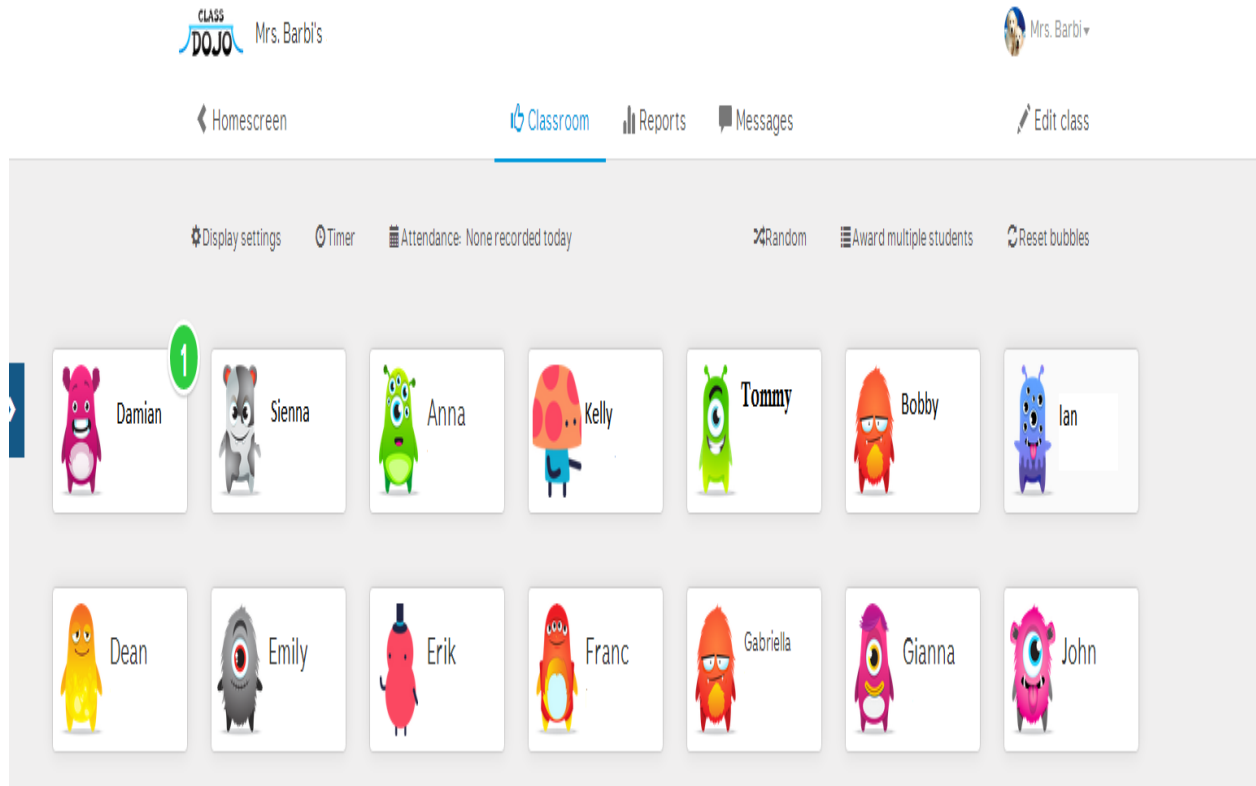
**Domain 3: Describe how you score on the rubric and use evidence and artifacts to support your reasoning. Provide evidence for each component within domain 3.**

**Component 3a: Communicating with students**

I use several tools to communicate learning expectations with my students, one of which is Classdojo.com. This social media resource enables a teacher to create concise learning and behavioral expectations and communicate how well students are meeting these expectations in real time. As I grow and develop as an educator, I will learn a variety of strategies to clearly communicate learning outcomes and assessments, directions and procedures, and accurately explain content orally and in writing to students. Furthermore, I will use tools, such as class Dojo.com to communicate appropriately with students based on their developmental level and culture. In consideration of this ability to communicate effectively instructional expectations with students, which are highly influence by behavioral expectations, I have received a rubric rating of proficient since I am still working on improving upon these skills. To evidence this ability to communicate with students, I have provided a screenshot of my Classdojo account.

## List Artifacts/Evidence:

## Artifact: Domain 3 – Component 3a: Communicating with students



**Rating from Rubric for Component 3a:** 3-4 – Proficient

**Component 3b: Using questioning and discussion techniques**

Constructive questions and active discussion strategies drive effective instruction. In participating in various courses, the school has provided as in-service opportunities, I have learned about the importance of using high-level questioning strategies (essential questions) to drive student discussion. Two of these courses were discussing Backward Design and Understanding by Design. After participating in these faculty in-service courses, our principal required that each teacher have a dedicated “Essential Questions” board listing the driving factors (main ideas) of each content area. These questions are to be displayed clearly in the classroom for student reference and updated as learning outcomes are met (daily, weekly, biweekly, monthly etc.). I incorporate essential questions that initiate higher-level thinking and discussion in each of my lesson plans. I also create word problems that were relevant to real-world scenarios and prompted the students to evaluate the problem using critical-thinking skills and work together to find a solution. Because I have carefully constructed these questions, communicated and displayed them to students, and implemented them effectively, I have received a rubric rating of proficient for this component. As evidence, I have provided two artifacts, one lesson plan with the essential questions identified in the introduction, and an image from a classroom activity that fostered higher-level thinking while promoting active discussion among students.

**Artifact 1: Domain 3 – Component 3b: Using questioning and discussion techniques****Lesson Plan Utilizing Higher-order Thinking Driven by Discussion of Essential Questions****Teacher:** Lisa M. Barbi**Grade:** 4**Cooperating Teacher:** Lindsay Avitalle**Adding and Subtracting Money  
30-Minute Lesson Plan****Essential Questions – Higher-order Thinking Topics:**

- “What is money important?”
- “Why do we need to know how to use money?”
- “Why do we know how to count, add, and subtract money?”

**Content and Standards:**

The teacher will guide students in recognizing, evaluating, and applying addition and subtraction of money using real-world scenarios.

**M03.D-M.1.3.1:** Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.

**M03.D-M.1.3.2:** Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).

**2.1.3.A:** Apply one-to-one correspondence and number patterns to count up and count back and to compare values of whole numbers and values of money.

**2.2.2.B:** Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.

**M4.A.2.1.2:** Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution. Limit to two-step problems.

**Prerequisites:**

- Students must know how to recognize coins and bills of various denominations.
- Students must know that the decimals indicate change (coins) and must be lined up in order to add or subtract.
- Students must know how to identify clue words in word problems to identify correctly which operation or operations must be applied.
- Students must know how to work within groups to problem solve.

**Goals and Objectives:**

- Students will extend prior knowledge of addition and subtraction to solve problems including money.
- Students will use manipulatives representing various types of coins and bills to make change and identify money quantities.
- Students will collaborate to solve problems adding and subtracting money with and without regrouping.

**Instructional Procedure:**

- The teacher will begin the lesson with the essential questions: “What is money important?” and “Why do we need to know how to use money?”, and “Why do we know how to count, add, and subtract money?”.
- The teacher will have student volunteers recall experiences in which they needed to use money and explain why money is important.
- The teacher will write an addition money problem on the board and ask the students how to go about solving it.
- The teacher will write another addition with money problem on the board this time requiring regrouping.
- The teacher will explain how each problem must be solved through lining up the decimals so that the cents will be in the correct place (give the example of the decimal in wrong place causing the amount due to be greater hundred dollars instead of one dollar).
- The teacher will then model two subtraction problems with money with and without regrouping while the students work along using their copybooks.
- The teacher will then model solving a money word problem with the assistance of student volunteers.
- The teacher will break students into small groups and give each group an assignment including addition and subtraction of money problems in the workbook in addition to one word problem per group.
- The teacher will instruct the students to collaborate with group members to solve the problems and make sure that a designated student from each group can explain how and why they arrived at the solution.
- The teacher will circulate the room to assist students requiring additional help and clarification.
- The teacher will reconvene the class and ask volunteers from each group to explain the problem and provide proof to justify solutions.
- The teacher will perform an informal survey of the students to determine student understanding of money values, the importance of lining up decimals, and adding/subtracting money with and without regrouping.

**Materials & Equipment:**

- Smart board
- Copybooks and pencils
- Sadlier-Oxford Progress in Mathematics level 4 Workbooks , student level 4 textbook pages 82-83 (in appendix) and Sadlier-Oxford Progress in Mathematics level 4 Teacher edition
- Word problems

**Group Work Word Problems: Solving Money Problems**

John received \$15.25 for babysitting on Friday night and \$17.75 for babysitting on Saturday night. How much did he make in total?

Vienna wanted to buy the new Mario Brothers game at Game Stop. She had \$45.00 to spend. The new Mario Brothers game cost \$24.75. She also saw a used game for her DS that cost \$12.25. How much will it cost in all for Vienna to buy both games? If she can buy both games, how much money will she have left?

Damien has \$25.00 to spend at Toys R Us to buy a new Lego set. He buys a Lego set for \$15.83. How much money does he have left over?

Donato wants to buy ice cream for himself and his two friends, Bobby, and Michael. Donato has \$10.00 to buy ice cream. If Bobby picks a chocolate ice cream cone that costs \$3.50, and Michael picks an ice cream sundae that costs \$4.00, how much is left for Michael to buy ice cream for himself?

**Artifact 2: Component 3b: Using questioning and discussion techniques**

**Image of active discussion among students**



**Rating from Rubric for Component 3b:** 3-4 – Proficient

**Component 3c: Engaging students in learning**

During my student-teaching experience, I used a variety of strategies to keep the students engaged as active participants in instruction. All students were engaged in higher-level thinking, discussion and explanation of their thinking as a whole class, in small groups, and one-on-one. The structure and pacing of each lesson I implement is designed to meet the needs of individual students and I take care to ensure that I reiterate using various tools (verbal, written, kinesthetic, and visual) important aspects of the lesson to ensure that students are fully engaged and contributing to the learning experience. Because I capably met the expectations of this component, I received a rubric rating of proficient. To evidence this rating, I have included an image of the students actively engaged in the instructional activity as well as two artifacts depicting student classwork and homework that was meaningful to the lesson, which was discussed (checked) as a whole class with student contributors.

**Artifact 1: Domain 3 – Component 3c: Engaging students in learning**

**Image of student engagement**





Artifact 2: Domain 3 – Component 3c: Engaging students in learning

Image of effective use of materials/meaningful classwork/active role in learning

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 18 Singular Nouns and Plural Nouns

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. The plural of most nouns is formed by adding -s to the singular. The plural of nouns ending in s, x, z, ch, or sh is formed by adding -es to the singular.

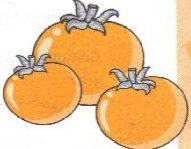
SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
bag	bags	box	boxes	guess	guesses

The plural of a noun ending in y after a consonant is formed by changing the y to i and adding -es. The plural of a noun ending in y after a vowel is formed by adding -s.

SINGULAR	PLURAL	SINGULAR	PLURAL
baby	babies	boy	boys

**A** Write **S** if the noun is singular or **P** if it is plural.

1. peaches	<u>P</u>	6. onion	<u>S</u>
2. grape	<u>S</u>	7. peppers	<u>P</u>
3. berries	<u>P</u>	8. tomatoes	<u>P</u>
4. plums	<u>P</u>	9. carrot	<u>S</u>
5. banana	<u>S</u>	10. beans	<u>P</u>



**B** Write the plural for each singular noun.

1. seal	<u>seals</u>	6. bench	<u>benches</u>
2. daisy	<u>daisies</u>	7. jury	<u>juries</u>
3. ferry	<u>ferries</u>	8. paint	<u>paints</u>
4. fox	<u>foxes</u>	9. play	<u>plays</u>
5. kite	<u>kites</u>	10. dish	<u>dishes</u>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 19 More Singular Nouns and Plural Nouns

**A** Circle each singular noun. Underline each plural noun.

- Never play with matches.
- Do not leave out an open window.
- Lock up all medicines in a safe place.
- Turn out all lights before leaving the house.
- Do not put metal in the microwave.
- Do not leave a room where water is running.
- Lock the cabinet or closet where detergents are kept.
- Do not open the door to strangers.
- Keep perishable foods in the refrigerator.
- Know where to find a flashlight.

**B** Complete each sentence with the plural of the noun at the left.

stair	1. Walk, do not run, on the <u>stairs</u> .
compass	2. Be careful with sharp objects such as <u>compasses</u> and scissors.
door	3. Close classroom <u>doors</u> quietly and slowly.
instruction	4. When there is a fire drill, follow your teacher's <u>instructions</u> .
classmate	5. Be polite and respectful to your <u>classmates</u> .
tool	6. Keep <u>tools</u> in good order and in their proper places.
sport	7. When you play <u>sports</u> , follow the rules.
stranger	8. Report any <u>strangers</u> in the hallways to a teacher.
problem	9. Solve <u>problems</u> with a classmate rather than argue.
class	10. Get to your <u>classes</u> on time.

Rating from Rubric for Component 3c: 3-4 – Proficient

Component 3d: Using assessment in instruction

An essential aspect to using assessment in instruction is implementing a variety of evaluations throughout each instructional day. My school requires each teacher use a variety of assessment tools to evaluate student-learning outcomes such as portfolios, paper and pencil tests, oral/written/electronic presentations, standardized tests, and projects. From informal surveys of student understanding and think-pair-share opportunities (formative assessment), to integrated curricular projects accompanied by rubrics (summative assessment), teachers must use assessments that measure student performance while providing meaningful feedback. Included as evidence to support a proficient rubric rating, I have highlighted a rubric I used during my student-teaching experience that clearly defined the expectations for student learning outcomes as well as enabled me to provide meaningful feedback to my students. Furthermore, using a rubric gave me more flexibility in creating an engaging instructional experience instead of using a basic pencil and paper test. Although I am well aware that diagnostic tests, quizzes, and benchmark tests are essential aspects to measuring how well a student meets learning objectives, for this presentation, I thought a rubric would assist me in demonstrating my capability of assessing all aspects of a student's learning through creative means.



**Artifact: Domain 3 – Component 3d: Using Assessment in Instruction**

**Example of Rubric**

The following rubric assesses an integrated lesson including History, Reading, Creative Writing, Vocabulary Acquisition, and Artistic Expression through writing, illustrations, and role-play. The students will read a short story and view a short video about the attack on Pearl Harbor. After reading the story and viewing the video the students will write about what they have read, illustrate his or her writing and include grade-specific vocabulary in the paragraph. The students will divide into small groups and role-play or pantomime the meaning of vocabulary from the story much like the game of Charades.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Comprehension Sequencing Recall</b>	Student demonstrates recall of all important events related to the attack on Pearl Harbor and characters and documents all sequentially.	Student demonstrates recall of most important events and characters and documents them sequentially.	Student demonstrates recall of some important events and characters with little sequence.	Student demonstrates little to no recall of important events and characters. Student requires guidance to identify events and characters sequentially.
<b>Structure and Creativity</b>	Student demonstrates a strong grasp of cohesion in the writing process. Student uses appropriate and creative transition words to begin sentences. The student uses figurative language to provide imagery and writes clearly and concisely using language related to the topic.	Student demonstrates an adequate understanding of cohesion in the writing process. Student uses several appropriate and creative transition words to begin sentences. Student uses some figurative language to provide imagery and uses mostly clear and concise language related to the topic.	Student demonstrates some understanding of cohesion in the writing process. Student uses few transition words to begin sentences with little creativity. Student uses some clear and concise language related to the topic. Student grasps and uses very little figurative language with little imagery.	Student demonstrates little to no understanding of cohesion in the writing process. Student cannot combine sentences and uses no transition words and few complete sentences. Student does not use creative language or figurative language making it difficult for the reader to visualize content. Students required guidance during the writing process. Student uses little to no clear and concise language related to the topic.
<b>Grammar Spelling</b>	Student demonstrates a strong grasp of proper grammar usage, sentence structure, and punctuation with one or two minor grammatical errors. No spelling errors are evident.	Student demonstrates an appropriate grasp of proper grammar usage, sentence structure, and punctuation with three or four minor grammatical errors. Few spelling errors are evident.	Student demonstrates a weak grasp of proper grammar usage, sentence structure, and punctuation with more than five grammatical errors. Many spelling errors are evident.	Student demonstrates little to no grasp of proper grammar usage, sentence structure, and punctuation with more several major grammatical errors. Several spelling errors are evident.
<b>Vocabulary Acquisition Written Verbal/Role Play Artistic Representation</b>	Student demonstrates synthesis/complete understanding of grade specific vocabulary through proper usage in writing, through graphic illustrations, and role-playing.	Student demonstrates adequate understanding of grade specific vocabulary through proper usage in writing, some illustrations, and some role-play.	Student demonstrates some understanding of grade specific vocabulary through proper usage in writing, illustrations, and little role-play.	Student struggles with demonstrating understanding of grade specific vocabulary. Student did not include vocabulary in paragraph or used the vocabulary incorrectly. Student could not connect vocabulary to illustrations and could not physically role-play meanings.
<b>Illustrations Artistic Representation</b>	Student expresses complete understanding of the main events and connects the artistic expression with the paragraph and grade specific vocabulary.	Student expresses adequate understanding of the main events and connects the artistic expression with the paragraph and grade specific vocabulary.	Student expresses some understanding of the main events and makes a few connections between the artistic expression and the paragraph including grade-specific vocabulary.	Student expresses little to no understanding of the main events. Student does not make connections between the artistic expression and the paragraph and does not connect with grade-specific vocabulary.
<b>Teacher Comments:</b>				<b>Total Score:</b>

**Rating from Rubric for Component 3d:** 3-4 – Proficient

**Component 3e: Demonstrating flexibility and responsiveness**

In order to delivery effective instruction and promote students to meet instructional outcomes a teacher must be flexible and responsive to individual student needs. During my student-teacher experience, I monitored and adjusted lessons to meet student needs, was flexible and responsive to students, took opportunities to build on and enhance learning and used an extensive repertoire of instructional strategies that I gathered from my coursework at Drexel University and during my pre-student teaching and student-teaching experiences. One of the tools I acquired and used was a curriculum enhancement and modification ladder that enabled meet to monitor and adjust instruction to meet the needs of at-risk students, students with disabilities, and students who were gifted. I have used a portion of this tool as the artifact to provide evidence for the rubric rating of distinguished for this component of Danielson’s domain 3. This evidence supports my ability to adjust instruction to meet individual student needs; in this instance, it is to meet the needs of at-risk students and students with varying disabilities. I have found this tool very useful in monitoring and adjusting instruction.

**Artifact: Domain 3 – Component 3e: Demonstrating flexibility and responsiveness**

**Curriculum Enhancement and Modification Ladder**

Assimilate unit 3 vocabulary words into daily written and verbal communication. Recite and define the list of 20 vocabulary words (including parts of speech) and find two synonyms and antonyms for each.

- If Not, can 1. The student(s) do the **same** activity but with **modified expectations**:
- Define ten out of the 20 vocabulary words on lined paper and find one synonym and one antonym for each using a thesaurus (book).
- If Not, can 2. The student(s) do the **same** activity but with **modified expectations and adapted materials**:
- Define ten out the 20 vocabulary words using a word processing tool and find one synonym and one antonym using the an internet-based thesaurus.
- If Not, can 3. The student(s) do a **similar** activity but with **modified expectations**:
- Define five to ten vocabulary words using graphics downloaded from the internet. Fold five pieces of printer paper in half and paste the pictures onto printer paper typing the word or writing the word any place on the page. Create a small picture book of graphics representing the meaning of the chosen vocabulary words.
- If Not, can 4. The student(s) do a **similar** activity but with **adapted materials**:
- Create original drawings using crayons, markers, and colored pencils that represent five to ten vocabulary words. Create a picture book of graphics by taping or stapling the pages together.
- If Not, can 5. The student(s) do a **different, parallel** activity:
- Use magazines or graphics printed from electronic sources and assemble a collage representing the definitions of five to ten vocabulary words.

If Not, can	6. The student(s) do a <b>different</b> activity in a different section of the <b>room</b> : (Small Group Activity)
	Actively listen to a story read by the teacher that includes ten vocabulary words from this week's unit. Discuss the meaning of the words after each is mentioned in the story.
If Not, can	7. The student(s) do a <b>functional</b> activity in a different section of the <b>school</b> : (Small Group Activity)
	Play charades acting out each vocabulary words within a small group guided by the Title 1 Reading teacher.

**Rating from Rubric for Component 3e:** 5 – Distinguished

**Domain 4: Describe how you score on the rubric and use evidence and artifacts to support your reasoning. Provide evidence for each component within domain 4.**

**Component 4a: Reflecting on teaching**

To evidence my rubric rating of proficient for component 4a: reflecting on teaching, I have included a copy of my second video lesson plan analysis and reflection. This analysis clearly identifies learning goals, cites accurate examples, and provides evidence showing the degree to which these goals were met. In this analysis, I discussed and reflected on feedback and explained how I used feedback to adapt and change instruction to meet individual, student needs. Furthermore, I discuss my performance in each of the 4 domains citing specific examples and artifacts. Additionally, the reflection lists my personal teaching goals with reason and evidence.

**List Artifacts/Evidence:**

**Artifact: Domain 4 – Component 4a: Reflecting on teaching**

**Video Lesson Plan Analysis and Reflection**

Upon viewing the video of the singular and plural nouns lesson, I feel as though I did a good job meeting the requirements of the Danielson's four domains, but I could have made several improvements. In reflecting upon this experience, I feel as though my instruction seemed rushed and I was somewhat anxious and I am hoping that this anxiety was not conveyed to my students. The lesson I taught was the concept of singular and plural nouns (regular and irregular). Viewing the video enabled me to identify strengths and weaknesses (weaknesses being time limitations and my desire to make the lesson entertaining because the students do not like grammar lesson) in the lesson, plan and my implementation of this lesson as aligned with the four domains of Danielson's Framework.

Since we have been focusing on nouns over the past month, I feel as though I was prepared to teach this lesson and planned it out thoughtfully prior to convening the class. Using essential questions such as, "What is a noun?", "What is a

singular noun?”, and “What is a plural noun?” enabled me to demonstrate this preparedness and careful planning (domain 1) while engaging the students. While meeting with the cooperating teacher, she explained how difficult it is to engage students during grammar lesson because they find it “boring” and shutdown. We brainstormed reasons why this is the case and we thought that one reason was that the same content was taught at the same time in the same way every year. The cooperating teacher and I also discussed the importance of grammar in writing and language and also review the Common Core State Standards (CCSS) for fourth grade to determine specific learning outcomes (objectives and goals). After meeting with the cooperating teacher, I compiled the necessary materials such as textbook pages, workbook pages the electronic device to time the “Minute It to Win It”, and ensured that the students has access to white boards and markers. The learning objectives set forth for the students in this videotaped lesson were as follows: 1) explain the difference between singular and plural nouns, 2) identify singular nouns and plural nouns by inserting the correct noun form in a sentence, 3) sort singular and plural noun, 4) form plural nouns by adding –s or –es and form irregular plurals correctly, and 5) collaborate within small groups. Anticipating student responses to the essential questions and recognizing words that would be troublesome (ox and oxen, radius and radii) also helped we to meet the components of domain 1.

I enjoyed setting a positive and fun tone that engaged the students. Through this positivity, I was able to create a respectful and dynamic classroom environment (domain 2). For instance, one student was overly concerned with a permanent mark on his whiteboard. Instead of becoming upset with the student’s distracting behavior, I planned the lesson so that there would be one student “writer” in every group, so we did not have to use that student’s whiteboard. Another strategy I continued to employ during this student-teaching experience was the use of hand gestures (a blinking light bulb) to enable the students to indicate understanding. We reviewed how we use the gesture and the students eagerly complied. The use of this hand gesture is a good way to survey the students without stopping to answer several questions. I also organized the students into small groups simply by counting students by threes and fours since they were already placed into tables.

I learned how important it is to use essential questions and informal, survey questions to assess student knowledge and understanding. I also listed singular nouns and modeled how to create the plural forms of each (regular and irregular)

with student input. All of this modeling was performed using a Smart board. After encouraging several student volunteers to submit input into this modeling process, I had the students model this process in small groups (domain 3). I believe I demonstrated flexibility and responsiveness by meeting with each small group and addressing individual student questions and concerns. The students responded positively by actively participating in all aspects of instruction even though we are not working on one of their favorite subjects, which is spelling and of course physical education. In meeting the components of domain 4 of Danielson's Framework, I was respectful of the cooperating teacher's desires for learning outcomes and consulted her on all aspects of the lesson prior to creating and implementing the plan. In analyzing my instructional strategies and methods in implementing this lesson, I would have made several changes. First, I would not be overwhelmed by the fact that the students do not like to learn grammar. Secondly, I would do a better job of managing the time needed to implement effectively the lesson. Lastly, I would spend more time providing clearer explanation of how I wanted the students to complete the assignment in the workbook since many of the students were unclear of what items I wanted them to complete (not the entire workbook page).

#### References

C. Danielson. (2013). The Framework for Teaching Evaluation Instrument. Retrieved on November 22, 2014 from [www.danielsongroup.org](http://www.danielsongroup.org).

Pennsylvania Department of Education. (2014). Standards Aligned System. Retrieved on November 22, 2014 from <http://www.pdesas.org/>.

**Cooperating Teacher:** Miss Lindsay Avitalle

**Grade Level:** 3-4

**Student Teacher:** Lisa Barbi

#### Creating Plural Nouns 30-Minute Lesson Plan

#### Content and Standards:

The teacher will guide students in recognizing, identifying, and applying the rules of pluralization to regular and irregular nouns.

#### CCSS.ELA-LITERACY.L.1.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.1.1.A**

- **E03.D.1.1.2:** Form and use regular and irregular plural nouns.

**CCSS.ELA-LITERACY.L.1.1.C**

- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- **E04.D.1.1.8:** Ensure subject-verb and pronoun-antecedent agreement.

**CCSS.ELA-LANGUAGE.4.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.**

- Form regular plurals with -s, -es, and -ies (Fourth grade - E.1)
- Use regular plurals with -s, -es, and -ies (Fourth grade - E.2)
- Form regular plurals with -s, -es, -ies, and -ves (Fourth grade - E.3)
- Use regular plurals with -s, -es, -ies, and -ves (Fourth grade - E.4)

**Prerequisites:**

- Students must know how to recognize that a noun is a person, place, or thing.
- Students must know that nouns can be singular (only one) or plural (more than one) in nature.
- Students must know how to differentiate between singular and plural nouns.
- Students must know how to construct a simple sentence while matching singular and plural nouns with appropriate verb.

**Objectives:**

- Students will be able to explain the difference between singular and plural nouns.
- Students will be able to identify singular nouns and plural nouns by inserting the correct noun form in a sentence.
- Students will be able to sort singular and plural noun.
- Students will be able to form plural nouns by adding –s or –es and form irregular plurals correctly.
- Students will be able to collaborate within small groups.

**Instructional Procedure:**

- The teacher will introduce the topic of singular and plural nouns asking for student volunteers to define each concept.
- The teacher will break the students into small groups.
- The teacher will instruct the students to nominate a “writer” and create two columns, one for singular nouns and one for plural nouns and explain that the students will play “Minute to Win It”.
- The teacher will explain that to play the game, the students will have to come up with as many singular and plural nouns as they can within one minute. The group with the most of each, in correct form, will win.
- The teacher will set a timer and say go and circulate the classroom to assist groups as needed.
- The teacher will announce when the minute is up and ask a representative from each group to share the list, also within a minute.
- The teacher will then ask if there are any questions, if not they will move on to discussing irregular plural nouns.
- The teacher will list several singular and plural nouns on the board and ask the groups to sort each in singular and plural columns on the white boards.

- The teacher will circulate the classroom and provide assistance as needed.
- The teacher will check the work as a whole class and provide clarification if needed.
- The teacher will instruct each student to open workbooks to page 19 and have a student volunteer read the heading and the information in the orange box at the top of the page.
- The teacher will have the students highlight the definitions of singular and plural nouns in the orange box.
- The students will work in pairs to complete the workbook page.
- The teacher will circulate the classroom to assist students who required differentiated instruction.
- The teacher will circulate the room to ensure understanding and provide clarification.
- The teacher will ask the whole class if there are any questions or concerns.

**Materials & Equipment:**

- White boards and markers
- Paper and pencils
- Student and teacher *Exercises in English* grammar workbook page 19.
- Smart board
- iPhone as a timer
- 

**Assessment:**

- The teacher will administer an informal survey to assess student understanding of the concepts of singular and plural nouns and proper usage.
- The teacher will check student group work and peer-pair work for understanding.

**Rating from Rubric for Component 4a:** 3-4 – Proficient

**Component 4b: Maintaining accurate records**

Maintenance of accurate records throughout lessons, as assignments are completed, to document student progress and adjust instruction have become an integral part of my daily, student teaching experience. I do a very thorough job of maintaining accurate records documenting student learning outcomes, student attendance, and prior student performance so that I provide effective instruction resulting in a rubric rating of distinguished. I have included a variety of artifacts support this rating including documentation of both instructional and non-instructional information. The first artifact provided as evidence is a roll slip that includes student demographic information and a daily record of attendance and lateness. This roll slip must be updated on a daily basis. This document also serves as a hardcopy of the documentation that is maintained in our online portal, My Students Progress. I have also included evidence from my hardcopy gradebook (documentation also maintained electronically) that shows measurable results (grades) from standardized tests, the previous school year, and current, student-writing grades. The writing grades are comprised of creative writing assignments, quizzes, and paper/pencil tests. Please take notice of the points added to the vocabulary, benchmark tests, language tests, and grammar tests. These points are reflective of points added to tests after adjusting instruction and providing students the opportunity to submit corrections. Also reflected on page 2 of the gradebook are extra-credit points. If a student has submitted work that went beyond expectations of learning outcomes, he or she received additional points to reflect my recognition of these efforts.

List Artifacts/Evidence:

Artifacts: Domain 4 – Component 4b: Maintain accurate records

Artifact 1: Roll Slip

ARCHDIOCESE OF PHILADELPHIA / STUDENT ROLL SLIP 2014 - 2015

SCHOOL: <i>St. Monica</i>		GRADE	ROOM
LAST NAME, FIRST NAME AND MIDDLE INITIAL		4	108
DATE OF BIRTH (mm/dd/yyyy)			
John Smith 1234 Main Street Philadelphia, PA 12345 Phone: 215-222-2222 Cell: 267-222-2222 Gender: Male Mother Full Name: Mrs. Melissa Jacobs-Smith Father Full Name: Mr. Peter Smith (deceased) DOB: September 25, 2003			

Causes of Absence and Codes

Unexcused

- 1. Parental Neglect
- 2. Illegal Employment
- 3. Truancy

Excused

- 4. Illness of Pupil
- 5. Illness in Family
- 6. Death in Family
- 7. Quarantine
- 8. Inclement Weather
- 9. Religious Holiday
- 10. Other Reasons

Ethnic Group

- Caucasian
- African / African American
- Latino / Hispanic
- Asian
- Native American
- Native Hawaiian / Pacific Islander
- Other

Religion

- Catholic
- Non-Catholic

		RECORD OF ATTENDANCE - SEPTEMBER 2014 - JUNE 2015																											
		DAY	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
AUG/SEPT	DATE	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26			
	P.M. A.M.																												
SEPT/OCT	DATE	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			
	P.M. A.M.																												
NOVEMBER	DATE	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28								
	P.M. A.M.																												
DECEMBER	DATE	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31					
	P.M. A.M.																												
JANUARY	DATE					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		
	P.M. A.M.																												
FEBRUARY	DATE	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27								
	P.M. A.M.																												
MARCH	DATE	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31						
	P.M. A.M.																												
APRIL	DATE			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30				
	P.M. A.M.																												
MAY	DATE					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
	P.M. A.M.																												
JUNE	DATE	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30						
	P.M. A.M.																												



Artifact 2: Gradebook Page 1

Mrs. Barbi Gradebook 2014-2015  
 Standardized Test Scores and Academic Performance from the Previous Year

All student names and demographic information has been removed for confidentiality reasons.

CSI	MATH	RDG	LANG	Total	REL	ELA	MATH	SS	SCI	GPA
71	65	9	6	8	73	73	70	F	73	71
80	32	27	23	22	73	71	68	70	71	71
104	82	89	93	95	98	96	98	98	99	98
99	13	38	66	41	84	81	81	85	87	84
97	13	7	25	9	81	80	79	77	76	79
100	45	74	66	67	94	93	88	93	94	93
111	67	62	88	83	86	91	91	92	88	90
96	47	53	54	55	90	82	85	84	87	86
102	51	61	83	74	87	95	91	91	90	91
118	88	94	89	96	91	94	95	94	94	93
119	84	76	55	81	93	90	93	88	95	92
113	69	71	76	81	95	94	95	95	95	94
108	53	56	74	68	92	96	94	96	96	94
123	77	93	93	95	97	95	96	97	98	97
106	49	47	54	53	94	93	93	89	92	92
120	99	93	95	98	99	99	99	99	99	99
101	30	52	65	50	88	84	80	83	83	84
104	26	89	66	67	91	90	86	91	89	89
108	56	77	76	75	95	91	93	89	89	91
103	45	74	42	56	81	88	83	84	92	86
117	88	88	77	93	97	94	97	97	97	97
91	47	33	50	44	77	75	68	71	72	73
110	37	62	67	59	91	86	89	81	85	86
115	89	71	69	87	88	89	88	84	89	88
96	23	55	55	45	88	89	87	91	89	89
84	46	56	32	44	87	89	78	86	88	86
117	82	85	85	92	85	91	93	92	94	91
109	63	78	77	83	91	91	90	92	93	91

Mean Scores: 104 55 63 64 65 88



**Component 4c: Communicating with families**

Frequent and effective communication with student's families is an integral aspect to being an effective educator. A variety of communication tools should be used and communication should be culturally sensitive communication that successfully engages families in the instructional program implemented in the classroom. As I grow and develop as a teacher, I will continue to utilize a variety of strategies to communicate student progress with families. For example, our school has recently implemented a parent portal that enables families and students to view student progress, attendance, conduct, and effort online using secure usernames and passwords. I have had the opportunity to assist our administration in maintaining this portal, which has given me a greater insight into the importance of effective and frequent communication with student's families. In consideration of my experience and continued growth and development in communicating with families, the rubric rating I received for this component is proficient. As evidence to support this proficient rating, I have included three artifacts: a student progress report communicating student progress, a parent feedback form distributed on back-to-school night, and an e-mail exchange I had with a parent (all student and parent demographic information has been changed on each artifact for confidentiality purposes). The first artifact is an actual progress report I completed for a student with special needs. He is modified; therefore, the grades in which he required modification will have a superscript M beside each. Progress reports simply categorize performance as satisfactory, need improvement, and failing based on grades compiled from various assessment tools. The second artifact is a parent feedback form I distribute on back-to-school night. This form enables me to collect feedback from families so that I can differentiate instruction and meet student's individual needs (I also have the students complete a student inventory/feedback form the first day of school). The last artifact is an e-mail exchange between a parent and me. The student discussed in the e-mail is a modified/accommodated student who was recently hospitalized for a severe viral infection. This e-mail reflects my sensitivity to the parent's and student's culture.

List Artifacts/Evidence:

Artifacts: Domain 4 – Component 4c: Communicating with families

Artifact 1: Student Progress Report

ST. MONICA SCHOOL      GRADE 4-8

PROGRESS REPORT -- October 22, 2014      Trimester 1

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Subject	Satisfactory at this time	Needs Improvement	Failing
Religion		✓ <sup>M</sup>	
ELA (English Language Arts)    Reading, Writing, Language, Listening skills		✓ <sup>H</sup>	
MATH    Problem solving, Modeling to represent concepts, Computation, Communicating mathematically		✓ <sup>H</sup>	
Social Studies		✓ <sup>M</sup>	
Science		✓ <sup>H</sup>	
Italian	✓		
Art	✓		
Physical Education	✓		
Computer	✓		
Classwork		✓	
Homework		✓	
Conduct		✓	
Effort		✓	
Grooming/Neatness	✓		
Punctuality	✓		

**TEACHER COMMENTS:**  
 The student named above is a kind and generous, young student. The student is eager to please and tries to comply with classroom rules. The student would benefit from continuing to work on impulse control and continue to keep open communications with the teacher.

*This report reflects work approximately midway through the marking period. **Progress Reports MUST be signed and returned to your child's teacher by Friday.** Thank you.*

**PARENT COMMENTS:**  
 Parent comment lines, signature and date line.



Artifact 2: Family Feedback Form

Teacher Name  
Grade 4 Room Number

My student in grade 4  
Student Name: \_\_\_\_\_

Parent/Parent's or Guardian's Names: \_\_\_\_\_ Parent of Student in Grade 4

Parent/Parent's/Guardian E-mail Addresses: \_\_\_\_\_ parent@gmail.com

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Parent/Guardian Work Phone: \_\_\_\_\_ 123-456-8799      Parent Home Phone: \_\_\_\_\_ 222-222-2222

Mother/Guardian Cell Phone: \_\_\_\_\_ <sup>\* Preferred \*</sup> 215-222-2222      Father/Guardian Cell Phone: \_\_\_\_\_ N/A

Emergency Contact Name: \_\_\_\_\_ Grandmom Jones      Phone: \_\_\_\_\_ 333-333-3333

On the lines below please tell me anything you think I need to know to assist your child in having a successful and productive school year.

My child has been diagnosed with ADHD, and dyslexia. My child was diagnosed in 2010 and currently received modifications and accommodations in all subjects. My child also has a gluten intolerance and cannot eat products with wheat, gluten, etc. My child learn best when encouraged to move and use tools. My child is very sensitive and appreciates frequent teacher feedback. My child has also been seeking counseling through school and outside with a psychologist. My child takes medication for both ADHD and depression, which may sometimes cause my child to seem sleepy. Please e-mail me or call me as needed to communicate my child's progress in class.

Sincerely,

Fourth Grade Parent

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Artifact 3: Documentation of Parent-Teacher E-mail Exchange****RE: John - Tutoring**

Wednesday, November 19, 2014 8:23 AM

From: [johnsmom@gmail.com](mailto:johnsmom@gmail.com) To: "Lisa Barbi" <[lisamb519@yahoo.com](mailto:lisamb519@yahoo.com)>

Mrs. Barbi,

Thank you for your understanding and John did very well with his appointment, the Dr. is very pleased with his progress. I will see you on November 24th at 8:30 a.m. to go over John's progress.

Thank you again.

Mrs. Smith

----- Original Message -----

Subject: Re: John - Tutoring

From: Lisa Barbi <[lisamb519@yahoo.com](mailto:lisamb519@yahoo.com)>

Date: Tue, November 18, 2014 4:58 pm

To: johnsmom@gmail.com

Dear Mrs. Smith,

That is no problem. John is doing very well with tutoring and applying what he is learning to the modified and accommodated math curriculum. I hope that John did well at his appointment after his recent hospitalization. Have a good evening.

Sincerely,

Lisa Barbi

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On Tue, 11/18/14, johnsmom@gmail.com wrote:

Subject: John - Tutoring

To: "Mrs. Barbi" <[lisamb519@yahoo.com](mailto:lisamb519@yahoo.com)>

Date: Tuesday, November 18, 2014, 12:04 PM

Ms. Barbi,

Sorry for the late notice but I wanted to let you know that unfortunately John will not be able to stay for tutoring today, due to he has a follow-up appointment with his pediatrician right after school.

Thank you again. Mrs. Smith

**Rating from Rubric for Component 4c: 3-4 Proficient**

**Component 4d: Participating in a professional community**

As a professional educator, one of my responsibilities is to participate in a various activities that demonstrate my commitment to the school community. My contributions to the school community build and foster relationships among my colleagues, school administrators, parents, students, and shareholders in the school community. I am very fortunate that I have been given the opportunity to participate in these committees and activities and I take my role in each seriously. My commitment to the community assists me in receiving a rubric rating of distinguished for this component. As evidence to support my continued commitment and contribution to the school community and community at large, I have comprised a list of the various professional communities in which I am a part. Each of these roles demonstrates my dedication to the school/professional community. Additionally, I am honored that the school community and administration trusts me to be an integral part of essential aspects of the school community. One of the professional communities I participate in is the Lego club. The Lego Club is one of the most rewarding communities I am a part of because I am able to observe students create and collaborate on a weekly basis. During each eight-week session of the Lego Club, we create a stop motion video. I have linked to one of our videos posted on Youtube.com.

**List Artifacts/Evidence:****Artifacts: Domain 4 – Component 4d: Participating in a professional community****List of Committees and Volunteer Activities**

- Co-chair of the Middle States Steering Committee (2013-Present)
- Advisor of the Annual Yearbook (both digital and print versions cooperating with School Annual Publishing)
- Administrator of the official school website: [saintmonicaphilly.org](http://saintmonicaphilly.org)
- Co-administrator of the My Student's Progress (a web based School Management Software with parent and student portals)
- Facilitator of the St. Monica School [Lego Club](#) (a weekly club that incorporates Legos into social interactions and creates an original stop-motion video, click on hyperlink)
- I volunteered to write two grants (both approved), one for \$10,000 contributing to a school community playground, from State Senator Larry Farnese, and a second grant from the Archdiocese of Philadelphia, which provided the school with 90 iPad 2 electronic devices.
- I implemented a rollout plan including a detailed database tracking school wide iPad usage, inventory, and maintenance.



**Rating from Rubric for Component 4d:** 3-4 Proficient

**Component 4e: Growing and developing professionally**

Professional growth and develop are inevitable if you are an effective educator. Throughout my student-teaching experience and participation in this Master's program, I have grown as a person and professional educator through exposure to engaging professional development opportunities made available to me through colleagues, instructors, classmates, and electronic resources. This growth and development is recognized in the rubric rating I received for this component, proficient. I have used these professional resources to hone my skills as a teacher and develop instruction that is engaging and effective for my students. One of the professional resources I was made privy to in recent weeks was the K12Online conference. This conference had a variety of webinars, social media resources, and philosophies that I have implemented in my classroom currently and will integrate into instruction in the future. This webinar has been an invaluable tool and has taught me how to ignite passion in my students through innovative practices that make them productive members of the 21<sup>st</sup> century, global marketplace. Evidence I have provided to support my continual growth and development as a professional is a link to the K12Online Conference as well as links to two blog postings I created reflecting upon two of the innovations in education discussing social media use in the classroom and passion-based learning (a topic which truly spoke to me.)

**Artifact: Domain 4 – Component 4e: Growing and developing professionally**

[K12Online Conference](#)  
[Social Media in the Classroom](#)  
[Passion-Based Learning: Follow Your Passion & Heartache](#)

**Rating from Rubric for Component 4e:** 3-4 Proficient

**Component 4f: Showing professionalism**

Professionalism and leadership are components of every career and vocation and a quality that I have exhibited throughout my EDUC 540 coursework. It is also a manner in which one should conduct herself in dealing with colleagues, peers, students, and families always employing integrity, honesty, and confidentiality in all interactions. As reflected in all of my student-teaching evaluations and pre-student teaching evaluations, as well as in assessments of my performance by cooperating teachers and school principals, I have achieved a rubric rating of distinguished for this final component. As evidence to support this distinguished rating, I mention the fact that the school principal requested to participate in this exit interview as to provide the university supervisor detailed descriptions that substantiate my professional abilities and leadership qualities as demonstrated in my instruction and school-community service. Additionally, I have included a link to my Professional Learning Portfolio that includes much of my EDUC540 coursework, which to date is recognized as high-quality work as reflected in grades achieved. Lastly, as a simple reflective piece of evidence, I have included an image of how I dress and professionally conduct myself in the classroom environment.



**List Artifacts/Evidence:****Artifacts: Domain 4 – Component 4f: Showing professionalism****Artifact 1: Professional appearance****Artifact 2: Professional Learning Portfolio**

[Lisa M. Barbi Professional Learning Portfolio](#)

**Rating from Rubric for Component 4f: 5 - Distinguished**

In reflecting upon the evidence provided in this exit interview and analyzing my student-teaching experience and coursework for EDUC 540, I believe I have become a well-prepared professional educator who takes student needs and interests into account when preparing and implementing instruction. I have grown and developed in many ways during this process. I have gained a great deal of knowledge of the essential components of coherent instruction and the necessity to create a safe classroom environment with well-defined learning outcomes and explicit expectations for student behavior. In the future, I will use all of the resources and tools I have gathered from this coursework, especially Danielson's Framework for Teaching. As this experience comes to a close, my overall performance has been proficient and is reflected in my final rating on this rubric.

**Final Rating on rubric:** Overall rubric rating of proficient (4).