A QUALITATIVE STUDY OF THE PERCEPTIONS

OF THE USE OF THE TEACHER WORK SAMPLE METHODOLOGY

IN STUDENT TEACHING

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A Dissertation

presented to

the Faculty of the Graduate School

at the University of Missouri-Columbia

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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by

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DECEMBER 2010

The undersigned, appointed by the dean of the Graduate School, have examined the

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A QUALITATIVE STUDY OF THE PERCEPTIONS OF THE USE OF THE
TEACHER WORK SAMPLE METHODOLOGY IN STUDENT TEACHING

presented by Sharon J. Dees,

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and hereby certify that, in their opinion, it is worthy of acceptance.

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ACKNOWLEDGEMENTS

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CHAPTER I

Introduction to the Study

Background

"The seeds for the 1999-2004 Title II Renaissance Partnership Project were sown in the fall of 1997 when presidents, provosts and deans from 20 Renaissance Group universities met for their fall conference in San Antonio to consider new strategies for improving teacher preparation programs" (Pankratz, n.d.). This project was intended to focus on accountability. Accountability included the teacher preparation programs but more importantly, the impact of teacher candidates on P-12 students. "While teaching was important, it had to produce learning and had to relate to results. Results based teaching was applied to teacher preparation" (Pankratz, n.d.). The Renaissance group focused on improving teacher education programs. One of the feature objectives included the "use of teacher work samples in their teacher education programs as a means of improving teaching skills and increasing the teacher's impact on student learning" (Pankratz, n.d.). Southeast Missouri State University was one of the eleven charter members of this group (Renaissance Teacher Work Sample Consortium).

"Even though all Renaissance partner institutions were accredited by NCATE, none had systems of performance assessment, data management and program evaluation that operationally met NCATE standards" (Pankratz, n.d.). The Renaissance group looked to maintain National Council of Accreditation of Teacher Education (NCATE) approval, yet wanted to focus specifically on Standard 2, Program evaluation. This included the search for models of current practices to emulate. Models did not exist in

this type of accountability, nor could a model for meeting Standard 2 be found (Pankratz, n.d.).

Western Oregon University used teacher work samples as a form of assessment. However their product could not be directly used by the Renaissance group to implement an assessment based planning tool (Pankratz, n.d.).

> While Western Oregon had provided the basic theory and conceptual framework for teacher work samples, Renaissance Partnership members needed to develop standards of performance for teaching processes they believed were most important and instrumentation (teacher work sample prompts and rubrics) they 'collectively owned' and understood. (Pankratz, n.d.)

This new Teacher Work Sample would reflect both the college level work and the impact on P-12 students. The seven processes in teaching deemed to be critical in improving included:

> use of student and classroom context to design instruction, use of instructional unit learning goals that addressed local and state content standards, use of pre-post and formative assessment to guide instruction and measure and report learning results, design of instruction for all students that addressed unit learning goals and were aligned with concepts and processes assessed, instructional decision making based on continuous formative assessment, analysis and reporting of learning for all students and significant groups, and reflection and evaluation of teaching and learning. (The Renaissance Teacher Work Sample Consortium)

A side effect of this work was the realization that the teacher education programs were not focusing on the pieces necessary to implement an entire unit. "Several of the work sample processes (i.e. use of context to design instruction, development of assessment plans, analysis of student learning and reflection on teaching and learning) have not been given much attention in traditional teacher preparation programs" (Pankratz, n.d.). It is important for teacher candidates to see the Teacher Work Sample as one unit and not separate pieces. This meant extensive course work and philosophical changes would take place in order to successfully implement some of the work sample processes.

At the time of this movement, Southeast Missouri State University's College of Education was using a portfolio system of student accountability. This portfolio was directly linked to the Missouri Department of Elementary and Secondary Education's (DESE) eleven quality indicators. When Southeast began to adopt the Teacher Work Sample as a means of accountability, the students in a pilot group were asked to do both. The staff soon realized that the quality indicators could be met within the Teacher Work Sample and the movement began to imbed DESE assessment criteria within the work sample document (Appendix A). A committee of faculty was formed to adopt the Teacher Work Sample as Southeast's College of Education's main assessment tool. Education majors were soon required to complete Teacher Work Samples to reflect appropriate teaching. The handbook for this college-wide requirement lists as its vision,

Successful teacher candidates support learning by designing a Teacher

Work Sample that employs a range of strategies and builds on each

student's strengths, needs, and prior experiences. Through this

performance assessment, teacher candidates provide credible evidence of

their ability to facilitate learning by meeting (the following) TWS

standards. (Southeast Missouri State University)

The Teacher Work Sample became the main assessment used in the College of

Education. Pankratz and Evans (2004), found a direct correlation between the

Renaissance Teacher Work Sample (RTWS) and seven (out of ten) Interstate New

Teacher Assessment and Support Consortium (INTASC). In addition to INTASC and

DESE, this new product could meet the National Council of Accreditation of Teacher

Education (NCATE) and Specialty Program Area (SPA) criteria for accreditation.

"Further, the student work sampling is a priority assessment that meets both national and

state standards for teacher preparation programs" (Watkins and Roberts, 2008). Two

additional pieces were added from the original RTWS in order to meet individual SPA

requirements. These include a plan for classroom management and a plan for family

involvement (Southeast Missouri State University). This change resulted in a move away

from individual program's impact on teacher candidates to the importance of focusing on

the impact on P-12 students (Reusser, Butler, Symonds, Vetter and Wall, 2007).

As a result of this merge, the Teacher Work Sample (TWS) is now a requirement

in every step of the teacher preparation program (Appendix B). Southeast's College of

Education TWS includes the following: Contextual Factors, Learning Goals, Assessment

Plan, Design for Instruction, Classroom Management, Instructional Decision-making,

Analysis of Student Learning, Reflection and Self-Evaluation and Family Involvement (only in the Elementary, Early and Special Education programs). The college coursework is set up in Blocks with field experiences moving towards increasing difficulty at each level. Block I is an introduction to the teaching field and includes an introduction to the TWS methodology. The instructors present prompts and rubrics for each part of the TWS. Block I students are expected to use resources to find school statistical information required in the Contextual Factors. Block II includes pre-service teachers using their own field classroom to plan and implement a mini-unit. This would include Contextual Factors, Goals, Assessment Plan, Design for Instruction and Classroom Management. An introduction to the Analysis of Student Learning would happen in Block II. An entire TWS is completed in Block III and Block IV (student teaching). Block III is designed to scaffold pre-service teachers to student teaching. Course work includes an intense field experience.

Conceptual Underpinnings for the Study

The Teacher Work Sample is a methodology used to instill effective teaching practices in prospective teachers to use throughout their careers. This methodology should become a 'habit of mind'. "The implications of this inquiry include the importance of preservice teachers establishing a 'habit of mind' before they graduate, about how teaching can impact learning" (Rudden, 2003, p. 33). The attitude students develop would be filtered through their "frame of reference" (Mezirow, 2000, p. 16). This frame is developed through a person's own experiences and is often cultural in nature. These attitudes often become "habits of mind" (Mezirow, p. 18). Both the frame and habits of mind are emotionally charged but can be changed in transformative

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learning. The TWS should include transformational learning in preparing future teachers to impact P-12 learners. This study blends the methodology of the TWS and the use of transformational learning.

The nine parts of the TWS allow for the methodology to be used in planning, implementing and reflecting on units of instruction. "To that end, the teacher preparation program must be infused with work sample terminology and the philosophy that grounds this paradigm" (Rudden, 2003, p. 33). Repeated practice does form the "habit of mind" and the components must be integrated throughout the pre-service teachers' program. "Teacher work sample methodology is a process that enables pre-service teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). Transformation happens when:

> If by using the work sample these teachers can make a direct
> connection to what they know about pedagogy and the teaching skills they
> learned in teacher preparation and how to implement this information to
> benefit the learning of their students then the link between teacher
> preparation and student learning has been made. (Fredman, 2002, p. 9)

Mezirow's (2000) transformational theory adds a "crucial mode of making meaning: becoming crucially aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p. 4). He also supports the social significance in learning. The transformative theory actually moves the learner to question tacit knowledge and challenge what is being taught. It does not support the notion that teachers give knowledge to students, but rather students acquire

their own. "The generally accepted model of adult education involves a transfer of authority from the educator to the learners; the successful educator works herself out of her job as educator and becomes a collaborative learner" (Mezirow, p. 15). The TWS scaffolding throughout the Blocks should support this move or transformation.

A study by Reusser, et al (2007) states, "Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates as they matriculate through teacher preparation programs" (p. 106). The TWS methodology was developed to aid in this process. Girod and Girod (2006) affirm, the "methodology [could be used] as a mechanism to examine teachers' abilities to help all students learn" (p. 482). Pre-service teachers are asked to use the methodology to plan ahead for a specific group of students while reviewing the Contextual Factors, choosing Goals, forming an Assessment Plan and creating a Design for Instruction. The Classroom Management Plan allows for an overview of needed organizational pieces necessary to have an impact on learning. The Early Childhood pre-service teachers include the influence of family and community in the Family Involvement Plan.

Kegan (2004) reminds educators that all students come with a past which influences learning. Students may often give teachers the answer they suspect the educator wants without changing their own frame. This is often from the habit of mind developed about education and getting the right answer. Cranton (2004) outlines three responsibilities of the educator. The first is to make students aware of their own frame or habits of mind, the second is to challenge students to question as lifelong learners and the third is to provide an environment of learning with meaningful experiences. The questioning necessary for students to examine their own practice is found in the

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Reflection piece of the TWS. The repeated exposure to the TWS methodology should support a lifelong quest for supporting P-12 learners. Finally, the support of field experiences combined with the Block classes provides the environment for learning with meaningful experiences.

In a study by Devlin-Scherer, Daly, Burroughs & McCartan (2007) focusing on the difficulty of developing a TWS, it was found that the first factor in success is the attitude of the teacher candidate. There is a strong correlation between this attitude and the cooperating teacher. This support, feedback and social interaction is often focused on pleasing the cooperating teacher (Devlin, et al) and less on the students they serve. A feature of the TWS methodology is the influence on the teacher candidate. "The process of developing the TWS provides the motivation for the preservice teacher to move from passive actor to conscious educator" (Devlin, et al, 2007, p. 59).

Pre-service teachers often focus more on the execution of the lessons than the end result of understanding the entire TWS methodology. "The student teachers continued to measure the success of their lessons in terms of their own affective states while teaching" (Henning, Usma-Wilches, 2008, p. 2109). These informal influences often stem from how well the class behaved (Girod & Girod, 2006) and not on tangible assessment date or the impact on P-12 learning. Pankratz (1999) suggests:

> The primary problem resulting from focusing on instruction rather than
> learning is that it is incompatible with standards-based teaching and
> learning. Accepting accountability for the learning of all students requires
> attending to a complex set of processes and conditions associated with
> teaching and learning, not just instruction. (Pankratz, p. 2)

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This focus on instruction could result in minimal transformation learning. Moving pre-service teachers beyond instruction "forces us to look at all the factors that affect learning, including the student's abilities, background, and prior knowledge; the context of schooling, the complexity of the learning task; and the learning resources available" (Pankratz, p. 3). Student's abilities, backgrounds, prior knowledge, school environment and resources available are reflected in the Contextual Factors. This supports the methodology from the TWS that suggests factors about the P-12 students directly influence the effectiveness of the unit. The learning task becomes the Goals section of the TWS. This is the underlying focus throughout instruction.

Mezirow's (2000) transformative learning could move the teacher candidate beyond planning a TWS to make a grade and pleasing the cooperating teacher towards planning and adjusting to make a difference in the P-12 classroom assigned. They would need to question multiple influences, such as assessment data, environmental factors and the TWS methodology.

The TWS includes the need for the pre-service teachers to reflect on Instructional Decision Making as these multiple influences forces instruction in a different path than was originally planned. The Analysis of Student Learning requires the questioning of assessment data in order to measure success with field students.

Statement of the Problem

Southeast Missouri State University's Early Childhood (EC) staff has a responsibility to submit assessment data to be accredited by the National Association of the Education of Young Children (NAEYC) and the Department of Elementary and Secondary Education (DESE). One measure used is the scores from the students' Teacher

Work Sample (TWS) units. The Early Childhood program has an additional Block of study. This Early Childhood (EC) Block is completed between Block II and Block III and includes extensive coursework to meet requirements by NAEYC. The teacher candidates have an opportunity to complete portions of the TWS. The EC Block includes the TWS elements of Contextual Factors, Learning Goals, Assessment Plan and Design for Instruction. The focus is on appropriate practices for Early Childhood and includes the Classroom Management and Family Involvement plan. Early Childhood students are asked to complete an entire TWS in Block III and in Block IV (student teaching) like the other teacher education programs in the college.

The Early Childhood (EC) program staff has noted significant decreases in student Teacher Work Sample (TWS) scores while students are completing their exit teaching units in student teaching. The findings in this report reflect, "In comparing data on the Early Childhood Thematic units from Block III to Block IV, faculty noted the Block IV data is actually lower, with candidates demonstrating stronger abilities in Block III" (Julie Ray, personal communication, October, 2009). In Block III, teacher candidates are given much support but are expected to plan and implement the TWS without needing much support in Block IV. Reusser, Butler, Symonds, Vetter and Wall (2007) affirm, "Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates as they matriculate through teacher preparation programs" (p. 106). The adoption of TWS methodology and the transformation learning the EC staff hopes to take place in the pre-service teachers' work should reflect the highest scores in their last block (Block IV). The problem is that scores decline from Block III to Block IV.

Purpose of the Study

The purpose of this case study was to understand the perceptions of those that use the methodology of the Teacher Work Sample by Early Childhood student teachers at Southeast Missouri State University. In this research the Teacher Work Sample will generally be defined as the process of planning, assessing and reflecting on a unit of instruction for P-12 students.

Research Questions

Qualitative research can be based on an issue that is troubling or puzzling (Merriam, 1998). "The first task, then, in conducting a qualitative study is to raise a question about something that perplexes and challenges the mind" (Merriam, p. 57). This type of study illuminated the teacher candidates' thinking during the planning, implementation and reflection of a Teacher Work Sample unit.

"Questions about process (why or how something happened)" and "questions of understanding (what happened, what does it mean for those involved)" guided this understanding (Merriam, p. 59). The research questions beginning with what, allows for an in-depth understanding and the question beginning with how allows insight to the process taking place during the TWS unit. Furthermore, Crewswell (2003) suggests "Begin the research questions with the words 'what' or 'how' to convey and open and emerging design" (p. 106).

The primary research questions are:

1. What perceptions of their cognitive processes occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample units?

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2. How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?

3. How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?

Limitations and Assumptions

The limitations of the qualitative study include a narrow view of the topic researched. Additionally, the researcher was an insider in the role of the investigator; therefore, the study may seem to be biased. Since the study developed as it progressed, it was impossible to have an exact plan of action. Creswell (2003) suggests the qualitative study, ongoing in nature, does not allow for the knowledge of limitations on the onset of the research (p. 148).

The first limitation for this study was the narrow focus of the Southeast Missouri State University Early Childhood (EC) Program team's need for explanation for dropping scores in Block IV. This information may only benefit this particular group of people. However, this information may give insight for fellow TWS schools in the analyzing the thinking that happens as college students use this methodology.

Second, the Early Childhood (EC) staff is small in number and works closely with these students throughout the college experience. This may have impeded students from being honest in fear of displeasing the researcher resulting in a limitation of this study. The researcher has worked with the case study students in Block III and may have formed biases about their ability to perform.

Third, the Early Childhood (EC) program is seeking reaccreditation and will be visited by the review team in the year of this study. This may make the researcher anxious to finish the study and findings may have been rushed. The college students had the same Early Childhood Block and Block III. However, they may have had different Block II instructors. The staff of the Elementary, Early and Special Education Department varies in the approach used to begin implementation of the TWS. Several members of the Block II team do not approve of the TWS and several are new to the College. This may have influenced the attitude of pre-service teachers. Conversely, the researcher believes in the Teacher Work Sample methodology which may have created a bias in this study. The actual limitations that occurred were not predictable in this emerging designed study.

Definition of Key Terms

The Teacher Work Sample has many terms associated with the success of the unit. In addition, education programs have their own terminology and must be defined for use. The Department of Elementary and Secondary education defines terms for use in education within the state of Missouri.

P-12. This term refers to students in Pre-Kindergarten through the last year of high school. The term PK-12 may be used as well.

Teacher Work Sample. "The product students or teachers develop to demonstrate a significant portion of their professional skills including their ability to foster pupil learning" (Girod, 2002, p. XIII). This is often abbreviated to TWS.

Teacher Work Sample Methodology. "The process employed in the development and implementation of teacher work samples. The term *methodology* comprises five

processes ... (a) developmental, (b) instructional, (c) documentation, (d) analytical, and (e)interpretative skills associated with planning, carrying out, and evaluating one's own work sample" (Girod, 2002, p. XIV). The abbreviation is TWSM.

Think-Aloud. This term defines the strategy of orally thinking aloud as a person works through a task. A reading text suggests, "It is also a strategy that can be used first by you (the teacher) to verbalize your thoughts…" (DeVries, 2008, p. 197).

Department of Elementary and Secondary Education Terms

Candidate. "An individual who is seeking admission to or is enrolled in a program for initial or advanced certification of teachers…" (Department of Elementary and Secondary Education). This term may be used interchangeably with Pre-service teacher.

Field Experiences. "Activities for Candidates in professional education that are completed in off-campus settings such as a school, a classroom or a community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships" (Department of Elementary and Secondary Education). This definition will be limited in this study to a P-12 classroom.

Pedagogical Studies. "Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching" (Department of Elementary and Secondary Education).

Performance Standards. "Definitions of what individuals preparing for professional education responsibilities need to know and be able to do" (Department of Elementary and Secondary Education).

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Pre-service Teacher. "Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers" (Department of Elementary and Secondary Education). This term may be used interchangeably with teacher candidate. Some authors do not hyphenate this word.

Rubric. "Written criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment" (Department of Elementary and Secondary Education).

Student Teaching. "Pre-service clinical practice for professional education candidates who are preparing to teach" (Department of Elementary and Secondary Education).

Southeast Missouri State University Elementary, Early and Special Education Terms

Block I. The College of Education describes this class as "an entry level course for students wishing to pursue a career in the field of education" (Undergraduate Bulletin, 2009).

Block II. Block II is a combination of classes focusing around a field experience.

Block III. Block III is a combination of classes focusing around a field experience.

Early Childhood Block. This block focuses on developmentally appropriate practices and theories tied to the Early Childhood classroom practices. Included is coursework with a tied field experience.

Block IV (Student Teaching). The College of Education describes this class as a "professional practicum requiring demonstration of implementation of the Teacher Work

Sample elements in school setting. Under the direction of cooperating teacher and university supervisor" (Undergraduate Bulletin, 2009).

Teacher Work Sample Terms (From the Standards and Tasks)

Contextual Factors. This is the portion of the TWS where "the teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment" (Southeast Missouri State University). The pre-service teachers are asked to "discuss relevant factors and how they may affect the teaching-learning process" (Southeast Missouri State University).

Goals. This section is where "the teacher sets significant, challenging, varied and appropriate learning goals" (Southeast Missouri State University). The task is to "provide and justify the learning goals for the unit" (Southeast Missouri State University).

Assessment Plan. The information here reflects how "the teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction" (Southeast Missouri State University).

Design for Instruction. The format for lesson planning includes how "the teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts" (Southeast Missouri State University). This section requires pre-service teachers to "describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context" (Southeast Missouri State University).

Classroom Management for Instruction. It is important for a plan to be in place that implies how "the pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social

interaction, active engagement in learning and self-motivation" (Southeast Missouri State University). This is "a plan for motivation and management for the TWS unit that addresses strategies to manage the goals of group and individual student misbehavior. (It includes ways to) "organize and motivate students for a variety of instructional activities with an articulated written classroom management plan" (Southeast Missouri State University).

Family Involvement Plan. Early Childhood pre-service teachers anticipate how "the teacher involves children's families in the unit of study. A strong home-school connection is important for the children's success in this unit" (Southeast Missouri State University).The "unit also includes a family involvement plan, including using family or community re-sources, communicating with families throughout the unit, involving the families in both school and home-based activities and sending a family letter about the unit" (Southeast Missouri State University).

Instructional Decision-Making. Changes made during instruction are reported by how "the teacher uses on-going analysis of student learning to make instructional decisions" (Southeast Missouri State University). They are required to "provide two examples of culturally appropriate instructional decision-making based on students' learning or responses" (Southeast Missouri State University).

Analysis of Student Learning. This section proves the impact on P-12 learning and requires proof that "the teacher uses assessment data to profile student learning and communicate information about student progress and achievement" (Southeast Missouri State University).

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The task is to "analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals" (Southeast Missouri State University).

Reflection and Self-Evaluation. The last piece of the TWS reflects how "the teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice" (Southeast Missouri State University). This includes an opportunity for the pre-service teacher to "reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the seven TWS standards to identify future actions for improved practice and professional growth" (Southeast Missouri State University).

Summary

The Teacher Work Sample Methodology is infused in the teacher preparation program at Southeast Missouri State University. The Early Childhood program staff is reviewing assessment data in order to be reaccredited with both the Department of Elementary and Secondary Education and the National Association of the Education of Young Children. During the assessment process for developing these reports, the TWS has been used as a means to examine success in our candidates' preparation for certification. It has been noted by the program team members that the scores drop during student teaching as opposed to Block III. Pre-service students using the TWS methodology should progress not decrease in the ability to perform on the TWS scoring rubrics. The purpose of this case study was to understand the perceptions of those that use the methodology of the Teacher Work Sample during student teaching. This study will

allow the EC team to improve the infusion of the TWS methodology in coursework and field experiences.

Chapter II outlines a review of Teacher Work Sample literature. Chapter three reviews the methodology the researcher will use in order to investigate what happens as students prepare their final TWS. Chapter four will allow the researcher to analyze the common themes that emerged in the study. Chapter five reviews the findings and makes recommendations for improvement in the EC program. Appendices are included containing the alignment of DESE standards with the TWS components, the graphic representation of TWS pieces in each block, the TWS handbook for students, research study material including consent forms, protocol, questions, the comparison chart of participants' *think-aloud* journals to their TWS products and transcripts of participants' *think-aloud* journals

CHAPTER II

Review of Related Literature

Introduction

Southeast Missouri State University's Early Childhood (EC) staff has a

responsibility to submit assessment data to be accredited by the National Association of

the Education of Young Children and the Department of Elementary and Secondary

Education (DESE). One measure used is the scores from the students' Teacher Work

Sample (TWS) units. The TWS is considered a methodology the students should develop

in planning a unit to teach. Students are asked to complete an entire TWS in Block III

(pre-service coursework with a field experience) and in Block IV (student teaching). It

has been noted that these scores drop drastically in the last semester.

Current TWS methodology research includes papers presented at conferences to

outline what universities are doing to use this product, studies examining the validity and

reliability of the TWS and case studies examining what happens as pre-service teachers

use the methodology. The history and purpose of this unit planning will help the

researcher explain the need for colleges of education to adopt this accountability. The

methodology will be outlined in order to ground the underpinning of the training of

teacher candidates. It is also necessary to report research examining the validity and

reliability of the TWS in order to reflect the appropriateness of using this methodology.

The literature review will also include studies outlining the pre-service teachers' attitudes

about preparing to teach a unit of study. Finally, the information including suggestions

for use of the TWS will help the researcher understand what has already been discovered as suggestions for success using this process.

Key researchers include Bush, Devlin-Scherer, et al, Girod & Girod, Kohler, et al, Pankratz and Schalock. Bush's work included an action research supporting users of the TWS. Devlin-Sherer, et al, provided a qualitative study focusing on eight participants measuring the TWS as a valuable tool for instruction. Girod and Girod used a simulation of the TWS to conduct a quantitative study on the efficacy of this process. Girod's handbook for the use of the TWS methodology will serve as a guide to implementation of the product. The narrative accounts of pre-service teachers making decisions by Kohler, Heening and Usma-Witches provide appropriate information about the thinking behind the process. Schalock's work at Western Oregon University allows insight to the original TWS product and its methodology. Pankratz provides valuable information about the formation and work of the Renaissance Group and its tie to Western Oregon University's work with Teacher Work Sample Methodology.

The purpose of this case study was to understand the perceptions of those that use the methodology of the Teacher Work Sample by Early Childhood student teachers at Southeast Missouri State University. In this research the Teacher Work Sample will generally be defined as the process of planning, assessing and reflecting on a unit of instruction for P-12 students.

Within this study three qualitative questions will be addressed:

1. What perceptions of their cognitive processes occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample units?

2. How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?

3. How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?

History and Purpose

No Child Left Behind (NCLB), established in 2001, has led the National Educational Taskforce in a movement for accountability. This change has forced educators to look at assessment as a tool to drive instruction. Keese and Brown (2003) state, "A focus on both effective teaching and increases in student learning encourages both teacher and learner to experiment with and adjust the learning process to achieve best results" (p. 10). Included are teachers from infant to post-graduate classrooms. Fredman (2004) suggests that a Nation at Risk has led to the challenge of holding higher education accountable for teacher candidates. Reusser, Butler, Symonds, Vetter and Wall (2007) affirm, "Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates as they matriculate through teacher preparation programs" (p. 106). This would include more than pre-service teachers' success, but focusing on the impact they have on P-12 learning. Keese and Brown suggest, "School improvement plans have shifted in focus from development of highly effective teachers to an evolving balance between effective teaching and increases in student learning" (p. 9).

In a concept paper from Western Kentucky University, Roger Pankratz (1999) presents a detailed description of the need for change from teaching to learning. "The primary problem resulting from focusing on instruction rather than learning is that it is incompatible with standards-based teaching and learning" (p. 2). Such a move requires accountability from pre-service teachers "to (attend to) a complex set of processes and conditions associated with teaching and learning, not just instruction" (Pankratz, p. 2). This "learning paradigm accepts responsibility for positively impacting all students" (Pankratz, p. 2). The second reason needed for a change in P-12 teacher preparation schools is the need to monitor closely the funding provided for education. Pankratz suggests we must become more efficient (p. 2). Third, the focus according to Pankratz must be to focus on the learning, not the instruction. "It forces us to look at all the factors that affect learning, including student's abilities, background, and prior knowledge; the context of schooling, the complexity of the learning task; and the learning resources available" (p. 3). The Teacher Work Sample Methodology provides for this in depth process.

Teacher education programs may be held accountable by several governing boards such as NCLB, the National Council of Accreditation of Teacher Education (NCATE), Interstate New Teacher Assessment and Support Consortium (INTASC), Specialty Program Area (SPA) and state agencies. NCLB holds each state responsible for guaranteeing students have highly qualified teachers (Fredman, 2004). This pushes accreditation task forces to take seriously the criteria to hold colleges accountable. Resulting in a change of focus from the college program's influence on the teacher

candidate to the more important influence of the teacher candidate on student learning (Reusser, et al, 2007). Girod and Girod (2006) propose that groups such as NCATE and such agree, "One clear path to increased P-12 student learning is through improved teacher preparation" (p. 481). NCATE "requires affiliate institutions to develop assessment systems that document teacher candidates' preparation to meet national or state standards and their impact on P-12 learning" (Denner, Norman & Salzman, 2003). In addition, "by 2003, NCATE accredited programs must provide evidence that their graduates, who are in their first year of teaching, are impacting student learning in their own classrooms" (Fredman, 2002).

NCATE lists four themes for teacher preparation programs based on performance-based accountability. These include "teacher candidate knowledge, teaching performance (methodology), teacher dispositions (values and commitments), and positive effects on student learning" (Pankratz, 1999, p. 5). The "standards-based program also requires evidence that graduates can positively impact student learning" (Pankratz, p. 5).

In response to this movement the Western Oregon University developed the Teacher Work Sample (TWS). Their work was "adopted by the Oregon Teacher Standards and Practices Commission as the primary means for teacher candidates to provide evidence that they have met Oregon's teacher performance standards for licensure" (Pankratz, 1999, p. 6). This work is a model for the nation "for providing evidence of a teacher candidate's effects on student learning" (Pankratz, p. 7). Western Oregon University's work sample included:

(1) describing a unit of study, (2) mapping the classroom context, (3) identifying learning outcomes, (4) developing assessments for outcomes, (5) administering pre-instruction assessments, (6) developing a design for instruction and assessment for all pupils, (7) implementing the instructional plan, (8) administering the post-instructional assessment, summarizing, interpreting, and reporting the growth of each pupil and selected groups of pupils in the class, and (9) reflecting and evaluating the teaching and learning process for the instructional unit. (Pankratz, pp. 6-7)

Schalock & Myton (2002) assert the "TWSM (Teacher Work Sample Methodology), with its emphasis on the consequences and results of teaching, has been designed as a vehicle to assure the effectiveness of teachers *as facilitators of learning*" (p. 11). Furthermore, the first purpose of the TWSM is to help pre-service teachers think about the profession of teaching. "They also need to acquire the view that the task of a teacher is to continuously align and realign the pieces and parts of one's instruction with the learning outcome(s) expected of one's pupils" (Shalock & Myton, p. 13). This includes aligning goals to assessment, teaching strategies and classroom management issues (Schalock & Myton).

The challenges of focusing on learning and not instruction include, "accepting accountability for student performance" (Pankratz, 1999, p. 4). In the past, students' low performance was blamed on the influences out of the teacher's control (Pankratz). The second issue is "focusing on learning standards" (Pankratz, p. 4). The No Child Left Behind move for accountability impacted state and national standards to be used as a

guide in P-12 classrooms. College programs are now realizing the impact on teacher

preparation programs. (Pankratz). Third, "placing more emphasis on assessment of

learning progress" (Pankratz, p. 4), allows for a new focus on accountability. "A review

of teacher education programs in ten Renaissance Group institutions showed a lack of

emphasis on assessment of student learning in teacher and administrator preparation

programs (Pankratz, p. 4). Fourth, "engaging students and teachers in in-depth learning

tasks" (Pankratz, p. 4), narrowed the units of instruction to specific goals. Fifth,

"collaborating with colleagues, parents, and community resources" (Pankratz, p. 4),

moved the belief that "standards-based learning does not assume that all or even most

learning takes place in the classroom or under the direct instruction of the teacher"

(Pankratz, p. 4). Last, "reflecting on and learning from experience" (Pankratz, p. 4), relies

on feedback from teachers who have completed National Board Certification. They

testify that the life-long tool most important in this process is "standards-based teaching

and learning provide regular feedback to the student on their performance and feedback

to preparation programs on their effectiveness" (Pankratz, p. 4). In other words, reflection

and feedback are critical steps to success. All six of these challenges are addressed in the

Teacher Work Sample Methodology.

 This work has since been adopted by many other universities. The Renaissance

Partnership became a collaborative effort with eleven institutions in order to implement

the TWS and the impact it could hold on P-12 learning (Girod & Girod, 2006). This

would enable using the "methodology as a mechanism to examine teachers' abilities to

help all students learn" (Girod & Girod, p. 482). "It is the fourth attribute (mentioned

earlier in NCATE's themes for performance-based preparation) that has been omitted from instruction-based systems and is of major concern to the Renaissance Group institutions" (Pankratz, 1999, p. 5). This focus on student learning must be reflected in Teacher Work Samples in order to meet accreditation criteria.

Southeast Missouri State University is a Charter member and continues to use this methodology (Renaissance Teacher Work Sample Consortium). The College of Education had previously used a portfolio process in order to meet the eleven MoStep standards by the Department of Elementary and Secondary Education. It was also part of the NCATE assessment compliance. When pre-service students began using the TWS, it became "problematic because the two evaluation pieces have been completed as separate documents, resulting in a disconnect for students between the two" (Southeast Missouri State University College of Education's TWS manual, 2005). The College of Education merged both the TWS and MoStep standards into one evaluation for teacher candidates (Appendix A).

Past pre-service teachers' assessment included portfolio "scrapbook" (Fredman, 2004) highlighting teacher candidates' artifacts from their field work. This was done in an effort to meet standards from accrediting agencies. The portfolio did not measure student progress (Fredman). The TWS eliminated this and moved teacher candidates to a comprehensive project. In a study by Denner, Norman, Salzman, Pankratz and Evans (2004), a direct correlation was found between the RTWS and seven (out of ten) INTASC standards. The TWS was prompted by a need to train teachers to "focus on student learning" (Bush, 2003, p. 1). Fredman's work provided evidence of the

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Renaissance TWS showing a correlation between high scores on the TWS and the ability of the pre-service teacher to have an impact on student achievement. "Evidence is needed to document a teacher preparation program's abilities to meet national and state accountability demands" (Fredman, p. 8). The TWS provides such evidence in areas of assessment and analysis, reflection, motivation, quality teaching and the ability to work with diverse populations.

The TWS allows for the "dissemination of assessment data (which) is also part of Standard Two of NCATE" (Freedman, 2002). The value of the TWS is student assessment (Devlin-Scherer, Daly, Burroughs, & McCartan, 2007) and the pre-service teacher's ability to use the assessment tool to improve instruction. "Research indicates that the processes of monitoring student learning and modifying instruction are difficult for many novice teachers" (Kohler, Henning, & Usma-Wilches, 2008, p. 2109). The TWS provides "clues to improve student learning and student teacher performance" (Bush, 2003, p. 2). This included planning the assessments, analyzing results and altering instruction to meet student needs and resulted in more effective teachers (Kohler, Henning, & Usma-Wilches). "A significant feature of the TWS is its ability to facilitate preservice teacher analysis of individual learner progress and reflection" (Devlin, et al, 2007, p. 51). "Focus on teacher performance and how it affects student learning is at the forefront of accountability" (Keese & Brown, 2003, p. 5). This information must be processed in a reflective format resulting in changes in instruction. Effective instruction includes tailoring instruction and using assessments to gauge those changes (Keese & Brown, 2003). The ability of the teacher candidate to reflect is crucial (Devlin, et al,

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2007) and allows for growth. "A teacher work sample is a vehicle to help teacher candidates articulate, document, investigate, and reflect on their teacher actions and the impact on student learning" (Girod & Girod, 2006, p. 482).

The third feature of the TWS is the influence the work has on the teacher candidate. "The process of developing a TWS provides the motivation for the preservice teacher to move from passive actor to conscious educator" (Devlin, et al, 2007, p. 59). Allowing the pre-service teacher to shift focus from executing the lesson to realizing the connection in the lesson and student achievement (Denner, et al, 2003). "Based on the belief that quality teaching results in student achievement" (Denner, et al, p. 4) resulted in a trend to increase pre-service teacher's success. The ability of the Colleges to prepare teacher candidates resulted in those teachers continuing in the field of education (Denner, et al). Pankratz (1999) mentions the satisfaction from teachers completing the National Boards in the ability to reflect. This reflection tool could support teachers and teacher candidates.

The quality of teaching that happens when planning using the TWS methodology increases student (both college and P-12) achievement. "The TWS (Methodology) can link the teacher effectiveness and teacher preparation to student learning" (Fredman, 2002, p.1). This also includes the candidate's ability to work with diverse populations. Fredman suggests, "Teachers must be very knowledgeable about their subject area, understand students to create meaningful learning experiences, and meet the diverse needs of the individual students in the classroom" (p. 3). A teacher's ability to plan for all students equips them to be successful. "Closely aligned with the National Council for

Accreditation of Teacher Education pedagogy and content standards, the TWS is

intended to prepare teachers to work effectively with student differences, including those

in ability, background, socioeconomic status, and language" (Devlin, et al, 2007, p. 51).

Methodology

The Teacher Work Sample is "gaining attention as pedagogy of evidence-based

teacher education" (Girod & Girod, 2006, p. 493). Pankratz (1999) suggests, "Teacher

work sampling, as the name implies, focuses on a sample of teacher work but also

collects samples of pupil work" (p. 6). This allows for a connection between student work

and teacher success. The work of Western Oregon University suggests that the difference

in previous teaching requirements and the TWSM is the "focus between *what teachers*

know and are able to do and *what children learn*" (Shalock & Myton, 2002, p. 23). The

unit planning in the Teacher Work Sample allows for the pre-service teacher to

implement what they know about the topic. But the methodology incorporates this

knowledge with contextual factors, the goals for students and assessment of learning.

Most teachers can do a portion of this work, but cannot take all aspects into account

without practice. "The process of TWSM, as used by Western (Oregon), provides the

opportunity for teachers to develop and practice the overt consideration of these stages or

aspects of instructional practice" (Schalock, 2002, p. 67).

The Renaissance Teacher Work Samples included seven processes crucial to

developing appropriate units, assessing and reflecting. These include:

1. use of student and classroom context to design instruction

2. use of instructional unit learning goals that addressed local and state content standards

3. use of pre-post and formative assessment to guide instruction and measure and report learning results

4. design of instruction for all students that addressed unit learning goals and were aligned with concepts and processes assessed

5. instructional decision making based on continuous formative assessment

6. analysis and reporting of learning for all students and significant groups

7. reflection and evaluation of teaching and learning. (The Renaissance Teacher Work Sample Consortium)

Southeast Missouri State University College of Education added two additional processes in order to support Specialty Program Area (SPA) and Department of Elementary and Secondary Education (DESE) reports. These include classroom management and family involvement (semo.edu). These two parts addressed the Early Childhood program team's reporting to their SPA, the National Association for the Education of Young Children.

These nine pieces allow for pre-service teachers to develop appropriate units of instruction following the methodology of the TWS.

The implications of this inquiry include the importance of preservice teachers establishing a habit of mind before they graduate, about how teaching can impact learning. To that end, the teacher preparation program must be infused with work sample terminology and the philosophy that grounds this paradigm. (Rudden, 2003, p. 33)

Rudden's (2003) study found repeated practice does form this habit of mind and the components must be integrated throughout the pre-service teachers' program. "Teacher work sample methodology is a process that enables preservice teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). Fredman (2002) further states, "If by using the work sample these teachers can make a direct connection to what they know about pedagogy and the teaching skills they learned in teacher preparation and how to implement this information to benefit the learning of their students then the link between teacher preparation and student learning has been made" (p. 9).

Validity of the Teacher Work Sample

The TWS is a result of a need for high stakes assessment and a pre-service teacher's ability to make an impact on P-12 learning. This product must measure both the pre-service teacher and the students in the classroom. As a result, it is crucial the TWS scores can be used in a reliable way to measure both groups. The work at Western Oregon University began to support the validity and reliability of the TWS. "From a task perspective, we contend that TWSM appears relevant, reasonable, and clear to both intending teachers and supervising faculty; is well aligned with the content and orientation of the redesigned teacher education program…" and "TWS measures have sound face and content validity" (Schalock, 2002, p. 82). This work acted as the foundation for the Renaissance Group.

According to Denner, et al (2004), "the results (of this study) indicate that scores on the Renaissance TWS performance assessment can be used to make decisions regarding the quality of teaching performance that can be generalized across raters when panels of three or more trained and experienced raters are used" (p. 32). Additionally, the study (Denner, et al, 2003) supports the scores of TWS products to be generalized with as few as three scores. This study revealed the experience of the scorer was crucial to the reliability and generalization of the TWS. "These findings suggest the training and experience of the raters are important considerations when using the RTWS (Renaissance Teacher Work Sample) to make decisions about the quality of teaching performance levels" (Denner, et al, 2004, p. 49).

Denner, et al, (2004) conducted a study to gather evidence of validity. The raters, a panel of 42), concluded "All tasks required by the RTWS were considered to be authentic or very authentic to success as a classroom teacher by a majority of the panel members" (p. 36). The panel also yielded an "alignment of the RTWS tasks with national teaching standards (INTASC)" (p. 50). In addition, the study by Denner, et al, (2003), showed validity of the TWS to meet national standards and to use as evidence of student achievement on pieces of the product including goals and assessment (p. 21). "Overall, the findings support the RTWS as a method for providing credible evidence of teacher candidate performance" (Denner, et al, 2004, p. 49).

Pre-service Teachers

The ability of a pre-service teacher to be effective is influenced by several factors. "Despite the potential benefits of the TWS, teacher educators and teacher candidates find

developing TWSs challenging" (Devlin, et al, 2007, p. 51). The first factor is the personal attitude of the teacher candidate. They are more influenced by the cooperating teacher. They are less influenced by the students they serve (Kohler, Henning & Usma-Wilches, 2008). The pre-service teacher is more worried about doing well and not having the cooperating teacher's support (Devlin, et al). In addition, "the student teachers continued to measure the success of their lessons in terms of their own affective states while teaching" (Kohler, Henning & Usma-Wilches, 2008, p. 2109). These two personal factors may prohibit pre-service teachers from fully wanting to take into account student needs. Also, "Rather than being eager to learn about instructional design, many students (pre-service) are more interested in classroom management and discipline when they first begin education course work. In our experience, few are prepared or interested in discussing alignment, making adaptations, or reflecting on decision making as critical elements to master in teaching" (Girod & Girod, 2006, p. 483-484). Pre-service teachers seem unable to move beyond immediate worries.

The second factor is the development of the pre-service teacher. They are often unable to see the connection between lesson planning, assessments and the need to modify instruction. A study by Kohler, Henning & Usma-Wilches (2008) analyzed how student teachers made decisions by looking at narratives completed while they completed a TWS. The results indicated that teacher candidates rationalized decisions in teaching. They did not seem to see a connection between formative assessments and a need to change lesson plans. Girod & Girod (2006) found that although pre-service teachers were encouraged to give their students feedback, they often did not. In addition, while student

teachers can make valid instructional decisions during preparation, novice teachers have a hard time accommodating to student responses (Kohler, Henning & Usma-Wilches, 2008). It seems that pre-service teachers do understand the need to make changes; they do not have the insight to use multiple sources. These modifications seemed to be based on the teacher candidates preference for lessons and pre-assessment data (Devlin, et al, 2007) "Although, teacher candidates did attribute their adaptations to consideration of student / class contextual factors or pre-assessment data, most did not take into account a combination of the data. Novice teachers have so many cognitive tasks to juggle that consideration of data from multiple sources may not be realistic at this point in their careers" (Devlin, et al, p. 55). This study also found that many accommodations, for students who needed it, were done in a tutoring format by the pre-service teacher and not a change in lesson plans.

Third, those who scored well on the TWS did so because of documentation of student learning (Denner, et al, 2004). The TWS has the ability to allow the pre-service teacher to connect student analysis to success and reflect about the results (Devlin, et al, 2007). "The findings from this study suggest that authentic, performance-based assessments like the TWS provide a rich and viable source of data for analyzing the reflection and instructional decision making of student teaching" (Kohler, Henning, Usma-Wilches, 2008, p. 2115).

Suggestions for Success

Suggestions for improving a teacher candidate's ability to implement a TWS include providing deadlines throughout the process. Devlin, et al (2007) suggests setting

both assigned dates and monitoring progress as the TWS is implemented. Furthermore, improvement may happen if pieces of the TWS are introduced earlier in the program (Devlin, et al). Henning (2005) outlined one university's adaption of the TWS used in a much earlier field experience in a smaller version. The entire process was followed with two lessons. Field placements were carefully selected in order to offer support.

The second suggestion is to model the assessment process. "One way that faculty can demystify pre-assessment is through thinking aloud about the process, through dialogue with candidates, so that they realize their observations are factors to consider" (Devlin, et al, 2007,

p. 59). The faculty should also model the assessment process. College instructors often teach the TWS but do not model the entire process with their own student population.

Third, the faculty must "buy in" to using the TWS (Reusser, et al, 2007 and Fredman, 2004). Faculty often have the task to implement the TWS methodology without any choice. They may not be believers of the benefits of the document. The faculty must also review the document and give valuable feedback to the teacher candidate in order for it to be successful (Reusser, et al).

Fourth, while the TWS is a tool to measure pre-service teachers' impact in teaching, it is not enough. Fredman (2004) suggests, "…it (TWS) is still a written record of teacher performance and does not provide actual performance evidence of quality teaching. To establish a true performance based program and assessment system, the TWSM (methodology) is to be triangulated with mentor, faculty supervisor, and if possible, administrator observations of the teacher implementing the TWSM" (p. 10). It

is still necessary that pre-service teachers have the support and guidance needed in order to be successful.

Summary

This literature review enabled the researcher to be guided by the history, purpose, methodology, validity and reliability, pre-service teacher needs and suggestions for success using the Teacher Work Sample methodology. The history of accountability by No Child Left Behind gave the framework for the purpose of the development of the Teacher Work Sample. It also provided a rationale and mandate for the assessment. Its methodology provided a guide for pre-service teachers to plan appropriately for a given population of P-12 students, set goals, pre-assess and then use that information to plan appropriate units of study and assessments necessary to measure success. From there, the methodology allows the teacher candidate to adjust instruction for whole groups and those students needing accommodations, post assess to measure success and to reflect on the process.

In order to use the Teacher Work Sample, it is crucial to know this method of accountability has validity. Previous studies showing the positive results allowed the researcher to validate this method of planning. It was crucial to look at the pre-service teacher and use previous work to examine the thinking of beginning teachers. These studies provided the researcher with evidence of the characteristics of teacher candidates to outline what is already known. In addition, following suggestions for success from other work allowed the researcher to focus on several ways already found to work with supporting pre-service teachers.

This study will allow Southeast Missouri University Early Childhood program staff to understand what happens as student teachers plan and teach the TWS products and how the methodology supports this process. It also will provide questions teacher candidates still have in order to support future students in the use of the TWS.

CHAPTER III

Research Design and Methodology

Introduction

Creswell suggests the audience will be the key in planning a research method. In addition, he suggests cases where researchers seek to understand what or how something happens are best served by qualitative design. Merriam (1998) supports this notion by suggesting qualitative designs are "focused on discovery, insight, and understanding from the perspective of those being studied" and "offers the greatest promise of making significant contributions to the knowledge base and practice of education" (p. 1).

The Early Childhood (EC) Program Team is in the process of examining data in order to strengthen the EC program. This study inductively sought to examine the methodology used as student teachers plan and implement their Teacher Work Sample (TWS) units. The study included a qualitative case study in order to understand this process. Creswell (2003) suggests broad questions "consistent with the emerging methodology of qualitative research" (p. 105). Merriam (1998) outlines qualitative research as inductive in design. "Qualitative researchers build toward theory from observations and intuitive understanding gained in the field" (Merriam, p. 7).

Chapter III will be used to describe the usefulness of a qualitative case study in order to examine the process of the TWS methodology. Second, the population and sample will be defined. Third, data collection procedures and prompt questions will be given. Finally, the plan for data analysis, including validity and reliability, will outline the intent to look for common themes experienced by student teachers using the methodology.

Purpose and Research Questions

The purpose of this case study was to understand the perceptions of those that use the methodology of the Teacher Work Sample by Early Childhood student teachers at Southeast Missouri State University. In the research the Teacher Work Sample will generally be defined as the process of planning, assessing and reflecting on a unit of instruction for P-12 students.

Within this study three qualitative questions will be addressed:

1. What perceptions of their cognitive processes occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample units?

2. How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?

3. How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?

Design

Creswell (2003) suggests, "Individuals seek understanding of the world in which they live and work" (p. 8). He states those meanings are subjective in nature. The meanings can vary from person to person and context to context. Creswell further adds that qualitative research must be broad and open-ended. "The researcher listens carefully to what people say or do in their life setting" (Creswell, p. 8). Merriam (1998) confirms this type of research allows us to understand people's perspectives of their own experiences in the world.

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Creswell includes that researchers must position themselves within the research and acknowledge their own beliefs and background. "The researcher's intent, then, is to make sense of (or interpret) the meanings others have about the world" (Creswell, p. 9). Merriam (1998) confirms this with the idea the researcher will use her own interpretation to understand the experiences of the participants. The study is inductively designed in order to find a pattern or make meaning of a situation (Creswell). The researcher sought to understand how the Teacher Work Sample methodology is viewed by pre-service teachers as a planning tool. The investigation took place within the normal bounds of the student teaching experience. In addition, the researcher made clear her own biases and understanding of the Teacher Work Sample methodology.

This study is a qualitative case study. Creswell (2003) describes this to be an in depth exploration of "an event, an activity, a process, or one or more individuals" (p. 15). Merriam's (1998) explanation of interpretive qualitative research will also be used. "Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive …. mode of inquiry" (Merriam, p. 4). This research mode is heavily reliant on tacit knowledge, based on feelings about a topic and intuition (Creswell).

Creswell (2003) suggests that a case study allows the researcher to "explore a process" (p. 106). Merriam offers the case study as a good qualitative method for new researchers and supports the idea of making meaning of an experience from those studied. This design allowed for fewer participants and looked at intensive descriptions of an event or practice. The researcher used a case study to develop the needed insight of

what happens to the Early Childhood student teacher in applying previous knowledge about the TWS methodology while working more independently.

Participants / Population

Creswell (2003) suggests a case study should focus on a population of three to five who have a common practice or are experiencing a common event, looking for themes in the process being studied. Creswell (2003) suggests this population should be referred to as participants (p. 198). The investigator included three teacher candidates during student teaching, analyzing their thinking as they complete their student teaching Teacher Work Sample. "The idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research questions" (Creswell, p. 185). Merriam (1998) states, "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 61). It best reflected the use of methodology at all levels when a student teacher was chosen from three levels, below average, average and above average. The scores on the Block III Teacher Work Samples for all Early Childhood candidates were evaluated to define these categories. Then one student was selected from each level.

While this sample of participants was purposeful, Merriam (1998) further defines purposeful with multiple ways to choose the population. The researcher used both a unique sample and convenience sample. Merriam confirms the use of unique sampling allows for participants to be chosen based on an unusual set of common circumstances. This study only included the possibility of choosing three out of ten Southeast Missouri State University Early Childhood student teachers in the spring semester of 2010. This

was necessary in order to aid in the study of the TWS methodology and its use with a common group of students. The Early Childhood pre-service teachers have an additional block of classes based on child development and early childhood theories. This gives the group one additional opportunity to use the methodology than their elementary peers. They then have the opportunity to do a complete TWS in Block III. Block III is a set of coursework with a linked field experience.

During the study, in student teaching, the pre-service students had field supervisors assigned to them that issued grades. The actual scoring of the TWS was assigned to someone outside the study. The researcher compiled information but was not responsible for grades or grading the TWS actual products. The researcher did not have any influence over the three participants' student teaching grades or scores on the actual TWS.

"Convenience sampling is just what is implied by the term – you select a sample based on time, money, location, availability of sites or respondents, and so on" (Merriam, 1998, p. 63). It was necessary to chose participants who were available for both on-line reflections, interviews by phone and in person and geographically located for meeting face to face when necessary. This was crucial in the time frame of one semester and the work load of the researcher. The participants used an electronic form of recordable word (discussed again in data collection) and had the technology available in order to use this program. The researcher helped with this process. This technology is available through most Microsoft Word program. When this technology did not support the study, audio recordings were used. The researcher then used software to transcribe the data. The participants were also asked to sign an informed consent (Appendix C).

Data Collection

Creswell (2003) suggests data collection procedures for qualitative investigations to include observations, interviews, documents and audio / visual material. The researcher used interviews and documents. The researcher was a regular participant in this process. Merriam (1998) states, "the researcher is the primary instrument for data collection and analysis" in qualitative studies (p. 7). This allowed the investigator to react to the study as it progressed. "He or she can adapt techniques to the circumstances" (Merriam, p. 7). In addition, "the researcher can process data immediately, can clarify and summarize as the study evolves, and can explore anomalous responses" (Merriam, p. 7). The investigator used the data to develop follow up questions and prompts. IRB approval was sought and obtained at both the researcher's local University and the University of Enrollment.

Journaling

The data for this study was primarily in an oral journal form. Creswell (2003) suggests participants journal during the study. The participants were encouraged to use a *think-aloud* method to give feedback for the researcher. This *think-aloud* technique is a strategy taught to pre-service teachers for use with children in the classroom. The reading text used (DeVries, 2008) suggests, "it is also a strategy that can be used first by you (the teacher) to verbalize your thoughts…" (p. 197). The method encouraged the thought process to be verbalized. In order to capture this process, the participants used an older tape recorder, a digital tape recorder or a program that allows for voice recognition with Microsoft Word. This allowed participants to orally journal and record in their setting of choice. The researcher also provided an open-ended prompt to the participants for each

piece of the Teacher Work Sample if they could not think of topics to cover. Each

participant received the questions in a hard copy form and was allowed to add journal

responses as each part of the TWSM was completed. The prompts for each piece of the

TWS were open-ended and related to the methodology of each part (Appendix D). The

think-aloud journal recordings were transcribed and documented.

Interviews during the study

The second method of data collection was interviews. The interviews took place

as the Teacher Work Sample was developed. This technique was only used during the

process to keep the researcher informed about the participants' *think-aloud* journaling.

Creswell (2003) states that "qualitative research is emergent rather than tightly

prefigured" (p. 181). He refers to this type of interview as unstructured. The interviews at

this point of the study took place over the telephone and in person when necessary. While

Creswell suggests interviews giving control of the questioning to the researcher, this

procedure will be more of a conversation. Further, he warns interviews may be unnatural.

The researcher tried to provide phone conversations or emails in order for the participant

to remain in her own comfort area. Creswell points out that the investigator's presence

may hinder responses. The researcher used interviews during the TWS unit only if

necessary to clarify questions about journaling and to keep in touch with the participants.

Creswell suggests recording information from interviews. Recordings did not take place,

but notes were taken. Face to face time was used when needed.

Interviews after the unit

The third data collection technique was a wrap-up interview at the end of the

Teacher Work Sample planning and implementation. The researcher contacted each

participant in order to address research question number three. Open-ended questions were used to prompt discussion about the methodology and its future use. The concerns of interviewing were noted in the previous section. For this ending interview, the questions were controlled by the researcher. However, they were open-ended and participants were allowed to cover any information they wished to share that was not covered by the questioning. The designated place was chosen by the participant. The participants have a working relationship with the researcher, this should aid in the information being honest and not biased.

Again, these interviews were recorded. The researcher chose to use a form of transcription called "tape-based, abridged transcript" (Krueger and Casey, 2000). "The tape-based approach relies on listening to a tape recording of each focus group and then development an abridged transcript of the relevant and useful portions of the discussion" (Krueger & Casey, p. 131). The researcher looked for themes from the notes taken during the interviews and then pulled out the quotes needed to support the data.

Teacher Work Sample Documentation

The final piece of collection of data was the actual Teacher Work Sample products themselves. The researcher analyzed each completed component to check for actual hard copy evidence that the participants used the information reflected in their journals. This either confirmed or disconfirmed the content of the TWS matching the reflection responses. The information was coded for main ideas and then put into a table format comparing the *think-aloud* journals with the actual Teacher Work Sample quotes.

Data Analysis

Creswell (2003) distinguishes qualitative data analysis as an ongoing process. The need for reflection, further questioning and detailed note taking allows for the information to be sifted through as it is accumulated. Furthermore, "case study and ethnographic research involve a detailed description of the setting or individuals, followed by analysis of the data for themes or issues" (Creswell, p. 191). The following steps allowed for the organization of the information. First, the researcher made sure to "organize and prepare the data" (Creswell, p. 191). This included compiling the journaling process. It was also necessary to record the notes from both the ongoing interviews and transcribe the "*think-alouds*" and the needed pieces from the final interviews.

Second, Creswell (2003) then suggests the researcher read through the entire work first. This will give the investigator an overview of the data. Notes were made in the margins of the transcripts. The researcher could reflect and process the information as it was read. Third, the researcher coded the documents. "Coding is the process of organizing the material into chunks before bringing meaning to those chunks" (Creswell, p. 192). This coding allowed the investigator to give labels to the work and separate by themes (Emerson, Fretz, & Shaw, 1995). Creswell suggests this coding will reflect what was expected, surprising items and repeated topics. "There is no single, correct way to code field notes inasmuch as ethnographers ultimately decide which among number of possible patterns and ideas, including member concerns and interests, to choose as a focus" (Emerson, Fretz, & Shaw, p. 151). The researcher did not limit coding (Emerson,

Fretz, & Shaw). This allowed for natural themes to emerge. These outcomes could not be predicted on the onset of research.

Fourth, the analysis included detailed descriptions of the participants in this study and the setting where journaling and interviews take place (Creswell, 2003). The coding allowed for the researcher to follow specific themes. "They should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence" (Creswell, p. 194). The themes were derived from case study transcripts. This process also included the researcher's notes throughout the process.

Fifth, the information will be "represented in the qualitative narrative" (Creswell, 2003, p. 194). The information is presented describing each participant and transcripts grouped together by theme. Each research question was answered by actual quotes from the three participants. Last, the researcher was able to make "interpretation or meaning of the data" (Creswell, p. 194).

Validity and Reliability

In qualitative research, validity happens during the process of research (Creswell, 2003). "Proposal developers need to convey the steps they will take in their studies to check for accuracy and credibility of their findings" (Creswell, p. 195). The validity is determined from the perspective of both the researcher and participants (Creswell). This type of study provides proof through detail that the researcher is accurate (Merriam, 1998). Internal validity will be represented by the reality of the researcher and participants (Merriam). "And because human beings are the primary instrument of data collection and analysis in qualitative research, interpretations of reality are accessed

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directly through their observations and interviews" (Merriam, p. 203). Creswell's eight strategies will be used by the researcher to ensure validity.

"Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes" (Creswell, 2003, p. 196). In this study, analyzing the participants' responses allowed for triangulation of themes that commonly occur. This threefold system showed common ideas in the use of the Teacher Work Sample Methodology. The data was also triangulated with the three check research methods: journaling, interviews and the actual TWS unit. Creswell (2003) suggests, "During the process of research, the qualitative investigator may collect documents" (p. 188). The actual Teacher Work Sample documents were a valuable tool to cross check if the participants were actually reflecting the same information in their *think-aloud* journal as the product to be scored. The responses in the journaling were checked and matched up to see if the main concepts are used in the Teacher Work Sample product. Also, the post-TWS interviews were used to triangulate major ideas represented in the journaling and TWS product. If the journal reflected a concept, then the researcher expected to see its application in the TWS and the participant should be able to reflect on it during the ending interview.

Member-checking is defined by Creswell (2003) as the ability of the participants to "determine the accuracy of the qualitative findings through taking the final report" (p. 196) and allowing participants to determine if they are accurate. The researcher submitted each *think-aloud* journal transcript back to the participants in order for them to verify if the typed version truly reflects the intent of their input. The third suggestion, "rich, thick description" (Creswell, p. 196) allowed the reader to understand the findings with "an

element of shared experiences" (Creswell, p. 196). In this study, the researcher gave detailed descriptions of the transcripts, the settings and the feelings of the participants.

Creswell (2003) suggests the researcher identify her own bias. "This self-reflection creates an open and honest narrative that will resonate well with readers" (Creswell, p. 196). The investigator in this study has worked closely as a member of the Early Childhood program team and with the participants in the study. The original idea for this study came as a result of the accountability of the team for accreditation purposes. In addition, the researcher knows the Early Childhood pre-service teachers from undergraduate coursework. The Teacher Work Sample Methodology is a unit planning tool the researcher believes in. It will be important to reveal any bias as it was recorded in the researcher's notes and journaling.

Creswell (2003) recommends "negative or discrepant information that runs counter to the themes" (p. 196) be presented in order to reflect the truth. Different participants will not have the same life experiences and responses will vary (Creswell). The participants in this study were at three levels of ability based on Block III TWS scores and process the methodology at different levels. In addition, the student teachers worked with people and situations in schools that provided very different experiences than their peers.

Creswell's (2003) recommendation for prolonged time in the qualitative study will be met by the in-depth study of the entire Teacher Work Sample and its methodology. Creswell's peer debriefing, "a person who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher" (p. 196), was met as the researcher held regular meetings with a colleague.

The partnership discussed the study as it happened and allowed for a fresh perspective. The Early Childhood program team was active in the investigation with discussion and feedback. The last suggestion by Creswell, having an external auditor, was met by the researcher's dissertation team.

Unlike reliability in quantitative studies, in qualitative studies it is used to identify patterns from several sources (Creswell, 2003). Multiple cases would allow for generalization. "However, reliability and generalizability play a minor role in qualitative inquiry" (Creswell, p. 195). The research in this study, therefore, was not focused on these two aspects of the investigation. However, consistent patterns were checked in this study to the literature review information obtained. The researcher believes this study may be the first in investigating the TWS methodology use at Southeast Missouri University.

Summary

Chapter III allowed for the researcher to outline the purpose and research questions and the design of the study. The choice for participants, the data collection and analysis were also included. The investigator revealed how validity and reliability were addressed. In addition, the work of Merriam and Creswell guided the study.

Chapter IV will describe in narrative form the analysis of the study. This will include descriptions of the participants and setting, as well as present the information in themes. Chapter V will reveal findings from the study, use for the teacher education program and implications for future research.

CHAPTER IV

Presentation and Analysis of Data

Introduction

Southeast Missouri State University's Early Childhood (EC) staff has a responsibility to submit assessment data to be accredited by the National Association of the Education of Young Children (NAEYC) and the Department of Elementary and Secondary Education (DESE). One measure used is the scores from the students' Teacher Work Sample (TWS) units. The Early Childhood program has an additional Block of study. This Early Childhood (EC) Block is completed between Block II and Block III and of course includes extensive coursework to meet requirements by the NAEYC. Early Childhood students are asked to complete an entire TWS in Block III and in Block IV (student teaching) like the other teacher education programs in the college.

The Teacher Work Samples includes seven processes crucial to developing appropriate units, assessing and reflecting (as designed by the Renaissance Teacher Work Sample). These include:

1. use of student and classroom context to design instruction (Contextual Factors)

2. use of instructional unit learning that addressed local and state content standards (Learning Goals)

3. use of pre-post and formative assessment to guide instruction and measure and report learning results (Assessment Plan)

4. design of instruction for all students that addressed unit learning goals and were aligned with concepts and processes assessed (Design for Instruction)

5. instructional decision making based on continuous formative assessment (Instructional Decision-making)

6. analysis and reporting of learning for all students and significant groups (Analysis of Student Learning)

7. reflection and evaluation of teaching and learning (Reflection and Self-Evaluation). (The Renaissance Teacher Work Sample Consortium)

Southeast Missouri State University College of Education added two additional processes in order to support Specialty Program Area (SPA), and Department of Elementary and Secondary Education (DESE) reports. These include Classroom Management and Family Involvement Plan (semo.edu). These two parts addressed the Early Childhood program team's reporting to their SPA, the National Association for the Education of Young Children. These nine pieces allow for pre-service teachers to develop appropriate units of instruction following the methodology of the TWS. Each section has a prompt page and a scoring rubric for teacher candidates' and Southeast instructors' use.

The Early Childhood (EC) program staff has noted significant decreases in student Teacher Work Sample (TWS) scores while students are completing their exit teaching units in student teaching. The findings in this report reflect, "In comparing data on the Early Childhood Thematic units from Block III to Block IV, faculty noted the Block IV data is actually lower, with candidates demonstrating stronger abilities in Block III" (Julie Ray, personal communication, October, 2009). In Block III, teacher candidates are given much support but are expected to plan and implement the TWS without needing much support in Block IV. Reusser, Butler, Symonds, Vetter and Wall (2007) affirm, "Teacher education programs must demonstrate how program requirements are in fact

adding value to the teacher candidates as they matriculate through teacher preparation programs" (p. 106). The adoption of TWS methodology and the transformation learning the EC staff hopes to take place in the pre-service teachers' work should reflect the highest scores in their last block (Block IV). The problem is that scores decline from Block III to Block IV. It is important to understand the perceptions student teachers have about their work planning a Teacher Work Sample. This will allow the Early Childhood team to anticipate attitudes and needed support for success in future groups of students.

Conceptual Underpinnings for the Study

The Teacher Work Sample is a methodology used to instill effective teaching practices in prospective teachers to use throughout their careers. This methodology should become a 'habit of mind'. "The implications of this inquiry include the importance of preservice teachers establishing a 'habit of mind' before they graduate, about how teaching can impact learning" (Rudden, 2003, p. 33). The attitude students develop would be filtered through their "frame of reference" (Mezirow, 2000, p. 16). This frame is developed through a person's own experiences and is often cultural in nature. These attitudes often become "habits of mind" (Mezirow, p. 18). Both the frame and habits of mind are emotionally charged but can be changed in transformative learning. The TWS should include transformational learning in preparing future teachers to impact P-12 learners. This study blends the methodology of the TWS and the use of transformational learning.

The nine parts of the TWS allow for the methodology to be used in planning, implementing and reflecting on units of instruction. "To that end, the teacher preparation program must be infused with work sample terminology and the philosophy that grounds

this paradigm" (Rudden, 2003, p. 33). Repeated practice does form the "habit of mind" and the components must be integrated throughout the pre-service teachers' program. "Teacher work sample methodology is a process that enables pre-service teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). Transformation happens when:

> If by using the work sample these teachers can make a direct connection to what they know about pedagogy and the teaching skills they learned in teacher preparation and how to implement this information to benefit the learning of their students then the link between teacher preparation and student learning has been made. (Fredman, 2002, p. 9)

Mezirow's (2000) transformational theory, adds a "crucial mode of making meaning: becoming crucially aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p. 4). He also supports the social significance in learning. The transformative theory actually moves the learner to question tacit knowledge and challenge what is being taught. It does not support the notion that teachers give knowledge to students, but rather students acquire their own. "The generally accepted model of adult education involves a transfer of authority from the educator to the learners; the successful educator works herself out of her job as educator and becomes a collaborative learner" (Mezirow, p. 15). The TWS scaffolding throughout the Blocks should support this move or transformation.

A study by Reusser, et al (2007) states, "Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates

as they matriculate through teacher preparation programs" (p. 106). The TWS methodology was developed to aid in this process. Girod and Girod (2006) affirm, the "methodology [could be used] as a mechanism to examine teachers' abilities to help all students learn" (p. 482). Pre-service teachers are asked to use the methodology to plan ahead for a specific group of students while reviewing the Contextual Factors, choosing Learning Goals, forming an Assessment Plan and creating a Design for Instruction. The Classroom Management Plan allows for an overview of needed organizational pieces necessary to have an impact on learning. The Early Childhood pre-service teachers include the influence of family and community in the Family Involvement Plan.

Kegan (2004) reminds educators that all students come with a past which influences learning. Students may often give teachers the answer they suspect the educator wants without changing their own frame. This is often from the habit of mind developed about education and getting the right answer. Cranton (2004) outlines three responsibilities of the educator. The first is to make students aware of their own frame or habits of mind, the second is to challenge students to question as lifelong learners and the third is to provide an environment of learning with meaningful experiences. The questioning necessary for students to examine their own practice is found in the Reflection piece of the TWS. The repeated exposure to the TWS methodology should support a lifelong quest for supporting P-12 learners. Finally, the support of field experiences combined with the Block classes provides the environment for learning with meaningful experiences.

In a study by Devlin-Scherer, Daly, Burroughs, McCartan (2007) focusing on the difficulty of developing a TWS, it was found that the first factor in success is the attitude

of the teacher candidate. There is a strong correlation between this attitude and the cooperating teacher. This support, feedback and social interaction is often focused on pleasing the cooperating teacher (Devlin, et al) and less on the students they serve. A feature of the TWS methodology is the influence on the teacher candidate. "The process of developing the TWS provides the motivation for the preservice teacher to move from passive actor to conscious educator" (Devlin, et al, 2007, p. 59).

Pre-service teachers often focus more on the execution of the lessons than the end result of understanding the entire TWS methodology. "The student teachers continued to measure the success of their lessons in terms of their own affective states while teaching" (Kohler, Henning, Usma-Wilches, 2008, p. 2109). These informal influences often stem from how well the class behaved (Girod & Girod, 2006) and not on tangible assessment date or the impact on P-12 learning. Pankratz (1999) suggests:

> The primary problem resulting from focusing on instruction rather than learning is that it is incompatible with standards-based teaching and learning. Accepting accountability for the learning of all students requires attending to a complex set of processes and conditions associated with teaching and learning, not just instruction. (Pankratz, p. 2)

This focus on instruction could result in minimal transformation learning. Moving pre-service teachers beyond instruction "forces us to look at all the factors that affect learning, including the student's abilities, background, and prior knowledge; the context of schooling, the complexity of the learning task; and the learning resources available" (Pankratz, p. 3). Student's abilities, backgrounds, prior knowledge, school environment and resources available are reflected in the Contextual Factors. This supports the

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methodology from the TWS that suggests factors about the P-12 students directly influence the effectiveness of the unit. The learning task becomes the Learning Goals section of the TWS. This is the underlying focus throughout instruction.

Mezirow's (2000) transformative learning could move the teacher candidate beyond planning a TWS to make a grade and pleasing the cooperating teacher towards planning and adjusting to make a difference in the P-12 classroom assigned. They would need to question multiple influences, such as assessment data, environmental factors and the TWS methodology.

The TWS includes the need for the pre-service teachers to reflect on Instructional Decision Making as these multiple influences forces instruction in a different path than was originally planned. The Analysis of Student Learning requires the questioning of assessment data in order to measure success with field students.

<p style="text-align:center">Purpose and Research Questions</p>

The purpose of this case study was to understand the perceptions of those that the use the methodology of the Teacher Work Sample by Early Childhood student teachers at Southeast Missouri State University. At this stage in the research the Teacher Work Sample will generally be defined as the process of planning, assessing and reflecting on a unit of instruction for P-12 students.

Research Questions

Qualitative research can be based on an issue that is troubling or puzzling (Merriam, 1998). "The first task, then, in conducting a qualitative study is to raise a question about something that perplexes and challenges the mind" (Merriam, p. 57). This

type of study will illuminate the teacher candidates' thinking during the planning, implementation and reflection of a Teacher Work Sample unit.

"Questions about process (why or how something happened)" and "questions of understanding (what happened, what does it mean for those involved)" will guide this understanding (Merriam, p. 59). The research questions beginning with what, allows for an in-depth understanding and the question beginning with how allows insight to the process taking place during the TWS unit. Furthermore, Creswell (2003) suggests "Begin the research questions with the words 'what' or 'how' to convey and open and emerging design" (p. 106).

The primary research questions are:

1. What perceptions of their cognitive processes occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample units?

2. How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?

3. How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?

Design

Creswell (2003) suggests, "Individuals seek understanding of the world in which they live and work" (p. 8). Further, he states those meanings are subjective in nature. The meanings can vary from person to person and context to context. Creswell adds that qualitative research must be broad and open-ended. "The researcher listens carefully to what people say or do in their life setting" (Creswell, p. 8). Merriam (1998) confirms this

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type of research allows us to understand people's perspectives of their own experiences in the world.

Creswell includes that researchers must position themselves within the research and acknowledge their own beliefs and background. "The researcher's intent, then, is to make sense of (or interpret) the meanings others have about the world" (Creswell, p. 9). Merriam (1998) confirms this with the idea the researcher will use her own interpretation to understand the experiences of the participants. The study is inductively designed in order to find a pattern or make meaning of a situation (Creswell). The researcher will seek to understand how the Teacher Work Sample methodology is viewed by pre-service teachers as a planning tool. The investigation will take place within the normal bounds of the student teaching experience. In addition, the researcher will make clear her own biases and understanding of the Teacher Work Sample methodology.

This study is a qualitative case study. Creswell (2003) describes this to be an in depth exploration of "an event, an activity, a process, or one or more individuals" (p. 15). Merriam's (1998) explanation of interpretive qualitative research will also be used. "Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive …. mode of inquiry" (Merriam, p. 4). This research mode is heavily reliant on tacit knowledge, based on feelings about a topic and intuition (Creswell).

Creswell (2003) suggests that a case study allows the researcher to "explore a process" (p. 106). Merriam offers the case study as a good qualitative method for new researchers and supports the idea of making meaning of an experience from those studied. This design allows for fewer participants and looks at intensive descriptions of

an event or practice. The researcher used a case study to develop the needed insight of what happens to the Early Childhood student teacher in applying previous knowledge about the TWS methodology while working more independently.

Merriam (1998) further suggests "case study is a particularly appealing design for applied fields of study such as education" (p.41). Understanding the perceptions of students while they work is crucial in improving instruction. "Educational processes, problems, and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice" (Merriam, p. 41). The researcher was an active participant in the study and will first outline the process that happened during the study using the researcher's journaling and notes as a guide.

Study Details

Creswell (2003) suggests a case study should focus on a population of three to five who have a common practice or are experiencing a common event, looking for themes in the process being studied. Creswell (2003) suggests this population should be referred to as participants (p. 198). The researcher obtained the scores from all ten of the Early Childhood pre-service teacher scores on their Block III Teacher Work Sample products. The set of scores ranged from 323 to 401 out of a possible 420. The scores fell naturally into three groups, high, medium and low scores. This allowed the selection of one future student teacher in each level.

The investigator selected three teacher candidates during student teaching, for the purpose of analyzing their perceptions of their thinking as they completed their student teaching Teacher Work Sample. "The idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and

the research questions" (Creswell, p. 185). Merriam (1998) states, "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 61).

While this sample of participants will be purposeful, Merriam (1998) defines purposeful with multiple ways to choose the population. The researcher used both a unique sample and convenience sample. Merriam confirms the use of unique sampling allows for participants to be chosen based on an unusual set of common circumstances. This study only included the possibility of choosing three out of ten Southeast Missouri State University Early Childhood student teachers in the spring semester of 2010. This was necessary in order to aid in the study of the TWS methodology and its use with a common group of students. The Early Childhood pre-service teachers have an additional block of classes based on child development and early childhood theories. This gives the group one additional opportunity to use the methodology than their peers who major in elementary education. They then have the opportunity to do a complete TWS in Block III. Block III is coursework linked with a field experience.

"Convenience sampling is just what is implied by the term – you select a sample based on time, money, location, availability of sites or respondents, and so on" (Merriam, 1998, p. 63). It was necessary to chose participants who could be available for both on-line reflections, interviews by phone and in person and geographically located for meeting face to face if necessary. This was crucial in the time frame of one semester and the work load of the researcher. The participants used an electronic form of recordable word (discussed again in data collection) and had the technology available in order to use this program. The researcher helped with this process. This technology is available

through most Microsoft Word programs. When this technology did not support the study, audio recordings were used. The researcher then used software to transcribe the data. The participants were also asked to sign an informed consent (Appendix C).

Contact of Participants

The researcher analyzed the scores from Block III Teacher Work Sample units. These were divided into three groups (high, medium, low). All three group's possibilities were examined by the researcher and selected a participant from each group that would be a nice fit according to the needed criteria. Contact was made with both a high choice and a medium choice through an email. Both agreed to participate. Both participants agreed to meet in person at a later time to discuss the study.

The researcher contacted the first choice for the low group with an email. She did not respond. She was then contacted by phone message. The researcher grew concerned she was avoiding making contact. The researcher went ahead and contacted the second choice for the low level. Contact was made and a discussion of the study took place. She asked if she could give an answer later. The researcher then contacted the first potential low participant again. She answered the phone and offered excuses for not responding to the contacts. The study was discussed and she agreed to answer within two days. The second choice did call back within the arranged time and declined to participate because of her concern about her own needs. She had already been asked to set up a new Pre-K program at the parochial school where she was doing her first half of student teaching. She felt as if she had a full load and could not dedicate time to this study.

At that time, the researcher grew concerned and proceeded to contact the third choice in the low group. This potential participant seemed excited but asked if she could

talk to her dad. She agreed to try to get her speech recognition to work and email or call

back the next day with an answer. The researcher had the opportunity to see all the

potential participants at the student teaching workshop. The first choice, in the low group,

approached the researcher and declined to be in the study. She voiced concern over

passing the Praxis. (The Praxis is the exam required for teacher candidates to obtain a

state teaching license.) The third choice, in the low group, stayed after everyone had left

and asked if she could ask some questions before agreeing to participate in the study.

Basically, she wanted reassurance that she could still contact the researcher if needed

during student teaching about other issues not related to the Teacher Work Sample

(TWS). The researcher confirmed that support could be offered for any other issue not

relating to the TWS. She also asked more about the actual journal (*think-aloud)* process

and if she needed to do something in particular. The researcher reaffirmed that the *think-*

aloud portion of the study would be whatever she was thinking at the time. An in-depth

discussion occurred about how she should not guard her words (even if she cussed!). She

agreed to the study. She also stated her dad had tried to set up her voice recognition and

could not get it to work. The researcher assured her that it was for my ease and would not

keep her from participating. The researcher gave her a reel to reel recorder with extra

tapes. She said she thought she had a digital recorder at her home. The researcher

suggested she notify the researcher every time she filled a tape so transcription could

occur during the process. She agreed to sign the consent letter (Appendix C).

     The researcher and the medium participant met over lunch and discussed the plan

and she was asked to sign a copy of the consent letter (Appendix C) and she too agreed.

Discussion was held in regard to setting up her computer with the speech recognition

feature. This medium participant has the Microsoft version VISTA, which includes a speech recognition program. In addition, she suggested she could record on her IPod and send the audible messages to the researcher in an email. The researcher was unaware of this possibility and readily agreed. She emailed a test run audio from her IPod the next day. While the researcher had difficulty opening the audio attachment, it was finally successful. The researcher contacted Information Technology at Southeast Missouri State University and discussed using this method of transmitting recordings. The researcher was informed the messages would only remain for two weeks. It seemed as if this method would work. An email was sent to the medium participant and informed her to send each message as she completed them. The medium participant contacted the researcher during the student teacher orientation and shared that the speech recognition worked on her computer. She seemed eager to use the technology.

The researcher and the high participant met over supper. Discussion occurred about the study and the ability to set up her computer with speech recognition. She too had VISTA, so the speech recognition should have had the potential to work. She was given a digital recorder to use as a backup. She agreed to sign the consent letter (Appendix C).

The researcher was pleased with the three participants who agreed to be in the study. They would provide a variety of levels of input about the Teacher Work Sample. Several topics were covered in each of the meetings when the consent letters were signed. They included:

1. The researcher could not help or give any feedback on TWS product.

2. The researcher wanted the *think-alouds* to be natural. It should not include a preconceived slanted dialogue with the researcher.

3. The prompts were handed out (Appendix D) with instructions that they were to be used only if the participant could not think of anything to say.

4. A reminder was given that the researcher would not be responsible for TWS scoring or grades.

5. The value of the study was outlined in its potential ability to improve the Early Childhood program for future pre-service students.

6. Regular contact would happen between each participant and the researcher.

The researcher knows all three of the participants well. The high participant (to be referred to as participant A) is an outgoing student who seems to be organized and efficient in her work. She appears to be confident and knowledgeable. She student taught close to a large city. She intends to stay in that area and has been hired to teach next school year. The medium participant (now referred to as participant B) is energetic and fun loving. She seems to enjoy working with young children. She too, student taught near a large city. To the researcher's knowledge, she does not have a job for next year. The low participant (now referred to as participant C) also was placed in student teaching near the same large city as both of the other participants. The low participant is very quiet and appears to be shy. However, when the researcher had the opportunity to work with her on several occasions, she is very easy going and strives to work hard. She asks a variety of questions to clarify what she needs to do to succeed. She has successfully obtained a job for the next school year in the same area where she student taught.

About two weeks into the semester, the researcher called all three participants and discussed progress. The researcher became aware of three huge changes needed in the study. The first was the use of the speech recognition program. The participants found it to be inaccurate and hard to do when they wanted to be able to type notes on their Teacher Work Sample (TWS) as they used the *think-aloud* (the oral journaling required to complete the study). This was impossible if they were dictating for the researcher. The second issue was the time line given. None of the participants wanted to use this and the researcher realized that by insisting the participants follow a dictated schedule it would make the study artificial compared to their peers not in the study. This led to the discovery that the participants could not be locked into one section of the TWS in isolation. The desire of the researcher to transcribe each piece as it was completed was overridden by the need of the participants to work in a more casual way without restrictions. The assigned pieces would have eluded that each section was its own document and not part of a larger product. The researcher finally left it up to the participants to send pieces as they worked or to wait until the end to submit the total package.

When contacted the second week of the semester, Participant A said she really hadn't started. She just now knew her topic. The researcher suggested she used the *think-aloud* to reflect on what she and her teacher had talked about. Participant B said it was going well and would send some transcriptions soon. When the researcher asked what she meant, she said she had been taking hand notes and then typing them up when she got home. The researcher encouraged her to use the *think-aloud*. She did not like to hear her

voice because of some nasal issues she had. The researcher reassured her that the quality of her voice did not matter; the content was what was desired.

Later, participant C contacted the researcher and said the tape was not working so she was going to switch to a digital recorder owned by her dad. She would be able to send sound tracks. The researcher arranged to meet in order to get the unusable tape recorder and the one tape she did use. Upon meeting, she voiced several concerns about her Teacher Work Sample (TWS). The researcher reminded her that help on the TWS was not allowed in order to maintain the integrity of the study. She voiced concern over which class to cover, her a.m. or p.m. section of kindergarten. The researcher questioned her about both groups and asked her to evaluate which group she felt she knew the best. The researcher transcribed the tape from the older recorder but was unable to hear the last section. Participant C soon followed with two digital sound tracks. The researcher informed her that this new method would work.

About a week after a contact, Participant B sent a short two page document. The researcher became concerned because she was not following the protocol. She was contacted and confirmed she had only been typing up brief notes of her work. She had not been doing the *think-aloud*. She admitted she had not chosen her Learning Goals for her Teacher Work Sample unit yet. Then she asked the researcher's opinion about a little girl with autism who she was having classroom management trouble with. Because this was not directly a TWS piece, the researcher gave some techniques to try. She then said she had actually taught one of her lessons from her TWS already. She commented she knew she had not selected her goals or pre-assessed yet. She was reminded that the researcher could not comment on TWS items. She then described how well she thought it

went. She said she used reading group time to work with small groups. She had the

students grab items out of a bag and describe the item. She said it allowed the high

students to expand and she could support the low students. She did not elaborate on the

lesson; she seemed afraid that she had let it slip that she hadn't followed the

methodology. The researcher tried to reassure her that all information was important in

the study and encouraged her to use the *think-aloud* to reflect about the process she has

used. Email contact was made again and she responded with, "harder than I expected, but

slowly doing it". The researcher pushed for some audio tracks and did not receive a reply.

Late in the study, it became clear she had not followed the researcher's suggestions. She

sent several pages of what appeared to be notes and requested the journaling questions

again. At this point, the Teacher Work Sample had already been submitted for evaluation

and the researcher saw no point in having her do anything in hindsight. Creswell (2003)

acknowledges, "The data collection process might change as doors open and close for

data collection…" (p. 181). The researcher did interview her for the exit portion of the

study and was only able to use a few pieces of her typed notes.

Participants' Journaling

The data for this study was primarily in an oral journal form. Creswell (2003)

suggests participants journal during the study. The participants were encouraged to use a

think-aloud method to give feedback for the researcher. This *think-aloud* technique is a

strategy taught to pre-service teachers for use with children in the classroom. The reading

text used (DeVries, 2008) suggests, "it is also a strategy that can be used first by you (the

teacher) to verbalize your thoughts…" (p. 197). The method encouraged the thought

process to be verbalized. In order to capture this process, the participants used either a

tape recorder or digital recorder. This allowed participants to orally journal and record in their setting of choice. In addition, the researcher provided a hard copy of open-ended prompts to the participants for each piece of the Teacher Work Sample if they could not think of topics to cover (Appendix D). Participant A and C rarely relied on the prompts. However, Participant B only responded in written format to the first prompts.

Interviews during the study

The second method of data collection was interviews. The interviews took place as the Teacher Work Sample was developed. This technique was only used during the process to keep the researcher informed about the participants' *think-aloud* journaling. Creswell (2003) states that "qualitative research is emergent rather than tightly prefigured" (p. 181). He refers to this type of interview as unstructured. The interviews at this point of the study took place over the telephone and in person when necessary. While Creswell suggests interviews giving control of the questioning to the researcher, this procedure will be more of a conversation. The prompt questions from the journaling were restated and clarified if necessary. Further, he warns interviews may be unnatural. The researcher tried to provide phone conversations or emails in order for the participant to remain in her own comfort area. Creswell points out that the investigator's presence may hinder responses. The researcher used interviews during the TWS unit only to keep in touch with the participants. Detailed notes were taken during these contacts. Face to face time was used when needed. This information was tracked in the Researcher's journal and reflects Creswell's (2003) fourth step of analysis.

Processing of Oral Think-Aloud Journals

   The researcher began transcription of participant A's recordings of her *think-aloud* journaling when the digital recorder was returned to the researcher. This happened after the Teacher Work Sample was completed. Transcription was a long process, but allowed the researcher to hear and digest the information as documents were created. The researcher asked a third party to verify results of the transcriptions in order to ensure accuracy and validity of the study. Participant A was also asked to verify for accuracy and was given the opportunity to clarify any misconceptions. She did not feel as if clarification was necessary.

   Participant B did not have any audio recordings. She provided a few pages of listing statements in response to the first journal prompts. She asked for the prompt pages a second time, but never responded to the rest of the study. This information was not extensive enough to include in the analysis section of the study.

   Participant C provided the old recorder during the study and the researcher immediately transcribed the work. The recorder distorted the tape, so a second read could not take place. However, participant C was provided with a copy of the transcript in order to verify. The remaining *think-aloud* oral journals were transferred to the researcher's computer and saved to a third source. The researcher decided to hire someone to transcribe some of this data in order to expedite the study. The researcher became the second reader to verify. The researcher transcribed the remaining tracks and had a second reader verify the work. Again, this participant was provided with the transcripts in order to check for accuracy and be given an opportunity to clarify any unclear points. She did not find any areas of concern.

Data Analysis

Creswell (2003) distinguishes qualitative data analysis as an ongoing process. The need for reflection, further questioning and detailed note taking allows for the information to be sifted through as it is accumulated. Furthermore, "case study and ethnographic research involve a detailed description of the setting or individuals, followed by analysis of the data for themes or issues" (Creswell, p. 191). The following steps allowed for the organization of the information. First, the researcher made sure to "organize and prepare the data" (Creswell, p. 191). This included compiling the typed journaling process. It was also necessary to record the notes from both the ongoing interviews and transcribe the *think-alouds* and the final interviews.

Second, Creswell (2003) then suggests the researcher read through the entire work first. This will give the investigator an overview of the data. This process as the researcher listened to the journals and transcribed the data. Then the researcher cross checked the transcripts to the participants' actual Teacher Work Sample products. Notes were made in the margins of the transcripts. The researcher could reflect and process the information as it is read. Third, the researcher coded the documents. "Coding is the process of organizing the material into chunks before bringing meaning to those chunks" (Creswell, p. 192). This coding allowed the investigator to give labels to the work and separate by themes (Emerson, Fretz, & Shaw, 1995). Creswell suggests this coding will reflect what was expected, surprising items and repeated topics. "There is no single, correct way to code field notes inasmuch as ethnographers ultimately decide which among number of possible patterns and ideas, including member concerns and interests, to choose as a focus" (Emerson, Fretz, & Shaw, p. 151). The researcher should not limit

coding (Emerson, Fretz, & Shaw). This allowed for natural themes to emerge. These outcomes could not be predicted on the onset of research. Four general themes that emerged included: the amount of influence the classroom teacher had during the process, the tone of the *think-aloud* journals, the referral to other sections of the Teacher Work Sample as the product was completed and participants' reflection of previous learning.

Fourth, the analysis included detailed descriptions of the participants in this study and the setting where journaling and interviews take place (Creswell, 2003). For the readers ease, this was described previously and included a "rich, thick description" (Merriam, 1998, p. 156). This was reflected in the sections Contact of Participants and Researcher's Journal.

Fifth, the information will be "represented in the qualitative narrative" (Creswell, 2003, p. 194). The information is presented describing each participant and transcripts grouped together by theme. Each research question was answered by actual quotes from the two participants. The first documentation is the charts comparing the participants' *think-aloud* journal and the actual Teacher Work Sample products (Appendix F). Then, the four themes will be presented with documentation from the participants' *think-aloud* journals. The researcher was able to make "interpretation or meaning of the data" (Creswell, p. 194) by linking the themes to a research question.

Teacher Work Sample Documentation

In order to answer research questions one and two, the researcher used the oral *think-alouds* to compile data. The researcher compared participant A and participant C's *think-aloud* journal transcripts to their actual Teacher Work Sample products. This process allowed the researcher to compare the participants' *habits of mind* (Rudden,

2003, p. 33) and "frame of reference" (Mezirow, 2000, p. 16) to their actual written product of the Teacher Work Sample. This will aid in understanding how their perceptions of their cognitive process actually matches what the participants provided in their Teacher Work Sample units and their descriptions of the Teacher Work Sample Methodology. This provided for the four themes to emerge.

Creswell (2003) suggests, "Coding is the process of organizing the material into chunks before bringing meaning to those chunks" (p. 192). The researcher highlighted main points in the transcript and then coded them to match the TWS document. Merriam (1998) states, "Coding is nothing more than assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of the data" (p. 164). While doing this process, the researcher found four main themes: (1) the amount of influence the classroom teacher had during the process, (2) the tone of the participants, (3) the reference to other parts of the Teacher Work Sample (TWS) in each section, (4) and the participants' reflection on previous learning. Merriam (1998) states, "Moving beyond basic description to the next level of analysis, the challenge is to construct categories or themes…" (p. 179). In order to pull these pieces out, the researcher looked for and highlighted with four distinct markings actual matches to the four main themes. The researcher then listed each part of the TWS on a tablet and matched highlighted information to that section by theme. This process allowed the researcher to meet steps two and three of Creswell's (2003) suggested steps. The researcher listened to the oral journals and read the work several times. Notes were also taken in the margins and in the headings of each piece of the TWS.

Study Results

The researcher felt it important to compare the perceptions of Early Childhood teacher candidates' cognitive processes as they occurred in student teaching while preparing their Teacher Work Sample (TWS) units to the actual Teacher Work Sample product submitted for a score to the Early Childhood team in order to begin to answer the first research question. This information would also help outline the second research question, "How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?" Both questions will begin to be answered by the comparison of the *think-aloud* journal transcripts to the actual TWS document. The comparison chart is attached in Appendix F. It includes direct pieces from the journals and TWS products as reflected by Participant A and C's work. The researcher outlined this work by the nine parts of the Teacher Work Sample. The actual words of the participant will be used in a chart format in order to best compare what the participant was thinking to the actual TWS product. The *think-aloud* journal will be presented first to contrast to the actual TWS document. The researcher added comments in parenthesis to the journal and TWS quotes. In addition, the researcher removed names and replaced those names with an X in order to protect the anonymity of the participants and their classrooms.

After comparing the two pieces, the researcher found a connection between what the perceptions of the teacher candidates' cognitive process were as they occurred in student teaching and their use of the TWS Methodology in their *think-aloud* journals with the actual Teacher Work Sample (TWS) product. Mezirow's (2000) transformational theory, adds a "crucial mode of making meaning: becoming crucially aware of one's own

tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p. 4). The researcher found proof of this transformation in the journal transcripts that revealed questioning of what should be placed in the actual TWS. Overall, the participants reflected the Teacher Work Sample methodology in their *think-aloud* journals. This supports the notion of transformation.

> If by using the work sample these teachers can make a direct connection to what they know about pedagogy and the teaching skills they learned in teacher preparation and how to implement this information to benefit the learning of their students then the link between teacher preparation and student learning has been made. (Fredman, 2002, p. 9)

In a study by Rudden's (2003) it was found that repeated practice does form this habit of mind and the components must be integrated throughout the pre-service teachers' program. "Teacher work sample methodology is a process that enables preservice teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). The researcher found proof of this habit of mind in the participants' journals. The journals reflected the participants working through the methodology independently during student teaching.

The researcher found very few deviations from the thought process reflected in the *think-aloud* journals to the actual Teacher Work Sample product. Participant A was able to summarize her thoughts in the TWS to best support the unit planning. An example from her *think-aloud* journal would be:

In my class does use a stamp chart, um kind of behavior system, which is done at the end of the day if they haven't been set back to their seat, then they get a stamp and if no one is for the whole day and hasn't been sent to their seat then they get a stamp and then they get double stamps so because our teacher uses that I will be using it and it's kind of used in a nice way because the students get second chances and things like that and it's never a big deal who or who didn't get a stamp. The students just know themselves and the teacher always just talks to them. So whatever happens we talk at the end of the day…

Compared to the Actual Teacher Work Sample product:

The classroom uses a behavior system where the students receive a stamp at the end of the day if they are not given more than three warnings. When they fill up their ten from stamp chart they get to receive a goodie from the goodie box.

Participant C used fewer summaries in matching her thoughts to the actual product but still covered most major areas. An example from her *think-aloud* journal would be:

Alright, everyday what do I do when I walk in? I greet them by name, um; I make sure I talk to every student in the morning, or afternoon, whichever one comes in. Um, during attendance, instead of just calling names I say "Good Morning so-and-so um or good afternoon so-and-so" um, I like it, it's a friendly respectful way to start the day. Um, throughout the day um I respond to questions, um, both on topic and off topic. Um, I smile all the time, can't put that in my report though. Um, for a short time

in the morning the kids are allowed to share stories with their friends and

the teachers if they choose, about 5-10 minutes for that. Um, I always

smile and I'm warm and welcoming with the students. Um, this will make

the students feel comfortable and welcome in the classroom.

Compared to her actual TWS product:

As a teacher I will show a genuine interest in my students by welcoming

them by name when they first walk into the classroom. During attendance

I will also say, "Good morning (name of student)" or "good afternoon

(name of student)." This will be a friendly and respectful way to start the

day. Throughout the day I will respond to questions from the students in a

respectful and polite way. For a short period in the morning the students

will be allowed to share stories with their friends and the teachers if they

choose. I will always smile with my students and be warm and welcoming.

There were a few deviations. Some examples are: Participant A mentioned several

things such as culture, group work and vocabulary in her journal but did not reflect it in

the TWS. Participant C left out a large part of her journal, the AIMS program, from her

actual TWS. She also verbalized in her journal about using nurse's supplies, yet no

mention was made in the TWS. In addition, she did not cover three areas from her

Reflection and Self-Evaluation journal to her TWS product. These included: time

constraints she felt as she was teaching her unit, the lack of one particular student's

confidence and the second professional goal. The rubric did include a need for a second

professional goal and she did not provide one.

The amount of influence the cooperating teacher had during the process

In a study by Devlin-Scherer, Daly, Burroughs, McCartan (2007) focusing on the difficulty of developing a TWS, it was found that the first factor in success is the attitude of the teacher candidate. There is a strong correlation between this attitude and the cooperating teacher. This support, feedback and social interaction is often focused on pleasing the cooperating teacher (Devlin, et al) and less on the students they serve. A feature of the TWS methodology is the influence on the teacher candidate.

The teacher candidates referred to their classroom teachers and noted either positive support or lack of support during the *think-aloud* journals. The influence of the cooperating teacher is the first theme to be presented from the examined transcripts. This information will begin to allow the researcher to answer research question one, "What perceptions of their cognitive processes occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample units?"

Mezirow's (2000) transformative learning could move the teacher candidate beyond planning a TWS to make a grade and pleasing the cooperating teacher, towards planning and adjusting to make a difference in the P-12 classroom assigned. They would need to question multiple influences, such as assessment data, environmental factors and the TWS methodology.It was noted by the researcher that the references to the classroom teachers did not appear to be in a manner that the teacher candidate was trying to please the cooperating teacher but as a support (or lack of support) for the unit planning for the students in the classroom.

Listed are actual quotes from the *think-aloud* journals identified by the section of the TWS being addressed.

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Participant A.

1. So for now, the only technology she has is a CD player and um, I asked her and that isn't even a TV, DVD player we can move into the room or anything, she doesn't have any technology for anything, we have to go to the computer lab where there is a Smart Board we can use. But she says behavior is always pretty bad and she tries not to do that because all the kids have to sit at computers and watch the Smart Board (Participant A, Contextual Factors *Think-Aloud* journal).

2. The size of her room, she has the smallest kindergarten room, she's very jealous of all the other rooms (Participant A, Contextual Factors *Think-Aloud* journal).

3. She's very loose with them, and that's the ….she has really good classroom discipline but it's not very strict (Participant A, Contextual Factors *Think-Aloud* journal).

4. The teacher has like, a big black tray so she can put her work in there to finish at a later time because she gets very upset if she doesn't get to finish her work (Participant A, Contextual Factors *Think-Aloud* journal).

5. I'm pretty sure the students to the hour and maybe the half hour for my unit. We are kind of still deciding that but either way (Participant A, Contextual Factors *Think-Aloud* journal).

6. Sometimes the teacher will think he does not have to leave for another hour and his speech will take up most of the mornings… (Participant A, Contextual Factors *Think-Aloud* journal).

7. Um, which she definitely coached that (Participant A, Contextual Factors *Think-Aloud* journal).

8. We decided my second goal today is going to be about sentences. We're not sure how detailed because we haven't worked with grade level expectations about (Participant A, Contextual Factors *Think-Aloud* journal).

9. That's something big she's been working on, um, illustrates, uses correct spelling of own first and last name. She wants them to do punctuation, I know, maybe that is what we can focus on. She said she doesn't really care (Participant A, Learning Goals *Think-Aloud* journal).

10. Oh, she is pulling from a first grade GLE (Grade Level Expectation), (Participant A, Learning Goals *Think-Aloud* journal).

11. During morning message, the teacher writes a letter to the class… (Participant A, Learning Goals *Think-Aloud* journal).

12. Ok, I'm gonna just write out my learning goals so I can ask my classroom teacher tomorrow to be 100% sure that is what we are going with (Participant A, Learning Goals *Think-Aloud* journal).

13. Um, before I'm starting my assessment plan and my design, I was looking over my learning goals, um, and had conversations with my cooperating teacher (Participant A, Learning Goals *Think-Aloud* journal).

14. Our teacher uses that, I will be using it and it's kind of used in a nice way (Participant A, Classroom Management *Think-Aloud* journal).

15. So I really believe classroom management because the teacher has set up such great classroom management system that gives the lessons in this units, I will just continue with hers and that should work out (Participant A, Classroom Management *Think-Aloud* journal).

16. I grouped the high performers and the low performers with the help of my teacher with just like their overall achievement level in the classroom (Participant A, Analysis of Student Learning *Think-Aloud* journal).

17. I discussed things with my cooperating teacher and we together made sure what would work, what guidelines to set (Participant A, Reflection and Self-Evaluation *Think-Aloud* journal).

18. I wanted to get the families involved, so, um, and when we planned our home-based activities my cooperating teacher and I kind of thought about the families we have and the family lives we have and decided on that together to make sure it would be appropriate. (Participant A, Reflection and Self-Evaluation *Think-Aloud* journal).

19. Um, this was the students; my cooperating teacher and I were both upset (Participant A, Reflection and Self-Evaluation *Think-Aloud* journal).

20. I absolutely love them, my teacher has amazing classroom management (Participant A, Reflection and Self-Evaluation *Think-Aloud* journal).

While Participant A's *think-aloud* journal reflected twenty different references about working with her cooperating teacher, Participant C rarely referred to her cooperating teacher.

Participant C.

1. Tuesdays are kind of a problem day and we haven't quite figured out why
   yet, but Tuesdays are a problem day (Participant C, Design of Instruction
   Think-Aloud journal in reference to understanding why a child acts out on
   Tuesdays).

2. Let's see, my teacher didn't really help me at all, she basically from the
   first day said here you go kid, ohh, let's see. Let's see, well I guess my
   teacher did do stuff because she critiqued my lessons, which was good but
   well were not gonna go there. All right, I worked with my classroom
   teacher (Participant C, Reflection *Think-Aloud* journal).

3. Um, my classroom teacher gave feedback, but throughout the unit and,
   throughout my time at the school I worked with my classroom teacher….
   (Participant C, Reflection *Think-Aloud* journal).

4. The classroom teacher gave feedback throughout the unit and gave
   suggestions and complements. Gave suggestions, to suggestions and
   complements to improve my lessons, um. This was very valuable because
   it allowed me not only myself to grow as a teacher but it helped me teach
   the students in a more effective way (Participant C, Reflection *Think-
   Aloud* journal).

Tone of think-aloud journal

    The second theme that emerged was the tone of the participants' *think-aloud* journal. This is the opinion of the researcher based on the opportunity to listen to the journals multiple times. Participant A remained calm throughout the process as was

noted by the researcher in her voice tone during the *think-aloud* journaling. When she commented at all about the use of the TWS methodology, it was most often in a positive tone. Examples include: (a) I need to incorporate technology into my lessons but we'll make it work somehow, (b) and then of course there is Students E, F, need not extra work but challenging activities, they need to make sure they get that from me and that I don't forget about them, (c) and once I figure out my, my exact communication arts goal, I can try to finish up my Contextual Factors, (d) as I look back on my notes in the rubric I think I kind of understand more what I was trying to write about, (e) OK, I believe for now I finished my Contextual Factors until I find out more, (f) or just kind of clear, um, and then after I pre-assess, I can always change my goals or edit to fix my goals, tweak my goals to make them work, (g) I can pre-assess that goal and get ready to move on to my assessment plan, (h) I believe this is going to be my assessment plan in general kind of way, (i) as far as my second learning goal, um, the, I kind of did that backwards I guess, (j) I just have to make sure I state my objectives we talked about to each activity, that's pretty much what it's going to be about, (k) I might have to add lessons between or change lessons as we go but that is the plan for now, (l) okay, classroom management, um, what points do I need to take into consideration with classroom management for my unit, (m) I mean obviously, looking at the results, I'm really proud of them, (n) the TWS is finished, yeah!"

In contrast, Participant C seemed frustrated by the TWS methodology. It was noted by the researcher during the transcription process. Several sighs were noted and one comment made by the researcher was, "voice showed great stress, much frustration". Participant C showed her frustration many times through her *think-aloud*

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journal. These comments include: "(a) oh, I wish I could lock myself in a room for like a week and just get this done, (b) ugh, oh, I have been working on this not for oh, about three hours and I am just, ugh, (c) ewe, let's see, (d) it's got to, why else would I be doing it, I can't think, ok, let's try again, (e) how do I write that, I am losing my mind, (f) and that's all for now because I need a break, (g) I dunno, (h) all these lessons are directed teaching or thinking, pretty similar to last semester which I hope doesn't hurt me because I mean that's what I was told to do, (h) this is not going well for me, (i) uh, my brain is shot, (j) this is gonna be the death of me, (k) uh, this makes my head hurt, (l) I need a mental break, alright, (m) I can't think right now, (n) does that answer the question, I don't think it did, um, yea, I think it did, (o) I can't believe I have to do this again, oh, well, it's my own damn fault, (p) um, oh my God, I can't think, (q) Oh, Lord, (r) alright, were going to take a break because I can't think any more, (s) Okay, I've decided to change this, (t) I totally forgot where I was going with that, (u) that doesn't make any sense, so we're going to change it again, (v) Because of this, because of this, um, why can't I get through this, good Lord, (w) That is like a foreign language to me right now, (x) I can't talk or think, (y) I totally lost my train of thought. Oh, come on, two pieces, two pieces left, let's go, it is midnight, Jesus".

She did make a few positive comments although it seemed to the researcher they were about finishing the TWS and not the actual use of the methodology: "(a) how come this part was easier, I don't know, alright, (b) alright that's done, next, (c) I am almost done, who hoo, (d) I already have ideas what I would do differently, thank God, (e) alright, that's done, next, and (f) good stuff, okay!"

Process of the Teacher Work Sample Methodology

The second research question, "How do Early Childhood describe the use of the Teacher Work Sample (TWS) Methodology in planning a unit of instruction?" can best be answered by the third and fourth themes that emerged from the *think-aloud* journal during the planning and implementing of the actual unit. The TWS is a methodology used to instill effective teaching practices in prospective teachers to use throughout their careers. This methodology should become a "habit of mind". The methodology is defined by Girod (2002) as, "The process employed in the development and implementation of teacher work samples. The term methodology comprised five processes…(a) developmental, (b) instructional, (c) documentation, (d) analytical, and (e) interpretative skills associated with planning, carrying out, and evaluating one's own work sample" (p. XIV). These two themes (themes three and four) include the participants' reference to other parts of the TWS and the participants' reflection on previous learning.

Participants' reference to other parts of the TWS.

The first way the researcher was able to record the use of this methodology was by the participants' descriptions of portions of other parts of the TWS within a section of the document. In other words, the third theme that emerged was the amount of reference to other parts of the TWS within specific sections of the *think-aloud* journal. This allowed the researcher to determine the use of the "habit of mind" needed to use the TWS methodology by their descriptions within the journals. The Teacher Work Sample is one product and should not be viewed as nine separate parts.

The researcher found these examples from Participant A's Contextual Factors entry: "(a) And one of my goals of my units in math is telling time, (b) that is kind of like the class management technique for the class; I just need to find out in my pre-assessment as well, (c) I just need to make sure I really look at the pre-assessment data and figure out what students need what, (d) obviously I can make a clock and write a sentence like my other goal is, (e) all the students will be assessed different ways, (f) like you would think their work always looks the same but need to be assessed in completely different ways, (g) we decided my second goal today is going to be about sentences, (h) I think after clarifying my learning goals, I will be able to write more about my goal, (i) I have to figure out my exact writing goal and then I'll be able to determine what I need more of, (j) I just don't know my exact goal for, I know I'm supposed to, methodology, I know, I know". These statements in the Contextual Factors show Participant A's ability to recognize the Contextual Factors' tie to the goals, assessment plan, design of instruction and classroom management plan.

Further proof came in the Learning Goals section of the *think-aloud* journal. These statements include: "(a) I haven't pre-assessed, I just need to make sure that these goals are going to be appropriate for my students, (b) um, and all my kids are different so I just need to really make sure I pre-assess well to determine exactly what kids need to start where, how broad or how specific I need to be, (c) that's what I'm going to do so I can pre-assess that goal and get ready to move on to my assessment plan". These examples show Participant A's ability to intertwine her Learning Goals portion of the TWS with the assessment plan.

The Assessment Plan portion of the *think-aloud* journal added these pieces of evidence, "I picked my and I'm going to use a rubric obviously in my design but I'm just kind of thinking about some of the things I use in my design". In the Design for Instruction section of the journal, Participant A stated: " (a) Obviously, their pre-assessment results which I have, (b) I need to look at my Contextual Factors and basically over all of my Contextual Factors, so I'm going to have to keep their hands busy and keep them very actively engaged, (c) my pre-assessment results and my contextual factors lead my lesson plans, (d) I obviously have my goals picked, (e) I mean I need to address my goals, (f) but those activities where it is the most appropriate to my Contextual Factors so make sure I sue lots of activities for those, (g) um, because of the pre-assessment results I'm going to use capitalization and punctuation in the same kind of goal because I think it is just most appropriate for the students because they are getting a bit they understand it, (h) and all that kind of fits into my Contextual Factors". These examples show Participant A's ability to integrate Assessment, Design of Instruction, Learning Goals and Contextual Factors.

In the Classroom Management Plan, Participant A showed evidence of her awareness that lesson planning (Design for Instruction) is tied to classroom management: "(a) they have clocks at their house so that will be a good way to connect it to home, (b) I don't want to give them too much time like if they are not being challenged in my design or they're not getting, doing activities that interest them, then my classroom management we're going to struggle with, (c) so hopefully my design is strong enough, no, my design is strong enough, and my classroom management will be a little easier to handle".

The Analysis of Student Learning and Reflection and Self-Evaluation portions of the *think-aloud* journal has several examples of the use of the methodology and the link between all sections of the TWS. These include: "(a) I use the same for my post assessment as my pre-assessment, (b) I made my chart for my whole class results for learning goal one, (c) after pre-assessing these students, I was aware the students' prior knowledge of these two goals, (d) I also used a variety of assessments to determine the students' understanding of the information in any misconceptions the students had".

While Participant C had less examples of the methodology intertwined in her *think-aloud* journal, some were still found: "(a) Um, I don't think formative assessment even goes later in the TWS. All that shows me is what I need to adjust while I'm teaching whether they are getting it or not, getting it, so I'm pretty sure that's how it is because I forgot what part of TWS but not reflection, analysis uses pre and post, high and low and then my two specific students. No, because that would be a high and low then what else does it use? Whole group, your two specific students and then it uses something else too. Ewe, let's see, I don't think it uses any formative assessment though, (b) Um, I guess that could be during different books we're reading or activities or whatever, I think up for my design, I'm not even there yet, (c) Um, they're not going to be matching community helpers to their jobs because that doesn't match my goal; OK, but if those are the answers that I get then, that will show me that I need to take deeper and reteach to them so that will go under Instructional Implications, I think or something like that". These statements all occurred during the Assessment Plan portion of the journal.

In the Reflection and Self-Evaluation portion, Participant C mentioned several other parts of the TWS: "(a) I gave the assessment, (b) there would be less classroom management problems, (c) Um, learning goal one, was learning goal one was, what was learning goal one? My sentence, I know that probably wasn't right, um, let's pull up learning goals, (d) all of my kiddos but two improved, (e) learning goal two was, the students will identify community helpers and how they meet our needs, (f) stronger classroom management." While Participant C did not seem to have a clear understanding of the methodology and parts of the TWS, she still described her questioning of the methodology needed to complete the TWS.

Participants' reflection on previous learning.

The fourth theme that emerged to answer research question two, "How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?" was the participants' reflection of previous learning. In order to be effective the TWS methodology should become a 'habit of mind'. "The implications of this inquire include the importance of preservice teachers establishing a 'habit of mind' before they graduate, about how teaching can impact learning" (Rudden, 2003, p. 33). The attitude students develop would be filtered through their "frame of reference" (Mezirow, 2000, p.16). This frame is developed through a person's own experiences and is often cultural in nature. These attitudes often become "habits of mind" (Mezirow, p. 18). Both the frame and habits of mind are emotionally charged but can be changed in transformative learning. The TWS should include transformational learning in preparing future teachers to impact P-12 learners. Rudden's (2003) study found repeated practice does form this habit of mind and the components

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must be integrated throughout the pre-service teachers' program. The researcher found many examples in the journal transcripts of participants seeking clarification from both the scoring rubrics used in every Block and past experiences in order to question their own "frame of reference" (Mezirow, p. 18) and 'habit of mind' of the TWS methodology.

Participant A commented in her Contextual Factors journal: "I remember now about the diversity but it talks about the language spoken at home, there is only, there is only 95% that speak English and only 1% that speak English less than very well. So, with diversity, it's basically just white Americans with a few African Americans that seems pretty much all the facts about the community." Also, "Uh, something looking over my rubrics last semester and before um, knowledge of characteristics of students' interests, culture, I guess I got marked down on, I got a 9 out of 10 which isn't bad. It's just hard when it's culture because if you look at the class as a whole, it just looks like they're all the same culture, I mean I know they're not. I know their whole lives are different with different beliefs but I don't really see how that is affecting their work." And, "Student Characteristics, I need to make sure I talk about culture." The researcher did not see culture reflected in the actual Teacher Work Sample product. She referred back to previous semesters and the TWS scoring rubrics in two sections of this *think-aloud* journal, Contextual Factors and Reflection and Self-Evaluation.

In addition, in the Contextual Factors she was quoted as saying: "(a) Ok, other characteristics of your room, (b) student of knowledge of student approaches to learning, (c) um, as far as knowledge of students' skills and prior learning, (d) ok, obviously this is an implication, (e) learning values under knowledge of students' varied approaches to

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learning as I look back on my notes in the rubrics, I think I kind of understand more what I was trying to write, (f) knowledge of characteristics of students, (g) but besides that, I need to dig out my other Contextual Factors rubric, (h) here we go, let's see, Contextual Factors, alright I discussed community, district and school factors, classroom factors. I believe I discussed clearly enough, I'll go back through it. I always group them together because of the way the grading rubric is, but then you look at the front of the paper, I hate this. The front of the paper, paper, it says the classroom factors as a separate thing. I kind of feel like it is all one. (i) Ok, skills and prior knowledge, (j) so if we go back to knowledge of student's skills and prior learning, uh, I need my rubric. Ok, the rubric talks about knowledge of students' skills and prior learning, (k) ok, let's go back up to knowledge and characteristics of students, (l) ok, prior knowledge, skills of prior learning, (m) instructional implications".

She also referenced back to the rubrics and previous work in the Reflection and Self-Evaluation journal: "(a) um, reflections and barriers, I struggled on this because I had a hard time with this last semester, (b) um, implications for future teaching, (c) um, alignment between my goals and objectives and assessment, (d) um, learning community, (e) specialized services, it's pretty much the same as I experienced last semester, (f) reflection upon ethical practices, (g) also in using technology for the lessons."

Participant C used references to previous semesters and used the rubrics as a guide as well. In the Contextual Factors journal: "(a) I need to look at my rubric and figure out what I'm missing because I know I'm missing a lot from the, (b) knowledge of characteristics of students, (c) um, implications." In the Learning Goals section:

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"show how the goals are aligned with local, state or national standards," and "discuss when learning goals are appropriate in terms of development, pre, prerequisite to knowledge skills and other student needs." From the Classroom Management journal: "(a) um, importance of content, what's the prompt for that, um, my genuine enthusiasm, multiple ways I will display warm responsive interactions with student, communicating a genuine liking for interest, (b) um, transitions, (c) expectations, (d) alright, monitoring of student behavior, (e) alright, guidance and discipline, (f) I'm gonna have to go sentence by sentence with this, um, I've talked about verbal and nonverbal, I need natural consequences, (g) alright, natural consequences."

She also included reference to rubrics in the Family Involvement Plan: "(a) okay, family and community resources, (b) so that covers my reciprocal and then my other two ways of communication, (c) alright, where's my prompt, um, family involvement school based, tell one way you could involve families during your unit, parent volunteers, open house, parent chaperone's, etc. (d) alright, let's see, school-based, (f) uh, home-based." Further, in the Instructional Decision Making: (a) give two examples of culturally appropriate instructional decision making based on students' learning or responses, (b) um, describe the students' learning or response that case you to rethink your plans, (c) this is not gonna be three to four pages, (d) describe the students' learning or response that caused you to rethink your plans, (e) describe the students' learning or response that caused you to rethink your plans, (f) improve student progress for learning."

She also made reference in the Reflection and Self-Evaluation journal: (a) one barrier to student learning was when I gave the assessment, it was the last day of the unit, I then, that's not a barrier though, (b) one barrier to student learning, why can't I,

um, alright, um, well, let's see, one barrier, well I need two, (c) what did last semester say, not that I'm trying to copy but I need to um, (d) the appendix, um, I did reflection on my instructional of student learning and reflection on barriers to successful student learning, and reflections on implications for future teaching, um, I need to reconsider my two greatest barriers, um and discuss what I can do differently or better in my instruction in the future, (e) Um, reflection on alignment among goals, instruction and assessment, assess your teaching performance in this unit relative to my learning goals, instruction and assessment, connect this information to my student learning and effective instruction, that is like a foreign language to me right now, (f) let's see alignment among goals, and instruction and assessment, (g) reflection and alignment among goals, (h) um, alright, reflection on the learning community, describe how I worked with school colleagues, parent and educational partners in the larger community to support student learning and well being, (i) let's see, describe how I worked with school colleagues, parents, oh parents, I do remember parents, it shouldn't say parents, it should say families, but then again, well, I don't know at least it doesn't say mom and dad, um, let's see, educational partners in the larger community to support my kiddos and well being, (j) reflection on how to access specialized services, yeah, it sucks because the same thing for last semester would be the exact same thing I did or would have to do here and I don't want them to think it was like a copy paste kind because it's not, it's just the same, (k) reflection and self evaluation, let's see, reflection on instruction and student learning, write a narrative identifying the two instructional strategies and activities that contributed most to student learning, describe why I think these strategies, slash, activities were effective in helping my students reach the learning goals of the unit, (l)

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um, reflection on barriers to successful student learning, um, back to the analysis, um what were the two greatest barriers to learning in my students, (m) reflection upon ethical practices, (n) let's see, reflection upon ethical practices, I need to cite somewhere in NAEYC (National Association for the Education of Young Children), I think, (o) um, alright, technology, (p) let's see, ugh, reflection on possibilities for professional development, (q) one or two areas of professional growth related to the TWS that I believe are critical to improving my ability to improve student learning, um, these areas should emerge from the insights and experiences that I've described, two professional growth activities that will most likely improve my performance in the critical area."

Interviews after the unit

The third data collection technique was a wrap-up interview at the end of the Teacher Work Sample planning and implementation. The researcher personally visited with Participant B and Participant C in order to address research question number three. The designated place was chosen by the participant. Participant A was unavailable but volunteered to answer the questions through an email exchange. The questions were sent to her and she replied with responses. Open-ended questions were used to prompt discussion about the methodology and its future use. The concerns of interviewing were noted in the previous section. For this ending interview, the questions were controlled by the researcher. The participants have a working relationship with the researcher, this aided in the information to be presented in an honest manner. Again, these interviews were recorded. The transcription process was only used to pull out certain statements made by the participants that would help answer research question three.

This exit interview process allowed the researcher to answer the third research question, "How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?" The researcher believes the answers to the exit interview questions will help answer this question. The questions will be listed with the analysis of all three participants following each question.

Describe for me how you think you will use the TWS methodology in your future teaching?

All three participants acknowledge the importance of the Contextual Factors in planning for a group of students. Participant A stated, "As I have begun my first year teaching I realized how important it actually was to get to know my students and their interest(s) before I tried to plan lessons that (would) keep them intrigued." Participant B commented that she thought it was really important to get to know the kids. Participant C revealed, "Now that I have my own classroom, I can see like that I need the Contextual Factors piece."

All three participants agreed the Assessment Plan is crucial in teaching. Participant A commented about assessments, "how important it is to use informal assessments to gauge the progress my students are making. If I wait until the end of unit to assess the students, I feel as though I wouldn't be helping the students during the unit." Participant B confirmed the TWS helped her, "realize what assessments I'm actually using and if it's appropriate." Participant C added, "The pre-assessment is a huge piece." And she described that you needed to, "understand the data you get back" and ask yourself, "Did I ask the right questions on the test?"

Participant C also voiced the need for the Design of Instruction including lesson adaptations. She stated, "How am I going to reach the kids that have special needs or disabilities or adaptations?" She added the importance of having Learning Goals as you plan units of instruction. She also believed the order of the TWS will be crucial in preparing for future teaching. Participant B added the comment that Classroom Management could be important in future teaching, "Think about things before I had a situation."

What are the main points from the TWS you thought were beneficial?

Participant C stated, "All of it!" She also said the Classroom Management Plan was hard because of the fact it was not her own room, still important though. Participant B also stated the importance of the Classroom Management idea. Participant A was quoted as saying, "The Contextual factors will be the base of my future teaching." She added that the Learning Goals and Assessment Plan are also crucial to teaching. The researcher believed the participants all answered this question with their responses to question one as well. So, all three agreed the Contextual Factors is crucial.

How will you use these main points to help in your teaching?

Participant A felt she answered this question in questions one and two. Participant B noted the ability to plan appropriate lessons (Design for Instruction) will be crucial to show in future jobs and in the interview process. Participant C commented, "The Contextual Factors piece, I've actually got on DESE and looked up my school district and figured out where the school is as a whole and I've also done my class."

What steps did you use to organize and implement the TWS?

Participant A stated, "I completed each step of the process one at a time expect for the assessment plan and design for instruction. These two steps are closely correlated and pretty much go hand and hand." Participant C said basically the same thing, "I made a calendar" and "I set goals." Both A and C seemed to appreciate the need to follow the methodology. Participant B did not follow this as noted in the researcher's notes when interviewing her during the process. She taught a lesson before appropriate pieces were completed. She tried to answer this question and finally said the class she was in was, "fast paced, that's why I had such a hard time."

How will this help you in your future teaching?

Participant A gave an overview of the five pieces she felt she would use, Contextual Factors, Learning Goals, Assessments, lesson (Design for Instruction) and Family Involvement Plan. Participant B believed the TWS helped her stay well rounded and included the importance of the Family Involvement Plan. Participant C agreed that it is important to, "think through each lesson and each kid." She stated, "Just the way I think of class as whole and then like individuals."

How would you teach someone else to organize and use the TWS methodology?

Participant C stated the, "exact opposite of me!" Participant B commented, "Slowly!" She also commented on the importance of each Block adding pieces of the TWS and learning about it in steps. Participant A stated, "The TWS is a process and a thought method; to use the TWS effectively you need to understand each part of the TWS and not just the TWS as a whole." She went on to state the importance of the Contextual Factors, Learning Goals, Assessment Plan and Design for Instruction. The researcher

would like to make the connection that Participant A is the highest scorer in the TWS product and reflected this insight during her *think-aloud* journal.

If you could give advice to new students about the TWS, what would it be?

All three participants voiced the importance of the TWS. Participant A stated, "Complete the TWS one step at a time but always look forward to the next step." Participant B commented, "Don't be afraid." She added that often throughout the Blocks teacher candidates do not see the big picture. She wanted to reassure them to follow through so, "In student teaching it came easy." Participant C believed, "I thought this was the worst thing in the world." However, she came to appreciate the TWS methodology and advised future students, "Don't be stubborn." She said, "Block IV, I finally got it" and "It all clicked together."

Summary

The Early Childhood staff has a desire to know the perceptions of the teacher candidates as they do their first independent Teacher Work Sample in student teaching. It is important to analyze the use of the methodology in unit planning. The researcher found four main themes while analyzing participants' *think-aloud* journals and in interviews. The first two answered research question one and included the amount of influence the cooperating teacher had during the process and the tone of *think-aloud* journals. The second research question was answered by the two themes, participants' reference to other parts of the TWS and participants' reflection on previous learning. The third research question was answered by the exit interview of all three participants. The general theme found was the importance of knowing the students worked with. Chapter V

will outline the major findings, conclusions, recommendations for the use of the Teacher

Work Sample and recommendations for further studies.

CHAPTER V

Findings, Conclusions and Recommendations

Introduction

Southeast Missouri State University's Early Childhood (EC) staff has a responsibility to submit assessment data to be accredited by the National Association of the Education of Young Children (NAEYC) and the Department of Elementary and Secondary Education (DESE). One measure used is the scores from the students' Teacher Work Sample (TWS) units. Early Childhood students are asked to complete an entire TWS in Block III and in Block IV (student teaching) like the other teacher education programs in the college.

The Teacher Work Samples includes seven processes crucial to developing appropriate units, assessing and reflecting (as designed by the Renaissance Teacher Work Sample). These include:

1. use of student and classroom context to design instruction (Contextual Factors)

2. use of instructional unit learning that addressed local and state content standards (Learning Goals)

3. use of pre-post and formative assessment to guide instruction and measure and report learning results (Assessment Plan)

4. design of instruction for all students that addressed unit learning goals and were aligned with concepts and processes assessed (Design for Instruction)

5. instructional decision making based on continuous formative assessment (Instructional Decision-making)

6. analysis and reporting of learning for all students and significant groups (Analysis of Student Learning)

7. reflection and evaluation of teaching and learning (Reflection and Self-Evaluation). (The Renaissance Teacher Work Sample Consortium)

Southeast Missouri State University College of Education added two additional processes in order to support Specialty Program Area (SPA) and Department of Elementary and Secondary Education (DESE) reports. These include Classroom Management and Family Involvement Plan (semo.edu). These two parts addressed the Early Childhood program team's reporting to their SPA, the National Association for the Education of Young Children. These nine pieces allow for pre-service teachers to develop appropriate units of instruction following the methodology of the TWS. Each section has a prompt page and a scoring rubric for teacher candidates' and Southeast instructors' use.

The Early Childhood (EC) program staff has noted significant decreases in student Teacher Work Sample (TWS) scores while students are completing their exit teaching units in student teaching. The findings in this report reflect, "In comparing data on the Early Childhood Thematic units from Block III to Block IV, faculty noted the Block IV data is actually lower, with candidates demonstrating stronger abilities in Block III" (Julie Ray, personal communication, October, 2009). In Block III, teacher candidates are given much support but are expected to plan and implement the TWS without needing much support in Block IV. Reusser, Butler, Symonds, Vetter and Wall (2007) affirm, "Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates as they matriculate through teacher preparation programs" (p. 106). The adoption of TWS methodology and the transformation learning

the EC staff hopes to take place in the pre-service teachers' work should reflect the highest scores in their last block (Block IV). The problem is that scores decline from Block III to Block IV. It is important to understand the perceptions student teachers have about their work planning a Teacher Work Sample. This will allow the Early Childhood team to anticipate attitudes and needed support for success in future groups of students.

Conceptual Underpinnings for the Study

The Teacher Work Sample is a methodology used to instill effective teaching practices in prospective teachers to use throughout their careers. This methodology should become a 'habit of mind'. "The implications of this inquiry include the importance of preservice teachers establishing a 'habit of mind' before they graduate, about how teaching can impact learning" (Rudden, 2003, p. 33). The attitude students develop would be filtered through their "frame of reference" (Mezirow, 2000, p. 16). This frame is developed through a person's own experiences and is often cultural in nature. These attitudes often become "habits of mind" (Mezirow, p. 18). Both the frame and habits of mind are emotionally charged but can be changed in transformative learning. The TWS should include transformational learning in preparing future teachers to impact P-12 learners. This study blends the methodology of the TWS and the use of transformational learning.

The nine parts of the TWS allow for the methodology to be used in planning, implementing and reflecting on units of instruction. "To that end, the teacher preparation program must be infused with work sample terminology and the philosophy that grounds this paradigm" (Rudden, 2003, p. 33). Repeated practice does form the "habit of mind" and the components must be integrated throughout the pre-service teachers' program.

"Teacher work sample methodology is a process that enables pre-service teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). Transformation happens when:

> If by using the work sample these teachers can make a direct connection to what they know about pedagogy and the teaching skills they learned in teacher preparation and how to implement this information to benefit the learning of their students then the link between teacher preparation and student learning has been made. (Fredman, 2002, p. 9)

Mezirow's (2000) transformational theory adds a "crucial mode of making meaning: becoming crucially aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p. 4). He also supports the social significance in learning. The transformative theory actually moves the learner to question tacit knowledge and challenge what is being taught. It does not support the notion that teachers give knowledge to students, but rather students acquire their own. "The generally accepted model of adult education involves a transfer of authority from the educator to the learners; the successful educator works herself out of her job as educator and becomes a collaborative learner" (Mezirow, p. 15). The TWS scaffolding throughout the Blocks should support this transformation.

A study by Reusser, et al (2007) states, "Teacher education programs must demonstrate how program requirements are in fact adding value to the teacher candidates as they matriculate through teacher preparation programs" (p. 106). The TWS methodology was developed to aid in this process. Girod and Girod (2006) affirm, the

"methodology [could be used] as a mechanism to examine teachers' abilities to help all students learn" (p. 482). Pre-service teachers are asked to use the methodology to plan ahead for a specific group of students while reviewing the Contextual Factors, choosing Learning Goals, forming an Assessment Plan and creating a Design for Instruction. The Classroom Management Plan allows for an overview of needed organizational pieces necessary to have an impact on learning. The Early Childhood pre-service teachers include the influence of family and community in the Family Involvement Plan.

Kegan (2004) reminds educators that all students come with a past which influences learning. Students may often give teachers the answer they suspect the educator wants without changing their own frame. This is often from the habit of mind developed about education and getting the right answer. Cranton (2004) outlines three responsibilities of the educator. The first is to make students aware of their own frame or habits of mind, the second is to challenge students to question as lifelong learners and the third is to provide an environment of learning with meaningful experiences. The questioning necessary for students to examine their own practice is found in the Reflection piece of the TWS. The repeated exposure to the TWS methodology should support a lifelong quest for supporting P-12 learners. Finally, the support of field experiences combined with the Block classes provides the environment for learning with meaningful experiences.

In a study by Devlin-Scherer, Daly, Burroughs & McCartan (2007) focusing on the difficulty of developing a TWS, it was found that the first factor in success is the attitude of the teacher candidate. There is a strong correlation between this attitude and the cooperating teacher (the classroom teacher each teacher candidate is assigned to).

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This support, feedback and social interaction is often focused on pleasing the cooperating teacher (Devlin, et al) and less on the students they serve. A feature of the TWS methodology is the influence on the teacher candidate. "The process of developing the TWS provides the motivation for the preservice teacher to move from passive actor to conscious educator" (Devlin, et al, 2007, p. 59).

Pre-service teachers often focus more on the execution of the lessons than the end result of understanding the entire TWS methodology. "The student teachers continued to measure the success of their lessons in terms of their own affective states while teaching" (Henning, Usma-Wilches, 2008, p. 2109). These informal influences often stem from how well the class behaved (Girod & Girod, 2006) and not on tangible assessment date or the impact on P-12 learning. Pankratz (1999) suggests:

> The primary problem resulting from focusing on instruction rather than
> learning is that it is incompatible with standards-based teaching and
> learning. Accepting accountability for the learning of all students requires
> attending to a complex set of processes and conditions associated with
> teaching and learning, not just instruction. (Pankratz, p. 2)

This focus on instruction could result in minimal transformation learning. Moving pre-service teachers beyond instruction "forces us to look at all the factors that affect learning, including the student's abilities, background, and prior knowledge; the context of schooling, the complexity of the learning task; and the learning resources available" (Pankratz, p. 3). Student's abilities, backgrounds, prior knowledge, school environment and resources available are reflected in the Contextual Factors. This supports the methodology from the TWS that suggests factors about the P-12 students directly

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influence the effectiveness of the unit. The learning task becomes the Learning Goals section of the TWS. This is the underlying focus throughout instruction.

Mezirow's (2000) transformative learning could move the teacher candidate beyond planning a TWS to make a grade and pleasing the cooperating teacher towards planning and adjusting to make a difference in the P-12 classroom assigned. They would need to question multiple influences, such as assessment data, environmental factors and the TWS methodology. The TWS includes the need for the pre-service teachers to reflect on Instructional Decision Making as these multiple influences forces instruction in a different path than was originally planned. The Analysis of Student Learning requires the questioning of assessment data in order to measure success with field students.

Purpose and Research Questions

The purpose of this case study was to understand the perceptions of those that the use the methodology of the Teacher Work Sample by Early Childhood student teachers at Southeast Missouri State University. At this stage in the research the Teacher Work Sample will generally be defined as the process of planning, assessing and reflecting on a unit of instruction for P-12 students.

Research Questions

Qualitative research can be based on an issue that is troubling or puzzling (Merriam, 1998). "The first task, then, in conducting a qualitative study is to raise a question about something that perplexes and challenges the mind" (Merriam, p. 57). This type of study will illuminate the teacher candidates' thinking during the planning, implementation and reflection of a Teacher Work Sample unit.

"Questions about process (why or how something happened)" and "questions of understanding (what happened, what does it mean for those involved)" will guide this understanding (Merriam, p. 59). The research questions beginning with what, allows for an in-depth understanding and the question beginning with how allows insight to the process taking place during the TWS unit. Furthermore, Creswell (2003) suggests "Begin the research questions with the words 'what' or 'how' to convey and open and emerging design" (p. 106).

The primary research questions are:

1. What perceptions of their cognitive processes occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample units?

2. How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?

3. How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?

Design

Creswell (2003) suggests, "Individuals seek understanding of the world in which they live and work" (p. 8). He states those meanings are subjective in nature. The meanings can vary from person to person and context to context. Creswell further adds that qualitative research must be broad and open-ended. "The researcher listens carefully to what people say or do in their life setting" (Creswell, p. 8). Merriam (1998) confirms this type of research allows us to understand people's perspectives of their own experiences in the world.

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Creswell includes that researchers must position themselves within the research and acknowledge their own beliefs and background. "The researcher's intent, then, is to make sense of (or interpret) the meanings others have about the world" (Creswell, p. 9). Merriam (1998) confirms this with the idea the researcher will use her own interpretation to understand the experiences of the participants. The study is inductively designed in order to find a pattern or make meaning of a situation (Creswell). The researcher will seek to understand how the Teacher Work Sample methodology is viewed by pre-service teachers as a planning tool.

This study is a qualitative case study. Creswell (2003) describes this to be an in-depth exploration of "an event, an activity, a process, or one or more individuals" (p. 15). Merriam's (1998) explanation of interpretive qualitative research will also be used. "Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive … mode of inquiry" (Merriam, p. 4). This research mode is heavily reliant on tacit knowledge, based on feelings about a topic and intuition (Creswell).

Creswell (2003) suggests that a case study allows the researcher to "explore a process" (p. 106). Merriam offers the case study as a good qualitative method for new researchers and supports the idea of making meaning of an experience from those studied. This design allows for fewer participants and looks at intensive descriptions of an event or practice. The researcher used a case study to develop the needed insight of what happens to the Early Childhood student teacher in applying previous knowledge about the TWS methodology while working more independently.

Study Details

Creswell (2003) suggests a case study should focus on a population of three to five who have a common practice or are experiencing a common event, looking for themes in the process being studied. The researcher obtained the scores from all ten of the Early Childhood pre-service teacher scores on their Block III Teacher Work Sample products. The set of scores ranged from 323 to 401 out of a possible 420. The scores fell naturally into three groups, high, medium, and low scores. This allowed the selection of one future student teacher in each level. (It was noted that all three participants scored in the same category after their student teaching Teacher Work Samples were scored.)

The investigator selected these teacher candidates during student teaching, for the purpose of analyzing their perceptions of their thinking as they completed their student teaching Teacher Work Sample. "The idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research questions" (Creswell, p. 185). Merriam (1998) states, "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 61). The researcher had no influence over the scoring of the Teacher Work Sample or student teaching grades for these three participants.

Participants' Journaling

The data for this study was primarily in an oral journal form. Creswell (2003) suggests participants journal during the study. The participants were encouraged to use a *think-aloud* method to give feedback for the researcher. This *think-aloud* technique is a strategy taught to pre-service teachers for use with children in the classroom. The reading

text used (DeVries, 2008) suggests, "it is also a strategy that can be used first by you (the teacher) to verbalize your thoughts…" (p. 197). The method encouraged the thought process to be verbalized. In order to capture this process, the participants used either a tape recorder or digital recorder. This allowed participants to orally journal and record in their setting of choice. In addition, the researcher provided a hard copy of open-ended prompts to the participants for each piece of the Teacher Work Sample if they could not think of topics to cover (Appendix D). Participant A and C rarely relied on the prompts. However, Participant B only responded in written format to the first prompts. Participant B did not have any audio recordings and only provided a few typed pages of journaling. The information from Participant B was not extensive enough to include in the analysis section of the study. All three participants were involved in the exit interview.

<div align="center">*Findings*</div>

Teacher Work Sample Documentation

In order to answer research questions one and two, the researcher used the oral *think-alouds* to compile data. The researcher compared participant A and participant C's *think-aloud* journal transcripts to their actual Teacher Work Sample products (Appendix F). This process allowed the researcher to compare the participants' "habits of mind" (Rudden, 2003, p. 33) and "frame of reference" (Mezirow, 2000, p. 16) to their actual written product of the Teacher Work Sample. This will aid in understanding how their perceptions of their cognitive process actually matches what the participants provided in their Teacher Work Sample units and their descriptions of the Teacher Work Sample Methodology. This provided for the four themes to emerge: (1) the amount of influence the classroom teacher had during the process, (2) the tone of the participants, (2) the

reference to other parts of the Teacher Work Sample (TWS) in each section, (4) and the participants' reflection on previous learning. The researcher found very few deviations from the thought process reflected in the *think-aloud* journals to the actual Teacher Work Sample product. Participant A was able to summarize her thoughts in the TWS to best support the unit planning. Participant C had a harder time matching her thoughts to the actual product but still covered most major areas.

After comparing the two pieces, the researcher found a direct link between what the perceptions of the teacher candidates' cognitive process were as they occurred in student teaching and their use of the TWS Methodology in their *think-aloud* journals with the actual Teacher Work Sample (TWS) product. Participant A was able to summarize effectively. She did mention that she knew she needed to add culture of her classroom in the Contextual Factors section, yet did not actually do that in the TWS product. She also described group work and vocabulary in her *think-aloud* journal, but again did not show either piece reflected in her TWS document. The researcher would have to question if these were important to her thinking and she knew instinctively to cover them, did she purposefully leave them out?

Participant C wrote out the TWS document much like she talked in her *think-aloud* journal. Participant C also spend a lot of time researching the AIMS reading program used by her school in her *think-aloud* journal, yet never reflected it at all in the entire TWS document. She also reflected in her journal frustration with things she wanted to change in hindsight after the unit, like time constraints and students' lack of self-confidence, yet she reasoned through that she had no control over these issues and did not reflect them in her TWS journal. Participant C also left out major pieces in her TWS

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document, such as the summary of her unit in paragraph form and the second personal goal for herself. The lack of ability to summarize by Participant C and the lack of ability to follow the TWS prompts led the researcher to question if this reflected transformation or writing ability.

Research Questions

Research question one: What perceptions of their cognitive process occur in student teaching as Early Childhood teacher candidates prepare their Teacher Work Sample Units?

In a study by Devlin-Scherer, Daly, Burroughs, McCartan (2007) focusing on the difficulty of developing a TWS, it was found that the first factor in success is the attitude of the teacher candidate. There is a strong connection between this attitude and the cooperating teacher. This support, feedback and social interaction is often focused on pleasing the cooperating teacher (Devlin, et al) and less on the students they serve. A feature of the TWS methodology is the influence on the teacher candidate. "The process of developing the TWS provides the motivation for the preservice teacher to move from passive actor to conscious educator" (Devlin, et al, 2007, p. 59).

Participants A and C referred to their classroom teachers and noted either positive support or lack of support during the *think-aloud* journals. Mezirow's (2000) transformative learning could move the teacher candidate beyond planning a TWS to make a grade and pleasing the cooperating teacher towards planning and adjusting to make a difference in the P-12 classroom assigned. They would need to question multiple influences, such as assessment data, environmental factors and the TWS methodology.

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It was noted by the researcher that the references to the classroom teachers did not appear to be in a manner that the teacher candidate was trying to please the cooperating teacher but as a support (or lack of support) for the unit planning for the students in the classroom. Participant A's *think-aloud* journal reflected a collaborative working relationship with her cooperating teacher. For example, "um, before I'm starting my assessment plan and my design, I was looking over my learning goals, um, and had conversations with my cooperating teacher". This collaborative effort enabled her to plan an appropriate unit for her students.

In contrast, Participant C rarely referred to her cooperating teacher. When she did, the comments did not always reflect a collaborative environment. For example, "let's see, my teacher didn't really help me at all, she basically from the first day said, here you go kid, ohh, let's see. Let's see, well I guess my teacher did do stuff because she critiqued my lessons, which was good but well were not gonna go there. All right, I worked with my classroom teacher".

The researcher discovered that neither participant A or C relied on their cooperating teacher's approval. Yet the collaborative effort of Participant A and her classroom teacher may have influenced her receiving a higher score on the TWS product by enabling her to make a stronger unit. Her "frame of reference" may have been in a more satisfying relationship. Participant C seemed reluctant to be honest in the TWS document about the frustration she had with her cooperating teacher throwing her out on her own. Her "frame of reference" was not as supporting to success.

The second theme, the tone of the *think-aloud* journals will illuminate the use of the transformation of the participants in regards to the perceptions of their own cognitive

process that occurred. This assessment is based on the researcher's opinion based on the opportunity to hear the *think-aloud* journals. Participant A remained calm and consistent in her voice quality as she worked through the entire TWS. Comments like, "as I look back on my notes in the rubric, I think I kind of understand more what I was trying to write about" (this was in reference to her looking at her rubric from Block III). Again, her "frame of reference" may have been a pleasant feeling towards the TWS from her Block III success.

In contrast, Participant C seemed stressed and overwhelmed. The researcher noted several sighs and made this comment in the transcript, "voice showed great stress, much frustration". She made comments such as, "this is gonna be the death of me" and "why can't I get through this, good Lord". The researcher did note a lot of interruptions in Participant C's oral recordings and the researcher noted them in parentheses. Any positive comment Participant C made reflected finishing the product and not on the unit itself. Her "frame of reference" may have been influenced by her lack of success in previous semesters with the TWS.

The researcher found transformation happened for both participants. It was at a higher level of understanding for Participant A. She seemed to have the "habit of mind" that is formed from growth. Participant C is still in the formulation of her transformation developing the "habit of mind". She is in the stage of questioning what should happen and how to make that happen. She was quoted as saying in her exit interview, "I thought this was the worst thing in the world" (referring to the mandate of using the Teacher Work Sample methodology). She also stated, "Once you understand why you make your

assessment plan first and then plan your lessons, once you get that piece, everything kind of clicked" and "Block IV, I finally got it".

Research question two: How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?

The second research question can best be answered by the third and fourth themes that emerged from the *think-aloud* journal during the planning and implementing of the actual unit. The TWS is a methodology used to instill effective teaching practices in prospective teachers to use throughout their careers. This methodology should become a "habit of mind". The methodology is defined by Girod (2002) as, "The process employed in the development and implementation of teacher work samples. The term methodology comprised five processes…(a) developmental, (b) instructional, (c) documentation, (d) analytical, and (e) interpretative skills associated with planning, carrying out, and evaluating one's own work sample" (p. XIV). These two themes (themes three and four) include the participants' reference to other parts of the TWS and the participants' reflection on previous learning.

The third theme, the participants' reference to other parts of the TWS, showed the researcher evidence of the thoughts of the participants in planning a unit and not just isolated pieces of an assignment. This allowed the researcher to measure the use of the "habit of mind" needed to use the TWS methodology by their descriptions within the journals.

Participant A was able to tie thinking from the Contextual Factors, Goals, Assessment Plan, Design of Instruction and Classroom Management Plan. Comments

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like, "I just don't know my exact goal for, I know, I'm supposed to, methodology, I know, I know" and "my design is strong enough, and my classroom management will be a little easier to handle". She was also able to reflect about the use of the methodology in her Analysis of Student Learning and Reflection and Self-Evaluation. An example is, "I also did a variety of assessments to determine the students' understanding of the information in any misconceptions the students had".

Participant C has fewer examples of the use of the methodology, but some beginning levels were found reflecting her "habit of mind". She was questioning what she believed the methodology to be using the unit format. An example is, "um, I don't think formative assessment even goes later in the TWS. All that shows me is what I need to adjust while I'm teaching whether they are getting it or not, getting it, so I'm pretty sure that's how it is because I forgot what part of TWS but not reflection…" This shows the transformation of gauging instruction based on students' needs but not yet fully ingrained in her "habit of mind".

The fourth theme that emerged to answer research question two, "How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?" was the participants' reflection of previous learning. In order to be effective, the TWS methodology should become a 'habit of mind'. "The implications of this inquiry include the importance of preservice teachers establishing a 'habit of mind' before they graduate, about how teaching can impact learning" (Rudden, 2003, p. 33). The attitude students develop would be filtered through their "frame of Reference" (Mezirow, 2000, p.16). This frame is developed through a person's own experiences and is often cultural in nature. These attitudes often

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become "habits of mind" (Mezirow, p. 18). Both the frame and habits of mind are emotionally charged but can be changed in transformative learning. The TWS should include transformational learning in preparing future teachers to impact P-12 learners. Rudden's (2003) study found repeated practice does form this habit of mind and the components must be integrated throughout the pre-service teachers' program. The researcher found many examples in the journal transcripts of participants seeking clarification from both the scoring rubrics used in every Block and past experiences in order to question their own "frame of reference" (Mezirow, p. 18) and 'habit of mind' of the TWS methodology.

Participant A used the scoring rubric to clarify understanding from the Contextual Factors and Refection and Self-Evaluation. She did not need to use the scoring guides because her "habit of mind" had processed the necessary parts to each piece of the TWS. She was able to use her own knowledge of what was needed in each piece in order to plan a unit. Her "frame of reference" was based on previous success.

Participant C used the rubric from the Contextual Factors, Goals, Family Involvement Plan, Instruction Decision Making and Reflection and Self-Evaluation. The researcher believes she is less certain from her "habit of mind" about the requirements of the needed pieces. While, it is not a bad thing to use the rubrics and previous semesters' work, she seemed more uncertain in what was being asked of her. She did leave out the paragraphs needed to highlight her best teaching strategies and technology from the Design for Instruction prompt page. She did not have this in her "habit of mind" and did not even question if she knew what was expected. In addition, even though she did use the rubric from the Reflection and Self-Evaluation section, she still failed to reflect a

second personal goal as required by the scoring rubric for this section. Her "frame of reference" was based on using the rubric, but not understanding exactly what was being asked.

The researcher also found evidence of each participant referring back to previous semesters' work. This encourages the growth of the transformation by developing the "habit of mind". While Participant A was noted as saying, "um, something looking over my rubrics last semester and before um, knowledge of characteristics of students' interests, culture, I guess I got marked down on, I got a 9 out of 10 which isn't bad. It's just hard when it's culture because if you look at the class as a whole, it just looks like their all the same culture, I mean I know they're not. I know their whole lives are different with different beliefs but I don't really see how that is affecting their work". No evidence of the students' culture was found in her TWS product. She questioned the need, but did not carry it to the next level of understanding. Her "frame of reference" was based on the lack of understanding of the definition of culture.

Participant C commented, "reflection on how to access specialized services, yeah, it sucks because the same thing for last semester would be the exact same thing I did or would have to do here and I don't want them to think it was alike a copy paste kind because it's not, it's just the same". The researcher believes Participant C does not fully comprehend in her "habit of mind" the need for some things to remain the same from school district to district. Her "frame of reference" was based on what the reader would think and not about the importance of accessing specialized services.

Further proof of the methodology.

Mezirow's (2000) transformational theory adds a "crucial mode of making meaning: becoming crucially aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (p. 4). This proof came in all four of the themes found by the researcher and the exit interview.

The researcher found proof of this transformation in the journal transcripts that revealed questioning of what should be placed in the actual TWS. Examples were found in the second, third and fourth theme that emerged. Participant A stated, "then after I pre-assess, I can always change my goals or edit to fix my goals" and "um, and all my kids are different so I just need to really make sure I pre-assess well to determine exactly what kids need to start where, how broad or how specific I need to be" and "um, reflections and barriers, I struggled on this because I had a hard time with this last semester".

Participant C commented, "this is like a foreign language to me right now" and "um, they're not going to be matching community helpers to their jobs because that doesn't match my goal" and "let's see, reflection upon ethical practices, I need to cite somewhere in NAEYC (National Association for the Education of Young Children)".

Overall, the participants A and C reflected the Teacher Work Sample methodology in their *think-aloud* journals. They also reflected the methodology in their exit interviews. While Participant A is at a higher level of transformation, Participant C is making the move towards full transformation. Participant A commented, "I will use the TWS methodology in my teaching every day. I may not write every piece of it out like I did in student teaching but I will always think about each part of the TWS as I plan and implement lessons in my classroom". And "The Contextual Factors will be the base of

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my future teaching". Participant C reflected in her interview that the order of the TWS was important to the success of her teaching. This supports the notion of transformation.

> If by using the work sample these teachers can make a direct connection to what they know about pedagogy and the teaching skills they learned in teacher preparation and how to implement this information to benefit the learning of their students then the link between teacher preparation and student learning has been made. (Fredman, 2002, p. 9)

In contrast, Participant B did not reflect the use of the methodology. In a telephone interview with her while she was working on the Teacher Work Sample unit she told the researcher she had already taught the first lesson. She commented she knew she had not picked her goals or pre-assessed yet. She then described how well she thought the lesson went. This was proof for the researcher that this pre-service teacher focused more on the execution of the lessons than the end result of understanding the entire TWS methodology. "The student teachers continued to measure the success of their lessons in terms of their own affective states while teaching" (Kohler, Henning, Usma-Wilches, 2008, p. 2109). In the exit interview, she commented that the most important part of the TWS was the Contextual Factors, getting to know your kids. The researcher believes she did not reach full transformation because she did not even seem to realize her lack of use of the methodology. She also commented about the TWS in the exit interview that it is, "not just an assignment" and "in student teaching it came so easy". She did not even seem to be able to reflect about her inconsistent use of the methodology within her own unit.

In a study by Rudden's (2003) it was found that repeated practice does form this habit of mind and the components must be integrated throughout the pre-service teachers' program. "Teacher work sample methodology is a process that enables preservice teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). The researcher found proof of this habit of mind in the participants A and C's journals. The journals reflected the participants working through the methodology independently during student teaching. This was true for both participant A and C. No proof was found from Participant B, since she did not complete the *think-aloud* journal.

Research question three: How do Early childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?

The exit interview allowed the researcher to answer this question and triangulate Participant A and Participant C's *think-aloud* journal, TWS unit, and the afterthought of teaching their units. It has already been noted that Participant B did not seem to fully understand her lack of the use of the methodology when the researcher already knew she had not followed the planning tool.

However, all three participants acknowledge the importance of getting to know your student population before teaching. All three also discussed the use of assessment in detail. Participant C seemed to be the only one concerned with adaptations. And Participant B seemed concerned with classroom management. Both Participant A and C are currently working in a school setting as full time teachers and both referred to parts of

the TWS as crucial in this job market. Participant A referred to her ability to design appropriate lesson plans and Participant C noted she had already began to research her student population on the Department of Elementary and Secondary Schools Missouri website, even though she had not yet met her students.

The researcher believed the commonality from all three exit interviews shows the importance of teacher candidates to know the students they work with. Participant A and C proved the importance of following the methodology of planning a unit of instruction for use in their own classrooms.

Conclusions

The purpose of this case study was to understand the perceptions of those that use the methodology of the Teacher Work Sample (TWS) by Early Childhood (EC) student teachers at Southeast Missouri State University. The Early Childhood program staff has noted significant decreases in student Teacher Work Sample scores while students are completing their exit teaching units in student teaching compared to Block III scores. This methodology should improve as teacher candidates have an opportunity to practice the use with each unit planned. This study has provided the researcher with insight to understand what the student teachers' perceptions are and how they describe the Teacher Work Sample Methodology while planning their units. Four general themes emerged: the amount of influence cooperating teachers had during the process, the tone of the *think-aloud* journals, the participants' reference to other parts of the TWS and reflection on previous learning.

Both participant A and C were able to reflect their *think-aloud* journals in their actual TWS products. They were also able to reflect about the methodology in their exit

interviews. Participant B did not follow through with the study guidelines. She did not

follow the methodology of the Teacher Work Sample. She began executing lessons

before she chose goals or pre-assessed. She was still interviewed but did not seem to

grasp the lack of use of the methodology.

Participant A had a score on her unit in the high group of all EC student teachers

both in Block III and Block IV. She reflected a collaborative working relationship with

her cooperating teacher. In contrast, Participant C felt like she was thrown out on her own

during student teaching. Neither participant sought approval from their cooperating

teacher.

While both participants were able to complete the TWS, Participant C seemed

discouraged and on edge throughout the process. She had many outside distractions as

she worked to complete her unit. This supports Devlin's study (2007), "Despite the

potential benefits of the TWS, teacher educators and teacher candidates find developing a

TWS challenging" (p. 51). Participant C finished in the bottom third of her peers again in

Block IV. Participant A voiced confidence and security while progressing through her

unit planning.

The use of the methodology should become a "habit of mind". Participant A and

C seemed to be at different levels of this formation and transformation. Participant A

referred to other parts of the TWS throughout her unit. This showed an awareness of the

methodology of each piece being dependent on the rest of the unit. However, Participant

C did refer to other parts, but seemed to question how it all tied together.

Participant C used the scoring rubrics more regularly than Participant A. She

needed the support of descriptions on several parts. Participant A was able to reflect

about one piece, students' culture, that she was aware she had left out in Block III, but still did not add it to Block IV work. Participant C left out major parts in both the Design for Instruction and Reflection and Self-Evaluation. Participant A seemed to be at a higher level of transformation in regard to her "frame of reference" and "habit of mind".

All three participants voiced the need to know your students (Contextual Factors) in their exit interviews. Participants A and C mentioned how much easier the TWS was in student teaching. They seemed to understand the methodology by highlighting the importance of it in their future teaching.

The researcher believes the proof is in this study that both Participant A and C have developed the "habit of mind" in order to use the Teacher Work Sample Methodology. "Teacher work sample methodology is a process that enables preservice teachers to demonstrate their abilities to plan, implement and evaluate a standards-based unit of instruction for a specific class of students and to facilitate learning for all students" (Bush, 2003, p. 2). Both participant A and C were able to describe their planning and assessment for the specific children in their classrooms during their *think-aloud* journals and in the exit interview. However, Participant A is at a higher level of transformation in using the TWS methodology.

Rudden's (2003) study found repeated practice does form this habit of mind and the components must be integrated throughout the pre-service teachers' program. The EC teacher candidates have the opportunity to develop this habit by using portions of the TWS in Block II and the EC Block. They have an opportunity to do an entire unit in Block III and IV.

It was noted by the researcher that Participant B did not follow the methodology and still received a passing score on her TWS unit. It is noted that the readers of TWS units are often unable to tell if the methodology is used or not. This affirmed Kohler, Henning & Usma-Wilches' (2008) study that found teacher candidates rationalized decisions in teaching. Participant B gave the researcher excuses about why she could not and did not follow the methodology. The researcher is unsure if Participant C had a harder time summarizing and writing with reference to her unit because of outside factors such as lower writing ability and personal distractions while writing.

Recommendations for the Early Childhood Team

"The generally accepted model of adult education involves a transfer of authority from the educator to the learners; the successful educator works herself out of her job as educator and becomes a collaborative learner" (Mezirow, p. 15). Perhaps support has been removed too soon for EC student teachers. It was apparent from the study that participant A and C were at different stages of the transformation needed to use the TWS methodology. Participant B did not use it to the extent required by the unit planning. Occasionally, student teachers will make contact for specific advice as they plan their TWS units. But, at this time, no organized support is given to student teachers from the Early Childhood (EC) team.

The EC team has no input to the cooperating teachers used in student teaching. So, the team would need to develop an organized support system for those teacher candidates who are left to fend for themselves. Perhaps an organized online support system could be used. Due dates for each piece (as demonstrated in Block III), may encourage the process of the methodology. Devlin, et al (2007) suggests setting both

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assigned dates and monitoring progress as the TWS is implemented. The EC team is assigned student teaching TWS products to score when they are due. If an earlier assignment could be made, each member of the team could work more closely with the student teacher in order to ensure success.

In addition, as proven by Participant B, proof of the methodology is not always apparent from the actual TWS product. The student can still pass the assignment and not necessarily be using the tool as it was intended. This could be helped by assigning those due dates and supporting the candidates as they work through the unit. This support could also help the frustration of the student teacher, as witnessed in Participant C's *think-aloud* journal. In addition, if the EC team member would have previous TWS products from each student teacher to use as a quick understanding of achievement, then the support could be based on teacher candidate's own "frame of reference".

All three participants passed the TWS scoring in student teaching on the first try. This did not necessarily mean that what they were actually teaching matched the TWS product. At one point of her frustration, Participant C said, "uh, can't you just video tape me, this would be easier". Fredman (2004) suggests, "…it (TWS) is still a written record of teacher performance and does not provide actual performance evidence of quality teaching. To establish a true performance based program and assessment system, the TWSM (methodology) is to be triangulated with mentor, faculty supervisor, and if possible, administrator observations of the teacher implementing the TWSM" (p. 10). While the scorers of the TWS product could not watch every lesson, a video documentation of actual teaching could help triangulate the use of the methodology.

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Furthermore, improvement may happen if pieces of the TWS are introduced earlier in the program (Devlin, et al). The Elementary, Early and Special Education staff has various attitudes about the use of the TWS methodology. Some instructors make sure students are introduced to the product as early as Block I. Block II is a required introduction, but instructors cover the material in various ways. The faculty must "buy in" to using the TWS (Reusser, et al, 2007 and Fredman, 2004). Faculty often has the task to implement the TWS methodology without any choice. They may not be believers of the benefits of the TWS methodology. This researcher will take it as her personal mission to provide information from this study to the entire department in hopes of encouraging the "buy in". In addition, the EC faculty could try in the EC Block to bring all EC teacher candidates to the same level of success by allowing for stronger students to act as mentors to weaker students. This sort of support could also be used in Block III. It may even be possible for a Block III teacher candidate to team up with an EC Block candidate.

Recommendations for Further Study

This study was based solely on the Early Childhood student teachers. Those teacher candidates receive an extra semester of using pieces of the Teacher Work Sample methodology than their elementary peers. The first suggestion for additional study would be to investigate the elementary teacher candidates as they complete their student teaching units. This could give more insight to the level of "habits of mind" developed with less exposure to transform to the full stage as Participant A did.

The second recommendation for further study would be to use a semester to evaluate the effectiveness of due dates and support from the Early Childhood team. Two

groups could be compared, one receiving support and due dates and the second group proceeding as groups have in the past. This would allow the EC team the opportunity to develop an adequate support system if the study found it to be valuable in improving the use of the methodology.

The last recommendation would be to follow teacher candidates through their blocks and determine if one set with common instructors developed the transformation at a higher level than their peers who had different instructors. This study could be controversial in nature as instructors may feel criticized by their ability to teach. However, it may help improve the desire of instructors to have a common set of information for teacher candidates at every stage of development.

Summary

In conclusion, this study has enabled the researcher to get into the minds of two student teachers as they completed their Teacher Work Sample units. The purpose has been fulfilled as the researcher examined *think-aloud* journals from participants A and C and examined their perceptions of the methodology of the TWS. These journals were compared to the actual TWS to prove them valid. The researcher found a direct relationship to the actual product.

All three research questions were answered. Question one, "What perceptions of their cognitive processes occur in student teaching as Early childhood teacher candidates prepare their Teacher Work Sample Units?" was answered with two themes from the *think-aloud* journal transcripts. The amount of influence of the cooperating teacher had during the process did not seem to have any bearing on the success of the unit. However, Participant A, who mentioned a collaborative relationship, scored higher. The second

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theme, the tone of the *think-aloud* journal provided the researcher with insight to the confidence of Participant A and the frustration of Participant C.

Question two, "How do Early Childhood student teacher candidates describe the use of the Teacher Work Sample Methodology in planning a unit of instruction?" was answered with two additional themes from the *think-aloud* journal transcripts. It was apparent that Participant A was able to connect all the pieces of the TWS in order to truly see it as one unit. Participant C was less able to do that and often questioned how the unit fit together. Participant B did not follow the methodology and did her unit out of order.

The second theme, the ability to use the rubrics and reflect on previous semester work, was apparent in both Participant A and Participant C's work. While both used these as a resource, Participant A was less likely to rely on paper copies, but instead used her own "frame of reference".

The third research question, "How do Early Childhood student teachers perceive the process of the Teacher Work Sample methodology as an effective planning tool for use in their future classrooms?" was answered through the follow up exit interview of all three participants. While all three testified the need to know your students (Contextual Factors), Participant A and Participant C moved the discussion into the methodology of the TWS. Participant B did not seem to make the connection that she had not used the methodology to complete her unit.

Overall, this study will help the Early Childhood team better support student teachers in future semesters. The staff will be able to use this information to set up a potential system of accountability for our student teachers as they complete their last unit

of instruction. This will hopefully encourage full transformation of our teacher candidates so the practice of the TWS will be used in their own classrooms some day.

Appendix A

Teacher Work Sample and MoStep Portfolio Quality Indicator Matrix

	Contextual Factors	Learning Goals	Assessment Plan	Design for Instruction	Classroom Management	Instructional Decision Making	Analysis of Student Learning	Reflection and Self Evaluation	Totals
QI 1	XXX	X		XXX		XXX			10
QI 2	XXXX	X		XXX		X		X	10
QI 3	XXXXX	X	XX	X		X		X	11
QI 4		XXXX	XX	XX			X		9
QI 5	X	X	X	XXX				XX	8
QI 6					XXXX XXXX				8
QI 7	XXXXX	XXX	XXX	XXXX XXXX			X		20
QI 8	X	X	XXX	X		X	XXX	XXXX	14
QI 9	X					X	XXXX	XXXX XXX	13
QI 10					XX		X	XX	5
QI 11	XX		X	XXX		X		XXX	10

Totals represent the number of times a QI (Quality Indicator) is represented within the
Teacher Work Sample

(Elementary, Early Childhood and Special Education Joint File System)

Appendix B

Scope and Sequence of Teacher Work Sample elements across Blocks

(Modified to a listing style)

Exceptional Child Education (EX)

• Contextual Factors

• Learning Goals

• Family Involvement

All Block II

• Contextual Factors

• Learning Goals

• Assessment Plan

• Design for Instruction

• Classroom Management

• Analysis of Learning (Intro Only)

Early Childhood (EC)

• Contextual Factors

• Learning Goals

• Assessment Plan

• Design for Instruction

• Classroom Management

• Family Involvement

All Block III

• Contextual Factors

• Learning Goals

• Assessment Plan

• Design for Instruction

• Classroom Management

- Instructional Decision-making

- Analysis of St. Learning

- Reflection & Self-Eval.

- Family Involvement

(EL, EX & EC only)

Exceptional Child Education (EX)

- Contextual Factors

- Learning Goals

- Assessment Plan

- Design for Instruction

- Classroom Management

- Instructional Decision-making

- Analysis of St. Learning

- Reflection & Self-Eval.

- Family Involvement

TWS College Wide Student Teaching

- Contextual Factors

- Learning Goals

- Assessment Plan

- Design for Instruction

- Classroom Management

- Instructional Decision-making

- Analysis of St. Learning

- Reflection & Self-Eval.

- Family Involvement (EL, EX & EC only)

Appendix C

Consent to Participate in the Early Childhood Program Qualitative Research Study

Dear Early Childhood Student Teacher,

I am asking you to participate in a study titled "A Qualitative Study of the Use of the Teacher Work Sample Methodology in Student Teaching". The questions will require you to reflect on the process of planning your Teacher Work Sample unit during student teaching. It will also require you to journal as you work using either a recorder or voice activated Micro Soft Word product. You will be *thinking aloud* as you complete your unit plans. You will be given prompt questions for each piece of the TWS. In addition, you will be asked to be interviewed during the process by the researcher, either in person by telephone. The last interview will be conducted in person and will be held after your unit is complete.

Your Teacher Work Sample unit will be graded by a source outside of this study. In addition, your participation in this study will not influence your grade in student teaching. Your supervisor will not be affiliated with the study. You will have the right to quit the research process at any time. In addition, you will be given a code name and your identity will not be revealed. The data from this study will be available as it is compiled and at the end of the research. The complete study will be available to the public. This information will enable the Early Childhood team to implement further support in preparing students to use the Teacher Work Sample Methodology. If you have any questions, please contact Sharon J. Dees. My office phone is 651-2402 and my office number is 401G. I can also be contacted through my email, sdees@semo.edu.

Thanks in advance for your time.

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Appendix D

Prompts for Journaling

Contextual Factors

Tell me how you prepare the document of Contextual Factors? (In regards to community,

school, classroom, specific children, learning styles/modalities, prior knowledge)

How will each of these help you in planning your unit?

Goals

What do you need to think about as you select your goals for this unit?

How will selecting the right goals make your unit work?

Assessment Plan

What needs to occur before you begin planning?

How will you use the Assessment Plan to gauge your instruction?

How will the assessments help you make decisions about the children you are working

with?

Design for Instruction

What do you need to consider before you start planning lessons?

How will the pre-assessment data help you in planning?

How do you select objectives, activities, strategies for this group of children?

Classroom Management

What points do you need to consider ensuring classroom management ease during your

unit?

What specific ideas do you need to keep in mind for certain children in your room so you

can obtain classroom order?

How will you encourage intrinsic motivation?

Family Involvement Plan

How can you incorporate families and the community in your unit?

How will this help the children achieve your goals?

Instructional Decision Making

How did you make decisions about changes in your unit as you taught?

What did you base these decisions on?

Analysis of Student Learning

What data do you need to prove your goals were achieved?

How do you analyze the data to write up your results?

Reflection and Self-Evaluation

What strategies worked for this group? Describe in detail? Why do you think they worked?

How did you goals, assessments and lessons fit together?

How could you make this unit better if you had the opportunity to teach it again?

What ethical issues did you encounter during your time at this school? How did you deal with them?

What goals have you decided to work on? How did you pick those goals?

Appendix E

Interview Questions after Unit Completion

Describe for me how you think you will use the TWS methodology in your future

teaching?

What are the main points from the TWS you thought were beneficial?

How will you use these main points to help in your teaching?

What steps did you use to organize and implement the TWS?

How will this help you in your future teaching?

How would you teach someone else to organize and use the TWS methodology?

If you could give advice to new students about the TWS, what would it be?

Appendix F

Comparison Chart of Journals to TWS

The researcher compared the Participants' *think-aloud* journal transcripts to the

Participants actual Teacher Work Sample products. The researcher did not correct

grammar or Participant errors in either document.

Contextual Factors

This is the portion of the TWS where "the teacher uses information about the

learning-teaching context and student individual differences to set learning goals and plan

instruction and assessment" (Southeast Missouri State University). The pre-service

teachers are asked to "discuss relevant factors and how they may affect the teaching-

learning process" (Southeast Missouri State University).

Table 1

Participant A

Think-aloud journal	Teacher Work Sample product
Ok, I found some data, the XXX which is the elementary school I'm at and then its K to 5th grade is 76.4% white, 20% black, which that kind of surprises me because I don't really guess there are just two in my classroom so I guess that makes sense. The total enrollment is 420, 1.7 Hispanic, 1.7 Asian and 0% Indian. (And) it's basically all	The school population is 420 students, 20.2% of the students are black, 76.4% white and 3.4% are either Hispanic or Asian. (And) Within the class, two are African American and the remaining nineteen are Caucasian.

Think-aloud journal	Teacher Work Sample product
white and the two African American in my class, not very diverse.	
The students who are on federal free and reduced priced lunch is actually 19.6% which is really surprising to me because I guess reduced lunch money maybe head count, because I know my teacher said we didn't have any in my classroom. So that's kind of surprising.	At this school 19.6% of the students are eligible for free or reduced priced lunches.
I have very few students that come from a non-traditional homes, I guess, I have one student that lives with his grandma and his mom but it sounds like his sibling basically raise him.	Most of the students live in nuclear family homes, which consist of their mom and dad or binuclear with step parents. Only one student in this classroom comes from a home where he is taken care of by his grandmother and siblings.
I have no special needs, I just feel like they cater to all the below average, lower students. I have one student, I don't know	There is one student, student A, that is repeating kindergarten. He was held back because of his social behaviors and his

Think-aloud journal	Teacher Work Sample product
his technical diagnosis right now, but he, his sensory problems, and it's his second year in kindergarten. It's the same teacher and he gets pulled out for the majority of the day, he's maybe in there like maybe an hour a day and he sometimes misses specials, he does have physical therapy, he goes on, um, what do they call them, sensory breaks, if he gets like rambunctious or just can't control his actions or pay attention on the carpet, he has a special behavior system in the classroom. He gets tally marks on the board…	academic achievement levels. The student's behavior is vastly different from his classmates. He is only in the class a total of two hours a day and the times vary from day to day. The student also has a behavioral chart in place to help self monitor his actions.
We will have a lot of parent participation. We went on a field trip Thursday and we had six parents and then the next day, the very next day, we had the 100th day party and we had four parents and more wanted to come, we just didn't need them so they chose not to stay.	There are always parents that volunteer to come in and help during classroom parties and field trips or send extra supplies.

Think-aloud journal	Teacher Work Sample product
I remember now about the diversity but it talks about the language spoken at home, there is only, there is only 95% that speak English and only 1% that speak English less than very well.	Out of the 32,342 people that live in this town 95.1% only speak English and only 1.3% that do not speak English fluently.
OK, the students also go to specials *a lot*. The class goes to we have gym, music, art, library and also something called enrichment. But enrichment is always done in our classroom, It's just I'm not really exactly sure what it is, it's just like a class like this last week, she's been coming in and talking about Haiti and what happened over there and there doing like fund raisers and stuff for it. She's just educating them about Haiti, so I guess it is just kind of like what is going on and whatever they need extra help with they do in that class.	The students go to special classes at least three times a day. The specials are physical education, art, music, computer and library. The students also receive "enrichment" class and visits from the counselor periodically throughout the week.

Think-aloud journal	Teacher Work Sample product
Um, one thing I did forget to talk about is computer, they get to go about three times a week, which is great, they get to do like Starpower which is a reading and they do math games. But the downside is we have no technology in our classroom; all we have is a CD player. All the other kindergartens have a smart board in all the other classrooms now like the art room and the music room. My teacher does not but she didn't like the size of her room and she didn't get one. She's the newest teacher there. (And) So for now, the only technology she has is a CD player and um I asked her and that isn't even a TV, DVD player we can move into the room or anything, she doesn't have any technology for anything, we have to go to the computer lab where there is a smart board we can use. But she says behavior is always pretty bad and she tries not to do that because all the	In my Kindergarten classroom there is very little technology that can be used, consisting solely of a cd player. There is a computer lab and a smart board that is located on the lower level that we can use as a class during our computer time.

Think-aloud journal	Teacher Work Sample product
kids have to sit at computers and watch the smart board. And all they want to do is play with their computers. So that is going to be kind of difficult and I need to incorporate technology into my lessons but we'll make it work somehow.	
Ok, other characteristics of your room. It is brightly decorated with lots of signs and posters and with helpful hints for students. Student work is covered, that is like the main key. Even our signs are made by the students. (And) We are the only class that our cubbies are not in it. All of our cubbies are out in the hallway which again causes issues because backpacks are out in the hallway.	The room is brightly decorated with many signs, posters and helpful tips for the students. It is covered with student work ranging from the months theme, like Martin Luther King Jr, to the class made word walls. (And) Each child has a cubby to place their coat and backpack in that are located in the hall way.
But besides that their room is pretty typical of kindergarten. They sit at table. They have centers. And they still have free choice	The students sit at table throughout the classroom. These tables are used as center tables throughout the day.

Think-aloud journal	Teacher Work Sample product
centers, so they have like housekeeping area and a gaming table, legos and things like that.	
I have three maybe, three maybe areas in the classroom. The carpet area is for sure where they do; I mean they don't do any group instruction from their tables. So the Carpet area is one, the table area is another, OK so it looks like 2 areas in the classroom. They are doing things either at the carpet or at the tables which can use as centers.	Using these centers during my math unit will give me the chance to work with each student individually.
There are currently 21 students in the classroom between the ages of 5, 5 and 6. With the exception of one student who is repeating kindergarten, which he is 7 since this is his second year in kindergarten, um the class has 11 boys and 10 girls. We only have two African American students and the rest is potentially white.	Currently there are twenty one students, all of which are between the ages five and six, with the exception of one student who is repeating kindergarten. The class consists of ten girls and eleven boys. Within the class, two are African American and the remaining nineteen are Caucasian.

Think-aloud journal	Teacher Work Sample product
There is Student B who requires, I would say needs extra attention. But we just had a meeting with his parents on Friday about his behavior. He never gets to come home with the stamps. And so now they have a new behavioral system set up for him. Where instead of making tally marks because he is the kind of kid that that would embarrass him, it's just quieter thing. Like she'll say his name and show him some fingers. Only he knows these fingers, she doesn't make a big scene about it. And if he needs a warning but not necessarily right then we'll wait until carpet time is over and she'll say like that's one warning for the day and he has up to four tally fingers, that's what I'm gonna call 'em as well before he loses his chart. His family says he's lashing out at home and things like that so they wanted to put some system into school so student B kind of needs extra reminders and guidance.	Besides student A, there are three children, student B, C, and D, in the classroom who need extra guidance and direction during lessons.

Think-aloud journal	Teacher Work Sample product
Like when he is on task he is very much on task but getting him on task is kind of hard. And they sit at tables so he sits with his friends and is really talkative. I just think a different seat may be better for him. Um, Student C is also very how do you call it. She doesn't like to be told what to do, so getting her to do things is a challenge and then once she starts to do things, she doesn't stop. It is like a 5 minute warning, a 3 minute warning, a 2 minute warning, and then even when times up and everyone else is on the carpet, she'll still be working. The teacher has like, a big black tray so she can put her work in there to finish at a later time because she gets very upset if she doesn't get to finish her work. And then there is Student D. He is very delayed in like language skills and reading skills. She can't sound out words and they are obviously writing and reading groups they were just	

Think-aloud journal	Teacher Work Sample product
tested for last week. And she is like scared to try. Like when you ask her to do work, she is constantly asking you what does this start with, how do you spell this? She will try to work on ways to make her more independent but that's something I definitely have to keep in mind during lessons. She does a lot better partner work because she can ask her partner. But independent work she still struggles.	
Ok, besides the low kids, we also have two kids who are very, very bright. Like when they got tested for their reading groups. They were d's when everybody else in a class was making a's, a couple of b's and 2 c's they were both d's. They are also students that get all the extra help at home. They have optional homework and they always, always come back with it. If we say like 5 words, they come back with 10 or 15.	(S)tudent E and F, who are "ahead" of the rest of the class. Student G is a bright student, with behavioral struggles. He constantly is touching other students and often has to sit by himself and be reminded to stay on task.

Think-aloud journal	Teacher Work Sample product
They are always the ones who keep their tables quiet so they, they can hear what's going on. So they need challenge during my lessons and all lessons I guess we do in the class.	
Obviously our students like hands on things. And they are young, and well all know young kids like that need that, they are very, they love hands on things. Like this week I have been teaching them math and they like to when they get to play together like the counting bears and manipulating pennies. Like we always talked about and the low social interactions they just talk and talk and talk and that is because they are at tables and it is almost always group work and partner work. Even when they are doing individual work like writers workshop, they are allowed to talk to each other. And the volume stays low. They are good about not	The students really enjoy hands on activities in the classroom. According to Piaget and Vygotsky, children learn through hands on experiences and social interactions and that is what the classroom is based on. The students in this classroom are very kinesthetic learners, but there are a few that prefer visual and auditory reinforcement.

Think-aloud journal	Teacher Work Sample product
giving out of hand. The few are visual with that is pretty normal, I would say.	
It is kind of hard to tell learning modalities the students kind of have a choice. And there is a group of about six girls who every day is at the art center and alls they want to do is play at the art center. Um, besides that it is not, they don't produce a lot of things. But during writers workshop there are some that prefer writing or drawing a picture. Draw and then write a little. But it is hard to tell because they are not just show what you learned. It's like oh, play this game and mark the sheet, or write and draw me a picture or tell me a story. So that's a little unclear.	As far as learning modalities in the classroom, they are diverse. There is a group of six students that when given the choice of a center always pick the art center. They express their self through painting, drawing and coloring. During writers work shop there are two boys in particular who never illustrate their work and only write words or sentences.
Like we always talked about and the low social interactions they just talk and talk and talk and that is because they are at tables and	All the students are very talkative and love sharing their thoughts, ideas and individual work with each other.

Think-aloud journal	Teacher Work Sample product
it is almost always group work and partner work. Even when they are doing individual work like writers workshop, they are allowed to talk to each other. And the volume stays low. They are good about not giving out of hand.	
I'm not 100% positive of the communication art goal for contextual factors and the second goal it's going to be math and they have a math series, but they don't totally stick to it. Time and money are not in there. And what like we will work on is time and that is completely new to the kids. They haven't talked about hours yet; they haven't even introduced the clock. So it will be new to them. I'm kind of curious to see what kids learn at home because they know all the numbers on the clock, they've learned their numbers. I just assume they will not be able to tell you it is 5 O'clock. There will be	The students have not yet studied clocks or time this year. Although the students have not studied time, they are aware of the daily schedule and they have a sense of the amount of time spent doing each activity. The students have said phrases like "We have P.E. in the afternoon." Even though they do not realize that "2 pm." Is afternoon. One important skill that correlates to telling time that all the students have mastered is identifying numbers. All the students in the class can identity numbers zero through thirty one.

Think-aloud journal	Teacher Work Sample product
some that can. But they know their numbers which is really important to clocks and they know like the sequence of day. We put a schedule on the board. And it will just say like morning message time, math, computer lab, recess, lunch, rest so we know the order of the day. And they know that blank happens in the morning there is no afternoon but I don't think they know the actual time things happen so I just need to find out in my pre-assessment as well. Um, anything else to know about time. They are very aware of how long each thing is. Like they don't know math is 30 minutes but even before we tell them to start to clean up some of them will come over and ask "Isn't math time almost over". Or when I tell them 5 more minutes, I noticed during free choice center when we were playing this game and I said you have 5 more minutes until center time is over, they like finish they know they	

Think-aloud journal	Teacher Work Sample product
don't have time to start a new game. So, I think their sense of time is really impressive for kindergarteners and like when we put their schedule on the board,	
Besides their students just knowing their numbers they can identify zero through 31 because we just benchmarked tested for report cards. Um, 18 of the 21 students can count by 5's. I know this is a weird fact to know but they do the 100's club in school, like count by ones, tens and fives, we just actually work on that which that will help because the clock is 1:05 and 1:10 we just always numbers.	Eighteen of the twenty one students can also count by fives up to one hundred will aid in their time telling skills.
Uh, something looking over my rubrics last semester and before um, Knowledge of Characteristics of students' interests, culture, I guess I got marked down on, I got a 9 out of 10 which isn't bad. It's just hard when its	(No mention of culture in TWS)

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Think-aloud journal	Teacher Work Sample product
culture because if you look at the class as a whole, it just looks like their all the same culture, I mean I know they're not. I know their whole lives are different with different beliefs but I don't really see how that is affecting their work.	

Table 2

Participant C (Note to reader: This participant has two groups of kindergartners and has not made the decision which group the TWS will be based on at the time of the Contextual Factors.)

Think-aloud journal	Teacher Work Sample product
About one percent that's specific to the school and family involvement is very high, um. (And) The school I'm in also has many different um parents/family helpers that come in throughout the day um because of this I will um, um ask them to join.	Family involvement is strongly encouraged by the principal and teachers. (And) The parents are encouraged to come to the classroom and volunteer. Many parents participate in this opportunity.

Think-aloud journal	Teacher Work Sample product
There is not a wide my classroom is 99% white and 1% um Asian American there are no black students in my am class and diversity I think is a very key issue I think I can touch on in a social studies unit within the TWS, my Asian student is bilingual, she speaks Chinese her parents her father speaks English fairly fluently and her mother does not I am that is kind of a breakdown in communication so that's important to know. (And) 19 are Caucasian and one student is Arab, is that correct, ok, how do you classify that, Arabic, no that is language, I'm going to leave it like that and I'll come back to it, let's see, the classroom I'm in is adequate size, 19 are Caucasian and on is Arab, that works. (And) Since most of the students are white and will incorporate a diverse group with community helpers from many different ethnic backgrounds.	Of the 20 students 19 are Caucasian and 1 student is Arab. (And) Since most of the students are white I will incorporate a diverse group of community helpers from different ethnic backgrounds.

Think-aloud journal	Teacher Work Sample product
I can put the classroom I take part in has an a.m. and a p.m. class that makes more sense, I don't know which sounds more professional…. Um, the classroom I participate in has a morning class and an afternoon class. (And) They are only there for three hours of the day and of those three hours only about two of them are devoted to instructions the rest is a walking in the halls or at music or PE or computer lab.	The classroom I participate in has a morning class and an afternoon class. (This document will be specific to the afternoon class.)
Let's see, how many girls do I have, 1, 2, 3, 4, 5, 6, 7, 8, 9 , 9 girls and just to double check, 1, 2, 3, 4, 5 , 6, 7, 8, 9, 10 ,11 , 11 boys alright so um there are 9 girls and 11 boys in the classroom.	There are 9 girls and 11 boys in the classroom.
The students sit in groups of 4 to promote um group learning um this is with the exception of three students that sit at a table together. Um, I don't need to put that in	The students sit in groups of four to promote group learning.

Think-aloud journal	Teacher Work Sample product
there because they are not all in groups of 4. The students sit in groups of 4 to promote group learning.	
In the classroom there is a computer, with a projector that the students and teacher use often. Um, calendar time is used with a choice of on the board or on the computer. Um, there is no smart board in the classroom however, um, there is one in the computer room, um, in the computer lab and the students um have access to that once a week, um there is no TV.	In the classroom there is a computer with a projector that the students and teacher use often. Calendar time is used with a choice of on the board or on the computer for the calendar dates. There is not Smart Board in the classroom however, there is one in the computer lab and the students have access to that once a week.
I need special needs, um, there is X, I don't know the specifics on him though, he is more behavior, and let me go around the tables, who sits at the corner table, X, she's fine… um, X sits behind her, X and X, um and then X, X , X is going to be student a , um let's X and X and X, I don't remember	Student A is a low student in the class and was not exposed to any letters or numbers before kindergarten. This student requires assistance with writing because the fine motor skills are slightly behind others in the class. Student B has been diagnosed with ADHD and is not currently on

Think-aloud journal	Teacher Work Sample product
X, X sits with X, I have X and X which I forget which one goes by X and X and another X and X, X, X, I'm missing someone, no I'm not, X, X, and X same seat, X, let's see X has a behavior thing, she does not follow directions or listen well, there has not been anything done with her yet because the parents requested not to but she is important, well they are all important, but important as a marker if you will and X. X has add or ADHD, I forget what she told me, I will be more specific with that, X um is add as well, no one is on medication for it and X he's in my morning class though so that doesn't apply specifically to TWS, um yep, right, so a, b, and c, a is X, b is X and c is X I have to remember that. (And) oh um student b and c have been diagnosed with ADHD um they are not on any medication um, we both families, no I don't need to include that,	medication. Student C is an above average student and has many experiences prior to kindergarten. Student A and C sit next to each other.

Think-aloud journal	Teacher Work Sample product
they are not on medication so that proves to be a problem, student a um let's see student a has not been diagnosed with ADH|D, however, the school requested testing and the family, um, did not want to proceed with testing at this time. They want to try natural remedies first. Um, let's see I did not have any kids that have speech problems in my P.M. class um maybe this would be easier with my A.M. class.	
Um, according to the website the school I'm in has a very low for free or reduced lunch so they ask them to bring one item to school would usually not be a problem.	Students that receive free and reduced lunches is 7.3% at the school.
Um, I'm still working on my contextual factors and while revising is a good better word um I need to make sure that I mention the Aims testing and I have been looking online and I cannot find Aims any where	(No mention of AIMS in TWS.)

Think-aloud journal	Teacher Work Sample product
it's very similar to Dibels I was allowed to sit in on it but I can't find any information on the web or anywhere um the PTO bought it for the school to use um but it's the same basic thing as Dibels and it actually quotes Dibels so I don't know what the differences are or anything like that so I will be looking for that. (And) I found AIMS it's AIMSweb A I M S W E B S and it says that it is a benchmark in progress monitoring system based on direct frequent and continuous student assessment. Um let's see results are recorded. (Participant C goes into great detail describing this information.)	

Goals

This section is where *"*the teacher sets significant, challenging, varied and appropriate learning goals" (Southeast Missouri State University). The task is to "provide and justify the learning goals for the unit" (Southeast Missouri State University).

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Table 3

Participant A

Think-aloud journal	Teacher Work Sample product
(Reference to Grade Level Expectations) Ok, my learning goal, for oh hang on, communication arts, (silence) communication arts, I feel like its sentences, it's not reading (shuffles through papers in notebook) reading, writing, writing process using generate writing plan through oral pictures, compose text using words and pictures, rereads along with assistance, record is different audience providing compose text, all with pictures with words relating to the topic, given topic but with assistance, compose text with assistance, compose text using words relating to a topic, written text, form letters using correct pathways and proper movement, capitalize first letters of their own name. Use ending punctuation written text. That's something big she's been	Grade Level Expectation: Writing-2.E.b-Compose well-developed text capitalizing beginning words of sentences (And) Writing-2.E.c Compose well-developed text using correct ending punctuation in written text, with assistance.

Think-aloud journal	Teacher Work Sample product
working on um, illustrates, uses correct spelling of own first and last name. She wants them to do punctuation, I know, maybe that is what we can focus on. She said she doesn't really care. Plan and read stories and ideas using narratives. Using various type of writing. I wonder where like Oh, she is pulling also from a first grade GLE which doesn't surprise me. Because this woman, she really pushes the kids to describe, be number one of course, they all do. So, Ok, Capitalizes first letters of own first name. Uses punctuation in written text with assistance. And then for first grade, it says, oh ok, finger spaces, capitalizes names of people, and beginning words of a sentence, Ok we have to do that it. Ok, we'll try to get them to do it. Use a period at the end of a sentence and a comma in a greeting and closing of a letter, they use periods, use naming words, spell	

Think-aloud journal	Teacher Work Sample product
words with simple. Do they have to spell it right? Isn't this like She really pushes her kindergarten class hard because a lot of these things are like they have to capitalize their weeks. Forget to capitalize their weeks Ok, so for kindergarten it says uses ending punctuation in expression in text where first grade uses finger spaces and capitalizing that's what we're working on its just a lot to do, so Oh….were going to capitalize, finger space, punctuation. We're running out of time, Maybe we won't worry about finger spacing in this unit because honestly, just watching them all but two students already get that so we need to work on capital, capitalizing and punctuation along with time.	
Oh, communication writing (shuffling papers) composing text using ending punctuation, capitalize beginning words of	Goal 1: The students will compose a complete sentence including capitalization for the beginning work and correct

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Think-aloud journal	Teacher Work Sample product
sentences using periods at the end of sentences and a comma, that's right, clocks, clocks, clocks, clocks, hum, (silence) the clocks are in here right? (Pages turning) oh, gee here is the one sounds tell units of time, it says kindergarten, describes passages of time using today, yesterday and tomorrow. First grade says to tell time to the nearest half hour. Second grade, tell time to the nearest fourth hour. So I guess telling time to the hour. I think I'm going to focus on hour and half hour, first grade, that is not surprising. I don't think we're doing fourth hour. I think we're just doing hour and half hour. See were doing money right now. So my math goal will be students will tell time to the nearest half hour. Goal, tell time to the nearest half hour. I always have trouble wording my goals. The students will identify, maybe identify time. Let me get the DOK chart out. Students will	punctuation. (And) Goal 2: The students will identify time to the nearest half hour.

Think-aloud journal	Teacher Work Sample product
distinguish, no, students will all right I will be able to do this. Students will write students will write a sentence, students will write a sentence. I think it is write identify. Students will tell time. That is hard because identify time. Where is my DOK chart? Students will, DOK chart, DOK chart, I don't know where you are. Students will tell time.	
Ok, the class tttttt (silence) the class writes during writers' workshop which occurs about three times a week for approximately I'd say thirty minutes a day, thirty minutes each day. During, during, writers workshop the students are given the choice to write about a given prompt or they can pick a topic off the "what to write about chart" or from a flip out catalog that are on audios. Good spellers, Ok… After writers workshop the teacher looks over their work	It was chosen to scaffold the students from just recognizing words that begin with capital letters to correctly writing words that should be capitalized. The students will also need to be able to distinguish between the end of one thought and the beginning of the next in order to end the sentence with punctuation and capitalize the beginning word of the next sentence. The students have been working on breaking their writing up into sentences

Think-aloud journal	Teacher Work Sample product
and picks one topic a day to discuss. They have really been focusing on finger spacing, as well as its not sentence structure….Oh, sentence, let's see how this sentence conventions. Sentence conventions, sentence conventions, sentence conventions such as capital-izing, and capitalizing the beginning word and using some sort of punctuation at the end. OK. These skills are also reviewed on Monday, and Wednesday, and on Friday mornings during our morning message. During morning message, the teacher writes a letter to the class usually about two sentences long um ah long, about something, about an activity they are doing that day. She uses correct punctuation and I guess I will say mechanics on Mondays and Wednesdays but on Friday's mistake in, mistake in text in letters and the students get a chance to correct the errors in the	after they reread their work. Based on my observations and conversations with my cooperating teacher the students are able to capitalize the first word when the begin writing, but even if they do use punctuation throughout their writing they do not capitalize any other words during their writing. The students have just recently been focusing on capitalizing all words that begin a sentence. While the students are focusing on the beginning of sentences they will also be focusing on where sentences end.

Think-aloud journal	Teacher Work Sample product
letter. OK. Let's see, correct errors in the letters. When the letters are written, they always have a class discussion about the type of punctuation needed at the end of each sentence. The students are familiar with the period, question mark and exclamation point. During the week the students practice writing during other activities as, as well, such as their morning journals, morning journals, math centers, math centers and oh, when creating class books. (silence) ok (silence) let's see, (silence) I think about this certain children I have to correct this I don't know how to spell, move on, final year. During day the students practice writing during …morning journal, something tells me this is wrong. (silence) Ok, let's see about correct punctuation. (And) I've observed their writing, because we do writing every day and we pick things out of their writing to	

Think-aloud journal	Teacher Work Sample product
work on. And I just know that the kids need to work on punctuation and sentences and being able to tell two sentences apart from morning work and from our writers workshop and from everything. So I know those are going to be appropriate. I don't know if we're going to be able to focus on both or if I should just pick one goal and like just focus on that.	
Um, before I'm starting my assessment plan and my design, I was looking over my learning goals um and had conversations with my cooperating teacher. And instead of having two separate ones for punctuation and capitalization, we just put them in one. Because really we talked about it and it was going to double for everything because they tie hand in hand. If you capitalize a sentence and put punctuation at the end its pretty much one goal.	This goal was chosen in cooperation with the classroom teacher.

Table 4

Participant C

Think-aloud journal	Teacher Work Sample product
My goals are students will compose text using concepts of print, capitalization, spacing, punctuation. And students will identify community workers.	Goal 1: The students will compose text using capitalization, spacing, and punctuation. (And) Goal 2: The students will explain three ways community helpers meet their needs. (Readers note: This goal changed during the Assessment Plan.)
Ok learning goals, TWS, I'm working on my goals and have realized that um there's no social studies goal in kindergarten for community workers. Actually there is no goal for that anywhere. I'm really frustrated I don't want to do this right now, I'm very upset and I'm required to do this by the school and I can't find a GLE. Um they have state standards that meet the school but not um GLE goals so I don't even know where to begin or what to do. I am lost… Um, I don't even know what to	Grade Level Expectations – Language Arts: Writing 2,F.Kindergarten, Writing: 2. Compose well-developed text using Standard English Conventions. (And) F. Sentence Construction: In composing text, writing sentences with assistance. (And) Grade Level Expectations – Social Studies: 6.A. Kindergarten, Relationships of Individual and Groups to Institutions and Traditions, 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions, A. Cultures meeting

Think-aloud journal	Teacher Work Sample product
do. (Silence) Ugh this thing just pisses me off I have enough to worry about right now. Let's see (sigh) the closest GLE, name common physical, social and emotional needs. (Silence) That's like not at all. Groups meeting the needs of individuals. (Silence) I have a fourth grade goal that will work, that's completely inappropriate for kindergarten. Um, resolving conflicts (silence) groups meeting the needs of the individuals. Well police officers and fire fighters meet needs of individuals or small groups but as a whole they are a large group but they're still no kindergarten GLE for that. (Silence) Ugh oh I have been working on this not for oh about three hours and I am just ugh. (Silence) I think I need to walk away for a minute maybe for the rest of the night. Yeah (silence). What if I change my goals to meeting the needs of people cause	the needs of people, Kindergarten: Name common physical, social, and emotional needs.

Think-aloud journal	Teacher Work Sample product
then I can do name common physical social and emotional needs but that's not what the curriculum says so ummm, the level reading book kills me. I have to follow that, I have to do that but I have no GLE for it so how can I, I can add another goal but that scares me because I have to prove that I meet everything and find a way to test these kids but the community workers has to be the main focus of my lessons and the writing piece is easy cause we'll do that every morning for morning work. First one what do you know about community workers ugh they can't do that they are in kindergarten, ohhh alright that's enough for now.	
Ok my first goal is that they learn five new community helpers, not new I can't write new cause they are not new. They learn about the five specified community helpers	This goal was chosen because of where the students are in the leveled reading book (*Harcourt Trophies*).

Think-aloud journal	Teacher Work Sample product
according to the level of reading books that they use and to learn three things about each of that each of those helpers, that's a lot I'm expecting. (And) What if I change my goals to meeting the needs of people cause then I can do name common physical social and emotional needs but that's not what the curriculum says so, ummm, the level reading book kills me. I have to follow that, I have to do that but I have no GLE.	
They learn about the five specified community helpers according to the level of reading books that they use and to learn three things about each of that each of those helpers	Goal 2: The students will explain three ways community helpers meet their needs. (Readers note: This goal changed during the Assessment Plan.)

Assessment Plan

The information here reflects how "the teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction" (Southeast Missouri State University).

Table 5

Participant A

Think-aloud journal	Teacher Work Sample product
Before I begin planning I need to pre assess which I've pre assessed both goals and I'm just doing a pre assessment rubric for their writing and a checklist for their clock. That's what I believe I'm gonna do, um the checklist for the clock is just going to be one pretty simple like can they identify the hand on a small clock can they identify the hand, the hands, can they identify like can you tell me any of the times on the clock.	To access the students' prior knowledge of clock parts and telling time, I will have a clock that the students can manipulate while I ask the student questions and record responses on a checklist.
Observations are key I want to make sure I make observations daily to see whose struggling, to see what's working and not working. And I made a checklist for interviews oh I think interviews are really good to work with students because you can just sit down and talk to them and get	Observations are a great tool to use in a kindergarten setting as well. They are similar to interviews but can be done much quicker. I will be making these observations while the students are working at their tables and during group discussions about sentence structure.

Think-aloud journal	Teacher Work Sample product
good feedback. And drive, change your instruction from there.	
Rating scales I'm going to use and then their self evaluations. I am going to use a rating scale and let them write a little bit. Some can write better than others. I can always do their self assessment in an interview form. Or fill out the rating scale. It just depends on our time. (And) And then my self evaluation I think I'll do rating scales like how much do you know the parts of the clock, how much do you know about telling time, list the two parts of the clock, and if there is anything else you wanted to know same thing for learning goal one. I'm going to do you know when to use punctuation, because students are honest and just have no idea and then list two reasons to capitalize a word when it comes to punctuation what	At the end of the unit, the students will be asked to complete a self assessment. The students will complete a rating scale that rates their own knowledge of how to correctly compose a sentence including capitalization and punctuation. (And) At the end of the unit, the students will be asked to complete a self assessment. This will make the students evaluate their work during the unit and what they would like to still learn about telling time. I will have each student complete their self evaluation form independently and then conference with each student, so we can discuss their thoughts.

Think-aloud journal	Teacher Work Sample product
I'm going to work on. So I can see what kind of answers I'm going to get for that.	
I plan on using a rubric obviously for the pre-assessment and um throughout I'll use rubrics.	To access the student's sentence construction skills, I will use a rubric to look at the students' writing composed during a normal writer's workshop. (And) The post assessment activity for this unit is the same as the post assessment.
Whenever I give them a checklist, well I have the students make things; I'm going to have students make the clock I think. I will use a checklist just make sure they have certain things on their clock. Like the numbers, the hands and those type of things.	The personal clock checklist will be completed individually while the students are creating their own clocks. The checklist will assess the student's knowledge of the clock parts and where the numbers on the clock should be located.
They are going to make a group collage so I'll use a rating scale. I decided I'm going to have them use a rating scale as because	A rating scale will be used to access the student's progress while creating their group collage. The students will create a

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Think-aloud journal	Teacher Work Sample product
I'm going to have them write as well as make different pictures that happen at different times and then write the times or write the clock. I haven't 100% figured it out. But that's why I'm going to use a rating scale because that way it's not so every little thing is graded. It's kind of more did they do what I asked but then they can all be creative. I'm just going to have them write two sentences about their collage so that's gonna be writing skills as well because it's hard to tell whose writing what and tell me so I was going to do a group grade. I'm not going to have students make pictures or do activities that correspond to clocks I think I'm going to give them like blank clocks and then they can draw times on them.	collage including activities and clocks that show corresponding times. The students are then required to write at least two sentences about the collage with proper punctuation and capitalization. The rating scale is divided into five scores for both of these criteria.
Um and then adaptations throughout my unit, student A will be reminded of	Student A will be reminded of my expectations while his is working in groups

Think-aloud journal	Teacher Work Sample product
expectations while he is working in groups and individual activities. Also we can always send him to his resource teacher if he can't finish it in class if he's having a hard time concentrating and that's what she's there for. And then my wonderful B, C and D student, uh, I guess they will all get extra time reminders, not extra time but they will get extra reminders because they have a hard time finishing. We'll have a transition if they are not finished, so I will be sure to remind students constantly at least 5 minutes or 2 minutes that it's time to clean up. So if they don't finish they can put their stuff in the black tray. Um, this might be the advanced Students E and F. I just have a feeling if they are going to be a little above the rest of these skills possibly um so as soon as I pre-assess I'll know if I need to push them a little harder and see what they need. Like do they need I can	and individually throughout these activities. He may also take his work to his resource teacher if he can not finish it in class (rarely happens). He will also need a lot of one on one guidance. Students B, C and D will receive extra time reminders while completing their work when it is time to move on to a new activity. Since Student E and F will be challenged throughout the lessons, they may have slightly altered assessments depending on their abilities. Student G will be given a chance to work in the group but if needed will be given individual assignments.

Think-aloud journal	Teacher Work Sample product
always make different work for them to fit them. Um, my student G will be given the chance to work in groups but might have to do but might have to do something on his own just because of his behavior in groups.	
Just as I interview I was thinking of questions like, why do we use clocks, can you tell time, why are reasons we need to know time, where have you seen clocks at home, what is your favorite time of the day and why. Which I think maybe our questions for our class book I think I might ask kids what's your favorite time of the day? Of why and then they have to say something like "this is my favorite time is on the clock because whatever. Do you know what time it is? What time do we go to school? What do you like to do in the afternoon, because that morning, evening and afternoon is hard for them to.	Using interviews as an assessment is a good way for me to understand misconceptions the student has about the clock and the proper way to tell time, so I can help the student correct those misconceptions. I can do these interviews in small groups or individually depending on the situation and students. Although I have listed questions, I may need to add or create new questions.

Table 6

Participant C

Think-aloud journal	Teacher Work Sample product
Um, the assessment plan I have my learning goal goals one and two and let's see first learning goal is my language goal, language arts. So I need to make sure that stays the same throughout its kinda backwards from last semester and its throwing me off. Ok students will compose text using capitalization spacing and punctuation. I don't need the GLEs right now or the NCTE standard I need to make sure I justify this. Let's see, pre and post have to be exactly the same. (And) Ok learning goal two, students will show how community helpers meet their needs. Pre-assessment is a check list so that needs to be the same as my post assessment and the most you can get on that was 20, I think, yeah twenty. Let's see how I want to write that. Let's go back and look at last	The pre assessment of the students I will use a journal writing. I will ask the students to write about anything they chose. They can draw a picture to go with the sentence. The journal writing will be graded using a rubric. (And) The post assessment will be in the same format as above.

Think-aloud journal	Teacher Work Sample product
semesters even though it's not the same may it will give me an idea of what I'm supposed to write there. Um we can put identify (typing) our community workers (typing in background) identify community works and um (silence) identify ways they meet our needs – parenthesis -rubric actually that's a check list. (Silence) ooohhhh, I'm so glad I have today to do this I need a day to just think Ok. And then copy and paste to post assessment because it has to be the same thing.	
Um formative assessments, general writing everyday with a check list but that's ongoing so that's not necessarily every day because that's hard. I tried that last semester um and then oral - question answers while modeling correct sentence structure on the chalk board, so how am I going to write that, those will just be	Journal writing everyday using capitalization, spacing, and punctuation. Checklist. (And) The students will get a checkmark when they have successfully used spacing, capitalization, and punctuation correctly. (And) Oral question and answers while modeling correct sentence structure on the chalkboard.

Think-aloud journal	Teacher Work Sample product
questions that I will write what do you always need at the beginning of a sentence capital letter there is only one answer for that.	
Um, ttt, we'll come back to that lets see formative assessment, what am I gonna do throughout the week that's going to see if they are learning. We'll do, well reviewing but that's not an assessment. Go back do oral questions/answers whole group um about community helpers and how they meet our needs, I can do that but that still doesn't give me numbers, I don't need numbers for formative assessment though. (and) Ok so oral question whole group that works ok then I need something paper so maybe I can tie it into learning goal one then. They could draw picture but that doesn't tie into learning goal one but that could be their brainstorm for the sentence	Oral questions and answers will be used during whole group and I will use random selection to call on students. I will model sentences on the board and ask questions as I am writing a sentence.

Think-aloud journal	Teacher Work Sample product
or (silence) I can do it very similar to the pre-assessment as in ask them while they are writing their sentences. Ttt, um so how do I write that in? Let's see questions, individual questions/answers to students, "Can you tell me two things or two ways a community helper meets our needs, that still I mean I'm doing oral questions whole group and then oral individually that does not good. (And) Maybe I can just do oral question/answer whole group/individual cause that will be throughout the reading but if I do it individual that means I have to get to every kid, every day and with three hours that almost physically impossible.	
Ok and then adaptations students A, B, C let's see student A is going to need assistance with writing sentences um fine motor skills are not there. Writing prompts will be written on the chalk board for all	Student A will need assistance with writing sentences. Writing prompts will be writing on the chalkboard. Student B will be seated close to the front of the room to help avoid distractions. Student C will be placed next

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Think-aloud journal	Teacher Work Sample product
students I should probably put that in there but didn't that I don't know if I should put that in there if it's for all students but that is an adaptation because my kids are low. Uh I'll think about that. Student B will be seated close to the front of the room to help avoid distractions, my ADD and then student C will be placed next to student A to encourage good work habits. That doesn't sound good to promote peer learning, there you go, let's fix that. (And) Now my adaptations I need to make sure that they match specifically to goal one so student A will need assistance with writing sentences, writing prompts will be written on the chalk board. Student B will be seated close to the front of the room to help avoid distractions and student where did it go, student C will be placed next to student A to promote peer learning. That's pretty much the same for this goal. Kind of um,	to student A to promote peer learning. (And) Student B will be seated next to me during whole group. Student A will need prompts to stay on task. Student C will be placed next to student A during individual work time.

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Think-aloud journal	Teacher Work Sample product
student A that's X, student B let's start with her. (silence) let's see student B she's my ADD kid so, oh I have a headache, so student B is going to need to be seated close to me like that's the only way this is going to work. I do that every day anyway so that needs to be done here as well so let's see student B (typing in background). Student B will be seated next to me during whole group. Student A that's X. Student C is XX. Just a note that I have changed my students from my Contextual Factors. (And) Ok, um, student B will be seated next to me during the whole group. Let's see student A, what does student A need. She's going to need prompts to stay on task because she gives up easily so. Student A will need prompts to stay on task and student C, (silence) I don't have anything for student C over here. Um, student C will, she can't sit next to X but he is not one of	

Think-aloud journal	Teacher Work Sample product
my kiddos. Student C, if I put her next to students A and B that could pull her down when I really want her to pull them up but student B will be next to me anyway and she's already next to A all the time so student C, I guess I could just put will be placed next to student A during individual work time that works. Student C, alright, um I think that's it all I need for self assessment.	
Still how am I , how are they going to self assess themselves about community workers um I can make a self assessment um do I know my community helper or community worker/ smiley face yes, sad face no underneath that, can I name two things my community this community helper does to meet my needs. That's a long sentence. But that will be done out loud whole group and they can color in the	On the students journal page they will be asked to put a happy, ok, or sad face to show how they feel they did on their sentence. (And) Worksheet with questions about how well they feel they understand community helpers and the ways they meet our needs (using happy or sad faces).

Think-aloud journal	Teacher Work Sample product
smiley face. (And) Ok so let's see the self assessment will be, how do I write that I am losing my mind, um what did I say about that, a worksheet, a worksheet, a worksheet with questions about, a worksheet with questions about how well they think or they feel, they understand. So a worksheet with questions about how well they feel they understand community helpers and the ways they meet our needs, using parentheses, let's see, using smiley faces, I'll just put using happy…	
Learning goal two the students will show how community helpers meet their needs; something is not right with that. Show, what does it mean to show? Students will, I want them to be able to give me three ways that they meet their needs. Students will explain, that's much better, stronger, the students will explain three ways community	Learning Goal 2: The students will explain three ways community helpers meet their needs.

Think-aloud journal	Teacher Work Sample product
helpers meet their needs. We need to change that. Um let's see, students, dammit, what did I say? Students will, students will explain (silence) the students will explain three ways community helpers meet their needs. Awesome. Students will (silence) I may need to change that on my learning goals. Whoa buddy, let's see, open learning goals. Students will explain three ways community helpers will meet their needs.	

Design for Instruction

      The format for lesson planning includes how *"the teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts"* (Southeast Missouri State University). This section requires pre-service teachers to "describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context" (Southeast Missouri State University).

Table 7

Participant A

Think-aloud journal	Teacher Work Sample product
Obviously their pre-assessment results which I have, let's see if I can find them, (silence) hum, basically, my pre-assessments results show basically most of the students know what a clock is. I just got them out and made them tell me oh that's a clock. I didn't even go, like do you know what this is? A clock, a clock. Um, so students knew what a clock was. They all my students could identify the numbers 1-12 which that is very important as well. Like I said before if they can't identify the numbers then obviously, we'd have to start there. Um, a lot of students, which I was kind of surprised, um can start knowing the hands. It was kind of like half and half; some of them of the students knew they were called hands. Some didn't even know. Some knew the term minute and hour.	The pre-assessment results for my first learning goal show that the students have a wide range of prior knowledge when it comes to sentences mechanics. Only two of the students scored above a fifty percent on this pre-assessment. Thirteen of the twenty one students received at least a thirty three percent. Eight students scored a twenty two percent or lower. From reviewing the students work and their results, it is clear that this goal will be challenging to the students. After looking over all the rubrics it is clear that I will need to focus on punctuation more than capitalization. The students are aware of what they need to capitalize, they just need reminders, whereas, punctuation seems to be a challenge for them. I will need to be sure I clearly explain when punctuation is

Think-aloud journal	Teacher Work Sample product
Some just knew hand. Some called them short and long. Some could tell the difference and some could not. Um, other than that some kids that could tell me the time to the hour. And some could not tell me the time to the hour. So, I need to keep all of them in mind when I plan my lessons but I think. Um, because of these results when I do well as I'm starting to plan my lessons. (And) So that's good to know going in as a basis, I guess. Um, because of the pre-assessment result I'm going to use capitalization and punctuation in the same kind of goal because I think it is just most appropriate for the students because they are getting a bit they understand it, it's just remembering to do it. Which is kind of what I feel like they are working on? So, I'll just pick those objectives at my end of the goal but my goal, my end of the unit goal is that they will write a sentence with	necessary more than what type needs to be used. The students have a grasp on the types they commonly use; question marks, periods, and exclamation marks. My main focus will be on helping the students realize when they have written a complete sentence and need to put punctuation. (And) Based on the results of this pre-assessment, I found that all the students are at different levels. Some students can recognize a specific time on the clock whereas other students can only indentify a clock. All twenty one of the students were able to recognize the numbers located on the clock which is essential for being able to tell time. Four of the twenty one students are able to identify the hour and minute hands. I will need to first focus on teaching the students these two terms and their purpose before we can move on to telling time. Because five of the students were

Think-aloud journal	Teacher Work Sample product
a capital letter and punctuation. (And) So, basically, the pre-assessment results are in a graph or in a chart for both of them.	able to tell the time to the hour, I may need to challenge those students to telling time to the nearest five minutes depending on their personal abilities throughout the unit.
I need to look at my contextual factors and basically over all of my contextual factors so I'm going to have to keep their hands busy and keep them very actively engaged. And not do worksheets, not do things like that. To make sure I'm having them create things. They're very creative and love art center so I need to make sure I can use that as much as I can…	The students will have their choice of a couple templates or they may gather their own materials out of the art center.
So I'll start, let's see, my first lesson is my first objective I want all of the students to be able to identify parts of a clock because once again if you can't identify parts of a clock were not going to be able to tell time. So I just want to start my objective is very	Objective 1: The kindergarten students will identify the parts of a clock. (And) Objective 1: The kindergarten students will identify the purpose of each of the parts of a clock.

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Think-aloud journal	Teacher Work Sample product
basic, not minimal, but at the basic, basics, you need to know the basics before you can tell time. So we are gonna identify parts of the clock and then maybe after we know the parts of the clock we'll make sure we know the purpose of each part. Like, the hour hand, it's not that kind of thing, we know the hour hand but what does it do, what does it tell us? The hour but um and then after that after we do that time each day even though I'm going to know the parts of the clock and purposes of the clock we're still going to go over times because I have some students that are ready for that.	
So, then by the third lesson were going to know time to like the nearest half hour or hour just really depending on how the students are progressing with this skill. Um, and then my objectives since we are going to make um, they're going to make	Objective 1: The kindergarten students will identify time to the nearest half hour. (And) Objective 1: The kindergarten students will illustrate an activity that correlates to a specific time on the clock.

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Think-aloud journal	Teacher Work Sample product
their clocks, they're going to make their collage, so an objective would be I mean I need to address my goals so later it will be for those students or activity that correlates to a time. At least, that's what the collage is all about. And another objective will be pretty much the same thing for their book. They're going to have to illustrate how it correlates to the time like by themselves though not in a group setting. Um, and then activities for the clock obviously, I just want hands on activities.	
We're going to make a collage in groups because my students love, love, love group work and love to be social and be with one other so I want to make sure to include that in some activities. Having them make a personal clock I think will really help them as well because we have a clock on our wall and we have wooden clocks they can	Because we are going to be using these clocks in later activities and the student(s) love to share their ideas, I will allow the students to share their clocks with their classmates.

Think-aloud journal	Teacher Work Sample product
use but I think if they make their own clock, take ownership in their clock, it will help. It will help with identify parts because its theirs and I can go around and have conversations like what are you adding and they can tell me they are adding the numbers and the minutes, the minute hand or the hour hand. Things like that. Strategy wise I say I'm going to use group work because they are such social, kinestitic, active learners and group work is really essential. And the artsy thing, artsy like, not where you have to make it look like this, but those activities where it is the most appropriate to my contextual factors so make sure I use lots of activities for those.	
Um, obviously my first day I'm going to do an introduction into clocks. They're going to I'm going to introduce them to clocks.	Create clock word wall – include minute hand, hour hand and "o-clock"

Think-aloud journal	Teacher Work Sample product
We're going to talk about the vocab we need to know. We're going to make a word wall and those types of things.	
The third day we're going to play a matching game. Um, play a matching game with I think I'll have cut outs of clocks or whatever. And they're going to have to find their partner. And then after matching clock they're going to have to write a sentence with their partner. And so I'm kinda using partner work to gauge this because I do have such advanced kids and lower kids. I think using partner work will help both students achieve to the best that they can because the lower ones can kind of depend on the higher ones, and the higher ones can scaffold the lower ones. The lower ones grow when their like teaching others. (And) But during the clock game, they're also going to compose a	Explain matching game – showed students in the computer lab on the smart board, show a few examples of the clocks and times, demonstrate a few round, model the correct way to write a sentence

Think-aloud journal	Teacher Work Sample product
sentence including capitalization and punctuation which goes with my language arts goal. They're going to come to the clock or the carpet; I'm going to pass out this one's kind of tricky. We're coming straight from the computer lab because we have lab before math on this day. So in the computer lab is when I'm going to show them this um it's like a matching game.	
I'm going to have a main collage I made myself and then I'm gonna pick groups different from table groups because I want to be able to mix them up.	Explain the project – Demonstrate collage (And) Pick groups for the project - I will pick groups different from the table groups
Um, my class book. The kindergarten, um, the kindergarten students will illustrate a time that correlates to ten o'clock which is kind of the same thing. Then they'll have to write their sentence. About, like my favorite time is 3 because that's when I get	Objective 1: The kindergarten students will illustrate an activity that correlates to a specific time on a clock. (And) Objective 2: The Kindergarten students will compose a complete sentence including capitalization and correct punctuations. (And) Read

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Think-aloud journal	Teacher Work Sample product
to go home or maybe this not only ties into the clock but its individual book page. And I'll also have this lesson when we're going to review how to tell time, the parts of the clock. We're going to read a book about Hickory, Dickory, Dock and they're going to make their class page. And I'm pretty sure that's going to be it, depending on how the students are doing.	Hickory Dickory Dock – Discuss book – Explain project to class, Create own time page for the class book, Pick a time and illustrate time on clock, Draw an activity student likes to do at that time, Write a sentence about their picture
And I have a clock rock song; it's actually my cooperating teacher's CD. Um, and they're going to get to listen to it. It's just like one o'clock, two o'clock, three o'clock rock. But then we're going to practice making the times. I'm gonna freeze the song and then we're going to make the time. Like on our clock.	Listen to the "Clock Rock" song – Make times listed in the song on our clocks
We watch a video, how to tell time, its a little cartoon video. We'll talk about the	Watch Video – *How to tell time*, Discuss Video

Think-aloud journal	Teacher Work Sample product
video, and talk about the anything else the students know about telling time. Um, adaptations for this one will be a little trickier, because b, c and g will be placed on certain squares on the carpet. Um student d will be reminded on how to behave during group activities. Student a won't be in the room during this time because it is when he goes to his physical therapy time so he'll miss out on that. Student e, f will be given clocks, kind of depending on their, I guess, progression.	Since this lesson is going to be taking place on the carpet as a whole group there are very few adaptations that will need to be made. Students B, C and G will be placed on certain squares on the carpet so they will have an easier time focusing. While playing this game I will be sure I keep an eye on these three students specifically and redirect them when necessary. I will also try to not give their match to one of these other three students. If necessary I can give these students their own set of matching cards so they can complete this individually. Student D will be reminded of how to behave on the carpet during group activities and their behavioral plans will be used during this lesson. Student A will not be in the room while this lesson is

Think-aloud journal	Teacher Work Sample product
	completed, it takes place (d)uring his physical therapy time. Students E and F will be given more challenging …

Table 8

Participant C

Think-aloud journal	Teacher Work Sample product
Um, I've all my pre-assessment results. Um, I had a rubric and that s what I used when I graded everyone's but the easiest way to see it is to put the pre assessment in like a chart format. Um, my first goal was capitalization, spacing, and punctuation, the highest possible score was 9 points total and the highest score I think was 6, yes, um 6 total, which isn't that bad, oh no never mind it was 7, not that bad. But um, my kids have not um really gone over this very much they're pretty good with the capitalization, that's great. Spacing is hit or miss but not very many of them have	After this pre-assessment I noticed that 2/20 students can use spacing correctly. (And) After giving this pre-assessment I realized that many of the students recognized the nurse as a doctor. I counted this incorrect because I was looking for the students to say nurse. I also noticed that only 4/20 students scored 50%. These were the highest scores. Three of the students scored 25% or less. 13/20 students scored between 30% and 45%. These results show me that I may need to adjust my learning goals. My goal is to have the students name the community helper and name three ways

Think-aloud journal	Teacher Work Sample product
punctuation marks. One student had a punctuation mark and um that's just no good. So um hopefully my lesson will show in the end that everyone has accomplished that. Anyway um, learning goal two um my focus students um, didn't do so hot on this and one of those is a very high student which kinda surprised me but that's okay. Um, the highest score on that I think was 50 percent um, I realized though that many of the students recognized the nurse as a doctor and I counted it wrong because it's not what I was looking for, I don't know how fair that is on my part but it was consistent all the way through. So, um only 4 out of 20 of my students scored a 50 percent and that was the highest score. Um 3 students scored less than 25 percent and 13 scored between 30 and 45 percent. Um I'm thinking I'm gonna need to adjust my learning goals but, I don't know, I think	the community helpers meet their needs. I will be adjusting my goal to two ways community helpers meet their needs.

Think-aloud journal	Teacher Work Sample product
it's attainable. If I adjust my learning goals that means I would still have spacing, capitalization, and punctuation but my second learning goal I would adjust, um to 2, but I really think they can get 3 ways of community helper meets their needs. I dunno. I think I'm gonna keep it at 3; I think they can do it. Yea, I'm keepin it. Um, I'm gonna use a PowerPoint all through this and I have that uploaded already, um to whatchamacallit, Foliotech.	
(And) Um, let's see, technology is a PowerPoint on police officers and that's it for technology as far as my unit goes. Um, I wish we had a smart board in the room, but we do not because then we can find capital letters and periods and spaces between words but um we can still do that it just won't be on a smart board, we'll just use a pointer. (And). Um, again with the	Technology: PowerPoint on police officers. NOTE: PowerPoint can be found in the appendix. (And) The students will look at a PowerPoint about firefighters they will be able to ask questions. (And) Materials: PowerPoint on chefs (And) Technology: PowerPoint on nurses. NOTE: PowerPoint can be found in the appendix.

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Think-aloud journal	Teacher Work Sample product
technology, PowerPoint on firefighters and that will be in the appendix on Foliotech. (And) Technology is the PowerPoint. (And) Technology is a PowerPoint on nurses, again in the appendix.	
I'll be looking at the journals at the end of the day and I'll use the check list to see if everyone used capitalization, spacing, and punctuation correctly even with my help. And learning goal two, I'll just be asking questions throughout the lesson because I don't have a way to assess that other than orally until the last two days of lessons. (And) Um, at the end I'm gonna ask the students a few questions about nurses um example, "How do nurses meet our needs?" "Can you think of another community helper that meets our needs?" "How does that community helper meet our needs?" "What do we always need at the beginning	Assessment: Learning Goal 1: I will be looking at the journals at the end of the day. I will be using a checklist to see if the students used capitalization, spacing … Learning goal 2: I will be asking questions throughout the lesson. These questions can be found in the assessment plan on page seven. (And) I will use think time, and random selection to select students to answer.

Think-aloud journal	Teacher Work Sample product
of a sentence?" "What do we need between every word?" "What do we always need at the end of a sentence?" and I will do the hand motions to remind them. (And) Um the students will be allowed to ask questions they have about construction workers and I will ask the students if they can think of a place where they see construction workers during school, reason that being because there is construction going on at our school right now and when we go down to the computer lab um the students see the construction workers every day.	
Um, I'm going to read a book as well, um, *We need Police Officers* and I really like this book because it shows men and women and it also shows a wide variety of different races, which is nice because there's not very much diversity in my school.	I will read the book *We Need Police Officers* by: Lola M. Schaefer.

Think-aloud journal	Teacher Work Sample product
Um, my objective, they will compose a sentence and explain two ways a firefighter meets their needs.	Objective: The students will explain 2 ways a firefighter meets their needs.
We're gonna come up with a sentence as a class and I want them to sound out firefighter, We'll sound it out as a class and we'll do it together but I really want them to really focus on that. They haven't really done a lot of writing up to this point except for Monday morning work, so they really need the experience cuz first grade's coming quickly We'll sound it out as a class and we'll do it together but I really want them to really focus on that. They haven't really done a lot of writing up to this point except for Monday morning work, so they really need the experience cuz first grade's coming quickly.	As a class we will complete most of the sentence whole group. I will ask the students to sound out and fill in a word. NOTE: I do not know the word yet because the students will be coming up with a sentence.

Think-aloud journal	Teacher Work Sample product
Well, we're gonna write a sentence, they're gonna come get their journals, um we'll be on page 3 today um, (silence, yawn) let's see, um as a class we're going to brainstorm and draw a picture of a chef. This, the picture itself will be completed whole group um, after this we're gonna discuss what makes a good sentence. A good sentence has at least 5 words, begins with a capital letter, has finger spacing between all words and punctuation at the end. Our sentence today is going to be "Chef's plan ahead for groups of people." So let's see, um, we're gonna write the whole sentence as a group one more time but they're going to be asked to write people by themselves, they're gonna have to sound it out or kid spell it um, they don't call it kid spell up here. Um, I don't think they have a name for that, that's ok. But, um, we'll sound out people two or three	Objective: The students will compose a sentence about a chef. (And) As a class we will "brainstorm" and draw a picture of a chef. This will be completed in steps whole class. After we draw a chef we will discuss what makes a good sentence. "A good sentence has at least five words and begins with a capital letter, has finger spacing between all words, and has punctuation at the end of the sentence. Our sentence today will be, "Chefs plan ahead for groups of people." The students will be asked to follow along with this sentence. As a class we will write this sentence word or word until the last word (people). I will ask the students to sound out this word by themselves. They will be asked to write down tall the sounds they can hear (kid spell). As a class we will sound other the word 2-3 times. Then the students will be asked to write the word.

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Think-aloud journal	Teacher Work Sample product
times as a class, we'll stretch the word, we'll listen to each sound we hear, and I want the students to write the word by themselves and I'll be walking around to help.	
Um A and C need to be seated next to each other throughout the day with the exception of whole group time because they can sit where they want. Um student C helps student A when needed. Um fine motor skills are a problem but this has been worked out both with the parents and the school and everyone's okay with it all around which is good. Um student B needs to sit close to me to avoid talking to other students during whole group um this is the only student that is not allowed to sit where um they choose. So, um, student B also needs to be seated close to the board and um student A will need hints with some	Adaptations: Students A and C will be seated next to each other throughout the day with the exception of whole group time (the students can choose where to sit). Student B will need to be seated close to me to avoid talking to other students during whole group. Student B will also be seated close to the board to stay on task. Student A will need "hints" with some of the letters. (And) Student C will be helping student A when needed. This does not distract student C and this helps student A understand what is expected without having to wait for a teacher to help. (And) Student B will have a verbal contract in the

Think-aloud journal	Teacher Work Sample product
letters and the hints um it's a nice way for the students to ask for help instead of saying "I need help" they say "I need a hint." (And) . Um, there are no modifications, student A and C have to be seated next to each other, um student C will be helping student A when needed ,um it does not distract student C and helps student A understand what's expected without having to wait for a teacher to help. Um, the goal behind that is to have student A completely independent by the end of the year and we've made a lot progress even with the 8 weeks I've been there. Um, so that's how that arrangement happened. Um student B again needs to sit next to me and close to the board. Um, me and student B will probably have a verbal contract in the morning uh as far as behavior goes, um we'll talk about making good choices throughout the day and I will have student	morning. We will talk about making good choices throughout the day. I will ask student B to come up with some good choices to make and may need small reminders throughout the day to stay on task. (And) Students A, B, and C will be sitting on the carpet with clip boards so they can see the board better during sentence writing (their backs are to the board). This will also help with students A and B's fine motor skills. (And) Student A will be seated next to student C during individual work. (And) Student A will be standing when writing the sentence. This will help build up the fine motor skills and also make it easier to write and see the board. Note: This will not interfere with the other students at the table. Student B will be seated close to the board in a group of four during individual work. (And) Student C will be encouraged to write more

Think-aloud journal	Teacher Work Sample product
B come up with good choices to make um on her own. I want her to come up with the good choices to make so it's not me telling her, she comes up with it and it's her idea. Um, she may need small reminders throughout the day but it should not be an issue um since this lesson will be taught on the Tuesday, Tuesday's are kind of a problem day and we haven't quite figured out why yet but Tuesdays are a problem day. (And) A, B and C students will be sitting on the carpet with clipboards um so they can see the board. This is gonna help with students A and B's fine motor skills, A specifically but B could use a little help. Again with the verbal contract. (And) No modifications. Adaptations are basically the same. Um, let's see, oh, student A is going to stand when she writes her sentence today, um, help build up fine motor skills and make it easier to write and see the	than one sentence if he/she chooses. Student B will need help sounding out words to hear the separate sounds. I will help this student as well as the other students in the class that need help.

Think-aloud journal	Teacher Work Sample product
board, um, she's a much smaller students so the table is actually almost too high for her so when she stands, um, its neater, so we're gonna do that today, not today, but yea for whatchamacallit, Thursday. (And) I also need to make sure, um, that students A and C are, um, near each other when needed and student B is by her lonesome so she can focus, um, and her mom's okay with that, we've actually had meetings with the mom that I've been allowed to sit in on and she thinks its best.	
After the PowerPoint, Chef X will come and talk to the class um about what her job is like and the different responsibilities she handles. And uh, when she's done giving a short presentation, the students will be able to ask questions.	I will tell the students that we will be having a guest speaker come into the room today; she is a chef in our school kitchen.

Think-aloud journal	Teacher Work Sample product
If they finish early they can color their picture, um, or they can look at a book quietly on the carpet.	Some students will finish before others so they will be instructed to color their picture with crayons and if they finish coloring they may look at a book quietly on the carpet.
I need the prior knowledge part of the lesson, um what I'm going to do right before. I need my intro so the kids know what to expect, um especially my group of kids, they really need that anticipatory set.	(Participant C planned for an introduction in each of her lessons.)
And they're also going to be asked to put smiley faces on their work, a happy face or a sad face.	At this time I will ask the student to put a happy face or sad face on the back of their work to show me how well they understand firefighters and sentence writing.
Um the students will be allowed to ask questions they have about construction workers and I will ask the students if they can think of a place where they see	I will ask the students if they can think of a place where they see construction workers during school. NOTE: There is construction work being done on the

Think-aloud journal	Teacher Work Sample product
construction workers during school, reason that being because there is construction going on at our school right now and when we go down to the computer lab um the students see the construction workers every day.	school I am in and the students see the construction workers every day.
Day four we'll talk about nurses, Nurse XX has given me a bunch of different supplies to use throughout the lesson, like a stethoscope, a blood pressure cuff, um a thermometer, and a flashlight to check your eyes with. Um the students are not going to get to use any of it, I will model what the nurse does, um you know a nurse uses a stethoscope to listen to your heart or your lungs, sometimes when you're there the nurse will listen to the lungs um on your back, um that's not a good way to say that, I'll figure out a better way to say that before I do that. Um, then they listen to	(No mention of nurse's supplies in TWS.)

Think-aloud journal	Teacher Work Sample product
your heart, and with the blood pressure cuff, they sometimes also use ta, the stethoscope to get your heartbeat.	

Classroom Management for Instruction

It is important for a plan to be in place that implies how "the pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation" (Southeast Missouri State University). This is "a plan for motivation and management for the TWS unit that addresses strategies to manage the goals of group and individual student misbehavior. (It includes ways to) "Organize and motivate students for a variety of instructional activities with an articulated written classroom management plan" (Southeast Missouri State University).

Table 9

Participant A

Think-aloud journal	Teacher Work Sample product
? I just need to make sure handling transitions are key in classroom management especially because we're doing a lot of carpet to table to carpet to table, sitting on the border of the carpets,	Since I am working in a kindergarten classroom with such young students, keeping secure and predictable environment is important. A few of the transitions that are already set in place by

Think-aloud journal	Teacher Work Sample product
sitting on their spots on the carpet and always, always, always, handling those transitions issues will make or break an activity or a lesson I've learned especially with kindergartners. So I just always want to make sure that I was have a plan for transitions. I'm gonna call a lot by table colors because they have a blue table, a yellow table a red table whatever. We'll call by table colors, we did boy / girl, we do 5, 6, and 7, like their ages yes we have a the seven-year-old. Um, or if you're wearing blue, if you go to bed at 8. I'm thinking about some ways to correlate time into it so if you go to bed at eight a clock, if you go to bed at 8:30. If you go to bed at nine o'clock you may go to your table. You know, if you wake up at seven o'clock you may come to the carpet. If you like if you eat dinner at five o'clock and they don't know then I'll just tell them, um, I mean	my cooperating teacher will be used in my lesson. The students have a five minute warning before a transition will occur and often the transitions are successful. I will be transitioning the students more frequently than they are use to so I will use a five minute and two minute warning. The students often get noisy while transitioning, but during this unit we will be working on keeping the noise level down. (And) During my lessons, the students will be moving from the carpet to their tables to complete an activity. I will have each of the students go to their tables based on a question that correlates with time that way it will be organized as well as practicing the skill. For example, I will ask all the students that go to bed at eight o'clock to go to their tables first.

Think-aloud journal	Teacher Work Sample product
sometimes when they eat dinner is different. So, I'll just, if you think you eat dinner at five o'clock or if you like to eat dinner at six o'clock. I will always enter transitions if I tie it to other transitions…	
Um, we do a lot of echo calling and so it is like we say hey hey, they go ho ho, or 1, 2, 3 eyes on me. Rephrase, flicker the lights, lots of different classroom management techniques will really ease in transitions in my unit, pretty much.	If I need to redirect the students while they are working I will use one of the echoing techniques already set in place by my cooperating teacher. There are a variety of saying used such as "Hey, Hey, Ho Ho" and "One, two, three, eyes on my, one, two eyes on you."
Rephrase, flicker the lights, lots of different classroom management techniques will really ease in transitions in my unit, pretty much.	Another technique that I can use with the students is flashing one set of the classroom lights; this will get the students attention nonverbally and without even saying a word, will calm the students down and bring the noise level to an acceptable level.

Think-aloud journal	Teacher Work Sample product
I just have to remember that student A has his own set of behavior, um, charts behavior systems and I always making sure I follow up with those will really help with our classroom order because if he's on track and he's focused, it provides a completely different atmosphere in our classroom. And of course we have another student who has his own set of verbal, has four verbal warnings before our main warnings and we can try making eye contact with those student is important when they're getting out of hand or getting, they're very excitable.	This is specific to Students A, B, C and D in my classroom. Their behavior is dramatically improved when you stand or sit by them. (And) Placing the students on these squares assures that all students have their own personal space and keeps students A, B, C and D away from others that will distract them.
In my class does use a stamp chart, um kind of behavior system, which is done at the end of the day if they haven't been set back to their seat, then they get a stamp and if no one is for the whole day and hasn't been sent to their seat then they get a stamp	The classroom uses a behavior system where the students receive a stamp at the end of the day if they are not given more than three warnings. When they fill up their ten from stamp chart they get to receive a goodie from the goodie box.

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Think-aloud journal	Teacher Work Sample product
and then they get double stamps so because our teacher uses that I will be using it and it's kind of used in a nice way because the students get second chances and things like that and it's never a big deal who or who didn't get a stamp. The students just know themselves and the teacher always just talks to them.	
Um, and I just think obviously me being excited about learning and getting them excited will obviously help with motivation in terms of motivation, as well.	I will make sure when I am teaching the students about the clock and telling time, I am enthusiastic and keep my energy level high. If I have high energy and show the children that learning about this topic is exciting they will have the same attitude in return.
I think the biggest key factor of intrinsic motivation is connecting to their real lives and I plan on doing that. I mean clocks everything we do is revolved around time.	An important part in making this content relevant to these students is to relate it to their lives. I will be sure that while I'm teaching, I connect the concept of time to

Think-aloud journal	Teacher Work Sample product
What time are you going to get up, what time do we go to school, what time do we eat,, what time do we go to recess, what time do we go to gym and the students are constantly asking how much longer till gym? How much longer do we have to play in centers? So, I think just by connecting that the students in this unit are learning how to tell time. So they will be able tell and to look at the clock and know at 10:10 we go to lunch so if it is only 10 o'clock they'll know in 10 minutes we'll go to lunch. So, I think this unit will really intrinsically motivate my students because there gonna wanna learn how to tell time and were going to talk about where they see clocks in our classroom in almost every household and that we have in our classroom they have clocks at their house so that will be a good way to connect it to home and I'm gonna be sending home lots	the student's personal lives in any way I can. For example, when I put up the daily schedule I will include the times these activities take place so we can have conversations about what time we will be doing each activity. We will also have many conversations about the clocks they have seen in their home, around school and many other places.

Think-aloud journal	Teacher Work Sample product
of really fun activities to do at home. So being sure I just related to their everyday life is really going to help with their classroom management. (And) And we do a daily schedule; we put in a daily schedule with our times. The students know what's to be expected of them when we walk in the door in the morning.	
So I really believe classroom management because the teacher has set up such great classroom management system that gives the lessons in this units, I will just continue on with hers and that should work out.	My cooperating teacher told the students what the classroom expectations were on the first day of school.
And I mean natural consequences really work well in our classroom. If you're playing and you don't get clock finished, you don't get to take your clock home because it's not finished. And they know those things and they really work hard for	By allowing students the opportunity to place their work on the unfinished self where they know they will have time to finish it later helps the students as well.

Think-aloud journal	Teacher Work Sample product
5, and 6 and seven-year-olds, I'm really impressed with them. I mean it's basically my classroom management is I just have, I have to remember we have rules in our class but their flexible. And, Um I never want them part of classroom management to it is I don't want them to feel rushed while we're doing activities guess that's kinda when they misbehave, at the same time I don't want to give them too much time like if they are not being challenged in my design or they're not getting, doing activities that interest them, then my classroom management we're going to struggle with.	

Table 10

Participant C

Think-aloud journal	Teacher Work Sample product
Alright, everyday what do I do when I walk in? I greet them by name, um; I make	As a teacher I will show a genuine interest in my students by welcoming them by

Think-aloud journal	Teacher Work Sample product
sure I talk to every student in the morning, or afternoon, whichever one comes in. Um, during attendance, instead of just calling names I say "Good Morning so-and-so um or good afternoon so-and-so" um, I like it, it's a friendly respectful way to start the day. Um, throughout the day um I respond to questions, um, both on topic and off topic. Um, I smile all the time, can't put that in my report though. Um, for a short time in the morning the kids are allowed to share stories with their friends and the teachers if they choose, about 5-10 minutes for that. Um, I always smile and I'm warm and welcoming with the students. Um, this will make the students feel comfortable and welcome in the classroom.	name when they first walk into the classroom. During attendance I will also say, "Good morning (name of student)" or "good afternoon (name of student)." This will be a friendly and respectful way to start the day. Throughout the day I will respond to questions from the students in a respectful and polite way. For a short period in the morning the students will be allowed to share stories with their friends and the teachers if they choose. I will always smile with my students and be warm and welcoming.
As I plan for the content area of community helpers I will ask very informal	As a plan for the content area of community helpers I will ask very informal

Think-aloud journal	Teacher Work Sample product
questions to see what the students know about community helpers as well as what their interests are, as well as that, let's see, their interests. This shows how much drive instruction to the topics that the students have a great deal of interest, in comma, as well as polling subjects that may not be familiar, that may not be familiar to the students.	questions to see what the students know about community helpers as well as their interests. This will allow me to drive the instruction to topics that the students have a great deal of interest in, as well as pull in subjects that may not be familiar to the students.
Um, I allow think time and ask each to think of one question they have on the subject. I will model this first for the students to better understand how to ask a question, cuz that's a problem. (Silence) Um, we will use hands up think time, let's see.	During the lessons I will allow for think time and ask each student to think of one question that they have on the subject. I will model this first for the students to better understand how to ask a question. I will use hand up think time to allow the students to all answer questions (the whole group responds to my questions).
Um, transitions, um from one activity to the other I use a variety of techniques, it	To transition from one activity to the other I will use a variety of techniques. I will use,

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Think-aloud journal	Teacher Work Sample product
just kinda depends on where my kids are. Um, I will use the give me 5, 4, 3, 2, 1 quiet please. I use "Freeze." And when the students are reading books we sing the book song. Um, this lets the students know we're getting ready to move on to a different activity, um the students are very familiar with those and the routines make them feel comfortable and safe.	"give me 5, 4, 3, 2, 1, quiet please." I will use "freeze" and if the students are reading books we will sing the "book song". This will let the students know that we are getting ready to move on to a different activity. The students are familiar with these transitions and the routines will make them feel comfortable and safe.
Um, everyday there's a schedule posted on the board for the students to see, um, what the goals are for the day.	Every day there is a schedule posted on the board for the students to see what the goals are for the day.
Um, during the community helper unit I will explain to the students daily what I expect; this will include behavior as well as class work.	During the community helper unit I will explain to the students daily what I expect. This will include behavior as well as class work.
Um, (silence) let's see, at the beginning of the day I will explain to the students the	At the beginning of the day I will explain to the students the expectations for the day.

Think-aloud journal	Teacher Work Sample product
expectations for the day. This will include the behavior as well as what they can expect to complete during the day.	
After we talk about good choices for the day we will talk about the consequences of poor choices. Um, I will ask the students to come up with consequences for breaking a rule or not following directions, this could be lose, this could be a loss (slow) of a recess time, a loss of recess time, loss of computer time, and/or a note slash email home to the family. There are district policies that need to be followed, there are limitations to some of the rules, (silence) that's a given, I don't need to put that in there. Um, I think that's good, maybe.	After we talk about good choices for the day we will talk about the consequences if poor choices are made. I will ask the students to come up with consequences for breaking a rule or not following directions. This could be of a recess time, loss of computer time, and/or a note/email home to the family.
Um, there is no card system in my classroom, which is really weird for me, cuz every school I've been in has a card	In this classroom there is no card system.

Think-aloud journal	Teacher Work Sample product
system. Um, but that's okay, it kind of works.	
Um, I walk around the room, proximity to the students and sometimes just look, looking at the student will help them self regulate their behavior.	Walking around the room (proximity to the students) and sometimes just looking at the student will help them self regulate their…
Um, when a bad choice is made, let's do that. Not bad, poor, poor sounds better. So, when a poor choice is made, when a poor choice is made, I will, pull the students aside, I will pull students aside and ask if they understand why it, bllll, I can't think, pull the student aside and ask if they know why it was a poor choice. If they cannot tell me, I will explain to them why, I will then ask the student to come up with a better, I will then ask the student to come up with a better choice next time. This will help reach moral autonomy,	When a poor choice is made I will pull the student aside and ask if they understand why it was a poor choice. If they cannot tell me I will explain to them why. I will then ask the student to come up with a way to make a better choice next time. This will help reach moral autonomy.

Think-aloud journal	Teacher Work Sample product
right? I think so. Cuz me telling them is not gonna get me anywhere, or them, but if they come up with the better choice, then they'll learn it. And next time, hopefully, they won't make the same mistake. Ugh, classroom management was so long ago.	
Alright guidance and discipline, oh fun. My teacher does not have discipline in her room, I'm the discipline person, it's not fun. There's no card system, there's no notes really, I'm the one that has been emailing and writing notes home to families, um, and taking away computer time. I really hate taking away recess time and I do my best not to do that because I think they need to run around, they need that active, ya know, get the energy out cuz that's a big source of the problem cuz we don't have a set recess time. Alright let's see, when I'm there, it's all about choices.	There is no card system in the classroom and the students are learning to self regulate without one. Throughout the day I look for positive ways to promote good behavior.

Think-aloud journal	Teacher Work Sample product
You can make two choices; a good choice or a bad choice. If you make a good choice, wonderful, you've done a great job and um, you followed directions. If you make a poor choice, well, let's talk about it and find a better way to handle the situation. That's normally done one-on-one with me. There's no card system, so threatening them with pulling a card is well, nonexistent, it doesn't happen. It's not really a threat either.	
I need to talk about my kiddos. Well, student B for sure is seated by me most of the day um, cuz we're only there for three hours, so um. Student B, during whole group needs to be seated close to me and/or away from other students, um so she stays focused. She's still a part of the group, that sounds like she's in a completely different part of the room, but she's not, she's still	Some of the students in my classroom have special considerations that need to be in place. (And) Student B has ADHD and will need to be placed in the room so there are minimal distractions. This will allow student B to focus on school and pay attention better. Student A will be placed close to the board and next to student C. Student C will be placed next to student A

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Think-aloud journal	Teacher Work Sample product
on the carpet with us, she's just moved close to me. Um, student A and C however, um, student A needs to be seated close to the board but it's not a behavior thing, it's just so she can see. And student C she's my high student, but um, lost my train of thought, I don't need her seated anywhere special either, just next to student A for written work, and again that's been okayed by both families, so we're okay there.	to help when needed throughout the day. This is an arrangement that has been made with both families at the beginning of the year.
I don't know what a natural consequence is though for talking because I can't tell a kid he cannot talk for the rest of the day, that defeats the purpose of learning anything. Oh, natural consequences are hard for me. I understand if you spill the marbles then you pick up the marbles, that's a natural consequence, it's related but what's a natural consequence for, ya know, there's a	I also use natural consequences to different behaviors. During morning work and journal writing I ask students to be neat and take their time. If a student chooses to scribble on their paper I will take the paper away and ask the student to complete the work again but neater. This is a natural consequence…, Before the student begins on the new worksheet or paper I will ask

Think-aloud journal	Teacher Work Sample product
lot of hitting in my class, or stealing, ya know? I'm not gonna, like, ugh, this is ri.. errr. Alright. Natural consequences, let's think. Talking out in class and me taking away recess is not a natural consequence, that's just bad. We don't have marbles or anything like that. And, well one of the natural consequences is when my students scribble on their paper I take that paper away and they start over, that's a natural consequence, if you're gonna scribble on your paper that's fine but you're gonna do it again and you're gonna make it neater, that works, I like that. See I do have natural consequences I didn't even think I did. Go me.	the student to come up with good choices to make so they can complete the assignment.

Family Involvement Plan

Early Childhood pre-service teachers anticipate how *"*the teacher involves children's families in the unit of study. A strong home-school connection is important for the children's success in this unit" (Southeast Missouri State University). The "unit also includes a family involvement plan, including using family or community re-sources,

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communicating with families throughout the unit, involving the families in both school and home-based activities and sending a family letter about the unit" (Southeast Missouri State University).

Table 11

Participant A

Think-aloud journal	Teacher Work Sample product
Um, I want to incorporate family and communities into my unit obviously, um let's see, um, in the global community that I am in this semester they'res a lot of old buildings, um, and not like clock towers but things like clocks, like clock stores, um, all things like clock towers. City hall has a ginormous clock. Um, I won't be able to take the students to all of these places just because, um, it's too far away to walk and we really don't have any money left in our budget and all these places are so scattered that field trip would be kind of crazy so instead what I'm good to do is go to take pictures of all these places and put them up on a poster and go over them	The third community resources I will be using are the clocks in the town itself. This community is full of historic building some that have clock towers and others that have digital clocks on their signs. I will by going around town taking photographs of these clocks and bringing them to the students so they will be able to explore the different types of clocks found in their community. This will be a good way to help the students relate to the concept of telling time and relating to their communities.

Think-aloud journal	Teacher Work Sample product
during, um not using them in a regular lesson just some time we'll talk about them throughout the day. Because we're gonna be, maybe on the collage day we'll go over those. Um really just connect the students with this unit into their community. Like, they'll recognize their school and the City Hall and mall. There are no buses so they pretty much have to take this road to our school so they'll recognize that clock. So I think recognizing that clock and now being able to tell time on the clock will really give them excited. It will be a good way to teach them to be observing their community and other clocks in their community that I brought pictures of, And also the library. That's really key in the library has a clock on it so I can incorporate those two together.	

Think-aloud journal	Teacher Work Sample product
I found a lot of books at the community library and at our school library.	The second community resource I planned to use for this unit is the library. There are many libraries found in the community or nearby communities where my school is located. I will be using the libraries to bring in books about telling time and different types of clocks for the students to look at during this unit.
And I'll be sending a book, a list of books, that the families can check out from the library that will help with telling time. And there are so many books. Another activity families can do together can be um reading together, and getting them to spend more time together and also connecting to my unit by having them read stories about time and looking at clocks in the pictures and making them, um, on the clocks that they're going to take home.	I will also be sending home a list of books with a letter to families encouraging them to visit the local libraries to check these books out and read them together.

Think-aloud journal	Teacher Work Sample product
And I'll also be using the recycling center to get objects for my clock and my collage, if they have, um, um, poster board paper, and things like that. Should be using all those things in the community will really get I think excited that like I found these things in their community and they can easily go get them.	The first resource I plan to use for this unit is the recycling center. This is a great place to get many objects that can be used for students to create their own personal clocks. There are many valuable resources that can be found at community recycle center and you can show the students that things can be reused and turned into great useable objects. I will not be asking families to take their students to the recycle center; I will be bringing in items for the students to use while creating their individual clocks; I will use any magazines or books found there for the students to use while making their collages.
Um, I also need magazines, if I can't find them at the recycle center, I'm gonna ask parents to donate them to me, anything that can be used for this unit.	Since the students will be making a group collage during this unit, I will also ask parents if they have any old magazines, books or craft supplies to donate.

Think-aloud journal	Teacher Work Sample product
And getting families involved in their learning is really important because it makes them realize that what they're learning is just important at school, it's important to their lives at home. So, um, getting them involved, I'm gonna ask for parent volunteers. Our, which is really good, based on my contextual factors and observations I've seen family involvement is really high so I have to be prepared for volunteers, it will be a great way to get the families involved in what their students are learning.	I will provide many opportunities for families to get involved during this unit. As mentioned before, families are more than welcome to come in and look at the students' work that will be on display. I would also love for families to come in during the collage making day, but if they would prefer to come in a different day they are always more than welcome to help out in the classroom.
Um, I'll send out a letter with the booklist.	By sending home a letter with the booklist, I am hoping even the families that will not be able to come into the classroom will still feel as if they can be a part of this unit by taking their student to the library and reading some of the selected books about time.

Think-aloud journal	Teacher Work Sample product
I'm gonna be sending home a newsletter that invites them in and tells them about our home activity.	(Newsletter included.)
They'll be doing their home activity with their students. It's going to get the students if they practice at school and practice it at home they're going to be more likely to achieve. They're going to get more practice with our goals, and practice telling time, practice working with clocks. Um, the home activities going to be to create a schedule using pictures or drawings, using words or sentences, whatever they want. Um, the activities they do. They can draw a picture of what they do on Saturday, like they didn't wake up until eleven o'clock on Saturday. It can be silly or serious, it really doesn't matter in their book, just connecting that time with their writing and with their parents at home and bring it back	One home activity I would like the students and families to work on together would be to create a schedule of their day. The students will create this schedule using pictures, drawings and words to describe their daily activities at school or at home. For example, the students can draw pictures of what they do on a Saturday and include times they do those activities. There is no set number of activities for the students to place on their schedule; I would just like the students to have at least three activities on their schedules. I would then like the students to write at least one sentence describing their favorite activity on their schedule. The students may also include activities they do daily like eating

Think-aloud journal	Teacher Work Sample product
to school. Just tying it altogether will show the students that it's important. The learning is important. It's really important to see the family members supporting what they're doing and they're getting it at school and at home, school's easier with more support, more and more practice.	breakfast, brushing their teeth or their bedtime.

Table 12

Participant C

Think-aloud journal	Teacher Work Sample product
Many of the families work in a these fields, um, fire department, Police Department, um the library has resources, um school library and the local library, I guess that should be public. Um, videos, DVDs, books, um, a letter home to the families, um, and during my unit I have a chef come in to talk to them and the school nurse if she can but I'm not sure if that's going to happen or not.	There are many different community resources available to me. Many of the families work in these fields. (And) At the library in the school and also the public library there are many different videos, DVD's, and books that the students and their families may check out.

Think-aloud journal	Teacher Work Sample product
Before the unit I'm gonna send home a letter. This will inform the families of what were going to be doing for the next week. Um, I will communicate through the school e-mail, um, back and forth with the families. Any concern or positive remarks. Um, I have one parent that emails us four times a day and their child is in school for three hours, but that's okay. Um, also at the end of the unit, I will send home a letter stating what the students have accomplished over the past week. So that covers my reciprocal and then my other two ways of communication. I wonder if that counts though, because I guess technically it would be two, e-mails and family letters. I'm not going to call every parent. They're not technically my kiddos so that will be fine.	Before the unit I will send home a family letter, this will inform the families of what we will be doing for the next week. I will communicate through the school email of any concerns or positive remarks back and forth with the families. Also at the end of the unit I will send home a letter stating what the students have accomplished over the past week.

Think-aloud journal	Teacher Work Sample product
Um, families have been invited to volunteer their time as much as possible throughout the school year.	The families have been invited to volunteer their time as much as possible throughout the school year.
Um, during the unit, I lost my spot, um, during the unit if a family member comes in, they will be asked to help the students write sentences, sound out words and display the students' work. If the family member chooses they can read a book to the student about a community helper, slash, worker that we have or have not talked about yet. Some parents do not want to read out loud to an entire class of students, so that is okay by me. Any help is much appreciated.	During the unit if a family member comes in they will be asked to help the students write sentences, sound out words, and help display the students work. If a family member chooses they can read a book to the students about a community helper/worker that we have or have not talked about yet.
One home activity I could suggest for families, um, to that, would support my kiddos learning um, tttt, well they can write sentences about anything they want and I	The families can write sentences at home with the students. It can be about anything they choose. For example: what they did at school, what they had for lunch, or

Think-aloud journal	Teacher Work Sample product
kind of said that already. Oh well, okay, so, um, the families can write sentences at home with the students. It doesn't, or it can be anything they choose, for example, what they did at school, um, what they had for lunch or something fun they did that day. Um, I need to do that because my kiddos can't write sentences at all. They have the basic idea but um, let's see, so family involvement home-based, the families can write sentences at home with the students. It can be about anything they choose for example what they did at school, what they had for lunch or something fun they did that day. Um, and since a lot of the kids are at daycare, there's a lot that happens that mom or dad don't necessarily get to see. Or well, families. Not mom or dad, families. Um, okay, uh, I don't think I need anything else there. Oh I guess I should say why that would support that. Let's see, this would	something fun they did that day. This would encourage correct sentence writing using capitalization, spacing, and punctuation. The families can also talk about community helpers and how they meet our needs.

Think-aloud journal	Teacher Work Sample product
support correct sentence writing, sounding out words, and, correct sentence writing, sounding out words. I can't think right now. It would support correct sentence writing, sounding out words and, and what? How about this would encourage this would encourage correct sentence writing using capitalization, spacing and punctuation. Um, the families can also, the families can also talk about community helpers and how they meet our needs.	
Families are also welcome to schedule a conference any time during the school year when it is convenient for both the family and self. Convenient, um, for both the family and myself.	Families are also welcome to schedule a conference at anytime during the school year when it is convenient for both the family and me.
This will be explained in the letter going home before the unit and after the unit to encourage understanding of community …	This will be explained in the letter going home before the unit and after the unit to encourage understanding of community …

Instructional Decision-making

        Changes made during instruction are reported by how "the teacher uses on-going analysis of student learning to make instructional decisions" (Southeast Missouri State University). They are required to "provide two examples of culturally appropriate instructional decision-making based on students' learning or responses" (Southeast Missouri State University).

Table 13

Participant A

Think-aloud journal	Teacher Work Sample product
Every day I just assessed the students informally for sure, um, I always just observed and listened to the questions the students had with one another, the questions they asked me, the comments they made, maybe the misconceptions they had and I really just changed my teaching based on that.	During this unit, I assessed the students understanding of the objectives either formally or informally each day. I monitored the students' progress daily, so I could be sure to address any misconceptions the students were having. Because of the results of these informal and formal assessments, a few changes occurred in my teaching to meet the needs of the students.
The first change was during my first day, I just wanted to introduce the clock, and the	The fist change I made in my unit occurred on the first day, when I was planning on

Think-aloud journal	Teacher Work Sample product
concept of time, but the students quickly understood this concept of the clock and the purpose of the two different hands. So originally, we were only going to discuss the times to the hour but we even actually went on to the half hour because some of the students just knew. It just so happened that at the time we were discussing it was around like 9:30, so the kids wanted to tell the time of the clock in our classroom. And then some of the kids just knew that it was 9:30. I was actually impressed. So we did go ahead and go to the half an hour. Then some of the kids were curious about what if it wasn't pointing upwards, where it was pointing, we even had a couple of students ask about the five minutes and the 10 minutes because they knew that. But we just stuck with the hour and half an hour. Maybe if they were interested in them and they need to go past the hour …	just introducing clocks and the concept of time. The students quickly understood the concept of the clock and the purpose of the two different hands. We were only going to discuss the time to the hour on this day, but instead we even discussed time to the half an hour. I decided to do this because a few of the students asked me what time it would be if the minute hand wasn't pointing to the twelve. Allowing the students to manipulate the time to the half hour as well as the hour let the students who quickly grasped the concept of time move ahead while allowing me time to work with the students who were having difficulty with the hour concept. This decision was made because of the student's interest and their academic needs.

Think-aloud journal	Teacher Work Sample product
Um, also in the second day of the unit the students were learning the time to the hour and to the half an hour but also proved to be too simple for them. So, I challenged the certain students that were interested in the hour and the half an hour they started working on time to five minutes by themselves in a group while I continued work with the students that still need help with the hour and half an hour. (And) Um, throughout this lesson it was kinda clear that some of the students, especially the ones that weren't grasping had many misconceptions about how to telling time. At the current time I had the students, at the time I had on the large clock in the classroom, the majority of the class could easily do it but there were couple of students. Three in particular that had a rough time understanding the difference between the hour and the minute hand. So	On the second day of the unit the students were learning again about the time on the hour and half hour but this proved to be too simple for some of the students in this class. I then challenged the students who grasped the hour and half hour time marks to start working on telling time to the five minutes while I continued to work with the other students on the hour and the half hour. Throughout the lesson it was clear the students had many misconceptions about how to correctly tell time. During carpet time, I had the students tell me the time I had on a large clock in the front of the room. The majority of the class could easily do this but there were about three students who consistently mixed up the hour and minute hand. For example when it was nine o'clock on my clock they would say "twelve o nine". As soon as I reminded them to look at the short hand first then

Think-aloud journal	Teacher Work Sample product
when it was like nine o'clock they would say 1209 and things like that. So I just had, had to remind the short hand first. My teacher actually had like a little a rhyme. She said, about the short hand goes, I always forget how it goes. I mean it works with the kids. We tried to use that as well.	they could quickly rethink about the time and would tell me the correct time.
Um, one student in particular, student H, when she was making her own clock she was confused which hand was the hour hand. We began; I just had conversations with her to try to help her understand the clock and time. And she could understand it if I told her to make like 9:00 o' clock but it's a clock just sitting there and I asked her what time it was she couldn't do it to do it that way, so it's kinda of odd so we just kind of practiced and eventually she understood it.	During center time I made many observations while the students were working. While student H was making her own clock she was confused about which hand was the hour hand and which hand was the minute hand. I then began to ask her questions about the clock to try to help aid her understanding of how to correctly tell time. As I was having this conversation it was clear that she had very little understanding of clocks and how they actually work. I then had a similar conversation with student J …

Think-aloud journal	Teacher Work Sample product
The day before we played our clock matching game we readdressed the minute and hour hand. Just the more and more they hear, the more and more they have practice with, the better they'll understand it. So I brought in a real clock instead of just using the class display clock. Because the class display clock didn't have individual minutes broken up very well. So we talked about you know I brought in the real clock so they could see that. The second hand moves fast, because some of them of course knew it the second hand was, and wanted to tell the time to the second. And the minute hand moves faster than the hour hand, so the minute hand went all the way around before the hour would even move an nudge to the next number. And it was kind of, easier to have a visual it in their hand then actually looking at the wall what are we had are displayed clock …	The following day before we played our clock matching game, we readdressed the minute and hour hand. I brought in a real clock instead of just using the class display clock. Using this real clock allowed me to show the students the relationship between the two hands and how the minute hand moves quicker than the hour hand. I believe showing the students a real clock instead of just a display one helped them understand the relationship between the two hands and have a better understanding that a minute goes by quicker than an hour. When the students were then assessed at the end of that lesson it was clear that they had a more sound knowledge of the concept of an hour and a minute.

Think-aloud journal	Teacher Work Sample product
Um, the language arts goal for this unit was originally for students to be able to write a sentence using correct capitalization and punctuation. After the third day of working, with the students it was clear they already met this goal. When the students were writing sentences with their partners about matching time, 16 out of 21 students could correctly write their sentences. So we decided to challenge the students to hold them accountable for finger spacing in their writing. Um, which is just, um, you know what that is, to have spaces between their words. Um, so I started holding students accountable for that and they really did a good job. They just need a little bit of a reminders, but they were fine. Um, because there is a change made to this lesson the students were able to meet both the goals for the unit as well as more. Like some of them were telling time to the second, some	The second decision I made concerning the unit was made on day three of the unit. The language arts goal for this unit was for students to be able to write a sentence using correct punctuation and capitalization. After the third day of working on this with the students it was clear that they had already met this goal. When the students were writing sentences with their partners about their matching times, sixteen of the twenty one students could correctly write their sentences. I then decided to challenge the students and hold the students accountable for using "finger" spacing in their writing. During the next lesson, the students were going to make a book page for a class book. I decided that based on the students' progress, they needed to use correct punctuation, capitalization and finger spacing while they are writing. When working with the

Think-aloud journal	Teacher Work Sample product
of them were using finger spaces, that wasn't originally even a goal.	students while creating their pages it was clear that this modification was appropriate for them. It was clear on this day that the goal was met because when assessed, nineteen of the students could compose their sentences using all three of these writing mechanics.
Um, basically the only reason this all worked is because I, I met the students' needs because I monitored daily. With that was obviously the key if I hadn't even paid attention to any of the student work or had conferences with the students, I would've kept my goal until the end and realized that they were bored with it. And I accomplished them in two days.	Because of the changes made throughout the lessons the students were able to meet both the goals set for the unit. It was crucial for me to observe the students while they were working as well as having multiple conversations with each student in order to understand the misconceptions and abilities of these students. If I would not have monitored the students' progress daily, the students would not have been able to succeed in meeting the daily objectives and overall goals.

Think-aloud journal	Teacher Work Sample product
That way all the students were getting their needs met and since there is kinda a big group. There were two big groups; it kinda worked out because they could help each other.	(No mention of groups in TWS.)
We needed to focus more on vocab then I thought. When we started a lesson we needed to focus on the vocabulary.	(No mention of vocabulary in TWS.)

Table 14

Participant C

Think-aloud journal	Teacher Work Sample product
Um, the first one, where I had to change, not everything, but a little bit of my lesson was the first day of the unit. Um, I wanted the students to draw a picture of a police officer by themselves; um I wanted to give them, that was like the way they brainstormed um, that did not work. Um, they were asking me how to draw a police	During the first day of my unit I wanted the students to draw a picture of a police officer by themselves. This was their time to brainstorm before writing their sentence. However, I noticed that many of the students were asking me how to draw a police officer and many of the students were also getting stressed. I decided instead

Think-aloud journal	Teacher Work Sample product
officer and a lot of them were getting stressed out because they kept telling me I don't know how to do this. So I had everybody stop and that day we drew it together. Um and we also wrote the sentence as a group so they could see how it's um I wanted them to write it and everything. But um, it was not necessarily in my plan, so um, let's see. (And) The students' response to me when I asked them to draw their own picture was somewhat stressful; I think I can put that in there. Somewhat stressful. Um, I stopped the class and asked them to put their pencils down and look up at me. I then explained to the class that we would draw the police officer together just for today but tomorrow you would try by yourselves. Does that answer the question? I don't think it did…um, yea I think it did. (And) After I explained that I would help them	of having the students draw their own picture I would help them draw a picture as a class on the board. (And) The student's response to me when I asked them to draw their own picture was somewhat stressful for them. When I realized this I stopped the class and asked them to put their pencils down and look up at me. I then explained to the class that we would draw the police officer just for today but, tomorrow they will be drawing by themselves.

Think-aloud journal	Teacher Work Sample product
draw the police officer we then, let's see, after I explained that I would help them, yuh, draw a police officer, I then went step by step, whole group with the class. I thought that this would improve student learning because they would not be stressed about the picture and could focus on the sentence. This particular group of students have not had a lot of experience with sentence writing without assistance. I did not want the students overwhelmed about the picture and the sentence that I asked them to write.	
I knew the students were stressed out and they weren't gonna be able to write the sentences because they were very unfamiliar with sentence writing, um because its half day program.	I had many students ask me individually how to spell construction worker or how to sound the words out. Many of the students were upset because they could not spell the word correctly.

Analysis of Student Learning

This section proves the impact on PK-12 learning and requires proof that *"the teacher uses assessment data to profile student learning and communicate information about student progress and achievement"* (Southeast Missouri State University). The task is to "analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals" (Southeast Missouri State University).

Table 15

Participant A

Think-aloud journal	Teacher Work Sample product
Looking at all that results all the students but two met the criteria for this learning goal. To check for learning goal um basically this learning goal stated that students had to compose a complete sentence including capitalization for beginning words and correct punctuation. Um, and I decided for the skill to be mastered that the students had receive a score at least six to successfully master this skill and there were only two students, students A and K, who did not mastered it	According to the above chart and table there were only two students, Student K and Student A did not meet the criterion for this learning goal. This learning goal stated that the students had to compose a complete sentence including capitalization for the beginning word and correct punctuation. The students had to receive a score of at least six to successfully master this skill. Student A and Student K only received five points which does not meet the goal set for the students. On the other

Think-aloud journal	Teacher Work Sample product
based on my criteria but they received five points so it was very close and obviously these two students it's still in my mind good for them. I think they mastered the skill for them. It wasn't six point that I had decided. Um, 12 students earned score above 88%, so I mean the class in general did really well on that learning goal.	hand, twelve students earned a score of 88% and five earned a score of 78% for this learning goal.
Learning goal two I did the same thing. I compared the pre-I use the same pre as the post assessment, scored them using the same rubric. Everyone scores did improve. 19 of 21 students met the criteria for mastery. Um, the goal stated students would identify time to the nearest half hour. Nine of the students scored an 86%, 10 students scored over 100% for this learning goal. Only 2 of 21 students do not meet at all. They were one point away again. It is very clear that all the students	According to the chart and the table nineteen of the twenty one students met the criterion for mastery of this goal. This learning goal stated that the students would identify time to the nearest half hour. Nine of the students scored a 86% for this learning goal and ten of the students scored a 100% for this learning goal. Only two of the twenty one students did not meet the criterion for mastery of this learning goal but they were only one point away from the desired scored. From comparing the results

Think-aloud journal	Teacher Work Sample product
did gain knowledge in this area.	of the pre and post assessments it is clear that all students grew a minimum of two points toward this learning goal.
Um, sub groups I did low performers and high performers and and for the pre-assessment I just averaged all of them. I grouped the high performers and the low performers with the help of my teacher with just like their overall achievement level in the classroom. In the pre-assessment for low achievers were 2 out of 6 on average, in the post there was 4.8 of six. And for the high, it was 3.5 and then six. And so high achievers did mastered the skill with six out of six but the low achievers actually grew more. Which I think is really cool when you look at it that way. Its just t you can see all the lower ones didn't score all the same it didn't mean the lower ones grew the same amount	I chose to analyze the group averages of the "high" performers and the "low" performers to see how these two groups compared in during this unit. I picked these two groups because I feel that all students, even the low performers, when given the right opportunities and support, can achieve as well as the high performers. Some people believe that low performers will always perform low, but do not realize that they grow just as much as high performers, even if the end results are not the same. The results of this learning goal prove this point. The "low" performers actually increased on average 2.8 points from the pre-assessment to the post assessment and the "high" performers

Think-aloud journal	Teacher Work Sample product
	increased on average 2.5 points from the pre-assessment to the post assessment. Even though the "high "performers' scores were actually higher each group grew in knowledge and the "low" performers grew more than the "high" performers.
Um, for my individual results, I chose, I had triplets in my room which is one of the boys in my quiet reserved girl to do the student comparison. And then student F which is the boy got for learning goal one, a five out of nine for pre. Post nine out of nine. The female got 2 out of 9 and then 7 out of 9. So they, actually the girl grew more, she just has low, lower scoring. That doesn't mean she didn't achieve more. That's why I really wanted to pick apart their achievement, achievement levels just to see how much people actually grew. Just because the results don't say they know	The two students I picked to compare are Student F and O. These two students are part of a set of triplets who have different personalities in the classroom. Student F a boy who is outgoing, talkative and loves to play with others whereas student O is a shy and reserved girl. Looking at the results from both the post assessments for learning goal one and two it is clear that student F achieved higher than student O for both the learning goals. According to the results from the assessments for learning goal one Student F grew four points and reached the 100% mark for that assessment and Student

Think-aloud journal	Teacher Work Sample product
it all doesn't mean they didn't learn more.	O grew five points ending at a 78% for this learning goal. Looking at point value Student O did grow more, but she also had more "room to grow".
Um, for learning goal two, it's the same way, the boy, student F, got 4 out of 6, and 6 out of 6, for the girl two out of six and 5 out of 6. So she grew 3 and the boy only grew two. Which it's kind of hard to tell because a six out of six but he may have known more. The post assessment didn't, the assessments for the time didn't go past a half hour he could have easily know to like the second. So it's kind of misleading data as well. Um, ttt, basically my summary of analysis says that student O, which is the female, had more room to grow because she started off with lowers scores. And if you just looked at the final scores, student F, the boy, did score higher but he just	According to the results for learning goal two, are similar to the first learning goal. Student F grew two points with his pre-assessment results being a 67% and his post assessment results being a 100%. Student O on the other hand increased three points; with her pre-assessment results starting at a 29% and her post assessment results ending at a 83%. Over all, Student F is a higher achieving than Student O. He scored better on both the pre and post assessments for both learning goals as well as the individual formative assessments. The formative assessments used during this unit support the conclusions drawn from the post assessments results. While

Think-aloud journal	Teacher Work Sample product
didn't grow as much.	completing the individual Time Book page Student F was able to correctly complete these activities with ease. Student O had a hard time completing these activities and needed more guidance from me and help from her classmates. But looking at the overall assessments Student O did grow more than Student F who started at a higher score.

Table 16

Participant C

Think-aloud journal	Teacher Work Sample product
Um I realized my first learning goal, my students did not improve as much as I wanted them to which kind of upsets me but I'm not exactly sure why. I'm gonna have to look at it a lot closer first. Um, some of my students made no change from pre to post. I have two students, let me think, let me look, two, yea two students	13/20 students made progress toward the learning goal. 5/20 had no change from the pre-assessment to the post-assessment. 2/20 student's regressed or did better on the pre-assessment. 8/20 students scored a 70% or greater on the post-assessment. 90% of the students showed progress toward the learning goal (this number

Think-aloud journal	Teacher Work Sample product
who regressed which is kind of surprising to me because those two particular students are considered um high in my class, so I don't know really what happened there as of this moment but everyone else made okay progress, not as much as I wanted them to. Um, I think I only had, I didn't have any student that got a perfect score I don't think, 9 out of 9. Oh I had one. One student, um, and that one surprised me too because that student is particularly lower than some of my other kiddos but I'm okay with that, that's awesome. (And) Let's see how many students made progress. One, two, three, four, five, six, seven, one, two, three, four, five, six, seven, eight, nine, ten, thirteen, 13 out of 20 students made progress toward, toward the learning goal. That means one, two, three, four, five students, five students had no change from the pre-assessment to the post assessment	includes the students that did the same on the pre-assessment as they did on the post-assessment.

Think-aloud journal	Teacher Work Sample product
and only two out of 20 students regressed or did better on the pre-assessment. Let's see how many performed at 80% or better. One, two, three, four, five, six, only six, ugh, that's awful. Let's try at 70% or better. One, two, three, four, five, six, seven, eight, eight, that's awful, I'm not happy. Eight out of 20 students scored a 70% or greater on the post assessment and let's see what else can I would put in here? What's the percentage? 90, 90% of the students showed progress toward the learning goal, save it. And, parenthesis, this number includes the students that did the same on the pre-assessment as they did on the post assessment. Alright, oh crap, oh, dammit, let's see if I can just add a text box. Maybe not, text box, whoa that's not what I want. Um, good change the text, how do I do that? Ough, um, that'll be fine, okay that's fixed. I can't believe I forgot to label that.	

Think-aloud journal	Teacher Work Sample product
Um, well that'll work for now. Alright 13 out of 20 made progress, five out of 20 had no change, two out of 20 regressed or did better, eight out of 20 scored 70% or greater on the post. That's awful, awful number. 90% of the students showed progress toward the learning goal and this number includes the students that did the same on the pre as they did on the post.	
Um, my second learning goal the students made a lot of progress and that made me really happy, so um, I guess we'll go from there. (And) Um, goal two is the students will explain three ways a community helper this table, that's four out of 20 points possible. My kids did so much better on this goal, it's probably because it was drilled into their heads, ow. (And) All of my students improved, so 20 out of 20 students improved or did better on the post	The students will explain three ways a community helper meets their needs. This table is scored out of 20 points possible. 20/20 students improved or did better on the post assessment. 16/20 scored a 70% or better on the post assessment. 8/20 students improved their score by 10 points or more from the pre assessment to the post assessment.

Think-aloud journal	Teacher Work Sample product
assessment. None of my students regressed, which is awesome. I've gotta to figure out something else to say, um, I'm on the wrong page, maybe that's why. Um, let's see; let's see how many did better than 80 percent. I don't think I figured out percentages. Ew, I did awesome. Um, let's do 80 percent or better on the post, one, two, three, four, five, six, seven, eight, nine, nine, that's not very good, let's try 70% or better one, two, three, four, five, six, seven, eight, nine, 10, 11, 12, 13 14, 15, 16, that sounds much better, um, so 16 out of 20 scored a 70% or better on post assessment. Save it, um, the student who made the most improvement would be we'll do 10 points or more, so one, two, three, four, five, six, seven, eight, eight out of 20 students improved their score by 10 points or more from the pre to the post. I don't really have much else to say about it	

Think-aloud journal	Teacher Work Sample product
this, they all did awesome. I have two kids, yeah, that had the most improvement. I need like the whole class still but two sub groups, so how am I gonna put that in a graph, it's just one learning goal, pre to post, boys versus girls, that'll work, I have to average those out and put in table? Is that what I'm doing? Um, groups boys versus girls, alright. (And) Alright, I guess it's back too, oh I need to make a table first and I need to figure out which students are boys and girls. How am I'm going to do this? Alright. I'm gonna do learning goal two and if they're a boy, there I'm gonna go get a highlighter, this will be easier. If a boy, they're gonna be highlighted. If I average it out that will make it, I don't know if they'll make it correct. Unless I do a boys' chart and a girls' chart but that still doesn't show me who did better overall.	The girls scored an average of 7.55 points better on the post assessment. The boys scored an average of 8.64 points better on the post assessment. This shows that the boys scored overall better on the post assessment than the girls. The girl's pre-assessment average score was lower than the boy's pre-assessment score and this carried over to the post-assessment. This data shows that the boys made more progress toward the learning goal than the girls. (Data table provided.)

Think-aloud journal	Teacher Work Sample product
Ow, um, let's do this first, okay, oh, XXX, and I think it's 11 to 9. I, XXX improved a lot. Good for him. And so did XXX. Yeah, okay, K, K, K, D, E, J, L. let's see if that's right one, two, three, four, five, six, seven, eight, nine, ten, eleven, yee. I miss these little ones. Alright, so I need an average for the pre-assessment and an average for the post assessment. How am I gonna do this table? Average so we'll do girls, boys, pre, post and then average, average score. So the girls, (typing, silence) one, two, three, four, five, six, seven, eight, nine, and, oh, I can't think. Okay, let's try this again, 12 plus 17 is 15, 11, 13, 18, 11, 17 divided by nine, the average score 14.77 on the post. Alright, now for the boys average score for the boys on pre was 17.54. That's pretty close. Boys did better, on average, overall, all right. I can do this. Alright, so table I'm going to need, I need my two subgroups,	

Think-aloud journal	Teacher Work Sample product
pre and post, so three, and I need one, two, three,	

Reflection and Self-Evaluation

The last piece of the TWS reflects how *"the teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice"* (Southeast Missouri State University). This includes an opportunity for the pre-service teacher to "reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the seven TWS standards to identify future actions for improved practice and professional growth" (Southeast Missouri State University).

Table 17

Participant A

Think-aloud journal	Teacher Work Sample product
OK, I used a variety of instructional strategies throughout this unit.	I used a variety of instructional strategies throughout this unit.
But there were two strategies that I believe honestly for this group led to the success of the students. Um, group work was key, I'm in kindergarten they love to be social, they	The first strategy that I felt worked well was group work. During two of the lessons, I had the students working in partners or in group work.

Think-aloud journal	Teacher Work Sample product
love to talk to one another so by incorporated that into the daily lessons. It helped the students stay on track because I didn't have them sit individually when they could work with their partners they could have done it anyway. For two of my lessons I had my students work in partners or as a big group, a bigger, larger group like a table group.	
Um, group work was a fairly new concept of the class, so I had to teach them how that worked, what to do when they were in that group. Um, they were placed in groups to make a collage and partners to do the matching game. I mean honestly, with kindergarten, I think it was the best choice to make. Like if I was like in second grade like I will be the next eight weeks I don't think I'd use as much group work but I still think because they're social but in	Group work was a fairly new concept to this class of students, they always sit in groups and work on the same activity, but rarely do they actually get a chance to work together to complete a task. The students were placed in groups to make a time collage and placed in partners to play the time matching game. I believe this technique worked well with this class because it was new to them and they are social and love to talk to each other. I

Think-aloud journal	Teacher Work Sample product
kindergarten especially with this group of kindergartners, anything we can do together in groups they enjoy and I think, I honestly think they learn better in group work. So that honestly made the difference in my opinion.	placed them in groups and set clear expectations, but allowed for socialization while they worked. The students did a nice job of working together and completing the assignments. Since the students were in groups and partners they were able to help one another and check each other's work which aided in their comprehension of the lessons.
The second instructional strategy used that aided the students' understanding was graphic organizers. The first day of this unit the students and I created a word wall and every day we could use that word wall. It was posted in the room even when we weren't talking about clocks; it was a word wall about clocks it was posted at all times. So when they were writing they would ask a question. And I also had a clock, the word wall was in the shape of o'clock and I	The second instructional strategy used in this unit that aided in the students success was the use of a graphic organizer. On the first day of this unit the students and I created a word wall that contained all the words the students previously knew about clocks and telling time and all the words we used in our class discussions. This word wall was a work in progress throughout the entire unit, with new words added daily. This word wall was then placed in the front

Think-aloud journal	Teacher Work Sample product
had the hands labeled, so it helped them whenever they want to tell time to look up there and it said hour hand number one. So they knew, the children would look at the hour hand first and then look at the minute hand.	of the room so when the class would be having conversations about telling time the students would be able to view the word wall and use the correct vocabulary. (No mention of the shape of the word wall in TWS.)
Um, I mean the word wall aided reinforced vocabulary. They knew, they could see how to spell things. I even used spacing, we even had a couple of sentences, just like if I want to tell the time they be like, or, they we to gym at two o'clock just so they could see the o'clock and how time looks in writing. And they can look use those models when they were writing …	Having the students use the proper vocabulary when discussing and writing about telling time or clocks led to a deeper understanding of these concepts.
The greatest barrier, one of the greatest barriers I encountered on teaching in this unit was the students' capability of differ, differentiating between the hour hand in the	One of the greatest barriers I encountered while teaching this unit was the students capability of differentiating between the hour hand and the minute hand. The

Think-aloud journal	Teacher Work Sample product
minute hand which is what I talked about. They have such a hard time. And once again if I did not use a graphic organizer I don't think they would have overcome this barrier.	students had a hard time seeing which hand was shorter or longer than the other hand, this lead to many of our complications throughout this unit. For example, if the time on the clock showed "2:30" many students would state that is was "6:10". It is crucial to be able to distinguish which hand is the hour hand and which hand is the minute hand while trying to tell time on an analog clock. When the students were reminded which hand represented what, they were easily able to correct their own errors.
The second barrier was also lack of confidence in their writing.	The second greatest barrier was that the students were lacking confidence in their writing abilities.
Students just have great ideas but had a hard time putting this down on paper and I mean it's a majority of the students. They	The students in this classroom all have great ideas, but putting them down on paper seems to make them nervous. This is

Think-aloud journal	Teacher Work Sample product
need you or want you to sit right by them. And then they'll write two letters and then like what's next. Um, is this big enough space, what word is this, how do I spell this, what do I write next. And building their confidence was hard but we did it, we overcame it.	most likely due to the stress we put on our students to write correctly using all the proper mechanics.
Um, as a class we would write two or three sentences together on the dry erase board in the front of the classroom like on the gray easel before the students would write on their own. And sometimes when we did that, (sigh), I can't decide if it helped or hurt because sometimes when we did it they would just write, like even though I would erase, they would still write the same sentences that I did. So, if I were to do it again I might not write. They need that modeling that I might model using sentences about something else besides	Before the students completed any writing activities during this unit, I would model how to correctly write a complete sentence using capitalization and punctuation. As a class we would write at least two or three sentences together on the dry erase board in the front of the classroom. Then the students would have an opportunity to write on their own or in a small group. The students seemed to only model the types of sentences we as a class created. They didn't seem to feel as if they could take "risks" and write their own sentences. I believe this

Think-aloud journal	Teacher Work Sample product
time because then have them go write about time and not my exact sentences. Which I mean it's kind of the mechanics we will be working on its fine I just want a little bit of creativity in their writing.	led to lower achievement for this learning goal, because the students didn't really understand why they were capitalizing words or putting punctuation marks at the end of their sentences, they were just simply following the models that were provided.
In order to better help the students succeed in telling time in the future I'd be sure to focus on the difference between the minute and the hour hand from the get go. Maybe do a whole, one whole lesson in one whole day about the difference between the hour hand and the minute hand. And then maybe those terms small, larger, little, big, all the different words we can use to describe the hour hand and the minute hand might have helped.	In order to better help the students succeed in telling time in the future, I would be sure to focus more on the difference between the minute hand and the hour hand.

Think-aloud journal	Teacher Work Sample product
Um, I did a graphic organizer, a Venn diagram to compare the two hands maybe.	I would use a graphic organizer like a Venn diagram, to compare the two hands, and have a visual representation for the students to see
Um, the word wall was used for students to help because it's a visual reminder and then I believe maybe the Venn diagram	The word wall used in this unti helped the students because they had a constant visual reminder as well as a resource to use when they need to.
Um, to overcome the barrier of confidence, a little more challenging, it is important to model the correct way to write the sentences. The students know what a sentence should look like in its proper place in the future.	To overcome the barrier of confidence is a little more challenging. It is important to model the correct way to write a sentence so the students know what a sentence…
I will still model how to write a complete sentence but stressed that there is many different sentences that can be written on the same topic about telling time.	In the future I will still model how to write complete sentences, but stress that there are many different sentences that can be written over the same topic …

Think-aloud journal	Teacher Work Sample product
While modeling to the class, I'll be sure to focus on the mechanics and capitalization as well as the content of the sentence.	While modeling to the class I will be sure to focus on the mechanics like capitalization instead of the content of the sentence.
I'll encourage the students while they are writing more positive feedback to allow individual students, especially those students that are maybe lacking self confidence and maybe that could just help them be more confident writers.	Also, although I encourage the students while they are writing I need to give more positive feedback to individual students, especially those students who seem to be lacking self esteem and confidence.
My alignment between my goals and objectives and assessment before teaching this unit I picked two goals that were fit into the curriculum of the students …	Before teaching this unit I picked two goals that fit into the curriculum for the students I would be teaching.
The two goals selected were writing a complete sentence students using capitalization and punctuation as well as telling time to the nearest half hour.	The two goals selected were writing a complete sentence using capitalization and punctuation as well as telling time to the nearest half an hour.

Think-aloud journal	Teacher Work Sample product
After pre-assessing these students I was aware the students' prior knowledge of these two goals. And could appropriately plan lessons students gain on these two areas as the year progressed. I, to be sure the students were on tract…	After pre-assessing the students, I was aware of the students' prior knowledge of these two goals and could appropriately plan lessons that would help the students gain knowledge in these two areas.
To monitor the students, I also used a variety of assessments to determine the students' understanding of the information in any misconceptions the students had. So I can adjust them.	As the unit progressed, I monitored the students daily, to be sure that they were on track to reach the desired goals. To monitor the students, I used a variety of formative assessments during the lessons. I used the daily assessments to determine the students understanding of the information and any misconceptions the students had so I could address them.
During the lessons I used many real life examples the students a picture to connect to the student's life and I didn't write that, um, as like a strategy but I think that is key,	During the lesson I used many real life examples and pictures to connect the content to the students' real lives. The students also shared many of their own

Think-aloud journal	Teacher Work Sample product
connecting the content to the students' real lives and home lives. Hopes of understanding, like I can't even explain it. The students as we start talking about where we see clocks at home, and where we see clocks in the community and how you use time at home. I mean all the kids just started giving me examples that helped them relate to their own lives which obviously aided in comprehension.	experiences and completed hands on activities to aid in their comprehension.
I use many resources to fully implement this lesson, especially the other kindergarten and first grade teachers. They were great.	I used many resources to plan and implement this unit. I asked other Kindergarten and first grade teachers for ideas that related to my unit and would be appropriate for students …
A first grade teacher gave me the idea of the collage; she described different types of collage types her students completed throughout the year and how to make it	A first grade teacher gave me the idea of the collage. She described different types of class collages her students had completed during the year and gave me

Think-aloud journal	Teacher Work Sample product
work with can kindergartners. With kindergarten. But, she got it.	some great ideas to make this project successful with Kindergartener.
She also took me to the art teacher to get supplies. We got some of the magazines from the recycling center and other supplies…	She also guided me to the art teacher, I asked the art teacher for supplies for the students to create a collage with, such as magazines and construction paper.
I also used the librarian to find books. I put all the books up in on our book display. So that students could write story times students could also look at them in rest time or anytime during the day.	I also utilized the librarian while planning this unit. The librarian showed me numerous books that would be appropriate for the Kindergarten students dealing with telling time. I read a few of these books and placed some in the class library for the students to look through …
I wanted to get the families involved so, um, and when we planned our home-based activities my cooperating teacher and I kind of thought about the families we have and the family lives we have and decided on	I wanted to be able to get the families involved during this unit to help encourage the students learning. My cooperating teaching has great relationships with the families of the classroom. When I was

Think-aloud journal	Teacher Work Sample product
that together to make sure it would be appropriate.	trying to plan my home based activity, I explained a few ideas I had and then we decided together on the prefect activity.
Um, the teacher as the teacher I would need to note concerns I had toward student development. I would need to the family members about my concern and see if they notice any of the behaviors at home. Then I would things that I've taken, I've taken of the students' performance.	If I found that a student needs specialized services I would follow the procedure the school takes in referring a student for special services. First, as the teacher I need to note the concerns I had about the student's development. I would then have many conversations with the family members about my concerns and if they notice any of these behaviors at home. Then I would document the actions that I have taken to help improve the student's performance.
And then meeting principal, teacher and counselor.	From there I would schedule a meeting involving the family members, principal, classroom teacher, and the counselor if needed.

Think-aloud journal	Teacher Work Sample product
After the meeting there would be after this there would be involving all the staffers that include class teachers, special ed teachers and counselor and principal to discuss the areas that need testing.	After this meeting there would be a meeting involving only the staff members which includes; the classroom teacher, the special education teacher, the counselor and principal to discuss the areas that need testing.
Following this, a dynastic test of the student would be conducted and a report will be written. After this we meet with the IEP we would make an IEP have an IEP meeting with the family and family members and it's to the student to decide what kind of special services we can provide and what they would need.	Following this, a diagnostic test of the student would be conducted and a diagnostic report would be written. After the diagnostic report is written there would be an Individual Education Plan meeting with the family members of the student. As a group it is decided if special services are needed for that student.
Reflection upon ethical practices, while basically the principal that I had issues with this semester. We share off all those with relevant knowledge including staff and parents, decisions concerning the child. In	During this past eight weeks I had an ethical concern regarding this principle.

Think-aloud journal	Teacher Work Sample product
the past eight weeks during the past eight weeks this semester, I had an ethical concern…	
When it came to IEP's specialized services for families also played a huge role in decision processes but when there were opportunities for students to work with special math and reading tutors during the day. I don't believe all family members' wishes were taken into account. There was one family in particular that was practically ignored when ask about tutoring they do not want their son to be pulled out from the classroom for math tutoring. Then believe that he was progressing fine and in time would catch up; he would catch up with his classmates.	When it came to IEPs and most special services the families also played a huge role in the decision process. But when there were opportunities for students to work with special math and reading tutors during the day I don't believe all families wishes were taking into account. There was one family in particular that was practically ignored when they were asked about tutoring. They did not want their son to be pulled out of the classroom for math tutoring. They believed that he was progressing fine and in time would catch up to his classmates.
The reading teacher spoke on the family's behalf but the specialist that worked at the	My cooperating teaching spoke for the family's behalf but the specialist that look

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Think-aloud journal	Teacher Work Sample product
testing scores still pulled the specific student. Um, this was the students; my cooperating teacher and I were both upset. Not because the student didn't tell but this family asked for the child not to be pulled out.	at the testing scores still pulled this specific student out for tutoring. My cooperating teacher and I were both upset, not because the student didn't need the help but because the family asked for their child to not be pulled out for tutoring.
This was a tough situation for myself but because I was in a place I did not feel comfortable while having a discussion with special my cooperating teacher had many meetings with the principal. After a few weeks the meeting was terminated.	This was a tough situation for myself because I was not really in a place where I felt comfortable having this discussion with the specialist. My cooperating teacher had many meetings with the principal and the specialist and after a few weeks the tutoring was terminated.
Also in using technology for the lessons I use appropriate resources, I cited all videos, anything I got from the website.	I cited all the videos, songs, and ideas I used from websites to be sure to give the creator credit. Before using any website in front of the students, it was checked by my cooperating teacher. There are also many firewalls and protectors set on the school

Think-aloud journal	Teacher Work Sample product
	computers to stop inappropriate materials from being viewed at school.
Um, the goals I want to work on obviously I think everyone of the students does, classroom management. Um, I had a hard time this semester in classroom management techniques because they're is different. I absolutely love them my teacher had amazing classroom management, so I was able to implement her techniques and obviously learned new ones.	The major area I need to focus on is classroom management. I had a hard time this semester with classroom management techniques because they were so different from what I have seen in the past, but in a good way. The classroom management techniques I saw in this classroom for the past eight weeks were remarkable. There was a strong sense of community among the students and the teacher.
Um, and the school had professional development every week after school. And one of them was repeat PBS which is positive behavior support. And it taught us how to redirect students, in a positive way. And that's obviously a system I'll want to learn more about. I they basically told us	The school I was placed in has many professional development workshops on classroom management and I was luckily enough to attend one over PBS (positive behavior supports). This workshop taught me how to always redirect in positive ways. I would really like to go to more

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Think-aloud journal	Teacher Work Sample product
about how to say "no" without using the word "no" and I'll are how to say don't do that without using those words. It is kind of neat.	workshops or classes to learn more about this technique and how to implement it in the classroom. I am currently a member of their mailing group …
I also, something else I want to work on is incorporating technology with my, my lessons. Um, and not like show videos on the Smart board, I want to make it more interactive so the kids can do things maybe on a smart board more and I just feel like not very comfortable with all that.	Another skill I would like to work on before I become a professional teacher is incorporating technology in my lessons. I would like to learn how to use more interactive technology like the smart board or online games to help teach students about a topic. Unfortunately we did not have a smart board in our classroom so I was only able to use the smart board when our class was in the computer lab. I will be looking around my second eight week placement for any workshops or classes that will be offered on this topic.

Table 18

Participant C

Think-aloud journal	Teacher Work Sample product
Well, first learning goal was writing so, I don't know cuz they didn't do as well as I wanted them to do, but they all did learn with the exception of two kiddos, and both those kiddos, ooh, wait a minute, one, yea just two. R and I. (And) During writing, I modeled the correct way to write a sentence using examples and non examples. I asked the students, whole group if what I was doing was correct. Um, every student had a chance to answer because I used hands up think time and I used hands up think time. Um, let's see.	During writing I modeled the correct way to write a sentence using examples and non-examples. I asked the student's whole group if what I was doing was correct. Every student had a chance to answer because I used hands up think time. After this every student would draw a picture of the community helper we were talking about for the day. This allowed the students to brainstorm and come up with a sentence. The first few days of this unit we would write a sentence whole group. We would talk about what makes a good sentence (capitalization, spacing, and punctuation). We would do movements for these three things (kinesthetic learners). I would then write a sentence on the board with the students. This allowed the students to see the correct way to write. As the days

Think-aloud journal	Teacher Work Sample product
	passed I slowly provided less and less support. This allowed the students to realize that they could write sentences by themselves. I feel that these things combined contributed most to student learning. It allowed the students to see how a sentence was written as well as allowed them to write their own sentence …
Using the PowerPoint during instruction and having a guest speaker really helped the students reach the goals. I also feel that the assessments aligned with the learning goal and allowed each student to think critically, and to come up with their own answers of how different community helpers meet their needs. Let's see, I feel like the students were very successful, many of the students made great progress towards this goal. Using the PowerPoint and during instruction and having a guest	I believe that using the PowerPoint everyday with the students was very successful. The students responded to the PowerPoint and were very eager to ask and answer questions. The students were also able to see pictures of the different community helpers in different situations that they may or may not have been familiar with. Another way I believe contributed most to student learning was having a guest speaker come into the room to talk about the different responsibilities

Think-aloud journal	Teacher Work Sample product
speaker really helped the students reach the goals. I also felt the assessments aligned with the learning goal and allowed each student to think critically and come up with their own answers of how community helpers meet their needs.	and jobs that a chef does throughout the day. This also helped the students realize that a chef does much more than "just cook food".
Um, let's see. During writing one of the barriers was the amount of time spent giving instruction. Throughout the week I gave less and less support with sentence writing and the students. No, I don't like that. One barrier during my unit was during writing, during writing sentences, um I feel that, I felt that I could not get every student that needed the extra help um let's see. Um, um, this was the first time this year that the students were required to write sentences by themselves and they really struggled. I think that I, wait, let's see, I needed to spend more time, but I	One barrier to student learning was the pace at which the class moved. During the unit I gave less and less support during sentence writing. I did this because of the time constraints. Since the students are only there for 3 hours a day the pace of the class moves quickly. I began to realize that more time was needed at a slower pace for many of the students to learn how to write a sentence correctly. The last two day of the unit I slowed down but at the same time I did not give as much support whole class because I wanted the student to prove to themselves that they could write …

Think-aloud journal	Teacher Work Sample product
didn't have the time but I can't affect time as a teacher because I can't make the day longer. Um, I think that I um, I think I should've taken more time to explain exactly what I expected. (And) One barrier to student learning was, well, yeah, halfway through the unit, duh, halfway through the unit, um, I started giving less and less support because of one the students to learn to write, to write a sentence by themselves. In doing this I realized that they had never, um, that the, in doing this I realized that many of the students were not confident, in writing sentence, in writing sentences. When doing this I realized my studentends, students were not confident at writing sentences. Because of this, because of this, um, why can't I get through this, good Lord. We'll start with the other one, one barrier to student learning, why can't I, um, alright,	

Think-aloud journal	Teacher Work Sample product
um. Well, let's see, one barrier, well I need two, um, as a whole class, what was the barrier? At the time it was a huge barrier, but I can't put that in there because I can't change the time, um, well the amount of time. (And) I gave less and less support, during the unit I gave less and less support, during sentence writing. I did this because of the time constraints. Since the students were only there for three hours a day the pace of the class moves quickly. Um, I began to realize that more time was needed at a slower, at a slower pace for many of the students. I began to realize that more time was needed at a slower pace for many of the students to learn how to write a sentence correctly. What else do I need to put there. Um, the last two days of the lesson unit, the last two days of the unit, um, I slowed down but at the same time I did not give as much support whole class	

Think-aloud journal	Teacher Work Sample product
because I wanted the students to prove to themselves that they could write a sentence.

Another barrier was um, they like the Power Points. Um, another barrier was reading a book after the PowerPoint. In doing this in doing this I lost the attention of some students. Um this therefore caused some students, ugh, therefore, dammit, this therefore caused some students to be distracted by other students during whole group. Um, let's see, um, I thought that this would enhance student learning however, in doing this I lost the attention of some students which therefore caused some students to be distracted by other students during whole group. Um, the students that were not paying attention I would ask them to move but this caused me to stop reading and explain community helpers and deal | Another barrier was reading a book after the PowerPoint. I thought that this would enhance student learning however; in doing this I lost the attention of some students. This therefore caused some students to be distracted by other students during whole group. The students that were not paying attention I would ask them to move but this caused me to stop reading and explaining community helpers and deal with classroom management instead. At times the book was disjointed because of the amount of time I had to stop and redirect a student(s). |

Think-aloud journal	Teacher Work Sample product
with classroom management. At times the book was disjointed because of the amount of time I had to stop and redirect a student parenthesis s. How come that part was easier, I don't know. Alright.	
Let's see, the first barrier, OKAY, the barrier with the writing in this unit, I think it would be better to move slower and offer more whole class support instead of taking just a week to do this unit I, well no, because it's not the unit, um, I would have a, let's see, a something like a morning message, I would have a morning message for the students to complete. Let's see, for example, the prompt would be, after school I dot, dot, dot and students would be asked to fill in the rest this would provide a prompt and practice writing a sentence. Um, I would implement this every day.	The first barrier with the writing in this unit I think it would be better to move slower and offer more whole class support. I would have a morning message for the student to complete. For example the prompt would be "After school I…" and the students would be asked to fill in the rest. This would provide a prompt and practice writing a sentence. I would implement this every day.

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Think-aloud journal	Teacher Work Sample product
Uh, let's see the second thing I would change would be the amount of time the students are sitting on the carpet. After the PowerPoint, I would have the students stand up and stretch. This would allow students to move around and get a few wiggles out. I think that this would also; I think that this would, I think that I don't know what I think. I think this would allow the students to be more attentive during, um, the book. Tttt, there would also be less classroom management problems.	The second thing I would change would be the amount of time the students are sitting on the carpet. After the PowerPoint I would have the students stand up and stretch for a few minutes. This would allow the student to move around and get a few wiggles out. I think that this would allow the student to be more attentive during the book. There would also be less classroom management problems.
I feel that the assessment and goal were aligned well. The instruction needed to move a bit slower for the students. Overall, a majority of the students met the goal, met the communication arts goal. Um, I already told him what I would do differently so I don't need to tell them again. I would use the same format again with slight changes	Learning goal one was "The students will compose text using capitalization, spacing, and punctuation". I feel that the assessment and goal were aligned well. The instruction needed to move a little bit slower for the students. Overall, a majority of the student met the communication arts goal. I would use the same format again with slight

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Think-aloud journal	Teacher Work Sample product
to the way I instruct the class. Um, having the students write in their own, having the students write their own journals was age-appropriate. That doesn't make sense. Having the students writing in their own journals was successful and allowed the students to refer back to previous, allow the students to refer back to previous sentences for in case they needed.	changes to the way I instruct the class. Having the student write in their own journals was successful and allowed the students to refer back to previous sentences for hints if they needed.
Oh, learning goal two was the students will identify community helpers and how they meet our needs. Explain three ways community helpers meet their needs. Students explain three ways, um, Okay, three ways a community helpers meet their needs.	Learning goal two was "The students will explain three ways a community helper meets their needs". I feel that the students were very successful with this learning goal. Many of the students make great progress toward this goal. Using the PowerPoint during instruction and having a guest speaker really helped the students reach the goals. I also feel that the assessments aligned with the learning goal and allowed each student to think critically

Think-aloud journal	Teacher Work Sample product
	and come up with their own answers of how different community helpers meet their needs.
All right, I worked with my classroom teacher. I worked with the speech pathologist and I worked with Mr. X because, my principal because he came in the room to watch me teach as well. So, let's see, I think that's good enough but it doesn't say how I worked with families. Um, I did work with families though, but, I had meetings with the kiddo's families, does that fit into this? Yeah, because that fits under student well being. Okay, so um, throughout this, I don't want to say unit because then it sounds like I just did it for the unit, um, throughout my time at the school, there we go the speech pathologist and the principal, um, my classroom teacher gave feedback, but, throughout the	Through out my time at this school I worked with my classroom teacher, the speech pathologist, and the principal. My classroom teacher gave feedback throughout the unit and gave suggestions and compliments to improve my lessons. This was very valuable because it allowed not only me to grow as a teacher but, it helped me teach the students in a more effective way. I also worked with the speech pathologist, this person know American Sign Language and I wanted to be able to teach the students the different signs for the five community helpers we were talking about. The speech pathologist also encouraged me to try the sign language in other parts of my teaching to

Think-aloud journal	Teacher Work Sample product
unit and, throughout my time at the school I worked with my classroom teacher, the speech pathologist and the principal. The classroom teacher gave feedback throughout the unit and gave suggestions and complements. Gave suggestions to suggestions and complements to improve my lessons, um. This was very valuable because it allowed me not only myself to grow as a teacher but it helped me teach the students in a more effective way. Um, oh teach the students in a more effective way. Um, I also worked with the speech pathologist. Um, this person knows American Sign Language and I wanted to be able to teach the students the different signs for the five community helpers we were talking about. The speech pathologist also encouraged me to try, um, the sign language in other parts of my teaching. Um, to have strong classroom management	have stronger classroom management. The students really enjoyed the sign language and improved student learning. Through out my time in this school I kept the principal informed of the different activities I was preparing and invited the principal to come and observe me teach. The principal had valuable feedback about my lessons and gave a few suggestions for future teaching. He wrote down specific things that he liked about the lessons and suggestions for a way to do something differently next time to improve student learning.

Think-aloud journal	Teacher Work Sample product
and keep the students, um let's see the speech pathologist also encouraged me to try different parts of my teaching to have stronger classroom management. Um, the students enjoyed and an improved student learning. Not only could they spell it, they could sign it and then they can say it and then they could write it, so that's a lot. I have movement. Um, Okay and then the principal um, throughout my time in the school, I kept the principal informed about my different activities I was preparing; invited and invited the principal to come and observe me teach. And valuable feedback about my lessons and gave a few suggestions for future teaching. Um, he wrote down specific things that he liked about the lessons and suggestions for a way to do something differently next time.	

Think-aloud journal	Teacher Work Sample product
Um, during this unit I also worked with families. I sat in on a few parent teacher conferences, um. Um, let's see, during this unit I also worked with families, I sat in on a few parent teacher conferences. Um, um, let's see, during this unit, ttt, um, because of these conferences, Okay, I was able to gain the trust of the parents and learn more about the student in return. This allowed me to adapt few things within the lessons so that all students could reach their potential. Um, for example, um, having student C help student A they needed.	During this unit I also worked with families, I sat in on a few parent teacher conferences. Because of these conferences I was able to gain the trust of the parents and learn more about the student in return. This allowed me to adapt a few things within the lessons so all students could reach their potential. For example having student C help student A when needed. During this unit I also worked with families, I sat in on a few parent teacher conferences. Because of these conferences I was able to gain the trust of the parents and learn more about the student in return. This allowed me to adapt a few things within the lessons so all students could reach their potential. For example having student C help student A when needed.
Okay, um, to access specialized school services in this school district I would have	To access specialized services in this school district I would have to provide

Think-aloud journal	Teacher Work Sample product
to provide many different documented instances about the student. I would provide student work, observations of the student and when possible running records. I would then have a conference with the family and ask if they notice any behaviors at home that I see in the classroom. I would inform the parents in professional manner what I observed about their child and asked their permission for the director of specialized services to come in to the class and observe their child. I would explain that this does not mean that their child needs help it simply allows me to have an extra set of eyes to help me change my instruction to better meet their child's learning needs. If permission is given the director of specialized services will come into the class and take running records of the student for a period of time. After this is completed the director will offer	many different documented instances about the student. I would have to provide student work, observations of the student, and when possible running records of the student. I would then have a conference with the family and ask if they have notice any behavior at home that I see in the classroom. I would inform the parents in a professional manner what I have observed about their child and ask their permission for the director of specialized services to come into the class and observe their child. I would explain that this doesn't mean that their child needs help it simply will allow me to have an extra set of eyes to help me change my instruction to better meet their child's learning needs. If permission is given then the director of specialized services will come into the class and take running records of the student for a period of time. After this is completed the director

Think-aloud journal	Teacher Work Sample product
suggestions and ways for me to change my instruction or adapt my instruction to try preventative strategies first. This will be tried for a period of a few weeks. And I will continue taking notes of student work and running records whenever possible of the student. Let's see. Um, after a few weeks, I will then have another meeting with the family and discuss what I have observed if behaviors have changed then there is no further action needed. If the behaviors have changed then no further action needed. Um, if the behavior has not changed, then further action will be taken. This will involve, who? Um, I wrote this down, um, the school counselor, the school psychologist, um potentially the speech pathologist, um the principal, there's a lot of people that could be involved. So, let's do it this way, if further action is required then a team will be assembled to assess the	will offer suggestions and ways for me to change my instruction or adapt my instruction to try preventive strategies first. I will implement these strategies for a period of weeks and I will continue taking notes, student work, and running records when possible of the student. After a few weeks I will then have another meeting with the family and discuss what I have observed. If the behaviors have changed then there is no further action needed. If further action is required then a team will be assembled to assess the student's needs. This team will include the principal, the director of specialized services, the family, classroom teacher, and if needed the speech pathologist, school psychologist, occupational therapist, physical therapist, and the consoler. This team of people will then meet and discuss what is best for the student at this time. This could involve

Think-aloud journal	Teacher Work Sample product
students if further action is required then a team will be assembled to assess the student's needs. This team will, this team will include the principal, the director of special, classroom teacher, family. Um, this team will include the principal, comma, hello, the director of specialized services, the family, the classroom teacher, um, speech pathologist if needed, let's see and if needed the speech pathologist, school psychologist, occupational therapist, physical therapist and I totally lost my train of thought, the team will include the principal, the director of specialized services, the family, classroom teacher, and if needed the speech pathologist, school psychologist, occupational therapist, physical therapist, who am I, I'm missing someone and um the counselor, duh. (Silence) Alright, um (silence, typing) okay, (silence) this will be, this team of	testing of the student or another intervention within the classroom for the student. If tests are given to the student then results will be looked at by the director of specialized services, classroom teacher, and the family. At this point adaptations will be made if necessary and services will be granted if required as well. As a team decisions will be made according to what is in the best interest for the student. This could mean being pulled out for part of the day to receive specialized instruction or to modify things within the classroom. This is the point in time where the IEP (Individual Education Program) will be written and signed by the team. The IEP is a contract between the family and the school about the different services that are needed for a particular student. After the IEP is written the plan is put into action. More observations are

Think-aloud journal	Teacher Work Sample product
people will then meet and discuss what tests, um, the child could take to, will then meet and discuss what is best for the student at this time. This could involve testing of the student or, or another intervention within the classroom. Um, I'm going to, this could involve testing of the student or another intervention to try in the classroom for the student. Um, if tests, um, are given to the student then results will be looked at by the specialized services and the, um, at this point adaptations will be made if necessary and services will be granted if required as well. Let's see as a team, decisions will be made according to what is in the best interest for the student. This could mean being pulled out for part of the day or being pulled out for part of the day to receive specialized instruction or to modify, um, things within the classroom. Um, this is point in time where the IEP or	needed from the classroom teacher and anyone else that works with the student. The IEP will then be reviewed in a year to reassess the need of the services provided or to change/add to the IEP.

Think-aloud journal	Teacher Work Sample product
this is the point in time where the IEP will be written, signed by the team. Um, the IEP is a contract between the family and the school about that are needed, between the family and the school for the different services that are needed for a particular student more observations are needed by the classroom teacher or anyone else that works with the student. Um, the IEP will then be reviewed in a year to re-assess the need of the services or to change …	
Let's see, reflection upon ethical practices, I need to cite somewhere in NAEYC I think. Oh sorry, uup, describe a time when I had to consciously apply personacal, can't talk, personal, ethical standards while teaching my unit. In addition describe how I applied social / ethical or legal standards when using technology in planning, slash, teaching my unit. Um, well, a big problem	During my time in this school I notice many different instances where others were talking about families, other teachers, and the principal in inappropriate ways. According to the NAEYC's Code of Ethics this is inappropriate. This is completely inappropriate and disrespectful to families, teachers, and the principal. As a teacher it is my responsibility to gain trust with the

Think-aloud journal	Teacher Work Sample product
at this school is everybody talks about everybody behind your back and it was not my place at this point in time to say something because I'm not the paid professional and it got ugly in their um, so the lunch room is a very big problem. They talked not only about families. They talk about other teachers behind their backs and overall it's just mean. Oh, but I wish I could've said something but because I'm looking for a job, um, it probably would not have looked very highly upon myself if I made enemies. And at the school I'm at, it's very easy to make an enemy so therefore I didn't say anything and I should have. Given the position I'm in I don't know if it's appropriate for me to be correcting teachers. Um, they talk really poorly about the principal which kind of upset me because I really like the principal. Alright, well there's one. God! This is so,	families, other teachers, and my principal. This cannot be accomplished when inappropriate things are said to other or behind someone's back. I did not say anything to the other teacher about how if felt because I am a guest in this school and not the paid professional. I did not talk much because I did not want to be put in a situation where I would talk about families or other teacher in the school. If I were the paid professional I would find a respectful way to ask other to stop talking about families/teacher. If that did not work then I would ask the principal for advice.

Think-aloud journal	Teacher Work Sample product
in the NAEYC, I don't have to cite it I don't think. So, how am I gonna start this, during my time at this school, dah, dah, da, it was an overall positive experience, well no, I'm gonna change that. It was positive because I worked with the kids and I loved and adored every single one of them but it was not positive because the teachers are just mean. (The next section was deleted by request of Participant C.) Okay, ta, ta, ta, alright, during the time in this school, um, tttt, I noticed many different instances where others were, were talking about families, other teachers and principal. And, let's see, where others were talking about families, other teachers and the principal in inappropriate ways. Um, according, let's see, according to the NAEYC's code of ethics, this was completely inappropriate and disrespectful to families, teachers and the principal. Um, as a teacher, it is my	

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responsibility gain trust with the families, my colleagues and my principal. This cannot be accomplished when inappropriate things are said to others or behind someone's back. Um, I totally lost my train of thought. Oh, come on, two pieces, two pieces left let's go, it is midnight, Jesus. As a teacher it is my responsibility to be in trust with families, other teachers and my principal. This cannot be accomplished when inappropriate things are said to others or behind someone's back. Um, I did not say anything to the other teachers about how I felt because I am a guest in the school and still a student and not the paid professional. I did not say anything to the other teachers about how I felt because I am a guest in this school and not the paid professional. Um, I sat in the lunchroom and did not talk much because I do not want to be put in a	

Think-aloud journal	Teacher Work Sample product
situation where I would talk about families or, or other teachers in the school. I did not talk much because I do not want to be put in the situation where I would talk about families or other teachers in the school. Um, if I were the paid professional, I would find a respectful way to ask others to stop talking about families or teachers. Um, if that did not work then I would ask the principal for advice.	
Um, alright, technology. During my unit, during my time in this school there were many opportunities to use technology. Um, the students can monitor the computer using a student code. All of the websites that they are allowed to go to are bookmarked and if the websites is not on that list then students do not have access to them. Um, all the websites, um, have been approved from the district office and are	During my time in this school there were many opportunities to use technology. The student can log into the computer using a student code. All of the websites that they are allowed to go to are bookmarked and if the website is not on that list then the student do not have access to it. All of the websites have been approved from the district office and are tracked daily. Before a student is allowed to be online they must

Think-aloud journal	Teacher Work Sample product
tracked daily. Um, what else do I need to say about that? Um, before a student is allowed to be online they have, to have, llll, they have to, they must have a signed parent permission form. Um, in the past, let's see, this form is recorded, on, this form is recorded on the student's file and the parents can revoke permission at any time. Um um, let's see, I guess that's all for technology really.	have a signed parent permission form. This form is recorded on the students file and the parents can revoke permission at anytime.
Classroom management. Some days were good and some days were bad. Um, I attended team meetings and that was good because it allowed me to share information with my peers and listened to information from them. But, let's see, um, classroom management for sure. Um, okay, that's not what I want. I would benefit from a classroom management, not class, um, I would benefit from a professional	I would benefit from a classroom management opportunity to learn different techniques, strategies, and new ideas. I feel that I have a lot to learn about classroom management still and will continue to learn. The students would benefit from this because there will be fewer interruptions through out the day and it will allow the students to learn more. The school I am in offers professional development many

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development. I don't need to put that in there. I would benefit from a classroom management opportunity to learn different techniques, strategies and new ideas. Why would this benefit me? I feel that I have a lot to learn about management still and will continue to learn. Um, the school I'm in offers, the school I'm in offers professional development three times throughout the year. Um, team meetings are considered professional because, let's see, team meetings are considered professional development because allow you to share and gain ideas from your peers. I had opportunity participate in two of these; they are very helpful and insightful. Um, let's see, um, the students will benefit from this because, because, because there will be less interruptions throughout the day and will allow students to learn more. Let's see, less interruptions throughout the day …	different times through out the year. Team meetings are considered professional development because they allow you to share and gain ideas from your peers. I had the opportunity to participate in two of these meetings. They are very helpful and insightful also going to a conference on classroom management would be helpful. I would benefit from a classroom management opportunity to learn different techniques, strategies, and new ideas. I feel that I have a lot to learn about classroom management still and will continue to learn. The students would benefit from this because there will be fewer interruptions through out the day and it will allow the students to learn more. The school I am in offers professional development many different times through out the year. Team meetings are considered professional development because they allow you to

Think-aloud journal	Teacher Work Sample product
	share and gain ideas from your peers. I had the opportunity to participate in two of these meetings. They are very helpful and insightful also going to a conference on classroom management would be helpful.
Time, time was a big barrier. But I can't affect that as a teacher, the day is only 3 hours long. Well for learning goal one, with my the writing, let's see, I think they could have used more, more days of writing sentences with me because it was the first time they've ever been asked to write sentences by themselves. Well like, with less and less help. So in retrospect, I should've changed, should've changed that, but then I wouldn't have had an assessment.	(No mention of time constraints in TWS.)
I, let's see, explained that I also, I totally forgot where I was going with that, um one	(No mention of Student A's confidence in this section of the TWS.)

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barrier to student learning was when I gave the assessment, it was the last day of the unit. I then, that's not a barrier though, it's how I did that so that won't, it could be a barrier. Ummm. It can't be when I gave the assessment, that doesn't make any sense. So, we're going to change it again. What is one thing that my kids struggled with the most during writing? It was their confidence level especially student A. A lot of the kids didn't believe they could do it, they were never asked, that's not something I can change though. It has to be something I can change. I can't give them confidence but I can encourage them. Um, how can I affect it as a teacher?	
I need two right?	(No mention of second possibility for professional development in TWS.

Appendix G

Participant A *Think-Aloud* Journal Transcript

(Names and places have been removed, an X is substituted.)

Contextual Factors

Um ok contextual factors first I have to look up gains for my school itself on DESE. I know the school I am actually located at has a high, like it's higher, annual income so it won't be like my information from last semester because its, it's basically all white and the two African Americans in my class not very diverse, I have very few students that come from a non-traditional homes I guess, I have one student that lives with his grandma and his mom but it sounds like his siblings basically raise him. I don't have any students that have free and reduced lunch count which our school does; I just don't have any in my room. (SILENCE)

15:54 I have no special needs I just feel like they cater to all the below average, lower students. I have one student, I don't know all his technical diagnosis right now, but he, his sensory problems, and it's his second year in kindergarten it's the same teacher and he gets pulled out for the majority of the day, he's maybe in there like maybe an hour a day and he sometimes misses specials, he does have physical therapy he goes on um what do they call them, sensory breaks, if he gets like rambunctious or just can't control his actions or pay attention on the carpet, he has a special behavior system in the classroom. He gets tally marks on the board, on the dry erase board when he needs to be reminded how to calm down. And he's very, very lovey, very lovey. The class is high at 21, eleven boys and ten girls I believe um and that's really all for right now.

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Ok, I found some data, the X which is the elementary school I'm at and then its K to 5th grade is 76.4% white, 20% black, which that kind of surprises me because I don't really guess there are just two in my classroom so I guess that makes sense. The total enrollment is 420, 1.7 Hispanic 1.7 Asian and 0% Indian. Attendance 96.3%. um, The students who are on federal free and reduced priced lunch is actually 19.6% which is really surprising to me because I guess reduced lunch money maybe head count, because I know my teacher said we didn't have any in my classroom. So that's kind of surprising. Um, it's really, the average students of classroom teacher is 16 but we have 21 in our class, so just the kindergarten center so maybe that is why it is higher maybe something I need to go ask, I'm kind of curious how big 1st grades are um (Silence) I guess that is really it for now, I guess I need to type that up for now and figure out more interesting facts. (Silence) There is a whole bunch of notes I left out but my kindergartners really aren't on that on here. The attendance of the school is 94.4 that's good and makes sense, I guess the little kids their parents are getting them there pretty regular. My students are pretty regular. There is one who has absences a lot not for reasons we know he has IS family things. We will have a lot of parent participation. We went on a field trip Thursday and we had six parents and then the next day the very next day we had the 100th day party and we had 4 parents and more wanted to come, we just didn't need them so they chose not to stay.

(11:50) Um, the average family income is OK correction the average family household income is correction, no the average family income (is) 73 not 87 and then there is 65% of families living at or below the line in X. Um, the poverty status at X, there is only 2.4 families living below poverty and 9.3 non-family households below poverty which is not

very surprising because like I said about my classroom we have no free or reduced lunch students. I am now looking for the population of the county, city or town. Um, it's kind of hard total population 32,342. 32,300 and 42 people Ok, total household is13,322 single parent families are only 849, which is like 6.4% which is kinda what I expected from our school average. I've got married couples is 53%, families 65%, non-family households is 34%, (mumbles) 21-30, single mothers is 5.3 out of 6.4.

 I remember now about the diversity but it talks about the language spoken at home, there is only, there is only 95% that speak English and only 1% that speak English less than very well. So   with diversity, it's basically just white Americans with a few African Americans that seems pretty much all the facts about the community so now I'm going to move on, well I guess that is the district, I'm going to move on to the school. I can find the population and then I'll move on to the classroom. The school population is 420, 20% being African American, 76 being White, 8…. I'm trying to think about how we talked about this, I just need to type it into the paper. White students living in a nuclear family home, um, that consists at either moms, either their mom and dad, or bi-nuclear families. Let's stop here; very few of the students live in single parent homes any except for, we had the student with the grandma. Um, they have a lot of help at home. They all come back with their folders signed and permission slips signed and if we send out notes about supplies she always gets more than enough supplies that she asks for.

OK, the school has 4 kindergarten classrooms one being half day kindergarten that has a morning and afternoon class. The other grades, there is 3 first grade, 3 second grades, 3 third, fourth, and fifth grades. We have all kinds of a resource room, a physical therapy room; I'm not actually sure what all these rooms are called so I'm going to have to find

out tomorrow. I guess. OK, the students also go to specials *a lot*. The class goes to we have gym, music, art, library and also something called enrichment. But enrichment is always done in our classroom, It's just I'm not really exactly sure what it is, it's just like a class like this last week, she's been coming in and talking about Haiti and what happened over there and there doing like fund raisers and stuff for it. She's just educating them about Haiti, so I guess it is just kind of like what is going on and whatever they need extra help with they do in that class.

Um, one thing I did forget to talk about is computer, they get to go about three times a week, which is great, they get to do like Starpower which is a reading and they do math games. But the downside is we have no technology in our classroom; all we have is a CD player. All the other kindergartens have a smart board in all the other classrooms now like the art room and the music room. My teacher does not but she didn't like the size of her room and she didn't get one. She's the newest teacher there. And she kind of got the bad end of the deal but next year she's moving kindergarten rooms because there is a kindergarten teacher retiring so she'll have one. So for now, the only technology she has is a CD player and um I asked her and that isn't even a TV, DVD player we can move into the room or anything, she doesn't have any technology for anything, we have to go to the computer lab where there is a smart board we can use. But she says behavior is always pretty bad and she tries not to do that because all the kids have to sit at computers and watch the smart board. And all they want to do is play with their computers. So that is going to be kind of difficult and I need to incorporate technology into my lessons but we'll make it work somehow.

Ok, other characteristics of your room. It is brightly decorated with lots of signs and posters and   with helpful hints for students. Student work is covered, that is like the main key. Even our signs are made by the students. Right now we have Martin Luther King, I have a dream work, letter of the week, we have huge posters of like n words, s words and t words, we have a word wall and all those writing tools. One whole wall of the room is just windows; there are seven windows all the way across so it is very lit up with natural light obviously. There is also a bathroom in our room that the students can use, like come and go as long as it is carpet time or group activity. And just go to the restroom as needed. One thing that kind of causes a problem is we don't have a drinking fountain in our room so students are constantly asking to go outside and get a drink which sort of disturbs out class because once one student asks, they all want water. And water is important for them, so we let them get it just in terms of   as long as were like you have to wait ten minutes before they go to get a drink because there are so many kids that want to go in and out of the hallway. The size of her room, she has the smallest kindergarten room, she's very jealous of all the other rooms. We are the only class that our cubbies are not in it. All of our cubbies are out in the hallway which again causes issues because backpacks are out in the hallway. She's very loose with them, and that's the…she has really good classroom discipline but it's not very strict. She lets them go, so if they have something to put in their backpack they just go so that leads to problems because they play out there in the hallway. But besides that their room is pretty typical of kindergarten. They sit at table. They have centers. And they still have free choice centers, so they have like housekeeping area and a gaming table, legos and things like that.

OK, we have tables honestly, which is what I was just talking about. And that will be great because my unit is math and we are working on the clock. And one of the goals of my units in math is telling time and that's something that needs very much to be done in small groups just because everyone will have different experience with time obviously just because you know some parents teach their kids how to read clocks and some don't want their kids to know how to read clocks, so hopefully using the tables I can have lots of different activities going on where I can work with three or four students at a time. I have three maybe, three maybe areas in the classroom. The carpet area is for sure where they do; I mean they don't do any group instruction from their tables. So the Carpet area is one, the table area is another, OK so it looks like 2 areas in the classroom. They are doing things either at the carpet or at the tables which can use as centers. The students do have a routine with activities during the day. And they are very good, they don't always occur in the same order, but in the morning we put the calendar up on like the dry erase board and they are really good at like finding different pictures and we are just now starting reading and they are really good at and most of them are reading. We are just now starting reading like following along looking at pictures that routine comes after my writing.

Have I said this before, there are currently 21 students in the classroom between the ages of 5, 5 and 6. With the exception of one student who is repeating kindergarten, (pause) which he is 7 since this is his second year in kindergarten, um the class has 11 boys and 10 girls. We only have two African American students and the rest is potentially white. Um student A's behavior that he is working on now and he has a behavior chart in the classroom and where he gets tally marks during carpet time or center time or anytime he

is in the room, which isn't very much during the day but he gets four tallies on the dry erase board and if he gets up to four then he doesn't get a stamp at the end of the day and that is kind of like the class management technique for the class. At the end of the day if they are not sent back to their seat, they get warnings for various reasons, they get a stamp at the end of the day and if they get ten stamps they get something out of the goody box and that is one behavior thing they have. They also have their star buddies which is the name of the school so if they do one of the four, be safe, be responsible, be respectful. Be safe, be respectful, be responsible, be courteous maybe? They get those if they get caught being good, they get a chart in the classroom and when that chart gets full which is usually 25 they get like a class party of some sort, they get to pick party, like a popcorn party, and they also have compliment slips which is like a personal thing that teachers can give to any kid, like walking the hallway or doing something without being asked, they get something from the principal's office and they get something special from her like a pencil. But, student A seldom every gets a stamp because he got a stamp twice and it is because on the carpet he can't control his body or his words and he just shouts out a lot. And it's kind of a lot because he's only in there two hours a day. So for him to get four checks is a lot in one day. That's student A, there is Student B who requires, I would say needs extra attention. But we just had a meeting with his parents on Friday about his behavior. He never gets to come home with the stamps. And so now they have a new behavioral system set up for him. Where instead of making tally marks because he is the kind of kid that that would embarrass him, it's just quieter thing. Like she'll say his name and show him some fingers. Only he knows these fingers, she doesn't make a big scene about it. And if he needs a warning but not necessarily right then we'll wait until carpet

time is over and she'll say like that's one warning for the day and he has up to four tally fingers, that's what I'm gonna call 'em as well before he loses his chart. His family says he's lashing out at home and things like that so they wanted to put some system into school so student B kind of needs extra reminders and guidance. Like when he is on task he is very much on task but getting him on task is kind of hard. And they sit at tables so he sits with his friends and is really talkative. I just think a different seat may be better for him. Um, Student C is also very how do you call it. She doesn't like to be told what to do, so getting her to do things is a challenge and then once she starts to do things, she doesn't stop. It is like a 5 minute warning, a 3 minute warning, a 2 minute warning, and then even when times up and everyone else is on the carpet, she'll still be working. The teacher has like, a big black tray so she can put her work in there to finish at a later time because she gets very upset if she doesn't get to finish her work. And then there is Student D. He is very delayed in like language skills and reading skills. She can't sound out words and they are obviously writing and reading groups they were just tested for last week. And she is like scared to try. Like when you ask her to do work, she is constantly asking you what does this start with, how do you spell this? She will try to work on ways to make her more independent but that's something I definitely have to keep in mind during lessons. She does a lot better partner work because she can ask her partner. But independent work she still struggles.

Ok, besides the low kids, we also have two kids who are very, very bright. Like when they got tested for their reading groups. They were D's when everybody else in a class was making A's, a couple of B's and two C's they were both D's. They are also students that get all the extra help at home. They have optional homework and they always,

always come back with it. If we say like 5 words, they come back with 10 or 15. They are always the ones who keep their tables quiet so they, they can hear what's going on. So they need challenge during my lessons and all lessons I guess we do in the class. Student or Knowledge of student approaches to learning, obviously our students like hands on things. And they are young, and well all know young kids like that need that, they are very, they love hands on things. Like this week I have been teaching them math and they like to when they get to play together like the counting bears and manipulating pennies. Like we always talked about and the low social interactions they just talk and talk and talk and that is because they are at tables and it is almost always group work and partner work. Even when they are doing individual work like writers workshop, they are allowed to talk to each other. And the volume stays low. They are good about not giving out of hand. The few are visual with that is pretty normal, I would say, it is kind of hard to tell learning modalities the students kind of have a choice. And there is a group of about six girls who every day is at the art center and alls they want to do is play at the art center. Um, besides that it is not, they don't produce a lot of things. But during writers workshop there are some that prefer writing or drawing a picture. Draw and then write a little. But it is hard to tell because they are not just show what you learned. It's like oh, play this game and mark the sheet, or write and draw me a picture or tell me a story. So that's a little unclear.

Um, as far as knowledge of students' skills and prior learning, I'm not 100% positive of the communication art goal for contextual factors and the second goal it's going to be math and they have a math series, but they don't totally stick to it. Time and money are not in there. And what like we will work on is time and that is completely new to the

kids. They haven't talked about hours yet; they haven't even introduced the clock. So it will be new to them. I'm kind of curious to see what kids learn at home because they know all the numbers on the clock, they've learned their numbers. I just assume they will not be able to tell you it is 5 O'clock. There will be some that can. But they know their numbers which is really important to clocks and they know like the sequence of day. We put a schedule on the board. And it will just say like morning message time, math, computer lab, recess, lunch, rest so we know the order of the day. And they know that blank happens in the morning there is no afternoon but I don't think they know the actual time things happen so I just need to find out in my pre-assessment as well. Um, anything else to know about time. They are very aware of how long each thing is. Like they don't know math is 30 minutes but even before we tell them to start to clean up some of them will come over and ask "Isn't math time almost over". Or when I tell them 5 more minutes, I noticed during free choice center when we were playing this game and I said you have 5 more minutes until center time is over, they like finish they know they don't have time to start a new game. So, I think their sense of time is really impressive for kindergarteners and like when we put their schedule on the board, they know after letter of the day we go to math and after math, we would go to this. So I think they kind of have a feel for time even if they can't tell you at 9:45 we do this. Besides their students just knowing their numbers they can identify zero through 31 because we just benchmarked tested for report cards. Um, 18 of the 21 students can count by 5's. I know this is a weird fact to know but they do the 100's club in school, like count by ones, tens and fives, we just actually work on that which that will help because the clock is 1:05 and 1:10 we just always numbers.

I'm pretty sure the students to the hour and maybe the half hour for my unit. We are kind of still deciding that but either way, they obviously know how to count to 100 or up to 60 is really important. And at least know the clocks. Like a 2 looks like a 2 like 2 o'clock, that would be helpful. Like I want to teach them how to tell time. And read a clock. (Silence)

Ok, obviously this is an implication, while planning my and teaching my unit and assessment, I need to seek to remember that all the students are unique and different like there are some who need way more challenging activities than others. There are some, who will need assistance. I just need to make sure I really look at the pre-assessment data and figure out what students need what and if I do make groups maybe if I have a group who all know how to tell time to the hour, I can plan activities to the half hour or whatever the goal may actually be.

Um, that's also, even though, parent involvement is high. Most of them will bring in supplies from home. Whatever I need for home, I will make sure I supply to those who just can't bring it in or forget to bring it in or their families can't afford it. That's kind of how it is extra supplies container. So if you were supposed to bring in a toilet paper role but forgot or just couldn't bring it, they're just extras in the classrooms I can use for lessons so I don't have to ask the parents or families to bring in things. Uh, obviously individual Student A, B, C, I guess. Um, they are students; student A obviously has very special circumstances. He has to go on sensory breaks in the middle of teaching and then even in the room. Sometimes the teacher will think he does not have to leave for another hour and his speech will take up most of the mornings or his physical therapist will take up, so we don't really know his schedule. So it's going to be kind of difficult to plan for,

but I do what I do. I'll just make it work. Students B, C, and D, they are the ones who kind of need extra pushing, extra time warnings just to get work accomplished. I just need to make sure I have a structured just so they know what to expect, because they do better with clear expectations. And then of course there is Students E, F, need not extra work but challenging activities. They need to make sure they get that from me and that I don't forget about them.

Oh, um, (silence) alright, all of the students except B, C, D need clear directions and expectations, try to give time limits and warnings. Students E and F need challenging work. And they behave well but they always get finished first and when they finish it is when they get in trouble. They don't get in trouble but they like to talk and distract their table mates and kind of be silly. So keeping them challenged will definitely help with that. Um, obviously being aware of all these needs will help me plan and implement my lesson successfully. I need to be sure to include for visual, auditory, and kinesthetic which is it sounds easy and it is but we have no technology in there to challenge is to individuals. Obviously I can make a clock and write a sentence like my other goal is. I'm just going to try to find a video or something like that and auditory and everything will be set up live because even though their reading levels are so diverse, I couldn't just give them something with instructions that are written. They just need that modeling first. And kinesthetics, oh how my little ones love to run and move. Find some good clock activities maybe they can make clocks with their bodies. All the students will be assessed different ways. I've learned that the hard way and they just this last couple of weeks, I've always know it, but with these kids especially you could have two kids you think are the same like you would think their work always looks the same but need to be assessed in

completely different ways. Um, and obviously Students E and F are ahead so I'm not sure if there will be for this school but I need to be sure such they are different to fit their needs. I might need to extend their learning like make the goals harder to challenge them. I just want to make sure the girl um; all the students are supported in their learning environment the whichever way they need to be supported. And obviously to do that I need to make sure to keep all the differences in mind while I'm working on my unit. And once I figure out my, my exact communication arts school I can try to finish up my contextual factors.

<p align="center">*Contextual Factors and Learning Goals*</p>

Ok, so again to my Contextual Factors some more, I'm going back to learning values under Knowledge of students' varied approaches to learning as I look back on my notes in the rubric I think I kind of understand more what I was trying to write about um so I said there was a group of six students that when given the choice of centers, given the choice of centers, always pick the art center they express their selves through painting, drawing, and coloring. Then during writers workshop there are two boys in particular who never illustrate (says in a questioning tone) their work which is sometimes a problem because in writers workshop they are supposed to write something and then when they are finished writing it draw a picture or vice versa cause she is trying to make sure that they can correlate their words and their drawings they don't do that so They really like to write um and then of course you have some children that don't follow a prompt they just rather tell you a story. They don't want to draw it. They don't want to write it. They just want to verbalize it. (Silence) Um, in writer's workshop there are two students in particular who don't illustrate their work and only write words for sentences. Um, *all* the

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students all the students, all the students are real talkative and love to share their individual work with each other. Of course, they always want to look at each other's work. They make books, they make class books like on the letter of the week and everything and they are always so positive. Um which she definitely coached that. But whenever it will be like Harry says R is for… and it will be a blank and they like write wrote or whatever and then they draw it. And then they read it when they finish the books. And they are always like that is such a great picture, I love it….

I love this class. Ok, um, Knowledge, Oh, we decided my second goal today is going to be about sentences. We're not sure how detailed because we haven't worked with grade level expectations about. What the group exactly about sentences what all needs to be in the sentences I guess. So once I get that figured out, I can be done with my Contextual Factors. Yeah! Uh, something looking over my rubrics last semester and before um, Knowledge of Characteristics of Students' Interests, Culture, I guess I got marked down on, I got a 9 out of 10 which isn't bad. It's just hard when its culture because if you look at the class as a whole, it just looks like their all the same culture, I mean I know they're not. I know their whole lives are different with different beliefs but I don't really see how that is affecting their work. I mean of course goals with live with a single parent and basically raised by their sisters and everybody else reads their book at home. They will come back and read it with mom and dad but his is always his sister. But in math, I don't see how that's going to affect math. I guess if parents at home will sometimes read the, the clock and tell them "oh at 5 o'clock were going to this and at 6 o'clock were going to do this" so it will probably be different from their past experience because they know what their parents have done.

But besides that, I need to dig out my other Contextual Factors rubric. Ok, let me look. Hopefully, that is all I need to add to them.

(Silence)

Here we go, let's see, Contextual Factors, alright, I discussed community, district and school factors, classroom factors, I believe I discussed clearly enough. I'll go back through it. I always group them together because of the way the grading rubric is, but then you look at the front of the paper, I hate this. The front of the paper paper it says the classroom factors as a separate thing. I kind of feel like it is all one. (Sigh) Student Characteristics, I need to make sure I talk about culture. Maybe I need to go over their developmental levels a little bit more. Instructional Implications is pretty good. I hate that these rubrics definitely first of all.

Ok, skills and prior knowledge, my clock goal is good, my time, but I obviously have to write about my second goal now that I know it.

Um, (dog barking in background) (silence), Ok (silence). Uh, ok I think after clarifying my learning goals, I will be able to write more about my goal just by naming so and so (not able to understand what she says).

Ok, I have to write, I have to figure out my exact writing goal and then I'll be able to determine what I need more of.

It's hard to go back and look at my work because people

I just read this past sentence, Contextual factors

(It seems like she is reading through GLE's) Ok, my learning goal, for oh hang on, communication arts, (silence) communication arts, I feel like its sentences, it's not reading (shuffles through papers in notebook) reading, writing, writing process using

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generate writing plan through oral pictures, compose text using words and pictures, rereads along with assistance, record is different audience providing compose text, all with pictures with words relating to the topic, given topic but with assistance, compose text with assistance, compose text using words relating to a topic, written text, form letters using correct pathways and proper movement, capitalize first letters of their own name. Use ending punctuation written text. That's something big she's been working on um, illustrates, uses correct spelling of own first and last name. She wants them to do punctuation, I know, maybe that is what we can focus on. She said she doesn't really care. Plan and read stories and ideas using narratives. Using various type of writing.

I wonder where like Oh, she is pulling also from a first grade GLE which doesn't surprise me. Because this woman, she really pushes the kids to describe, be number one of course, they all do.

So, Ok, Capitalizes first letters of own first name. Uses punctuation in written text with assistance. And then for first grade, it says, oh ok, finger spaces, capitalizes names of people, and beginning words of a sentence, Ok we have to do that it. Ok, we'll try to get them to do it. Use a period at the end of a sentence and a comma in a greeting and closing of a letter, they use periods, use naming words, spell words with simple. Do they have to spell it right? Isn't this like

She really pushes her kindergarten class hard because a lot of these things are like they have to capitalize their weeks. Forget to capitalize their weeks Ok, so for kindergarten it says uses ending punctuation in expression in text where first grade uses finger spaces and capitalizing that's what we're working on its just a lot to do, so Oh….were going to capitalize, finger space, punctuation. We're running out of time, Maybe we won't worry

about finger spacing in this unit because honestly, just watching them all but two students already get that so we need to work on capital, capitalizing and punctuation along with time. Luckily, my teacher is laid back, she just trusts me now. Prosperities which is fabulous.

So, if we go back to knowledge of student's skills and prior learning uh…I need my rubric. (Hums) OK, the rubric talks about knowledge of students' skills and prior learning. OK. My notes say math has been set up with extra groups, hands on, no prior knowledge. Let's see teacher describes general and specific knowledge about how students' prior knowledge … prior learning that may affect learning. This is hard for literacy. Where's my math again, communication arts…Ok, the class tttttt (silence) the class writes during writers workshop which occurs about three times a week for approximately I'd say thirty minutes a day, thirty minutes each day. During, during, writers workshop the students are given the choice to write about a given prompt or they can pick a topic off the "what to write about chart" or from a flip out catalog that are on audios. Good spellers, Ok… After writers workshop the teacher looks over their work and picks one topic a day to discuss. They have really been focusing on finger spacing, as well as its not sentence structure….Oh, sentence, let's see how this sentence conventions. Sentence conventions, sentence conventions, sentence conventions such as capital-izing, and capitalizing the beginning word and using some sort of punctuation at the end. OK. These skills are also reviewed on Monday, and Wednesday, and on Friday mornings during our morning message. During morning message, the teacher writes a letter to the class usually about two sentences long um ah long, about something, about an activity they are doing that day. She uses correct punctuation and I guess I will say mechanics on

Mondays and Wednesdays but on Friday's mistake in, mistake in text in letters and the students get a chance to correct the errors in the letter. OK.

Let's see, correct errors in the letters. When the letters are written, they always have a class discussion about the type of punctuation needed at the end of each sentence. The students are familiar with the period, question mark and exclamation point. During the week the students practice writing during other activities as as well, such as their morning journals, morning journals, math centers, math centers and oh, when creating class books. (silence) ok (silence) let's see, (silence) I think about this certain children I have to correct this I don't know how to spell, move on, final year. During day the students practice writing during …morning journal, something tells me this is wrong, .(silence) Ok, let's see about correct punctuation, I'm sorry I know this is a lot of wait time for you Ms. Dees. And this is why I'm talking to you but I am trying to change all the errors in my sentences so I can read it right. OK, let's think about the specific students in the classroom. Who did I talk about already? (Silence) ok, student A who is repeating kindergarten. Let me look at my numbers, student a…is able to write sentences but doesn't, I shouldn't say sentences, is able to write but not distinguish between sentences. He also, the student name. This student also uses capital letters throughout his writing with no sense or purpose maybe he just really; I think honestly I think he just doesn't know how to make some letters not in capital because they learn their capitals first. I don't know this is just me impression of that, I probably shouldn't but I just remember him… when you ask him about a capital, he has no idea. Ok, that is student A. tttttt um, Student B is exactly, let me look. Look at the chart, hopefully this will help me, ok, c that looks like, c is a her. Student B hasn't been there the last couple of days. Which makes

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the classroom completely different. Ok, where is D. Let me see if I can find his name.

Oh, writing. OHHHH. How about student, where did I make a student, e and f are ahead

of the game. I know who they are. Student E, he is also hasn't been there, we have live

ants in the classroom so it is kind of interesting to see which kids are there. Ok, I think a,

b c, d, e, f. Ok, ok I want to talk about student g too, this is a new one (sigh) Ok, let's go

back up to knowledge and characteristics of students. Student, Student G is a bright

student with behavioral struggles, let me say struggles, issues. He constantly is touching

other students and often has to sit by himself, hisself, by himself. This student, student G

is so smart. He is just so smart. When we are done with work he flips over his paper and

does multiplication, but on the carpet, he cannot sit. When he is by other people, he has to

touch them; I think it is a sensory

He, were trying this new thing with him. We've got these things like; our school is doing

this thing about how children don't have the capability to sit still, which duh, I'm glad

they finally got the memo. But we have not medicine ball, we have one heavy medicine

ball, it's like a workout yoga ball or something. And I guess we can try we are going to

try it tomorrow. We're going to let certain students sit on it and then at their desks, to try

and keep them occupied as they working, oh no, it will be a workout. Hopefully, it will

work, something I want to write about but for right now, he just constantly touches other

students and sit by himself and be reminded to stay on task. But ideally he is perfectly

fine, he knows, he's smart; he always gets his work done. He just likes to goof off.

Alright, back down to knowledge of student skills and prior knowledge, no that's

characteristics, OK prior knowledge, skills of prior learning. Alright the need to write, to

distinguish between sentences. The students also use capital letters throughout writing

without any purpose. Student, see not all these students have issues. That is where I get stuck. Just because student a, f, and e are ahead and then b, g and c and d, they are not behind, it really is just behavior. Prior knowledge is the same as everyone else's. I mean all the same. Ok, let's talk about student f and e. student f and e have mastered the skill of capitalization finger spacing, as well as spacing in their sentences but still but still need help with punctuation. (Silence) Ok, the other students practice daily but have not conquered the skill, this Ok. The students are also working on (mumble) what to say about b and c (silence) All of these skills are reviewed and used these skills used daily only student E and F do accurately the majority of the time. I don't know what to say. I mean they are average kids. Student B capitalizes, do I have to talk about that. The thing with them. Students' prior learning yeah, but what do the students do???? Student C writing is so good; I would say student B is too. Its behavior with them. Student b and c when on task write very well using punctuation the majority of the time but not always using capitalization. Student d, student d , hold on, (silence) um, ok, student d sometimes form conventions but when asked what is wrong with his writing he always, not always, can usually fix the problem, fix the errors, he has made. Um, OK. OK. (Chewing gum) Instructional implications. (Silence, ruffling of papers) um, I just don't know my exact goal for I know I'm supposed to, methodology, I know I know. Let's say writing. The reading goal I need to keep in mind as I teach my unit for the student. All the students in the classroom are unique individuals and need to be taught in a way that challenges them. To me this sounds like I am teaching telling time as well as the conventions of a sentence, that doesn't look right. I need to know what the students know about telling time. And

writing sentences. (Rereads work) Ok, I believe for now I finished my contextual factors until I find out more.

Learning Goals

Ok, I'm gonna just write out my learning goals so I can ask my classroom teacher tomorrow to be 100% sure that is what we are going with. Goal 1 – the students will look at time first, well actually look at communication arts will be able to write a sentence using (silent) using ok write a sentence using capitalization is that a word, capitalization for beginning words maybe I should have two language arts goals, one on capitalization and etc, the students will be able to write a sentence using the students will be able to write a sentence using, the students will be able to write a sentence using (pages turning) using ending, using ending punctuation. Just sounds really weird worded like that. Continuing punctuation, which I'm gonna guess is goal two, but they are both for goal 3. Maybe I should have four math goals one is kindergarten and one is first grade, so I will be scaffolding them. Ok, first grade is capitalization and reading words, for math, time, shapes, and see this is like first grade it's kind of like two sizes. I hope this is the newest one. I think it is. Would it be under science? Oh, communication writing (shuffling papers) composing text using ending punctuation, capitalize beginning words of sentences using periods at the end of sentences and a comma, that's right, clocks, clocks, clocks, clocks, hum, (silence) the clocks are in here right? (Pages turning) oh, gee here is the one sounds tell units of time, it says kindergarten, describes passages of time using today, yesterday and tomorrow. First grade says to tell time to the nearest half hour. Second grade, tell time to the nearest fourth hour. So I guess telling time to the hour. I think I'm going to focus on hour and half hour, first grade, that is not surprising. I don't

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think we're doing fourth hour. I think we're just doing hour and half hour. See were doing money right now. So my math goal will be students will tell time to the nearest half hour. Goal tell time to the nearest half hour. I always have trouble wording my goals. The students will identify, maybe identify time. Let me get the DOK chart out. Students will distinguish, no, students will all right I will be able to do this. Students will write students will write a sentence, students will write a sentence. I think it is write identify. Students will tell time. That is hard because identify time. Where is my DOK chart? Students will, DOK chart, DOK chart, I don't know where you are. Students will tell time. This keeps on   students (pages turning) I just don't know about time. Students will I have to go like I don't have it in my binder. I'm too impatient. DOK, I'm thinking. Depth of knowledge, identify, list, label, illustrate, measure, name, match, use Uh, will write a sentence. OK, maybe I'm, these aren't as hard as I fell like, my like students will these stupid verbs. You know what. (Silence) panic, will we be telling time. That is still (silence) Ok. The students will identify what types of punctuation to use. I mean students will identify the type of punctuation, but we really don't do types. Identify, the students will be able to, I don't know, listing all this. Compare and contrast. Students will be able students will write a sentence using ending punctuation students will I guess identify the type students will identify the type, identify and use, students will identify the type of punctuation to students will identify the students will identify the correct (silence) students will identify the correct ending punctuation to use when in a sentence. Oh good, that's fine for now. Identify I think students will be able to compare and contrast was my last goal. Compose ok maybe compose a sentence students will compose wrong way, students will compose a sentence using capitalization at the beginning students will compose kind of a good

sentence compose a sentence using correct ending punctuation ok that's ok for right now. The students will compose a sentence using capitalization for beginning words. Goal two, the students will use correct ending punctuation. Goal three, students will tell time to the nearest half hour. Identify telling time. Students will students will identify by, students will time to the nearest half hour and that's just the beginning of my learning goals. And that's about as far s I'm going; I just want to be sure I can have goals for her.

Ok, after kind of looking over my learning goals, I went back to look from my prompts and the questions are what do you need to think about as you pick your goals and obviously even though I haven't pre-assessed. I just need to make sure that these goals are going to be appropriate for my students. I mean I've just observed things with the kids. Like, I've observed their writing, because we do writing every day and we pick things out of their writing to work on. And I just know that the kids need to work on punctuation and sentences and being able to tell two sentences apart from morning work and from our writers workshop and from everything. So I know those are going to be appropriate. I don't know if we're going to be able to focus on both or if I should just pick one goal and like just focus on that. Um and then also with clocks, um, I just need to make sure I don't start too soon. Like I think my goal is identifying time to the hour. Just from observations, I don't really know if the kids know anything about a clock. I think they know about the clock but I don't know if they know anything about time. So, it just kind of depends where the kids are or where I'm going to start with the clock. Um, and all my kids are different so I just need to really make sure I pre-assess well to determine exactly what kids need to start where, how broad or how specific I need to be. And so my question is how were picking the right goal to make your unit work. Obviously, if I make

goals way too hard for them, my units going to fall apart. And then I also need to make sure I pick goals that can somewhat correlate, like, it's pretty easy to put communication arts in with math. And they need to work on writing sentences and telling time, like we can do those together because we can just write about times. So I think that I will help um I was thinking we could work if the kids that aren't ready for these goals. I mean it's going to fall apart. Or just kind of clear um and then after I pre-assess I can always change my goals or edit to fix my goals, tweak my goals to make them work. (Sigh) And I think that is about it for learning goals. Hopefully, I need to edit them but I think their pretty much good as long as I pretty much pre-assess, I don't need to change them. Um, before I'm starting my assessment plan and my design, I was looking over my learning goals um and had conversations with my cooperating teacher. And instead of having two separate ones for punctuation and capitalization, we just put them in one. Because really we talked about it and it was going to double for everything because they tie hand in hand. If you capitalize a sentence and put punctuation at the end its pretty much one goal. So, I'm just going to change that in my learning goals and I know before I go any further I just need to edit it later on since I haven't actually passed learning goals, that's what I'm going to do so I can pre-assess that goal and get ready to move on to my assessment plan.

Assessment Plan

Um, Ok, I'm going to start my assessment plan and like obviously I picked my goals it is about telling time, and punctuation / capitalization when they write their sentences. Before I begin planning I need to pre assess which I've pre assessed both goals and I'm just doing a pre assessment rubric for their writing and a checklist for their clock. That's

what I believe I'm gonna do, um the checklist for the clock is just going to be one pretty simple like can they identify the hand on a small clock can they identify the hand, the hands, can they identify like can you tell me any of the times on the clock. We're going to write things from like that and then um I'll use my assessment plan, my assessment plan, I'll use them throughout um obviously when I do a formative assessment I'm not giving them those things. I need to be sure I re-address them rather than just leaving them on. So I will have to obviously gage, gage the students throughout throughout all of the unit. The unit. I want to be sure I'm including lots of different types of assessment to make sure I can assess all the students in the ways that best suit them I guess I should say. I plan on using a rubric obviously for the pre-assessment and um throughout I'll use rubrics. Observations are key I want to make sure I make observations daily to see whose struggling, to see what's working and not working. And I made a checklist for interviews oh I think interviews are really good to work with students because you can just sit down and talk to them and get good feedback. And drive, change your instruction from there. Rating scales I'm going to use and then their self evaluations. I am going to use a rating scale and let them write a little bit. Some can write better than others. I can always do their self assessment in an interview form. Or fill out the rating scale. It just depends on our time. Um I think I'm going to use a rubric obviously in my design but I'm just kind of thinking about some of the things I use in my design. Whenever I give them a checklist, well I have the students make things, I'm going to have students make the clock I think. I will use a checklist just make sure they have certain things on their clock. Like the numbers, the hands and those type of things. They are going to make a group collage so I'll use a rating scale. I decided I'm going to have them use a rating

scale as because I'm going to have them write as well as make different pictures that

happen at different times and then write the times or write the clock. I haven't 100%

figured it out. But that's why I'm going to use a rating scale because that way it's not so

every little thing is graded. It's kind of more did they do what I asked but then they can

all be creative. I'm just going to have them write two sentences about their collage so

that's gonna be writing skills as well because it's hard to tell whose writing what and tell

me so I was going to do a group grade. I'm not going to have students make pictures or

do activities that correspond to clocks I think I'm going to give them like blank clocks

and then they can draw times on them. Like at 4:30 they ride a bike or 8 o'clock they go

to bed. Things like that, so I'll use a rating scale for that. I will make observations every

day but the more formal ones if they are doing individual work, I will use more of those

and then I'll listen like during group discussion of I'm not going write them right then

and there, but I'll try to jot down a couple of things. And then I can always go back to

that student leader in the post assessment. I'm just going to get some of their writing. It

won't just be about like clocks and then writing samples toward the end of the week from

like writing workshops and other things and use the same rubric I'm using in the pre-

assessment. Um, and then I need to do the post assessment for my time learning goal. The

exact same clock, so the checklist to see how the students have improved. I students will

do or question and answer. I'll just ask questions about why it is important to do clocks or

did you see clocks what are some important times that you know do you know what time

you go to bed, what time you eat I just kind of want to get a sense of what the kids

understand about the concept time. It's kind of like abstract. I just want to be sure to talk

to them about that I guess. Um and then adaptations throughout my unit, student A will

be reminded of expectations while he is working in groups and individual activities. Also we can always send him to his resource teacher if he can't finish it in class if he's having a hard time concentrating and that's what she's there for. And then my wonderful b, c and d student uh I guess they will all get extra time reminders, not extra time but they will get extra reminders because they have a hard time finishing. We'll have a transition if they are not finished, so I will be sure to remind students constantly at least 5 minutes or 2 minutes that it's time to clean up. So if they don't finish they can put their stuff in the black tray. Um, this might be the advanced Students E and F. I just have a feeling if they are going to be a little above the rest of these skills possibly um so as soon as I pre-assess I'll know if I need to push them a little harder and see what they need. Like do they need I can always make different work for them to fit them. Um, my student G will be given the chance to work in groups but might have to do but might have to do something on his own just because of his behavior in groups I guess I say and I think I'm just going to make a guideline an actual rubric I kind of expect clock I just think they need to identify numbers 1-12 because that's important I mean you can't tell time if you can't read numbers 1-12 so that's kind of our first starting point. And I want to know if they know what hands are and identify on the hour hand, the naming hand, do they know what a clock is, can they identify time on the hour or half hour. I'm just going to like move the hands to 2 o'clock and then ask if they know what time it is. And after a couple I'll ask can you show me 7 o'clock because sometimes they can do it one way and not the other and then the half hour which I'll be a little surprised if they can do half hour ok you never know just as I interview I was thinking of questions like, why do we use clocks, can you tell time, why are reasons we need to know time, where have you seen clocks at home,

what is your favorite time of the day and why. Which I think maybe our questions for our class book I think I might ask kids what's your favorite time of the day? Of why and then they have to say something like "this is my favorite time is on the clock because whatever. Do you know what time it is? What time do we go to school? What do you like to do in the afternoon, because that morning, evening and afternoon is hard for them to. So I just want to be sure we are using those words. Um, our time book rubric um will have capitalization, punctuation, and then if the time activity correlate. Like if they are saying what time it is when they go to bed and that obviously doesn't correlate. So I just want to make sure their numbers are in the right order and color the minute hand already in black and I don't really like them to do because I want them to be able to be creative and color whatever they want but I just need to know more like assessment purposes for like instructions are drawn. So if we talk about the minute hand, some students won't remember the minute hand to be longer. So if we talk about the minute hand being longer, also our black hand. That might help the students a little bit. Also, I'm going to check for capitalization and punctuation as they write their sentences about their clocks. And then the rating scale, make sure the activities correlate; they have two sentences using proper punctuation, proper capitalization, I think the rating scale will be $1 - 5$. Um, learning goal one for pre and post assessment I'm just going to take things over a morning writing, writers workshop or their journals, I just I just don't want them sometimes if we tell them were going to write and turn this in, they write different so I just want to see in their own writing, if they are using punctuation and capitalization. And then my self evaluation I think I'll do rating scales like how much do you know the parts of the clock, how much do you know about telling time, list the two parts of the clock,

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and if there is anything else you wanted to know same thing for learning goal one. I'm going to do you know when to use punctuation, because students are honest and just have no idea and then list two reasons to capitalize a word when it comes to punctuation what I'm going to work on. So I can see what kind of answers I'm going to get for that. I believe that is going to be my assessment plan in general kind of way.

Design for Instruction

Ok, for my design, what do I need to consider for starting my lessons plans? Obviously their pre-assessment results which I have, let's see if I can find them, (silence) hum, basically, my pre-assessments results show basically most of the students know what a clock is. I just got them out and made them tell me oh that's a clock. I didn't even go, like do you know what this is? A clock, a clock. So that's good to know going in as a basis, I guess. Um, so students knew what a clock was. They all my students could identify the numbers 1-12 which that is very important as well. Like I said before if they can't identify the numbers then obviously, we'd have to start there. Um, a lot of students, which I was kind of surprised, um can start knowing the hands. It was kind of like half and half; some of them of the students knew they were called hands. Some didn't even know. Some knew the term minute and hour. Some just knew hand. Some called them short and long. Some could tell the difference and some could not. Um, other than that some kids that could tell me the time to the hour. And some could not tell me the time to the hour. So, I need to keep all of them in mind when I plan my lessons but I think. Um, because of these results when I do well as I'm starting to plan my lessons. I need to look at my contextual factors and basically over all of my contextual factors so I'm going to have to keep their hands busy and keep them very actively engaged. And not do

worksheets, not do things like that. To make sure I'm having them create things. They're very creative and love art center so I need to make sure I can use that as much as I can with for them.

Um, that's kind of what I need to consider how will the pre-assessment helped me in planning. My pre-assessment results and my contextual factors lead my lesson plans. I need to plan these lessons for these specific group of kids. If I know I have ten kids that can tell me the minute hands and then ten that can't tell me that's obviously still something I need to go over because the minute hand hours or the short hand long hand to be able to tell time. Um, how I pick the objectives and activities and strategies. I obviously have my goals picked which is to tell time to the hour um and to the half hour so its half hour. So I'll start, let's see, my first lesson is my first objective I want all of the students to be able to identify parts of a clock because once again if you can't identify parts of a clock were not going to be able to tell time. So I just want to start my objective is very basic, not minimal, but at the basic, basics, you need to know the basics before you can tell time. So we are gonna identify parts of the clock and then maybe after we know the parts of the clock we'll make sure we know the purpose of each part. Like, the hour hand, it's not that kind of thing, we know the hour hand but what does it do, what does it tell us? The hour but um and then after that after we do that time each day even though I'm going to know the parts of the clock and purposes of the clock we're still going to go over times because I have some students that are ready for that. So, then by the third lesson were going to know time to like the nearest half hour or hour just really depending on how the students are progressing with this skill. Um, and then my objectives since we are going to make um, they're going to make their clocks, they're

going to make their collage, so an objective would be I mean I need to address my goals so later it will be for those students or activity that correlates to a time. At least, that's what the collage is all about. And another objective will be pretty much the same thing for their book. They're going to have to illustrate how it correlates to the time like by themselves though not in a group setting. Um, and then activities for the clock obviously, I just want hands on activities. We're going to make a collage in groups because my students love, love, love group work and love to be social and be with one other so I want to make sure to include that in some activities. Having them make a personal clock I think will really help them as well because we have a clock on our wall and we have wooden clocks they can use but I think if they make their own clock, take ownership in their clock, it will help. It will help with identify parts because its theirs and I can go around and have conversations like what are you adding and they can tell me they are adding the numbers and the minutes, the minute hand or the hour hand. Things like that. Strategy wise I say I'm going to use group work because they are such social, kinestitic, active learners and group work is really essential. And the artsy thing, artsy like, not where you have to make it look like this, but those activities where it is the most appropriate to my contextual factors so make sure I use lots of activities for those. As far as my second learning goal, um, the, I kind of did that backwards I guess. My second learning goal the tttt writing. Um, because of the pre-assessment result I'm going to use capitalization and punctuation in the same kind of goal because I think it is just most appropriate for the students because they are getting a bit they understand it, it's just remembering to do it. Which is kind of what I feel like they are working on. So, I'll just pick those objectives at my end of the goal but my goal, my end of the unit goal is that

they will write a sentence with a capital letter and punctuation. So, throughout my unit when we write about things were just going to always be talking about where the capital letter should go. Where that punctuation should go. And things like that. And then when I have themselves write they're going to have to incorporate those aspects of sentence writing into those and the activities for this too were going to be integrating that kind of language art things into our clock so I don't think I can. They are ubber excited. I'm not telling them. It's not writer's workshop when I'm sitting down and telling them you have to write about the sky, they get, they get kind of bummed out. Especially since they're writing about something they made. I think they will be excited like when we make the clocks. They'll be excited and they're going to want to share it. And they're going to classroom more when we get to if you do your best work so that really motivates them to do their best work. These strategies just model, model, model, model. Because like capitalization and punctuation you can explain it, they can explain it back to you but it's practicing using it. And all that kind of fits into my contextual factors. These kids are so smart. They really are. So, so that's pretty much the basis for my design and because I had to make myself some plane for I pretty much know the basis of my activity. I just have to make sure I state my objectives we talked about to each activity. That's pretty much what it's going to be about.

Ok, working with with my design, um, I'm going to briefly write out my web. Um, obviously my first day I'm going to do an introduction into clocks. They're going to I'm going to introduce them to clocks. We're going to talk about the vocab we need to know. We're going to make a word wall and those types of things. Um, the second day their gonna create their own. The third day we're going to play a matching game. Um, play a

matching game with I think I'll have cut outs of clocks or whatever. And they're going to have to find their partner. And then after matching clock they're going to have to write a sentence with their partner. And so I'm kinda using partner work to gauge this because I do have such advanced kids and lower kids. I think using partner work will help both students achieve to the best that they can because the lower ones can kind of depend on the higher ones, and the higher ones can scaffold the lower ones. The lower ones grow when their like teaching others. So, I'll do that. On the fourth day, I'm going to do the group collage with pictures and activities they do at that time and then they have to write sentences as a group about that. And then on the fifth day, we're going to make our class book. Which is, they're going tell me, "I like this time, my favorite time is this because I get to go to bed my favorite time is 8 o'clock. Or my favorite time is noon, 12:00, because I get to go to lunch.

And things like that. (Silence) so, basically, the pre-assessment results are in a graph or in a chart for both of them. It's all going to be kind of hard because of my limit to technology. But luckily I think we're going to be able to use a TV and DVD player if I can incorporate, and a CD player. Um, I think we're going to be able to use the Smart board in the computer lab which that in itself will be interesting to go back and forth to the computer lab, but it will be fine. Ok, so for the assessments for the clocks, my objective is going to be the students will identify the parts of the clock, um obviously the goal for that is that they will be able to identify time to the nearest half hour. And then we'll just be working on the math goal this day. We're gonna kinda carpet, we talked about clocks getting excited. And we're going to read a book about clocks. Because as many ways, the more we incorporate the material that they need to learn, the better they

will learn or understand. Um, I have those wooden clocks, I'm going to pass out to the students and let them explore. We're going to talk about clocks, what do you notice and look at the word wall. We're going to talk about all those important things. And I have a clock rock song; it's actually my cooperating teacher's CD. Um, and they're going to get to listen to it. It's just like one o'clock, two o'clock, three o'clock rock. But then we're going to practice making the times. I'm gonna freeze the song and then we're going to make the time. Like on our clock. (Sniffle) And that's going to be our very first lesson. It's going to be very simple, just so I can talk to them and kind of observe the kids. I'm going to do observations for that. And just see what students understand and what they don't understand. My second lesson, they're going to make their own clock. So, they're going to identify the purpose of each pair, each part of the clock as my objective. Also, I'll have my writing objective; the students will compose a sentence using correct punctuation. We'll really focus on their prompt, punctuation for their sentence. We'll come to the carpet, talk about clocks again, how they use them in their lives, we'll review our word wall from the previous day. But this time we're gonna talk about, we kind of talk about purposes the first day but I want to review the purposes. We watch a video, how to tell time, its a little cartoon video. We'll talk about the video, and talk about the anything else the students know about telling time. They're going to create their clocks they're going to use templates. Um, templates, and they'll have to place numbers in the correct order on the clock. Have the black minute hand, the red hour hand, they can also use anything else, they don't have to use um just the templates. I'm going to go to the recycling center and get things they can use for their clock so it will be fine. And they'll have to write a complete sentence about their clock focusing on punctuation. I'll write my

sentence and model it. And we want to talk about what makes a good sentence, and definitely key in on the punctuation. Were going, I'm going to let the students work and I'm going to walk around and interview students and observe them as they do it and then when they finish their, their um, clocks I think I'm going to use a um checklist. I think I decided on that. (Silence) ttt, yes, and my adaptations for this is just, student a will need extra help, student b, c, d, e and g are going to redirect as they get off task. And um depending on the kind of days their having, I'll bring supplies to their tables. Because sometimes when they get up to move around it distracts them because they are so social and I want them to be able to get to work and they don't have special places for this or anything like that. Students e, x and f will be challenged to write more than one sentences because based on their pre-assessment they pretty much have capitalization and punctuation down when they write a sentence, but when they move past the one sentence mark they kind of lose their capitalization and punctuation. So, we'll use a checklist for that. In my interviews, I'm gonna go around and talk to them during that, I think it will probably be used every day, because I won't have time to interview 21 kids in one day. Um, daily we're going to play the clock matching game. The kindergarten students will have to identify time to the nearest half hour. Um, And this also, like throughout the day, like before we start another activity yeah even when we're doing math, we're going to do a clock check, what time is it, is it almost 10:30, is it almost noon, well twelve? They'll learn the term noon I guess.

But during the clock game, they're also going to compose a sentence including capitalization and punctuation which goes with my language arts goal. They're going to come to the clock or the carpet; I'm going to pass out this one's kind of tricky. We're

coming straight from the computer lab because we have lab before math on this day. So in the computer lab is when I'm going to show them this um it's like a matching game. Actually, um, the Smart board, so that will kind of make my model, they'll see on the Smart board, but then we're going to go across and actually do it. But when we come in class were going to I'm going to pass out their clocks very quickly, like within five minutes review our word wall, and then read a clock poem, we'll talk about that, do our clock rock song, and they're going to make times on their clocks and then we're going to do a matching game which I've already showed the students on the Smart board. But its different with paper, so I'm gonna show them a few rounds. Then they're going to play it. And then on the last round of the game, I'm going to have the students write sentences, um about their clock, like about their time. Like Caleb and I sorry, student z and I both have 8 o'clock. Or at 8 o'clock we like to do this. I'm going to pretty much leave it up to them. (Silence) Um, (typing) I kind of think that should be open, they are so creative. Um, we're going to come back to the carpet and talk about what we saw, what we learned, they can share their sentences. Which I'm sure they will. I think it is also when I'm going to do a self-assessment. (Silence) Um, adaptations for this one will be a little trickier, because b, c and g will be placed on certain squares on the carpet. Um student d will be reminded on how to behave during group activities. Student a won't be in the room during this time because it is when he goes to his physical therapy time so he'll miss out on that. Student e, f will be given clocks, kind of depending on their, I guess, progression. It might be more; I could see them knowing how to tell time to the five minutes by this time. But it just depends; there may be more students than just E and F that will be able to tell time past a half hour. If that happens I'll be sure to have a group of

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students with clocks that aren't just a half hour and hour. (Silence) and then my time clause for this lesson, I'll attempt to do to the nearest half hour because they will have to read the clocks, or tell the clocks um is the goal, but my objective is to illustrate to a specific time on a clock. So, obviously they have to be able to tell the time on the clock to do it. And I may be, I might pass out the clocks and just say a time like put your clocks on the hour, half hour and then they have to find the time. Just so that I have them writing 5 activities like 5 o'clock. And then they'll have to compose sentences using capitalization and correct punctuation. Then we'll come to the carpet, we're going to talk about activities we do in the morning, afternoon, evening. I'm gonna demonstrate I'm going to have a main collage I made myself and then I'm gonna pick groups different from table groups because I want to be able to mix them up. I think this is a good strategy for them to work with other people. Sometimes, they get tired of their table groups. Um, and then they can share when they're done. That's it. I'll just make sure b, c, and d are in different groups um, I'm going to place them in groups so I'll be able to easily do that. Also, I'm going to student e and f and ask them if they want to be um, oh it depends on how they're progressing but I see them doing more than half hours. I might give them some clocks that say 2:25 instead of 2:30, things like that. We get out of school at 2:55, so maybe I'll give them like clocks like that and come up with activities we can do at that time. Kind of just depends on how they're going through the lesson I'm using a rating scale for that. Um, my class book. The kindergarten, um, the kindergarten students will illustrate a time that correlates to ten o'clock which is kind of the same thing. Then they'll have to write their sentence. About, like my favorite time is 3 because that's when I get to go home or maybe this not only ties into the clock but its individual book page.

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And I'll also have this lesson when we're going to review how to tell time, the parts of the clock. We're going to read a book about Hickory, Dickory, Dock and they're going to make their class page. And I'm pretty sure that's going to be it, depending on how the students are doing, I might have to add lessons in between or change lessons as we go but that is the plan for now.

Classroom Management for Instruction

Okay classroom management um what points do I need to take into consideration with classroom management used for my unit? I just need to make sure handling transitions are key in classroom management especially because we're doing a lot of carpet to table to carpet to table, sitting on the border of the carpets, sitting on their spots on the carpet and always, always, always, handling those transitions issues will make or break an activity or a lesson I've learned especially with kindergartners. So I just always want to make sure that I was have a plan for transitions. I'm gonna call a lot by table colors because they have a blue table, a yellow table a red table whatever. We'll call by table colors, we did boy / girl, we do 5, 6, and 7, like their ages yes we have a the seven-year-old. Um, or if you're wearing blue, if you go to bed at 8.   I'm thinking about some ways to correlate time into it so if you go to bed at eight a clock, if you go to bed at 8:30. If you go to bed at nine o'clock you may go to your table. You know, if you wake up at seven o'clock you may come to the carpet. If you like if you eat dinner at five o'clock and they don't know then I'll just tell them, um, I mean sometimes when they eat dinner is different. So, I'll just, if you think you eat dinner at five o'clock or if you like to eat dinner at six o'clock. I will always enter transitions if I tie it to other transitions it may help. Um, we do a lot of echo calling and so it is like we say hey hey, they go ho ho, or 1,

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2, 3 eyes on me. Rephrase, flicker the lights, lots of different classroom management techniques will really ease in transitions in my unit, pretty much.

Um, specific ideas, I just have to remember that student A has his own set of behavior um charts behavior systems and I always making sure I follow up with those will really help with our classroom order because if he's on track and he's focused, it provides a completely different atmosphere in our classroom.

And of course we have another student who has his own set of verbal, has four verbal warnings before our main warnings and we can try making eye contact with those student is important when they're getting out of hand or getting, they're very excitable. Just having that one on one conversation with them and just saying what should you be doing? Which obviously keeping them on track will really help. In my class does use a stamp chart, um kind of behavior system, which is done at the end of the day if they haven't been set back to their seat, then they get a stamp and if no one is for the whole day and hasn't been sent to their seat then they get a stamp and then they get double stamps so because our teacher uses that I will be using it and it's kind of used in a nice way because the students get second chances and things like that and it's never a big deal who or who didn't get a stamp. The students just know themselves and the teacher always just talks to them. So whatever happens we talk at the end of the day, did you remember why you didn't get your stamps so what can we do tomorrow to help you get that stamp.

Um, and I just think obviously me being excited about learning and getting them excited will obviously help with motivation in terms of motivation, as well.

I think the biggest key factor of intrinsic motivation is connecting to their real lives and I plan on doing that. I mean clocks everything we do is revolved around time. What time are you going to get up, what time do we go to school, what time do we eat,, what time do we go to recess, what time do we go to gym and the students are constantly asking how much longer till gym? How much longer do we have to play in centers? So, I think just by connecting that the students in this unit are learning how to tell time. So they will be able tell and to look at the clock and know at 10:10 we go to lunch so if it is only 10 o'clock they'll know in 10 minutes we'll go to lunch.

So, I think this unit will really intrinsically motivate my students because there gonna wana learn how to tell time and were going to talk about where they see clocks in our classroom in almost every household and that we have in our classroom they have clocks at their house so that will be a good way to connect it to home and I'm gonna be sending home lots of really fun activities to do at home. So being sure I just related to their everyday life is really going to help with their classroom management as well because they're really good about natural consequences if we don't, if we don't get to this that isn't going to happen. They know, they know they have to do important things first. And I mean natural consequences really work well in our classroom. If you're playing and you don't get clock finished, you don't get to take your clock home because it's not finished. And they know those things and they really work hard for 5, and 6 and seven-year-olds, I'm really impressed with them. I mean it's basically my classroom management is I just have, I have to remember we have rules in our class but their flexible. And, Um I never want them part of classroom management to it is I don't want them to feel rushed while we're doing activities guess that's kinda when they misbehave, at the same time I don't want to give them too much time like if they are not being challenged in my design

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or they're not getting, doing activities that interest them, then my classroom management were going to struggle with. So hopefully my design is strong enough, no my design IS strong enough, and my classroom management will be a little easier to handle. And we do do a daily schedule; we put in a daily schedule with our times. The students know what's to be expected of them when we walk in the door in the morning. You know we're going to have to get through all these things before we get to do those fun things in the afternoon. So I think that will really help. And I was thinking, think that when the students experience new things like new activities like these clocks it's so new to them. I just remember when I pre-assessed them and got out the clocks, they've never been so excited. So I think that's really going to help the students stay motivated to learn. Um, the way our room is set up kind of helps with classroom management because it's tables and then our carpet areas. So if we're going to sit on the carpet and they can't handle it they just have to go learn it at their table. And at the same time we have a few extra tables so if they're at their seat, if they're at their table, and they're distracting their neighbor and not being supportive, supportive to the school rules, um and their neighbors are learning then they have to go sit at the other table by themselves because and those I believe that those are all natural consequences because it's not being done to them. They did this and now this happens. This is the consequence. So I really believe classroom management because the teacher has set up such great classroom management system that gives the lessons in this units, I will just continue on with hers and that should work out.

Family Involvement Plan

Okay, my family involvement plan. Um, I want to incorporate family and communities into my unit obviously, um let's see, (silence) um, in the global community that I am in this semester they'res a lot of old buildings, um, and not like clock towers but things like

clocks, like clock stores, um, all things like clock towers. City hall has a ginormous clock.

Um, I won't be able to take the students to all of these places just because, um, it's too far away to walk and we really don't have any money left in our budget and all these places are so scattered that field trip would be kind of crazy so instead what I'm good to do is go to take pictures of all these places and put them up on a poster and go over them during, um not using them in a regular lesson just some time we'll talk about them throughout the day. Because we're gonna be, maybe on the collage day we'll go over those. Um really just connect the students with this unit into their community. Like, they'll recognize their school and the City Hall and mall. There are no buses so they pretty much have to take this road to our school so they'll recognize that clock. So I think recognizing that clock and now being able to tell time on the clock will really give them excited. It will be a good way to teach them to be observing their community and other clocks in their community that I brought pictures of, And also the library. That's really key in the library has a clock on it so I can incorporate those two together, but I gonna, I found a lot of books at the community library and at our school library. They, uh, in my family, part of my family involvement plan, I'm gonna be sending notes home. And I'll be sending a book, a list of books, that the families can check out from the library that will help with telling time. And there are so many books. Another activity families can do together can be um reading together, and getting them to spend more time together and also connecting to my unit by having them read stories about time and looking at clocks in the pictures and making them, um , on the clocks that they're going to take home. And I'll also be using the recycling center to get objects for my clock and my collage, if they

have, um, um, poster board paper, and things like that. Should be using all those things in the community will really get I think excited that like I found these things in their community and they can easily go get them. And getting families involved in their learning is really important because it makes them realize that what they're learning is just important at school, it's important to their lives at home. So, um, getting them involved, I'm gonna ask for parent volunteers. Our, which is really good, based on my contextual factors and observations I've seen family involvement is really high so I have to be prepared for volunteers, it will be a great way to get the families involved in what their students are learning. Um, as well as just making the parents feel welcome in the classroom. Um, I also need magazines, if I can't find them at the recycle center, I'm gonna ask parents to donate them to me, anything that can be used for this unit. Um, I'll send out a letter with the booklist. I'm gonna be sending home a newsletter that invites them in and tells them about our home activity. They'll be doing their home activity with their students. It's going to get the students if they practice at school and practice it at home they're going to be more likely to achieve. They're going to get more practice with our goals, and practice telling time, practice working with clocks. Um, the home activities going to be to create a schedule using pictures or drawings, using words or sentences, whatever they want. Um, the activities they do. They can draw a picture of what they do on Saturday, like they didn't wake up until eleven o'clock on Saturday. It can be silly or serious, it really doesn't matter in their book, just connecting that time with their writing and with their parents at home and bring it back to school. Just tying it altogether will show the students that it's important. The learning is important. It's really

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important to see the family members supporting what they're doing and they're getting it at school and at home, school's easier with more support, more and more practice.

Analysis of Student Learning

The next part of the TWS that I'm working on is the analysis of student learning. Um, basically, I'm doing the whole class results first and and I use the same for my post assessment as my pre-assessment, um, for the activities and such and that way I knew my results would be the same and my results wasn't like based on the type of assessment. They were given so I made my chart for my whole class results for learning goal one and I made my graph and basically because of my results all the, er, looking at all that results all the students but two met the criteria for this learning goal. To check for learning goal um basically this learning goal stated that students had to compose a complete sentence including capitalization for beginning words and correct punctuation. Um, and I decided for the skill to be mastered that the students had receive a score at least six to successfully master this skill and there were only two students, Students A and K, who did not mastered it based on my criteria but they received five points so it was very close and obviously these two students it's still in my mind good for them. I think they mastered the skill for them. It wasn't six point that I had decided. Um, 12 students earned score above 88%, so I mean the class in general did really well on that learning goal. Learning goal two I did the same thing. I compared the pre-I use the same pre as the post assessment, scored them using the same rubric. Everyone scores did improve. 19 of 21 students met the criteria for mastery. Um, the goal stated students would identify time to the nearest half hour. Nine of the students scored an 86%, 10 students scored over 100%

for this learning goal. Only 2 of 21 students do not meet at all. They were one point away again. It is very clear that all the students did gain knowledge in this area.

Um, sub groups I did low performers and high performers and and for the pre-assessment I just averaged all of them. I grouped the high performers and the low performers with the help of my teacher with just like their overall achievement level in the classroom. In the pre-assessment for low achievers were 2 out of 6 on average, in the post there was 4.8 of six. And for the high, it was 3.5 and then six. And so high achievers did mastered the skill with six out of six but the low achievers actually grew more. Which I think is really cool when you look at it that way. Its just t you can see all the lower ones didn't score all the same it didn't mean the lower ones grew the same amount.

 Um, for my individual results, I chose, I had triplets in my room which is one of the boys in my quiet reserved girl to do the student comparison. And then student F which is the boy got for learning goal one, a five out of nine for pre. Post nine out of nine. The female got 2 out of 9 and then 7 out of 9. So they, actually the girl grew more, she just has low, lower scoring. That doesn't mean she didn't achieve more. That's why I really wanted to pick apart their achievement, achievement levels just to see how much people actually grew. Just because the results don't say they know it all doesn't mean they didn't learn more. Um, for learning goal two, it's the same way, the boy, student F, got 4 out of 6, and 6 out of 6, for the girl two out of six and 5 out of 6. So she grew 3 and the boy only grew two. Which it's kind of hard to tell because a six out of six but he may have known more. The post assessment didn't, the assessments for the time didn't go past a half hour he could have easily know to like the second. So it's kind of misleading data as well.

Um, ttt, basically my summary of analysis says that student O, which is the female, had

more room to grow because she started off with lowers scores. And if you just looked at the final scores, student F, the boy, did score higher but he just didn't grow as much. And then put my student work in. And that's pretty much my student analysis. Overall, I would just say that the data that I needed to look at, was just the pre-assessment compared to the post assessment as well as those post assessment scores were higher than the pre-assessment. But I know the students learned and especially because I said that that marks at the six out of nine. And whatever my mark was for each goal was all the majority of the students reached over that then I know I succeeded at my goal. Even though there are couple of students that didn't achieve on one of my goals, didn't meet the goal that I set in so I know that they need a little bit more work and maybe some more one-on-one attention and practice about telling time and writing sentences. Um, and the other question was how do you analyze the data to write up your results, I just use the same type of assessment for pre-and post and I use the same scoring rubrics, the same student check sheets, checklist for pre-and post assessment that way I couldn't, it wasn't really biased it was just is it there or is it not. And that's pretty much it for analysis. The students did really good during my unit, they enjoyed it, they seemed to ask questions, I mean obviously looking at the results, I'm really proud of them, they really learned a lot and I'm curious to see how more they actually know then what my post assessment covered.

Instructional Decision Making and Reflection and Self-Evaluation

Instructional decision-making, um, the two focus questions were how do you make decisions about changes in your unit as you taught. Every day I just assessed the students informally for sure, um, I always just observed and listened to the questions the students

had with one another, the questions they asked me, the comments they made, maybe the misconceptions they had and I really just changed my teaching based on that. We needed to focus more on vocab then I thought.   When we started a lesson we needed to focus on the vocabulary, it's very difficult for them to be able to tell time. Obviously. Um, so basically because of my informal and formal daily assessments, I did make a few changes. The first change was during my first day, I just wanted to introduce the clock, and the concept of time, but the students quickly understood this concept of the clock and the purpose of the two different hands. So originally, we were only going to discuss the times to the hour but we even actually went on to the half hour because some of the students just knew. It just so happened that at the time we were discussing it was around like 9:30, so the kids wanted to tell the time of the clock in our classroom. And then some of the kids just knew that it was 9:30. I was actually impressed. So we did go ahead and go to the half an hour. Then some of the kids were curious about what if it wasn't pointing upwards, where it was pointing, we even had a couple of students ask about the five minutes and the 10 minutes because they knew that. But we just stuck with the hour and half an hour. Maybe if they were interested in then and they need to go past the hour there was no reason not to do that. Um, also in the second day of the unit the students were learning the time to the hour and to the half an hour but also proved to be too simple for them. So, I challenged the certain students that were interested in the hour and the half an hour they started working on time to five minutes by themselves in a group while I continued work with the students that still need help with the hour and half an hour. That way all the students were getting their needs met and since there is kinda a big group. There were two big groups; it kinda worked out because they could help each other. Um,

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throughout this lesson it was kinda clear that some of the students, especially the ones that weren't grasping had many misconceptions about how to telling time. At the current time I had the students, at the time I had on the large clock in the classroom, the majority of the class could easily do it but there were couple of students. Three in particular that had a rough time understanding the difference between the hour and the minute hand. So when it was like nine o'clock they would say 1209 and things like that. So I just had, had to remind the short hand first. My teacher actually had like a little a rhyme. She said, about the short hand goes, I always forget how it goes. I mean it works with the kids. We tried to use that as well. Um, one student in particular, student H, when she was making her own clock she was confused which hand was the hour hand. We began; I just had conversations with her to try to help her understand the clock and time. And she could understand it if I told her to make like 9:00 o' clock but it's a clock just sitting there and I asked her what time it was she couldn't do it to do it that way, so it's kinda of odd so we just kind of practiced and eventually she understood it. Um, (silence), ttt, so, the day before we played our clock matching game we readdressed the minute and hour hand. Just the more and more they hear, the more and more they have practice with, the better they'll understand it. So I brought in a real clock instead of just using the class display clock. Because the class display clock didn't have individual minutes broken up very well. So we talked about you know I brought in the real clock so they could see that. The second hand moves fast, because some of them of course knew it the second hand was, and wanted to tell the time to the second. And the minute hand moves faster than the hour hand, so the minute hand went all the way around before the hour would even move an nudge to the next number. And it was kind of, easier to have a visual it in their hand then

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actually looking at the wall what are we had are displayed clock and I had to turn it. Um, the language arts goal for this unit was originally for students to be able to write a sentence using correct capitalization and punctuation. After the third day of working, with the students it was clear they already met this goal. When the students were writing sentences with their partners about matching time, 16 out of 21 students could correctly write their sentences. So we decided to challenge the students to hold them accountable for finger spacing in their writing. Um, which is just, um, you know what that is, to have spaces between their words. Um, so I started holding students accountable for that and they really did a good job. They just need a little bit of a reminders, but they were fine. Um, because there is a change made to this lesson the students were able to meet both the goals for the unit as well as more. Like some of them were telling time to the second, some of them were using finger spaces, that wasn't originally even a goal. Um, basically the only reason this all worked is because I, I met the students needs because I monitored daily. With that was obviously the key if I hadn't even paid attention to any of the student work or had conferences with the students, I would've kept my goal until the end and realized that they were bored with it. And I accomplished them in two days. So basically like your question was what did you base these decisions on, these decisions on, the students' abilities, the student's knowledge, just the students' understanding of the concept I was teaching.

For my reflection, OK, I used a variety of instructional strategies throughout this unit. But there were two strategies that I believe honestly for this group led to the success of the students. Um, group work was key, I'm in kindergarten they love to be social, they love to talk to one another so by incorporated that into the daily lessons. It helped the

students stay on track because I didn't have them sit individually when they could work with their partners they could have done it anyway. For two of my lessons I had my students work in partners or as a big group, a bigger, larger group like a table group. Um, group work was a fairly new concept of the class, so I had to teach them how that worked, what to do when they were in that group. Um, they were placed in groups to make a collage and partners to do the matching game. I mean honestly, with kindergarten, I think it was the best choice to make. Like if I was like in second grade like I will be the next eight weeks I don't think I'd use as much group work but I still think because they're social but in kindergarten especially with this group of kindergartners, anything we can do together in groups they enjoy and I think, I honestly think they learn better in group work. So that honestly made the difference in my opinion. The second instructional strategy used that aided the students' understanding was graphic organizers. The first day of this unit the students and I created a word wall and every day we could use that word wall. It was posted in the room even when we weren't talking about clocks; it was a word wall about clocks it was posted at all times. So when they were writing they would ask a question. And I also had a clock, the word wall was in the shape of o'clock and I had the hands labeled, so it helped them whenever they want to tell time to look up there and it said hour hand number one. So they knew, the children would look at the hour hand first and then look at the minute hand. Um, (silence) I mean the word wall aided reinforced vocabulary. They knew, they could see how to spell things. I even used spacing, we even had a couple of sentences, just like if I want to tell the time they be like, or, they we to gym at two o'clock just so they could see the o'clock and how

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time looks in writing. And they can look use those models when they were writing in their sentences for the other learning goal.

Um, reflection and barriers , the struggle, I struggled on this because I had a hard time with this last semester, but um the greatest barrier, one of the greatest barriers I encountered on teaching in this unit was the students' capability of differ, differentiating between the hour hand in the minute hand which is what I talked about. They have such a hard time. And once again if I did not use a graphic organizer I don't think they would have overcome this barrier. The second barrier was also lack of confidence in their writing. Students just have great ideas but had a hard time putting this down on paper and I mean it's a majority of the students. They need you or want you to sit right by them. And then they'll write two letters and then like what's next. Um, is this big enough space, what word is this, how do I spell this, what do I write next. And building their confidence was hard but we did it, we overcame it. Um, as a class we would write two or three sentences together on the dry erase board in the front of the classroom like on the gray easel before the students would write on their own. And sometimes when we did that, (sigh), I can't decide if it helped or hurt because sometimes when we did it they would just write, like even though I would erase, they would still write the same sentences that I did. So, if I were to do it again I might not write. They need that modeling that I might model using sentences about something else besides time because then have them go write about time and not my exact sentences. Which I mean it's kind of the mechanics we will be working on its fine I just want a little bit of creativity in their writing.

Um, implications for future teaching in order to better help the students succeed in telling time in the future I'd be sure to focus on the difference between the minute and the hour

hand from the get go. Maybe do a whole, one whole lesson in one whole day about the difference between the hour hand and the minute hand. And then maybe those terms small, larger, little, big, all the different words we can use to describe the hour hand and the minute hand might have helped. Um, I did a graphic organizer, a Venn diagram to compare the two hands maybe, um, the word wall was used for students to help because it's a visual reminder and then I believe maybe the Venn diagram just more work on with the hour and minute hand. (Silence) Um, to overcome the barrier of confidence, a little more challenging, it is important to model the correct way to write the sentences. The students know what a sentence should look like in its proper place in the future. I will still model how to write a complete sentence but stressed that there is many different sentences that can be written on the same topic about telling time. While modeling to the class, I'll be sure to focus on the mechanics and capitalization as well as the content of the sentence. I'll encourage the students while they are writing more positive feedback to allow individual students, especially those students that are maybe lacking self confidence and maybe that could just help them be more confident writers. Um, my alignment between my goals and objectives and assessment before teaching this unit I picked two goals that were fit into the curriculum of the students I'll be teaching. The two goals selected were writing a complete sentence students using capitalization and punctuation as well as telling time to the nearest half hour. After pre-assessing these students I was aware the students' prior knowledge of these two goals. And could appropriately plan lessons students gain on these two areas as the year progressed. I, to be sure the students were on tract to reach their desired goal. To monitor the students, I also used a variety of assessments to determine the students' understanding of the information

in any misconceptions the students had. So I can adjust them. Which, apparently talked about earlier. During the lessons I used many real life examples the students a picture to connect to the students live and I didn't write that, um, as like a strategy but I think that is key, connecting the content to the students' real lives and home lives. Hopes of understanding, like I can't even explain it. The students as we start talking about where we see clocks at home, and where we see clocks in the community and how you use time at home. I mean all the kids just started giving me examples that helped them relate to their own lives which obviously aided in comprehension.

Um, (sigh) learning community. I use many resources to fully implement this lesson, especially the other kindergarten and first grade teachers. They were great. I really was lucky. A first grade teacher gave me the idea of the collage; she described different types of collage types her students completed throughout the year and how to make it work with can kindergartners. With kindergarten. But, she got it; she also took me to the art teacher to get supplies. We got some of the magazines from the recycling center and other supplies but we kinda needed a little bit more. I also used the librarian to find books. I put all the books up in on our book display. So that students could write story times students could also look at them in rest time or anytime during the day. So I think that's really important too is to connect which um math to all the other subjects integrating obviously I discussed things with my cooperating teacher and we together made sure what would work, what guidelines to set. I wanted to get the families involved so, um, and when we planned our home-based activities my cooperating teacher and I kind of thought about the families we have and the family lives we have and decided on that together to make sure it would be appropriate. (Pause) (Sigh) specialized services it's

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pretty much the same as I experienced last semester but this semester I actually got me admitted to the process like an IEP and everything so that was kind of nice. Um, the teacher as the teacher I would need to note concerns I had toward student development. I would need to the family members about my concern and see if they notice any of the behaviors at home. Then I would things that I've taken, I've taken of the students' performance. And then meeting principal teacher and counselor. After the meeting there would be after this there would be involving all the staffers that include class teachers, special ed teachers and counselor and principal to discuss the areas that need testing. Following this, a dynastic test of the student would be conducted and a report will be written. After this we meet with the IEP we would make an IEP have an IEP meeting with the family and family members and it's to the student to decide what kind of special services we can provide and what they would need. Reflection upon ethical practices, while basically the principle that I had issues with this semester. We share off all those with relevant knowledge including staff and parents, decisions concerning the child. In the past eight weeks during the past eight weeks this semester, I had an ethical concern regarding this principle. When it came to IEP's specialized services for families also played a huge role in decision processes but when there were opportunities for students to work with special math and reading tutors during the day. I don't believe all family members' wishes were taken into account. There was one family in particular that was practically ignored when ask about tutoring they do not want their son to be pulled out from the classroom for math tutoring. Then believe that he was progressing fine and in time would catch up; he would catch up with his classmates. The reading teacher spoke on the family's behalf but the specialist that worked at the testing scores still pulled the

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specific student. Um, this was the students; my cooperating teacher and I were both upset. Not because the student didn't tell but this family asked for the child not to be pulled out. This was a tough situation for myself but because I was in a place I did not feel comfortable while having a discussion with special my cooperating teacher had many meetings with the principal. After a few weeks the meeting was terminated. Also in using technology for the lessons I use appropriate resources, I cited all videos, anything I got from the website. Um, the goals I want to work on obviously I think everyone of the students does, classroom management. Um, I had a hard time this semester in classroom management techniques because they're is different. I absolutely love them my teacher had amazing classroom management, so I was able to implement her techniques and obviously learned new ones. Um, and the school had professional development every week after school. And one of them was repeat PBS which is positive behavior support. And it taught us how to redirect students, in a positive way. And that's obviously a system I'll want to learn more about. I they basically told us about how to say "no" without using the word "no" and I'll are how to say don't do that without using those words. It is kind of neat. I also, something else I want to work on is incorporating technology with my, my lessons. Um, and not like show videos on the Smart board, I want to make it more interactive so the kids can do things maybe on a smart board more and I just feel like not very comfortable with all that. So maybe I've learned more about that. I basically just picked these goals based on experiences I had this semester. And I mean it's a little uncomfortable teaching the kids how to use it so I think that's about it. The TWS is finished. YEAH!

Appendix H

Participant C *Think-Aloud* Journal Transcript

(Names and places have been removed, an X is substituted.)

Contextual Factors

Ok contextual factors I need to start big and work small so it's at a school between XXX

and XXX. It is in a suburban area, uh, not a wide variety or range of incomes, um, not

very high on free or reduced prices lunch about one percent that's specific to the school

and family involvement t is very high um I'm at a half day kind so I will be doing my

TWS on my morning students they are there from 8 am um no 8 ;45 is when I get there or

8:30 so 9 o'clock till noon 15 um there is no recess or timed recess but my teacher uses

recess to get energy out. There is no set discipline no card system but it is verbal ques, the

rules are posted in the classroom um center time and calendar are first things in the

morning they are allowed to look at books um from our classroom library uh special area

P.E., music, art and computer lab but my teacher has mentioned she has not used that this

semester um because she doesn't have the extra help to get there so hopefully we um I'll

be able to help and we can get the kids in there let's see what else do I need for

contextual factors, I've done income, I've done free and reduced lunch there is not a wide

my classroom is 99% white and 1% um Asian American there are no black students in

my am class and diversity I think is a very key issue I think I can touch on in a social

studies unit within the TWS my Asian student is bilingual, she speaks Chinese her

parents her father speaks English fairly fluently and her mother does not I am that is kind

of a breakdown in communication so that's important to know and I need to look at my

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rubric and figure out what I'm missing because I know I'm missing a lot from the … ok I just looked over my first

Ok, I just realized the tape stopped working so hopefully I can start up where the tape left off. Um, I can put the classroom I take part in has an a.m. and a p.m. class that makes more sense, I don't know which sounds more professional…. Um, the classroom I participate in has a morning class and an afternoon class.

Um, I wonder, let's see, Um, reader, reader note , this documenting will be specific to the afternoon class alright lets go back down, knowledge of characteristics of students… the class I'm in has 20 students let's see, um 20 students in the afternoon and is an adequate size of the 20 students 19 are Caucasian and one student is Arab, is that correct, ok, how do you classify that, Arabic, no that is language, I'm going to leave it like that and I'll come back to it, let's see, the classroom I'm in is adequate size, 19 are Caucasian and on is Arab, that works and let's see how many girls do I have, 1, 2, 3, 4, 5, 6, 7, 8, 9 , 9 girls and just to double check, 1, 2, 3, 4, 5 , 6, 7, 8, 9, 10 ,11 , 11 boys alright so um there are 9 girls and 11 boys in the classroom.

The students sit in groups of 4 to promote um group learning um this is with the exception of three students that sit at a table together. Um, I don't need to put that in there because they are not all in groups of 4. (Conversation with someone on the side), the students sit in groups of 4 to promote group learning; in the classroom there is a computer, with a projector that the students and teacher use often. Um, calendar time is used with a choice of on the board or on the computer. Um, there is no smart board in the classroom however, um, there is one in the computer room, um, in the computer lab and

the students um have access to that once a week, um there is no TV. There is a window, um what else do I need?

I need special needs, um, there is X, I don't know the specifics on him though, he is more behavior, and let me go around the tables, who sits at the corner table, X, she's fine… um, X sits behind her, X and X, um and then X, X , X is going to be student a , um let's X and X and X, I don't remember X, X sits with X, I have X and X which I forget which one goes by X and X and another X and X, X, X, I'm missing someone, no I'm not, X, X, and X same seat, X, let's see X has a behavior thing, she does not follow directions or listen well, there has not been anything done with her yet because the parents requested not to but she is important, well they are all important, but important as a marker if you will and X. X has add or ADHD, I forget what she told me, I will be more specific with that, X um is add as well, no one is on medication for it and X he's in my morning class though so that doesn't apply specifically to TWS, um yep, right, so a, b, and c, a is X, b is X and c is X I have to remember that alright, new paragraph.

I'm already at page two lord help me alright let's see where we were at, 20 students adequate size 19 Caucasian, 1 Arab, 19 girls 11 boys groups of 4 no smart board but have computer and projector, where was I going with this… oh um student b and c have been diagnosed with ADHD um they are not on any medication um, we both families, no I don't need to include that, they are not on medication so that proves to be a problem, student a um let's see student a has not been diagnosed with ADHD however the school requested testing and the family um did not want to proceed with testing at this time. They want to try natural remedies first. Um, let's see I did not have any kids that have

speech problems in my p.m. class um maybe this would be easier with my am class well that's done.

Knowledge of Students' Varied Approaches to Learning

(Unable to hear the rest of the tape.)

(Tape recorder broke so unable to have a second reader check for accuracy.)

Um I'm still working on my contextual factors and while revising is a good better word um I need to make sure that I mention the Aims testing and I have been looking online and I cannot find Aims any where it's very similar to Dibels I was allowed to sit in on it but I can't find any information on the web or anywhere um the PTO bought it for the school to use um but it's the same basic thing as Dibels and it actually quotes Dibels so I don't know what the differences are or anything like that so I will be looking for that. I found AIMS it's AIMSweb A I M S W E B S and it says that it is a benchmark in progress monitoring system based on direct frequent and continuous student assessment. Um let's see results are recorded they have tier one as benchmark tier two is strategic monitoring and three is intensive progress monitoring it says the students are tested all students are tested three times a year for universal screening and it says general education process monitoring in an yap accountability um strategic monitor monitors at risk students monthly and evaluates the effectiveness of instructional changes and then I guess tier three is when you would write individual goals and monitor more frequently for the students that need intensive um instructional services but the website is a www.AIMSweb.com and it took forever to find this, this was not easy to find um but like I said I sat in on this test and its extremely similar to Dibels um so let me see it has a it says progress monitoring and RTI system so I'm going to keep looking and see what I

can find it has a test of early literacy CBM I have no idea what that means oh letter naming letter sounds phoning similarly and nonsense words this in the one I sat in for kindergarten so um the AIMSweb early literacy measures are based on impart on testing procedures incorporated into Dibels um that are downward extension of curriculum based measurements that's what CBM stands for to me it's the exact same thing but then again I didn't give the test but its timed just like Dibels um and everything like that so and it has research so um scientific standards were used in frequent progress monitoring to purchase this if you really want to it doesn't give you a price so I'm just going to assume that it is exceptionally expensive like every other thing in education that's useful um on the website there's a demo an order form and you can go to free one hour ugh webinars and you can click on it for details um let's see they have one for mathematic concepts and applications for grades ugh second through eighth and they have news and events and training and support links so if you want to get trained with AIMSweb it's a easy to do I'm sure you have to pay for it though let's see go back to the beginning um I forgot what I said ttt test of early literary CBM that was a specific test my kids did and ugh most of my kids did not do very well because they are only in school half the day so asking them to know all this information is difficult but our school didn't know what the benchmark were at the time they were taking the test so all my kids could have benchmarked considering they are only there for three hours of the day and of those three hours only about two of them are devoted to instructions the rest is a walking in the halls or at music or PE or computer lab so I mean I guess that's I don't know but we are going to full day next year so hopefully that will mean a job for me and that would be awesome alright ugh that's is it for now.

Ok I'm working on revising my contextual factors because um I don't like them and I don't think they are right so any way here goes. (Appears to be reading work) Um according to the website the school I'm in has a very low for free or reduced lunch so they ask them to bring one item to school would usually not be a problem since most of the students are white and will incorporate a diverse group with community helpers from many different ethnic backgrounds. Um I will also invite families (silence) um; I will also invite families to speak to the class if they choose. No, that's not right. Um, how do I start this, the school I'm in also has many different um parents/family helpers that come in throughout the day um because of this I will um, um, ask them to join. (Music) Sorry phone call, hold on.

Contextual Factors and Learning Goals

Ok um still contextual factors the last, um implications according to DESE, the school I'm in has very low free reduced lunch so asking families to bring one item to the school is usually not a problem uh diversity there is none um parent family helpers throughout the day because of this I will ask them to join our class and, and what I don't know oh I just want this done. Because of this I will ask them to join our class and offer their expertise sure (typing in background). That sounds good to me. Ok, learning goals, I should write this out, that might be helpful. Let's see list the learning goals show how the goals are aligned with local state or national standards, GLEs must be included. So does that mean we just need GLEs? I don't know describe the types of levels for your learning goals. I can use DESE's level of knowledge and then discuss when learning goals are appropriate in terms of development, pre …, prerequisite to knowledge skills and other student needs. Ok my first goal is that they learn five new community helpers, not new I

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can't write new cause they are not new. they learn about the five specified community helpers according to the level of reading books that they use and to learn three things about each of that each of those helpers that's a lot I'm expecting (music). Ugh I need to turn my freakin phone off oh (texting in background). Oh, (texting) Oh, I wish I could lock myself in a room for like a week and just get this done. Oh, ok let's write my goal I need an ink pen oh this is not convenient in any way, living in my own apartment was much better ohh.

Learning Goals

Ok learning goals, TWS, I'm working on my goals and have realized that um there's no social studies goal in kindergarten for community workers. Actually there is no goal for that anywhere. I'm really frustrated I don't want to do this right now, I'm very upset and I'm required to do this by the school and I can't find a GLE. Um they have state standards that meet the school but not um GLE goals so I don't even know where to begin or what to do. I am lost. My goals are students will compose text using concepts of print, capitalization, spacing, punctuation. And students will identify community workers. Um I don't even know what to do. (Silence) Ugh this thing just pisses me off I have enough to worry about right now. Let's see (sigh) the closest GLE, name common physical, social and emotional needs. (Silence) That's like not at all. Groups meeting the needs of individuals. (Silence) I have a fourth grade goal that will work, that's completely inappropriate for kindergarten. Um, resolving conflicts (silence) groups meeting the needs of the individuals. Well police officers and fire fighters meet needs of individuals or small groups but as a whole they are a large group but they're still no kindergarten GLE for that. (Silence) Ugh oh I have been working on this not for oh about three hours

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and I am just ugh. (Silence) I think I need to walk away for a minute maybe for the rest of the night. Yeah (silence). What if I change my goals to meeting the needs of people cause then I can do name common physical social and emotional needs but that's not what the curriculum says so ummm the level reading book kills me. I have to follow that, I have to do that but I have no GLE for it so how can I, I can add another goal but that scares me because I have to prove that I meet everything and find a way to test these kids but the community workers has to be the main focus of my lessons and the writing piece is easy cause we'll do that every morning for morning work. First one what do you know about community workers ugh they can't do that they are in kindergarten ohhh alright that's enough for now.

(Voice showed great stress, much frustration)

Assessment Plan

I'm working on my pre-assessment and my assessment plan. Um the assessment plan I have my learning goal goals one and two and let's see first learning goal is my language goal, language arts. So I need to make sure that stays the same throughout its kinda backwards from last semester and its throwing me off. Ok students will compose text using capitalization spacing and punctuation. I don't need the GLEs right now or the NCTE standard I need to make sure I justify this. Let's see, pre and post have to be exactly the same. Um formative assessments, general writing everyday with a check list but that's ongoing so that's not necessarily every day because that's hard. I tried that last semester um and then oral - question answers while modeling correct sentence structure on the chalk board, so how am I going to write that, those will just be questions that I will write what do you always need at the beginning of a sentence capital letter there is only

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one answer for that. Ok and then adaptations Students A, B, C let's see student A is going to need assistance with writing sentences um fine motor skills are not there. Writing prompts will be written on the chalk board for all students I should probably put that in there but didn't that I don't know if I should put that in there if it's for all students but that is an adaptation because my kids are low. Uh I'll think about that. Student B will be seated close to the front of the room to help avoid distractions, my ADD and then student C will be placed next to student A to encourage good work habits. That doesn't sound good to promote peer learning, there you go, let's fix that ok (typing in background). OK and then there are already seated in groups of 4 so that is no big deal and that's not an adaptation either that's just how they are seated. Ok learning goal two, students will show how community helpers meet their needs. Pre-assessment is a check list so that needs to be the same as my post assessment and the most you can get on that was 20, I think, yeah twenty. Let's see how I want to write that. Let's go back and look at last semesters even though it's not the same may it will give me an idea of what I'm supposed to write there. Um we can put identify (typing) our community workers (typing in background) identify community works and um (silence) identify ways they meet our needs – parenthesis -rubric actually that's a check list. (Silence) ooohhhh, I'm so glad I have today to do this I need a day to just think Ok. And then copy and paste to post assessment because it has to be the same thing. I don't know what I'm going to do for a self assessment with that. Let's see I have already done smiley faces so I can't really do that again. Can't have them write because they are in kindergarten and their writing is something to be had. So let's see (silence) I can't really self check it either. I want to pull sign language in but I can't do that. SORRY (speaking to someone else). Um, ttt, we'll

come back to that lets see formative assessment, what am I gonna do throughout the week that's going to see if they are learning. We'll do, well reviewing but that's not an assessment. Go back do oral questions/answers whole group um about community helpers and how they meet our needs, I can do that but that still doesn't give me numbers, I don't need numbers for formative assessment though, I don't think, um I don't think formative assessment even goes later in the TWS. All that shows me is what I need to adjust while I'm teaching whether they are getting it or not getting it so I'm pretty sure that's how it is because I forgot what part of TWS but not reflection, analysis uses pre and post, high and low and then my two specific students. No because that would be a high and low then what else does it use, whole group, your two specific students and then it uses something else too. Ewe let's see I don't think it uses any formative assessment though. It's got to why else would I be doing it. I can't think, ok let's try again. If they are identifying community workers and identify ways they meet our needs, I need to be checking that they understand ways that different community workers meet our needs and what those community workers are because if they don't know what they are, they can't tell me how they meet our needs so. I have hit a wall ok. We'll do oral question answer that's good so what I need paper or something. (Silence) let's see oral question answer whole group. Um I guess that could be during different books we're reading or activities or whatever I think up for my design, I'm not even there yet. Ok so oral question whole group that works ok then I need something paper so maybe I can tie it into learning goal one then. They could draw picture but that doesn't tie into learning goal one but that could be their brainstorm for the sentence or (silence) I can do it very similar to the pre-assessment as in ask them while they are writing their sentences. Ttt, um so how do I

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write that in? Let's see questions, individual questions/answers to students, "Can you tell me two things or two ways a community helper meets our needs, that still I mean I'm doing oral questions whole group and then oral individually that does not good. Um they're not going to be matching community helpers to their jobs because that doesn't meet my goal. It's how they meet our needs so if my house is on fire I need to call the fire department maybe they can match a fire to the fire department and what would I do for police officer though let's see they would have um god all you hear about is bad stuff, I don't want to be negative. Let's see um (talks to someone else) John I'm on here ok I'm recording just so you know so try to keep it down, thanks. Ahh, I lost my train of thought Shit Ok oral questioning wouldn't work, a worksheet I don't like that either but if I do a worksheet firefighter / burning house. They will go put out the fire. Ok police officer pulling me over yea that would be great. Let's see they also, well, they keep us safe but how would I show that in a picture um keeping bad guys off the street or girls let's not be sexist here um they help you if your lost or hurt or um that's going to be a tough one ok let's move on. Nurses, um, I can have a picture of someone not feeling well and a nurse match them together and then let's see um a chef um a restaurant and a chef that shows where they work though not necessarily what they do. But I can pull in economics to that to so see when you eat out that's to high never mind you eat out you pay taxes and that makes the world go round. Let's see um this one, ttt, ok last one construction worker you could have, I could have, (talking in the background) a building not completed and then it would show a picture of a construction worker, male and female. (Silence) um let's see that might work. I'll have to make that worksheet because I don't have one. I can use the pictures I already have I just need to find stuff ugh how they help, but I'm gonna need up

to three things that they do. Firefighters, (yawn and silence) oh I'm tired, firefighters put out fires they I know they do more why can't I think right now. They help you with car accidents and they keep you safe. I can use that safe sign symbol that we have here in X; it is at every QT and every fire department. Maybe I can just do oral question/answer whole group/individual cause that will be throughout the reading but if I do it individual that means I have to get to every kid, every day and with three hours that almost physically impossible. If I set it up in centers though, that won't work because they have never done centers. That would be disastrous um, ttt (silence) let's see (silence) if I do centers I'm going to have to implement that tomorrow because I'm teaching this unit in about a week and a half and so if I get them used to centers for a week, no that's a bad idea. That is a very bad idea. I like centers but not for this group of kids. Alright let's try again, centers are not gonna work. Let's see oral questions/answer whole group I think I'm gonna have to change that that cannot be a formative assessment. Let's look at last semesters what did I use. (Silence) I used oral question/answer last semester I guess I can do it this semester but it's going to have to be set up differently because that was during centers and it was ongoing and I didn't get to every kid every day but I did get to the majority of them and there is only is only 20 so I can do 4 groups of 5, but they sit in fours so I might as well just keep them where they are at 4, 8, 12, 16, ttt, ok I'm going to (with excitement) use their daily journal because when we write they are going to have to write something to the effect of, a firefighter helps people by fill in the blank. A fire fighter helps people by that already five words. Or we can do a fire fighter can fill in the blanks fill in the rest of the sentence a fire fighter can put out fires a fire fighter can um save your life um a fire fighter can help you if you're in trouble but that's not specific.

Those will probably be the answers I will get. Ok but if those are the answers that I get then that will show me that I need to take deeper and reteach to them so that will go under instructional implications I think or something like that. Because then that shows that I have changed how I will do something so they learn better right. Ok so we'll do oral question/answer and then daily journal. Let's see if that even matches. (Silence) that will work, so oral question slash answer that will not be whole group though. Um, and then that I guess I can put with, am I going to do a check list with that because I don't think I want no check list with that so oral question/answer and then journal writing. Journal writing, parenthesis, see learning goal one. (Typing and silence) and I still need a self assessment yeah, at least were moving forward. Now my adaptations I need to make sure that they match specifically to goal one so student A will need assistance with writing sentences, writing prompts will be written on the chalk board. Student B will be seated close to the front of the room to help avoid distractions and student where did it go, student C will be placed next to student A to promote peer learning. That's pretty much the same for this goal. Kind of um, student A that's X, student B let's start with her. (silence) let's see student B she's my ADD kid so, oh I have a headache, so student B is going to need to be seated close to me like that's the only way this is going to work. I do that every day anyway so that needs to be done here as well so let's see student B (typing in background). Student B will be seated next to me during whole group. Student A that's X student. C is X. Just a note that I have changed my students from my Contextual Factors, I have redone them completely because the students I had originally chosen where not really conducive to writing a TWS with them so I have picked 3 new different students to focus on as far as adaptations go because they need more, I guess

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assistance or there is more I can do with them to make this stronger and um being in the classroom a couple of weeks consistently has helped me see that my first choices were not necessarily correct. Ok, um, student B will be seated next to me during the whole group. Let's see student A, what does student A need. She's going to need prompts to stay on task because she gives up easily so (typing in background). Student A will need prompts to stay on task and student C, (silence) I don't have anything for student C over here. Um student C will, she can't sit next to X but he is not one of my kiddos. Student C, if I put her next to Students A and B that could pull her down when I really want her to pull them up but student B will be next to me anyway and she's already next to A all the time so student C, I guess I could just put will be placed next to student A during individual work time that works. Student C (typing in background, silence) alright, um I think that's it all I need for self assessment. Still how am I , how are they going to self assess themselves about community workers um I can make a self assessment um do I know my community helper or community worker/ smiley face yes, sad face no underneath that, can I name two things my community this community helper does to meet my needs. That's a long sentence. But that will be done out loud whole group and they can color in the smiley face. Learning goal two the students will show how community helpers meet their needs; something is not right with that. Show, what does it mean to show? Students will, I want them to be able to give me three ways that they meet their needs. Students will explain, that's much better, stronger, the students will explain three ways community helpers meet their needs. We need to change that. Um let's see, students, damnit, what did I say? Students will, students will explain (silence) the students will explain three ways community helpers meet their needs. Awesome.

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Students will (silence) I may need to change that on my learning goals. Whoa buddy, let's see, open learning goals. Students will explain three ways community helpers will meet their needs. I like it. (Silence) I am freezing. Ohh, ok contextual factors done. Learning goals done. Pre-assesment, almost done, it will be completed tomorrow. And assessment plan is a work in progress; I want that done tonight, hopefully. Ok so let's see the self assessment will be, how do I write that I am losing my mind, (silence) um what did I say about that, a worksheet, a worksheet, a worksheet with questions about, a worksheet with questions about how well they think or they feel, they understand. (Silence and typing). So a worksheet with questions about how well they feel they understand community helpers and the ways they meet our needs, using parentheses, let's see, (knocking and talking in the background) using smiley faces, I'll just put using happy (mumbles). (Silence) and that's all for now because I need a break ok.

Design for Instruction

Um, Design for Instruction. I need to make sure every day I meet my goal since my lesson, or my unit, is only um 5 days long. Um depending on the kids I'm going to have to make sure it moves, um, at a pace that they can handle. My goal is, is by Friday to have them completely writing sentences on their own and drawing pictures by themselves, um, about the community helpers, workers, whatever. So we shall see how that goes. Um, I need to have my goals basically copy and paste from my learning goals paper and then elaborate on that in detail later on. I need the prior knowledge part of the lesson, um what I'm going to do right before. I need my intro so the kids know what to expect, um especially my group of kids, they really need that anticipatory set. I also need to make sure, um, that Students A and C are, um, near each other when needed and

student B is by her lonesome so she can focus, um, and her mom's okay with that, we've actually had meetings with the mom that I've been allowed to sit in on and she thinks its best. So I guess that's all for the moment. Okay.

(Music in background) Alright, Design for Instruction. Um, I've all my pre-assessment results. Um, I had a rubric and that s what I used when I graded everyone's but the easiest way to see it is to put the pre assessment in like a chart format. Um, my first goal was capitalization, spacing, and punctuation, the highest possible score was 9 points total and the highest score I think was 6, yes, um 6 total, which isn't that bad, oh no never mind it was 7, not that bad. But um, my kids have not um really gone over this very much they're pretty good with the capitalization, that's great. Spacing is hit or miss but not very many of them have punctuation marks. One student had a punctuation mark and um that's just no good. So um hopefully my lesson will show in the end that everyone has accomplished that. Anyway um, learning goal two um my focus students um, didn't do so hot on this and one of those is a very high student which kinda surprised me but that's okay. Um, the highest score on that I think was 50 percent um, I realized though that many of the students recognized the nurse as a doctor and I counted it wrong because it's not what I was looking for, I don't know how fair that is on my part but it was consistent all the way through. So, um only 4 out of 20 of my students scored a 50 percent and that was the highest score. Um 3 students scored less than 25 percent and 13 scored between 30 and 45 percent. Um I'm thinking I'm gonna need to adjust my learning goals but, I don't know, I think it's attainable. If I adjust my learning goals that means I would still have spacing, capitalization, and punctuation but my second learning goal I would adjust, um to 2, but I really think they can get 3 ways of community helper meets their needs.

(Silence) I dunno. I think I'm gonna keep it at 3; I think they can do it. (Silence) Yea, I'm keepin it. Alright well day 1 we'll do police officers. All of these lessons are directed teaching or thinking, pretty similar to last semester which I hope doesn't hurt me because I mean that's what I was told to do. Um capitalization, spacing, punctuation's my goal, um and today, not today, but this day um for the police officers I'm going to help the student's write, uh draw the picture, and write the sentence. We're also going to learn the sign for police officer in sign language, that's not, I'm not going to put that in my lesson so, cuz that's not, that doesn't, that's not a goal. Um, I'm gonna use a PowerPoint all through this and I have that uploaded already, um to whatchamacallit, Foliotech. Um, but, day one will be a police officer and we'll talk about that, um day 2, well hold on, day 1, (silence) my assessments for day one even though I am doing it basically word for word with them I'm still gonna assess them. I'll be looking at the journals at the end of the day and I'll use the check list to see if everyone used capitalization, spacing, and punctuation correctly even with my help. And learning goal two, I'll just be asking questions throughout the lesson because I don't have a way to assess that other than orally until the last two days of lessons. So, um I don't need any modifications for this group um whatsoever. Um A and C need to be seated next to each other throughout the day with the exception of whole group time because they can sit where they want. Um student C helps student A when needed. Um fine motor skills are a problem but this has been worked out both with the parents and the school and everyone's okay with it all around which is good. Um student B needs to sit close to me to avoid talking to other students during whole group um this is the only student that is not allowed to sit where um they choose. So, um, student B also needs to be seated close

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to the board and um student A will need hints with some letters and the hints um it's a nice way for the students to ask for help instead of saying "I need help" they say "I need a hint." Um, let's see, technology is a PowerPoint on police officers and that's it for technology as far as my unit goes. Um, I wish we had a smart board in the room, but we do not because then we can find capital letters and periods and spaces between words but um we can still do that it just won't be on a smart board, we'll just use a pointer. Um I'm going to read a book as well, um *We Need Police Officers* and I really like this book because it shows men and women and it also shows a wide variety of different races, which is nice because there's not very much diversity in my school. So that's day one. Day two, will be firefighters. Um, my objective, they will compose a sentence and explain two ways a firefighter meets their needs. Um, that will be done orally as well. This is not going well for me. Um, the beginning the students we're gonna look at the PowerPoint first and I want them to be able to ask questions and we're also going to squeeze in fire safety in to this because um firefighters came back in September and the kids loved it and they talked about fire safety and stuff which was great but I think we need to reiterate maybe one more time and um I don't want the students to think they can go home and light a fire cuz they would just be awful. Anyway, um let's see, I'm gonna hand out journals after the PowerPoint and the book because they'll play with the journals if I hand them out before that. Um, students are gonna be called to the carpet by tables and let's see they'll sit on the edge of the carpet so everyone can see the book. Um, we will talk about the different ways firefighters meet our needs, I will ask questions and I'll ask them to raise their hand, we'll use think time and I want them to come up with a way by themselves something that we haven't talked about that a firefighter meets

our needs. Um, they're gonna have to turn to page two in their journals. Um and I'm pretty sure for day 2 we will also do this completely together. Um cuz I want them to get the feel for what it's like to write a good sentence. And a good sentence for kindergarten is at least five words, they can use their site words and the word wall um and ya know, capitalization, spacing, punctuation in at least five words, that's a lot. We'll be talking about it though all day so um, (sigh). We're gonna come up with a sentence as a class and I want them to sound out firefighter, I think that would be good. We'll sound it out as a class and we'll do it together but I really want them to really focus on that. They haven't really done a lot of writing up to this point except for Monday morning work, so they really need the experience cuz first grade's coming quickly. Um, I will assess learning goals one and two um and oral question answers. We have movements to capitalization, spacing, and punctuation, so I will be using those as well. Um, there are no modifications, student A and C have to be seated next to each other, um student C will be helping student A when needed ,um it does not distract student C and helps student A understand what's expected without having to wait for a teacher to help. Um, the goal behind that is to have student A completely independent by the end of the year and we've made a lot progress even with the 8 weeks I've been there. Um, so that's how that arrangement happened. Um student B again needs to sit next to me and close to the board. Um, me and student B will probably have a verbal contract in the morning uh as far as behavior goes, um we'll talk about making good choices throughout the day and I will have student B come up with good choices to make um on her own. I want her to come up with the good choices to make so it's not me telling her, she comes up with it and it's her idea. Um, she may need small reminders throughout the day but it should not

be an issue um since this lesson will be taught on the Tuesday, Tuesday's are kind of a problem day and we haven't quite figured out why yet but Tuesdays are a problem day. Um, again with the technology, PowerPoint on firefighters and that will be in the appendix on Foliotech. Um, I'll read a book on firefighters and again with the journals and everything. Let's see, day three or otherwise known as Wednesday, um we're gonna be talking about chef's, Chef X from the school is gonna come talk to the class which I think is wonderful, I'm very excited about that um she's been more than happy to come and help with this. So, um she is gonna talk to the students about her job and what it's like to be a chef, um and we're gonna incorporate ways that she meets their needs at school. Um, it's gonna be a little bit difficult because they don't eat lunch at school um since it's half day kindergarten so a lot of its gonna be while next year in first grade ya know since you will eat lunch here, if you choose to buy your lunch ya know, we're the ones making it. We'll talk about food safety, food preparation, and why you, um if you would like to cook, you need to ask an adult before um you do that. Okay, um so chef X will be in. Let's see, um, I will, before we even start this I'm gonna talk about what we learned the previous day about firefighters and the different ways they meet our needs. Um, and then I will explain to the students we are talking about chef's today and that Chef X will be in um to talk to them. Um the students are gonna come to the carpet by tables, they're gonna have to sit where they can see the PowerPoint um, we'll talk about the PowerPoint first and go over the different types of chef's as well as the way they help the community. After the PowerPoint, Chef X will come and talk to the class um about what her job is like and the different responsibilities she handles. And uh, when she's done giving a short presentation, the students will be able to ask questions. Um let's see,

I feel like I'm doing the same thing over and over again but they need that. Well, we're gonna write a sentence, they're gonna come get their journals, um we'll be on page 3 today um, (silence, yawn) let's see, um as a class we're going to brainstorm and draw a picture of a chef. This, the picture itself will be completed whole group um, after this we're gonna discuss what makes a good sentence. A good sentence has at least 5 words, begins with a capital letter, has finger spacing between all words and punctuation at the end. Our sentence today is going to be "Chef's plan ahead for groups of people." So let's see, (silence) um, we're gonna write the whole sentence as a group one more time but they're going to be asked to write people by themselves, they're gonna have to sound it out or kid spell it um, they don't call it kid spell up here. Um, I don't think they have a name for that, that's ok. But, um, we'll sound out people two or three times as a class, we'll stretch the word, we'll listen to each sound we hear, and I want the students to write the word by themselves and I'll be walking around to help. Um, we will also learn the sign for chef in sign language um, so I'm excited about that. Um, I'm gonna ask, after everyone's done, they're gonna be allowed to color, they're gonna have to put a happy or sad face on the back of their paper to show how they feel they did on their work, I will explain that. A happy face is "I did my very best work and I tried my hardest and I'm proud of my work" and a sad face is ya know "I could have probably done this a little bit better um, I'll try better next time" I don't like saying that, ya know, I didn't do well because that has a bad connotation so that'll be part of the assessments. Um, let's see, I will be using formative assessments for learning goals one and two. Um I will walk around, check for um student affect to check for understanding as well as ask informal questions of the students. Um I'll have a check list for learning goal one and learning

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goal two again is in informal questions. No modifications are needed at this time for this particular group of students. Um (silence). A, B and C students will be sitting on the carpet with clipboards um so they can see the board. This is gonna help with Students A and B's fine motor skills, A specifically but B could use a little help. Again with the verbal contract. Technology is the PowerPoint. Um, Day four we'll talk about nurses, Nurse XX has given me a bunch of different supplies to use throughout the lesson, like a stethoscope, a blood pressure cuff, um a thermometer, and a flashlight to check your eyes with. Um the students are not going to get to use any of it, I will model what the nurse does, um you know a nurse uses a stethoscope to listen to your heart or your lungs, sometimes when you're there the nurse will listen to the lungs um on your back, um that's not a good way to say that, I'll figure out a better way to say that before I do that. Um, then they listen to your heart, and with the blood pressure cuff, they sometimes also use ta, the stethoscope to get your heartbeat. Alright, um, we will talk about different things a nurse does, we'll talk about chef's yesterday and how they're different, not different, but how they help the community. Uh, my brain is shot. Okay. Um, today they're gonna write a sentence with at least 5 words about a nurse and it's gonna be by themselves. Um, before we do that I'm gonna call on a few students, using random selection and I want them to tell me the sentence they're thinking of and I'm gonna explain that everybody's should be different, they can be similar but you don't want to copy off your neighbor um or your friend. So that sounds good. (Yawn and silence) Um, at the end I'm gonna ask the students a few questions about nurses um example, "How do nurses meet our needs?" "Can you think of another community helper that meets our needs?" "How does that community helper meet our needs?" "What do we always need

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at the beginning of a sentence?" "What do we need between every word?" "What do we always need at the end of a sentence?" and I will do the hand motions to remind them. Um, same thing as far as assessments formative, learning goal one and two, and they're also going to be asked to put smiley faces on their work, a happy face or a sad face. No modifications. Adaptations are basically the same. Um, let's see, (silence) oh student A is going to stand when she writes her sentence today um help build up fine motor skills and make it easier to write and see the board, um she's a much smaller student so the table is actually almost too high for her so when she stands um its neater, so we're gonna do that today, not today, but yea for whatchamacallit, Thursday. Technology is a PowerPoint on nurses, again in the appendix. Um, let's see, last day, construction workers. The picture and the sentence will be done completely independently. Um before we begin this lesson we're gonna talk about all the community helpers we've learned about this week. I'm gonna ask the students to think of some ways that they meet our needs. Um, we're gonna use think time, random selection, and then we are going to start the PowerPoint. Um I will ask the students to raise their hand if they can tell me what a construction worker does, and this will be before the PowerPoint because I want their prior knowledge out so then if there is anything that needs to be corrected um we, or I can focus on that um at least momentarily. Um, we're gonna go over the PowerPoint as a class and discuss the different ways construction workers meet our needs as well as the different types of construction workers. Um the students will be allowed to ask questions they have about construction workers and I will ask the students if they can think of a place where they see construction workers during school, reason that being because there is construction going on at our school right now and when we go down to the computer

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lab um the students see the construction workers every day. So, let's see, um I'll hand out the journals, when the students get their journals, I will ask them to turn to the last page um let's see, I'm gonna tell the students that you are gonna write a sentence all by yourself today. Um, I will only be giving one hint um and that will be the words construction and workers. They have to write a sentence with at least 5 words and draw a picture. I want them to draw a picture first because it's time to brainstorm about their sentence. Um, we will talk as a class, um, what a construction worker does, what they look like, what are some of the different tools they use when they work, um, I want the students to think of this on their own because I know they can. Um, the students are gonna have about 3-5 minutes to finish their drawing, um at this time, I'm gonna ask the students to remind me what goes at the beginning of every sentence and what goes in between every word and what always goes at the end of a sentence. Um, then the students will be asked to write their own sentence after that. It will be a quick review and then today is formal assessments, or post assessments um, I'm gonna walk around the room and the only thing I'm really gonna be able to do is encourage them to sound out words or use the word wall, um, I can't correct them today as far as spacing or punctuation or capitalization, which is hard but um I will tell the students as far as words go write down every sound they hear and um the students are gonna have about 10 minutes to do that. If they finish early they can color their picture, um, or they can look at a book quietly on the carpet. Um, after their 10 minutes are up, they're gonna have to stop, (yawn and says, sorry) let's see, after the ten minutes are up they're gonna have to stop um and then they're gonna draw a happy or sad face to tell me if they did their best work or if they could do better next time. Um, I will tell them that I'm going to be collecting their

journals and I'll probably be keeping these for a few weeks but they will get them back it just might not be like that week, um cuz I need to scan everything in. Let's see, I'm gonna ask them what their favorite community helper was and why and I will also ask the students to name the different ways a community helper meets our needs, um, as well as what makes a good sentence. Um, let's see, (silence), um as far as assessments go, learning goal one, they will all be assessed on Friday. Learning goal two however, because it's an individual assessment, um, some of the students may have to be rolled over on to Monday because of time limits. Um, PowerPoint on construction workers. Not reading the book today. I think, Friday's are a quick day because they have 45 minutes of specials, so I am limited to the amount of stuff I can do on a Friday anyway. (Yawns) I have got to get a coffee; this is gonna be the death of me. Um, I guess that's it for the design as of late, or as of now. Basically covers everything. Alright. That's all.

Classroom Management

Okay, classroom management plan. Importance of content, (phone rings) uh, hold that thought. Can I pause this? Uh, I don't know. (Answers the phone/away from recording) Ok, um let's see. I totally lost my train of thought. Classroom management plan. Um, importance of content. What's the prompt for that? Um, my genuine enthusiasm. Multiple ways I will display warm responsive interactions with students. Communicating a genuine liking for interest. Uh, can't you just video tape me, this would be easier? Alright, everyday what do I do when I walk in? I greet them by name, um, I make sure I talk to every student in the morning, or afternoon, whichever one comes in. Um, during attendance, instead of just calling names I say "Good Morning so-and-so um or good afternoon so-and-so" um, I like it, it's a friendly respectful way to start the day. Um,

throughout the day um I respond to questions, um, both on topic and off topic. Um, I smile all the time, can't put that in my report though. Um, for a short time in the morning the kids are allowed to share stories with their friends and the teachers if they choose, about 5-10 minutes for that. Um, I always smile and I'm warm and welcoming with the students. Um, this will make the students feel comfortable and welcome in the classroom. As I plan for the content area of community helpers I will ask very informal questions to see what the students know about community helpers as well as what their interests are, as well as that, let's see, their interests. This shows how much drive instruction to the topics that the students have a great deal of interest, in comma, as well as polling subjects that may not be familiar, that may not be familiar to the students. Um, I allow think time and ask each to think of one question they have on the subject. I will model this first for the students to better understand how to ask a question, cuz that's a problem. (Silence) Um, we will use hands up think time, let's see. I will use (long silence, typing in background) OK. I think that covers that. Um, transitions, um from one activity to the other I use a variety of techniques, it just kinda depends on where my kids are. Um, I will use the give me 5, 4, 3, 2, 1 quiet please. I use "Freeze." And when the students are reading books we sing the book song. Um, this lets the students know we're getting ready to move on to a different activity, um the students are very familiar with those and the routines make them feel comfortable and safe. Um, everyday there's a schedule posted on the board for the students to see um what the goals are for the day. In the morning they are asked to complete morning work and then quietly draw a picture on the back or read a book when they are finished. After this we have a morning song we sing, the song includes movement to the words and allows the students to get out any

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wiggles before class starts. This applies to Gardner's Multiple Intelligences and prevents problems during calendar time. Uh, throughout the week the class follows the same schedule every day. This will provide a safe and secure place as well as predictability for students so they know what to expect. The only days that are different are Friday's, but they know that, and that's okay. Um, during the community helper unit I will explain to the students daily what I expect; this will include behavior as well as class work. I will ask the student, students, to come up with good choices to make during the day so they can meet the expectations I have set. And I will ask the students to add anything they feel is necessary to have a safe and comfortable learning environment. (Silence) Um, I will call the students by table to come to the carpet, the students can tip-toe or walk in slow motion if they choose, it's a fun way for the students to get seated on the carpet. After whole group I will dismiss students using random selection by table or by a color they are wearing that day. Expectations. Um, (silence) let's see, at the beginning of the day I will explain to the students the expectations for the day. This will include the behavior as well as what they can expect to complete during the day. Students will be asked to brainstorm, think of some good choices to make throughout the day to accomplish the tasks and goals. I will call on students using random selection, this will allow everyone to participate as well as encourage active engagement because they do not know who I will call on. After we talk about good choices for the day we will talk about the consequences of poor choices. Um, I will ask the students to come up with consequences for breaking a rule or not following directions, this could be lose, this could be a loss (slow) of a recess time, a loss of recess time, loss of computer time, and/or a note slash email home to the family. There are district policies that need to be followed,

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there are limitations to some of the rules, (silence) that's a given, I don't need to put that in there. Um, I think that's good, maybe. (Silence) Alright, monitoring of student behavior. Every morning I will explain to the students what is expected, we will talk about making good choices. Some students will have verbal contracts with me in the morning; this will set the tone for the day and remind the students that good choices need to be made. Throughout the day, I will show positive examples of good choices, for example, raising a hand before the student talks. The students will also receive a verbal warning to change their behavior, I will say "That's not a good choice, let's make a better one." This allows the student to change their behavior without having a note sent home or missing recess or computer time. Um, there is no card system in my classroom, which is really weird for me, cuz every school I've been in has a card system. Um, but that's okay, it kind of works. Um, some nonverbal signs for the students are I will hold my hand up in the air, this will signal the students to quiet down and look my direction. Sometimes this takes a few minutes but I do not raise my voice at all, and the students respond with raising their hand to show they are quiet and ready to learn. Once all the students are quiet, I will then begin to talk. Um, I walk around the room, proximity to the students and sometimes just look, looking at the student will help them self regulate their behavior. We transition from one topic to the other, I will make sure to find a, find a quiet way for the students to move around, for example, tip-toe to your seats or whisper quiet like a mouse and move to the carpet. Um, I use these strategies throughout the unit as well as in other areas throughout the day. Um, when a bad choice is made, let's do that. Not bad, poor, poor sounds better. So, (typing sound) when a poor choice is made, when a poor choice is made, I will, pull the students aside, I will pull students aside and

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ask if they understand why it, bllll, I can't think, pull the student aside and ask if they know why it was a poor choice. If they cannot tell me, I will explain to them why, I will then ask the student to come up with a better, I will then ask the student to come up with a better choice next time. This will help reach moral autonomy, right? I think so. Cuz me telling them is not gonna get me anywhere, or them, but if they come up with the better choice, then they'll learn it. And next time, hopefully, they won't make the same mistake. (Silence) Ugh, classroom management was so long ago. Uh, (silence) yea, help reach, that makes sense to me, hopefully it makes sense to everybody else that reads it. Alright guidance and discipline, oh fun. My teacher does not have discipline in her room, I'm the discipline person, it's not fun. There's no card system, there's no notes really, I'm the one that has been emailing and writing notes home to families, um, and taking away computer time. I really hate taking away recess time and I do my best not to do that because I think they need to run around, they need that active, ya know, get the energy out cuz that's a big source of the problem cuz we don't have a set recess time. Alright let's see, when I'm there, it's all about choices. You can make two choices; a good choice or a bad choice. If you make a good choice, wonderful, you've done a great job and um, you followed directions. If you make a poor choice, well, let's talk about it and find a better way to handle the situation. That's normally done one-on-one with me. There's no card system, so threatening them with pulling a card is well, nonexistent, it doesn't happen. It's not really a threat either it's just, I dunno, anyway um, what's the prompt? (Sigh and long silence) I need a seating chart, duh. Um, my notes from last semester are not helping me right now. Um, I don't remember the classroom management plan being this long. I'm already at four pages and its single spaced.

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(Silence) I need to talk about my kiddos. Well, student B for sure is seated by me most of the day um, cuz we're only there for three hours, so um. Student B, during whole group needs to be seated close to me and/or away from other students, um so she stays focused. She's still a part of the group, that sounds like she's in a completely different part of the room, but she's not, she's still on the carpet with us, she's just moved close to me. Um, student A and C however, um, student A needs to be seated close to the board but it's not a behavior thing, it's just so she can see. And student C she's my high student, but um, lost my train of thought, I don't need her seated anywhere special either, just next to student A for written work, and again that's been okayed by both families, so we're okay there. Uh, this makes my head hurt. I want this and the family plan, not plan, yea family involvement plan done today. So let's see. (Silence) Um, consequences were kinda stated up above. I'm gonna have to go sentence by sentence with this. (Silence) Um, (Silence) I've talked about verbal and nonverbal, I need natural consequences. I don't know what a natural consequence is though for talking because I can't tell a kid he cannot talk for the rest of the day, that defeats the purpose of learning anything. Oh, natural consequences are hard for me. I understand if you spill the marbles then you pick up the marbles, that's a natural consequence, it's related but what's a natural consequence for, ya know, there's a lot of hitting in my class, or stealing, ya know? I'm not gonna, like, ugh, this is ri.. errr. Alright. Natural consequences, let's think. Talking out in class and me taking away recess is not a natural consequence, that's just bad. We don't have marbles or anything like that. And, (silence) well one of the natural consequences is when my students scribble on their paper I take that paper away and they start over, that's a natural consequence, if you're gonna scribble on your paper that's fine but you're

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gonna do it again and you're gonna make it neater, that works, I like that. See I do have natural consequences I didn't even think I did. Go me. Um, (silence) um, I think that's all for right now, I need a mental break, alright.

Family Involvement Plan

Um, family involvement plan, okay, family and community resources, um, community helpers, so, many of the families work in the fields, that doesn't make sense. Many of the families work in a these fields, um, fire department, Police Department, um the library has resources, um school library and the local library, I guess that should be public. Um, videos, DVDs, books, um, a letter home to the families, um, and during my unit I have a chef come in to talk to them and the school nurse if she can but I'm not sure if that's going to happen or not. (Silence) Um, family communication (phone rings, silence) whoops, (was texting, long pause) let's see, family communication, before the unit I'm gonna send home a letter. This will inform the families of what were going to be doing for the next week. Um, I will communicate through the school e-mail, um, back and forth with the families. Any concern or positive remarks. Um, I have one parent that emails us four times a day and their child is in school for three hours, but that's okay. Um, also at the end of the unit, I will send home a letter stating what the students have accomplished over the past week. So that covers my reciprocal and then my other two ways of communication. I wonder if that counts though, because I guess technically it would be two, e-mails and family letters. I'm not going to call every parent. They're not technically my kiddos so that will be fine. Um, families have been invited to volunteer their time as much as possible throughout the school year. Um, during the unit, I lost my spot, (silence) um, during the unit if a family member comes in, they will be asked to

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help the students write sentences, sound out words and display the students' work. If the family member chooses they can read a book to the student about a community helper, slash, worker that we have or have not talked about yet. Some parents do not want to read out loud to an entire class of students, so that is okay by me. Any help is much appreciated. Alright, where's my prompt, um, family involvement school based, tell one way you could involve families during your unit, parent volunteers, open house, parent chaperone's, etc. Well, we did not have a field trip so that doesn't count. Um, oh, that was school-based. Home activity, (silence) whoops, well that one is school-based. Let's fix that. School-based, (typing, silence) and the next one is family involvement. (Typing, silence) Home-based, um, one home activity I could suggest for families, um, to that, would support my kiddos learning (typing, silence) um, tttt, well they can write sentences about anything they want and I kind of said that already. Oh well, okay, so, um, the families can write sentences at home with the students. It doesn't, or it can be anything they choose, for example, what they did at school, um, what they had for lunch or something fun they did that day. Um, I need to do that because my kiddos can't write sentences at all. They have the basic idea but um, let's see, so family involvement home-based, the families can write sentences at home with the students. It can be about anything they choose for example what they did at school, what they had for lunch or something fun they did that day. Um, and since a lot of the kids are at daycare, there's a lot that happens that mom or dad don't necessarily get to see. Or well, families. Not mom or dad, families. Um, okay, uh, I don't think I need anything else there. Oh I guess I should say why that would support that. Let's see, this would support correct sentence writing, sounding out words, and, correct sentence writing, sounding out words. I can't

think right now. It would support correct sentence writing, sounding out words and, and, what? How about this would encourage (typing, silence) this would encourage correct sentence writing using capitalization, spacing and punctuation. Um, the families can also, (typing, silence) the families can also talk about community helpers and how they meet our needs. (Silence) And the family letter, so I have to find that, I already wrote it, let's see (silence) How long is this, two pages plus. I have like one and a half it just doesn't seem long enough. (Silence, shuffling of papers) Alright, let's see, school-based, um, families also (typing, silence) families are also welcome to schedule a conference any time during the school year when it is convenient for both the family and self. Convenient, um, for both the family and myself. Um, (silence) I hate my computer. Uh, ttt, home-based, (silence, typing) this will be explained in the letter going home before the unit and after the unit to encourage understanding of community helpers and sentence writing. Um, I feel like it's not long enough but there's not, (silence, typing) I mean that'll be alright. Um, (silence) I wish I could see this printed out nice and neatly. Okay, um, open family letter. (Silence) I know it's on here. (Silence) Maybe that's what it is, I don't know. Organization is key; at least everything is on one jump drive. (Silence) That's not the one I want, um, (typing, silence) new documents, I'm gonna stop recording for a minute until I find this.

<center>Instructional Decision-Making</center>

Um, instructional decision making is the piece I'm working on. Uh let's see. Prompt, or task? Give two examples of culturally appropriate instructional decision making based on students' learning or responses. Um, the first one, where I had to change, not everything, but a little bit of my lesson was the first day of the unit. Um, I wanted the

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students to draw a picture of a police officer by themselves; um I wanted to give them, that was like the way they brainstormed um, that did not work. Um, they were asking me how to draw a police officer and a lot of them were getting stressed out because they kept telling me I don't know how to do this. So I had everybody stop and that day we drew it together. Um and we also wrote the sentence as a group so they could see how it's um I wanted them to write it and everything. But um, it was not necessarily in my plan, so um, let's see. I knew the students were stressed out and they weren't gonna be able to write the sentences because they were very unfamiliar with sentence writing um because its half day program. So let's see. Think of a time during your unit when a students' learning or response caused you to modify your original design. Um, describe the students' learning or response that cause you to rethink your plans. The students' learning or response may come from a plan from an assessment on another source and then describe what you did next then explain, oh. Well I just did that. Three to four pages! (Phone rings) Whoops. This is not gonna be three to four pages. (Silence) Maybe like three to four paragraphs. I wanna keep this short and to the point. Make it easy for the readers so I get a good grade. That would be awesome. (Silence) Alright, um, need that, okay. During the first day of the unit I wanted the students to draw a picture of a police officer by themselves. Have time to brainstorm, many of the students were asking me how to draw and getting stressed. Instead of having the students draw their own picture I would help them draw a picture as a class on the board. So that answers the little, for the first one. Describe the students' learning or response that caused you to rethink your plans. Um, (Silence) um, the students' response to me not (not able to her) (Silence and typing) the students' response to me when I asked them to

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draw their own picture was somewhat stressful; I think I can put that in there. Somewhat stressful. Um, (typing sounds and long silence) I stopped the class and asked them to put their pencils down and look up at me. I then explained to the class that we would draw the police officer together just for today but (not able to understand) tomorrow you would try by yourselves. Does that answer the question? I don't think it did…um, yea I think it did. Describe the students' learning or response that caused you to rethink your plans. Um, describe what I did next and explain why I thought this would improve student progress, progress. After I explained that I would help them draw the police officer we then, let's see, after I explained that I would help them, yuh, draw a police officer, I then went step by step, whole group with the class. I thought that this would improve student learning because they would not be stressed about the picture and could focus on the sentence. This particular group of students have not had a lot of experience with sentence writing without assistance. I did not want the students stressed about the picture and the sentence. I dunno, overwhelmed, I like that word better. I did not want the students overwhelmed about the picture and the sentence that I asked them to write. Um, (silence) um, this would, what's the wording they used? Improve student progress for learning. I thought this would improve student learning towards the progress goal because it was the first day, because it was, so they can get use to what it looks, like, that's not what I want to say though, I thought it would… I thought that would make the transition into sentence writing easier. I thought this would make the transition into sentence writing. (Phone rings) Ugh, hold that thought.

Analysis of Student Learning

Okay. I'm working on my analysis of student learning and I've just finished putting in all the data into a table. Um, I still need to make a graph for the first part for whole class. Um I realized my first learning goal, my students did not improve as much as I wanted them to which kind of upsets me but I'm not exactly sure why. I'm gonna have to look at it a lot closer first. Um, some of my students made no change from pre to post. I have two students, let me think, let me look, two, yea two students who regressed which is kind of surprising to me because those two particular students are considered um high in my class, so I don't know really what happened there as of this moment but everyone else made okay progress, not as much as I wanted them to. Um, I think I only had, I didn't have any student that got a perfect score I don't think, 9 out of 9. Oh I had one. One student, um, and that one surprised me too because that student is particularly lower than some of my other kiddos but I'm okay with that, that's awesome. Um, my second learning goal the students made a lot of progress and that made me really happy, so um, I guess we'll go from there

This is still the analysis of student learning. And let's see, um, let's see how many students made progress. One, two, three, four, five, six, seven, one, two, three, four, five, six, seven, eight, nine, ten, (mumbles as counts) thirteen, thirteen out of 20 students made progress toward, toward the learning goal. That means one, two, three, four, five students, five students had no change from the pre-assessment to the post assessment and only two out of 20 students regressed or did better on the pre-assessment. Let's see how many performed at 80% or better. One, two, three, four, five, six, only six, ugh, that's awful. Let's try at 70% or better. One, two, three, four, five, six, seven, eight, eight, that's awful,

I'm not happy. Eight out of 20 students scored a 70% or greater on the post assessment and let's see what else can I would put in here? (Silence) What's the percentage? (Silence, sounds like a calculator being used) 90, 90% of the students showed progress toward the learning goal, save it. And, parenthesis, this number includes the students that did the same on the pre-assessment as they did on the post assessment. Alright, oh crap, oh, dammit, let's see if I can just add a text box. Maybe not, text box, whoa that's not what I want. (Silence) Um, good (long silence, typing) change the text, how do I do that? Ough, (silence) um, that'll be fine, okay that's fixed. I can't believe I forgot to label that. Um, well that'll work for now. Alright 13 out of 20 made progress, five out of 20 had no change, two out of 20 regressed or did better, eight out of 20 scored 70% or greater on the post. That's awful, awful number. 90% of the students showed progress toward the learning goal and this number includes the students that did the same on the pre as they did on the post. Awesome! Ohh, I have to fix that, I can't look at that anymore. I can't believe I did that, oh that makes me mad. (Sighed) Well at least I caught it now. (Coughed) It's back to graphs, ohh I can't believe it. Okay, goal two (mumbles, silence, sounds of buttons being pushed) I need the chart, (silence) um, based ugh, why did it do that? (Silence) Ew, I forgot that, learning goal two. Um, goal two is the students will explain three ways a community helper (typing, silence, mumbles) this table, that's four out of 20 points possible. My kids did so much better on this goal, it's probably because it was drilled into their heads, ow. Okay, (silence, sound of fluid) okay, um now I need **to** go get the chart. Save it, I have so much open, this is ridiculous. Okay, go to the graph website, create a graph dot com, tttt, (silence) data, I have 20 items in two groups; graph title is goal two pre-and post-assessment. The axes is students, the y axis is the scores.

The source is me. I can't believe I have to do this again, oh well; it's my own damn fault. Three is 12, B is eight, whoops, eight is 17, (mumbles) C, nine, 15, D, eight, 13, E is eight to 15. F is 10 to 15, G is seven, 11, H is 6 and 17, I is seven and 19, J is four to 15, and K is 10 to 15. What did I just do, okay. L, ttt, is six to 17, M is six to 18, um nobody scored perfect on this one. That's okay; they did better on this one. (Silence, phone ringing, background talk) 15, 10 to 17, enable preview, hopefully I'll do it right this time, yes, save it, ohh, (mumbling) ohh, (background talking, mumbling) yes, download, save, umh, ohh, (mumbles) for the goal, (mumbles) let's try this again (background talking) oops, insert picture from file. (Background talking, silence) Whoa, okay, (background talking) um, (background talking continues throughout) okay, let's see, graph is fixed, looks good, tables in there, now I have to say the results. So results slash summary, um, (sigh) how did I do that again? (Silence) All of my students improved, so 20 out of 20 students improved or did better on the post assessment. None of my students regressed, which is awesome. (Silence) I've gotta to figure out something else to say, um, I'm on the wrong page, maybe that's why. Um, let's see; let's see how many did better than 80 percent. I don't think I figured out percentages. Ew, I did awesome. Um, let's do 80 percent or better on the post, one, two, three, four, five, six, seven, eight, nine, nine, that's not very good, let's try 70% or better one, two, three, four, five, six, seven, eight, nine, 10, 11, 12, 13 14, 15, 16, that sounds much better, um, so 16 out of 20 scored a 70% or better on post assessment. Save it, um, the student who made the most improvement would be (silence) we'll do10 points or more, so one, two, three, four, five, six, seven, eight, eight out of 20 students improved their score by 10 points or more from the pre to the post. I don't really have much else to say about it this, they all did awesome. I have

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two kids, yeah, that had the most improvement. Um, cool now I'm ready for sub groups. Did I miss anything on here? Um, oh my God I can't think. So last semester I did this wrong. I need like the whole class still but two sub groups, so how am I gonna put that in a graph, it's just one learning goal, pre to post, boys versus girls, that'll work, I have to average those out and put in table? Is that what I'm doing? Um, (Typing, silence) groups boys versus girls, alright. Oh Lord, (loud noise) sorry, the students will compare, oh, uh-huh, I see what I did wrong. Duh, (silence) wow, I can't believe I did that last semester. Alright, I guess its back to, oh I need to make a table first and I need to figure out which students are boys and girls. (Sigh) How am I'm going to do this? Alright. (Shuffling of papers, silence) I'm gonna do learning goal two and if they're a boy, there I'm gonna go get a highlighter, this will be easier. If a boy, they're gonna be highlighted. If I average it out that will make it, I don't know if they'll make it correct. Unless I do a boys' chart and a girls' chart but that still doesn't show me who did better overall. Ow, um, let's do this first, (silence) okay, oh, XXX, and (silence) I think it's 11 to 9. I, XXX improved a lot. Good for him. And so did XXX. Yeah, okay, K, K, K, D, E, (silence between each letter) J, L. let's see if that's right one, two, three, four, five, six, seven, eight, nine, ten, eleven, yee. I miss these little ones. Alright, so I need an average for the pre-assessment and an average for the post assessment. How am I gonna do this table? Average so we'll do girls, boys, pre, post and then average, average score. So the girls, (typing, silence) one, two, three, four, five, six, seven, eight, nine, and, oh, I can't think, I need my own apartment. Let's see all (phone rings) there are too many distractions. (Background noise continues.) Okay, let's try this again, 12 plus 17 is 15, 11, 13, 18, 11, 17 divided by nine, the average score 14.77 on the post. Alright, now for the boys (silence, calculator noise) average

score for the boys on pre was 17.54. That's pretty close (calculator noise, silence). Boys did better, on average, overall, all right. I can do this. Alright, so table I'm going to need, I need my two subgroups, pre and post, so three, and I need one, two, three, (question in background) Mom, I'll be right there hold on.

(After the first phone rings, a person is talking loudly in the background throughout the rest of the tape.)

Reflection and Self-Evaluation

Reflection and self evaluation. Let's see. Reflection on instruction and student learning. Write a narrative identifying the two instructional strategies and activities that contributed most to student learning. Describe why I think these strategies, slash, activities were effective in helping my students reach the learning goals of the unit. Well, first learning goal was writing so, (silence) I don't know cuz they didn't do as well as I wanted them to do, but they all did learn with the exception of two kiddos, and both those kiddos, ooh, wait a minute, one, yea just two. R and I. Um, I don't even know how to start this; my mind is not working right now. Um, (long silence) ok, so, during, ugh, whole group, it wasn't whole group though, so during writing. During writing, I modeled the correct way to write a sentence using examples and non examples. I asked the students, whole group if what I was doing was correct. Um, every student had a chance to answer because I used hands up think time and I used hands up think time. Um, let's see.

Um, this is a reflection again. Um, Reflection on barriers to successful student learning. Um, back to the analysis um, what were the two greatest barriers to learning in my students? Time, time was a big barrier. But I can't affect that as a teacher, the day is

only 3 hours long. (Silence) Well for learning goal one, with my the writing, let's see, I think they could have used more, more days of writing sentences with me because it was the first time they've ever been asked to write sentences by themselves. Well like, with less and less help. So in retrospect, I should've changed, should've changed that, but then I wouldn't have had an assessment. Um, let's see. (Silence) During writing one of the barriers was the amount of time spent giving instruction. Throughout the week I gave less and less support with sentence writing and the students. No, I don't like that. (Sigh, silence) One barrier during my unit was during writing, during writing sentences, um I feel that, I felt that I could not get every student that needed the extra help um let's see. Um, (silence) um, this was the first time this year that the students were required to write sentences by themselves and they really struggled. I think that I, wait, let's see, I needed to spend more time, but I didn't have the time but I can't affect time as a teacher because I can't make the day longer. (Silence) Um, I think that I um, (talking in the background) I think I should've taken more time to explain exactly what I expected. Dad you're loud. (Father responds and keeps talking) I'm recording. Thanks. I'll just stop for a minute. (Typed as talked)

(Appears to be typing throughout the track, I note it when it interrupts the dialogue.) Okay I've decided to change this. Let's see, one barrier to the student learning was when I gave the assessment because that was really where the problem was. Um, it was last day of the unit and I told the students that I wanted a good sentence with at least five words about a construction worker. I, let's see, explained that I also, I totally forgot where I was going with that, um one barrier to student learning was when I gave the assessment, it was the last day of the unit. (Mumbles) I then, that's not a barrier though, it's how I did

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that so that won't, it could be a barrier. Ummm. (Silence) It can't be when I gave the assessment, that doesn't make any sense. So, we're going to change it again. (Sighs) What is one thing that my kids struggled with the most during writing? It was their confidence level especially student A. A lot of the kids didn't believe they could do it, they were never asked, that's not something I can change though. It has to be something I can change. I can't give them confidence but I can encourage them. Um, how can I affect it as a teacher? One barrier to student learning was, well, yeah, halfway through the unit, duh, (sigh) (typing in the background) halfway through the unit, um, I started giving less and less support because of one the students to learn to write (Talked to someone in the background, noise in the background) yes please, to write a sentence by themselves. In doing this I realized that they had never, um, that the, in doing this I realized that many of the students were not confident, in writing sentence, in writing sentences. (Sigh) When doing this I realized my studentends, students were not confident at writing sentences. Because of this, because of this, um, (silence) why can't I get through this, good Lord. (Sigh) We'll start with the other one, one barrier to student learning, why can't I, um, alright, (silence) um (silence). Well, let's see, one barrier, well I need two, (silence) um, as a whole class, what was the barrier? At the time it was a huge barrier, but I can't put that in their because I can't change the time, um, well the amount of time, yoww, what did last semester say. Not that I'm trying to copy but I need to um, yeah, Okay one barrier to student learning was the pace at which the class moved during the unit. Um, I gave less and less support, during the unit I gave less and less support, during sentence writing. I did this because of the time constraints. Since the students were only there for three hours a day the pace of the class moves quickly. Um, I began to realize that more

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time was needed at a slower, at a slower pace for many of the students. I began to realize that more time was needed at a slower pace for many of the students to learn how to write a sentence correctly. What else do I need to put there. Um, the last two days of the lesson unit, the last two days of the unit, um, I slowed down but at the same time I did not give as much support whole class because I wanted the students to prove to themselves that they could write a sentence. One barrier to student learning (mumbles, seems to be rereading work, long silence) I think that makes sense, it makes sense right now. Another barrier was um, they like the Power Points. Um, another barrier was reading a book after the PowerPoint. In doing this (Spoke to someone else, alright good night) in doing this I lost the attention of some students. Um this therefore caused some students (phone rings in background) ugh, therefore, damnit, this therefore caused some students to be distracted by other students during whole group. Um, let's see, um, I thought that this would enhance student learning however, in doing this I lost the attention of some students which therefore caused some students to be distracted by other students during whole group. Um, the students that were not paying attention I would ask them to move but this caused me to stop reading and explain community helpers and deal with classroom management. At times the book was disjointed because of the amount of time I had to stop and redirect a student parenthesis s. How come that part was easier, I don't know. Alright.

Next section. The appendix, ow, um I did reflection on my instructional of student learning and reflection on barriers to successful student learning. And reflections on implications for future teaching. Um, I need to reconsider my two greatest barriers, um and discuss what I can do differently or better in my instruction in the future. Alright, I

can do this because I already have ideas what I would do differently thank God (typing in the background, long silence). Let's see, the first barrier, OKAY, the barrier with the writing in this unit, I think it would be better to move slower and offer more whole class support instead of taking just a week to do this unit I, well no, because it's not the unit, um, I would have a, let's see, a something like a morning message, I would have a morning message for the students to complete. Let's see, for example, the prompt would be, after school I dot, dot, dot and students would be asked to fill in the rest this would provide a prompt and practice writing a sentence. Um, I would implement this every day. And the second thing I would do or change, let's see (typing) the second thing I would change would be the amount of time the students are, are sitting (silence) um, (phone dialing). Uh, let's see the second thing I would change would be the amount of time the students are sitting on the carpet. After the PowerPoint, I would have the students stand up and stretch. This would allow students to move around and get a few wiggles out. I think that this would also; I think that this would, I think that I don't know what I think. I think this would allow the students to be more attentive during, um, the book. (Sigh, silence, typing) Tttt, there would also be less classroom management problems. Alright that's done, next.

Um, Reflection on alignment among goals, instruction and assessment. Assess your teaching performance in this unit relative to my learning goals, instruction and assessment. Connect this information to my student learning and effective instruction. That is like a foreign language to me right now. Um, let's see (phone sounds, long silence) um, Okay so learning goal one was my writing, God love em, OKAY (typing, long silence) um, learning goal one, was, learning goal one was, what was learning goal

one? My sentence, I know that probably wasn't right, um, let's pull up learning goals. Learning goals, maybe, is to write a sentence using capitalization, spacing and punctuation, but what is, ugh, compose text not sentence. Um, the students will compose a sentence right isn't that what I just said compose text, Jesus, using capitalization, spacing and punctuation. Uh, I think this could have been, let's see (silence, beeping) let's see, um, all of my kiddos but two improved, so that means I could'ave met it better, because two did not improve, they regressed. And five of them made no change. So, let's see (silence) um, I can't think. Okay, learning goal one was students will compose text using capitalization, spacing and punctuation. So that means, how could I have met or how could, ugh, learning goal one, ugh, let's see alignment among goals, and instruction and assessment, I feel that the assessment and goals were aligned well. Instruction needed to move a little bit slower for the students. Overall the majority of the students met the goals, majority of the students met the goals, let's see (silence). Compose text, OKAY; I feel that the assessment and goal were aligned well. The instruction needed to move a bit slower for the students. Overall, a majority of the students met the goal, met the communication arts goal. Um, I already told him what I would do differently so I don't need to tell them again. I would use the same format again with slight changes to the way I instruct the class. Um, having the students write in their own, having the students write their own journals was age-appropriate. That doesn't make sense. Having the students writing in their own journals was successful and allowed the students to refer back to previous, allow the students to refer back to previous sentences for in case they needed. Oh, learning goal two was the students will identify community helpers and how they meet our needs. Explain three ways community helpers meet their needs. Students

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explain three ways, um, Okay, three ways a community helpers meet their needs. Reflection and alignment among goals I feel that the students were success, I can't talk or think. I feel like the students were very successful with this learning goal. Many of the students made great progress toward this goal. Using the PowerPoint during instruction and having a guest speaker really helped the students reach the goals. I also feel that the assessments aligned with the learning goal and allowed each student to think critically, and to come up with their own answers of how different community helpers meet their needs. Let's see, I feel like the students were very successful, many of the students made great progress towards this goal. Using the PowerPoint and during instruction and having a guest speaker really helped the students reach the goals. I also felt the assessments aligned with the learning goal and allowed each student to think critically and come up with their own answers of how community helpers meet their needs. Good stuff, Okay. Um alright, reflection on the learning community. Describe how I worked with school colleagues, parent and educational partners in the larger community to support student learning and well being. Well I sat in on an IEP meeting, but that's an exception. I worked with Mr. XXX because of my kiddos who have speech. And I worked with (something falls) OHH, the special education instructor Mr. X and who else? I worked with a lot of people; I can't remember all their names. Let's see, describe how I worked with school colleagues, parents, oh parents, I do remember parents, it shouldn't say parents, it should say families, but then again well I don't know at least it doesn't say mom and dad. Um, let's see, educational partners in the larger community to support my kiddos and well-being. X, she's in my morning class, that doesn't count. Um, let's see, (silence, typing) reflection on learning communities, ohh, let's see, my teacher didn't

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really help me at all, she basically from the first day said here you go kid, ohh, let's see (phone rings, silence). Let's see, well I guess my teacher did do stuff because she critiqued my lessons, which was good but well were not gonna go there. All right, I worked with my classroom teacher. I worked with the speech pathologist and I worked with Mr. X because, my principal because he came in the room to watch me teach as well. So, let's see, I think that's good enough but it doesn't say how I worked with families. Um, I did work with families though, but, I had meetings with the kiddo's families, does that fit into this? Yeah, because that fits under student well being. Okay, so um, throughout this, I don't want to say unit because then it sounds like I just did it for the unit, um, throughout my time at the school, there we go (typing, silence) the speech pathologist and the principal, (typing) um, my classroom teacher gave feedback, but, throughout the unit and, throughout my time at the school I worked with my classroom teacher, the speech pathologist and the principal. The classroom teacher gave feedback throughout the unit and gave suggestions and complements. Gave suggestions (phone rings) to suggestions and complements to improve my lessons, um. This was very valuable because it allowed me not only myself to grow as a teacher but it helped me teach the students in a more effective way. Um, oh (silence) teach the students in a more effective way. Um, I also worked with the speech pathologist. Um, this person knows American Sign Language and I wanted to be able to teach the students the different signs for the five community helpers we were talking about. (Typing) The speech pathologist also encouraged me to try, (phone rings) um, the sign language in other parts of my teaching. (Typing, silence) Um, to have strong classroom management and keep the students, um let's see the speech pathologist also encouraged me to try different parts of

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my teaching to have stronger classroom management. Um, the students enjoyed and an improved student (phone rings) learning. Not only could they spell it, they could sign it and then they can say it and then they could write it, so that's a lot. I have movement. Um, (typing, silence) Okay and then the principal (silence, typing) um, throughout my time in the school, I kept the principal informed about my different activities I was preparing; (phone rings) invited and invited the principal to come and observe me teach. And valuable feedback about my lessons and gave a few suggestions for future teaching. Um, (phone rings, silence) he wrote down specific things that he liked about the lessons and suggestions for a way to do something differently next time. Um, during this unit I also worked with families. I sat in on a few parent teacher conferences, um (silence) Um, let's see, during this unit I also worked with families, I sat in on a few parent teacher conferences. Um, um, let's see, during this unit, ttt, um, because of these conferences, Okay, I was able to gain the trust of the parents and learn more about the student in return. This allowed me to adapt few things within the lessons so that all students could reach their potential. Um, for example, um, having student C help student A they needed. Alright that's done.

Reflection on how to access specialized services, yeah. (Silence, typing) Let's see. (Silence) It sucks because the same thing for last semester would be the exact same thing I did or would have to do here and I don't want them to think it was like a copy paste kind because it's not, it's just the same. Ohh, (long silence) well we'll just start at the beginning I guess. Alright were going to take a break because I can't think any more. (There seemed to be typing throughout this section. I made notes when it seemed longer than usual.)

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Okay, um, to access specialized school services in this school district I would have to provide many different documented instances about the student. I would provide student work, observations of the student and when possible running records. I would then have a conference with the family and ask if they notice any behaviors at home that I see in the classroom. I would inform the parents in professional manner what I observed about their child and asked their permission for the director of specialized services to come in to the class and observe their child. I would explain that this does not mean that their child needs help it simply allows me to have an extra set of eyes to help me change my instruction to better meet their child's learning needs. If permission is given the director of specialized services will come into the class and take running records of the student for a period of time. After this is completed the director will offer suggestions and ways for me to change my instruction or adapt my instruction to try preventative strategies first. This will be tried for a period of a few weeks. And I will continue taking notes of student work and running records whenever possible of the student. Let's see, (phone rings, typing, silence) um (doors squeaking) (Heh XXX, not much, um, if you're going to be playing video games in there will you keep it down because I'm, thanks, did you bring food home, no, what did you bring, chocolate, can I have a piece? Maybe. Thanks) um, okay, where was I? Um, after a few weeks, I will then have another meeting with the family and discuss what I have observed if behaviors have changed then there is no further action needed. (Conversation with someone, thanks, where's it made, is it organic? Yeah. It's got a different, ow, where's it made? Really, it's really good XXX, um, okay) If the behaviors have changed then no further action needed. Um, if the behavior has not changed, then further action will be taken. This will involve, who? Um,

I wrote this down, (papers shuffling) um, the school counselor, the school psychologist, um potentially the speech pathologist, um the principal, there's a lot of people that could be involved. So, let's do it this way, if further action is required then a team will be assembled to assess the students (conversation in the background, no thank you I've had my fill of chocolate today, that one piece was plenty) if further action is required then a team will be assembled to assess the student's needs. This team will, this team will include the principal, the director of special (typing), classroom teacher, family (Conversation with someone – huh, dad made a chicken pasta concoction thing mom wants to bake it with bread crumbs, but I was not very good, it's right in there, there's two containers in the fridge for you) Um, this team will include the principal, comma, hello, the director of specialized services, the family, the classroom teacher, um, (phone rings) speech pathologist if needed, let's see and if needed the speech pathologist, school psychologist, occupational therapist, physical therapist and I totally lost my train of thought, the team will include the principal, the director of specialized services, the family, classroom teacher, and if needed the speech pathologist, school psychologist, occupational therapist, physical therapist, who am I, I'm missing someone and um the counselor, duh. (Silence) Alright, um (silence, typing) okay, (silence) this will be, this team of people will then meet and discuss what tests, um, the child could take to, will then meet and discuss what is best for the student at this time. This could involve testing of the student or, or another intervention within the classroom. (Silence) Um, I'm going to, this could involve testing of the student or another intervention to try in the classroom for the student. Um, if tests, um, are given to the student then results will be looked at by the specialized services and the, (typing) um, at this point adaptations will be made if

necessary and services will be granted if required as well. Let's see (mumbles, silence) as a team, decisions will be made according to what is in the best interest for the student. This could mean being pulled out for part of the day or being pulled out for part of the day to receive specialized instruction or to modify, um, things within the classroom. Um, (silence) this is point in time where the IEP or (silence, typing) this is the point in time where the IEP will be written, signed by the team. Um, the IEP is a contract between the family and the school about that are needed, between the family and the school for the different services that are needed for a particular student (phone rings, silence, typing) more observations are needed by the classroom teacher or anyone else that works with the student. Um, the IEP will then be reviewed in a year to re-assess the need of the services or to change, slash, (phone rings) add to the IEP. That is really, really long. (Silence)

Reflection upon ethical practices and I am almost done, who hoo! (Silence) Let's see, reflection upon ethical practices, I need to cite somewhere in NAEYC I think. Oh sorry, uup, describe a time when I had to consciously apply personacal, can't talk, personal, ethical standards while teaching my unit. In addition describe how I applied social / ethical or legal standards when using technology in planning, slash, teaching my unit. Um, well, a big problem at this school is everybody talks about everybody behind your back and it was not my place at this point in time to say something because I'm not the paid professional and it got ugly in their um, so the lunch room is a very big problem. They talked not only about families. They talk about other teachers behind their backs and overall it's just mean. Oh, but I wish I could've said something but because I'm looking for a job, um, it probably would not have looked very highly upon myself if I

made enemies. And at the school I'm at, it's very easy to make an enemy so therefore I didn't say anything and I should have. Given the position I'm in I don't know if it's appropriate for me to be correcting teachers. Um, they talk really poorly about the principal which kind of upset me because I really like the principal. Alright, well there's one. God! (Silence) This is so, in the NAEYC, I don't have to cite it I don't think. (Silence) So, how am I gonna start this, during my time at this school, dah, dah, da, it was an overall positive experience, well no, I'm gonna change that. It was positive because I worked with the kids and I loved and adored every single one of them but it was not positive because the teachers are just mean. I mean they'll be nice to you face-to-face but then they'll just turn around and talk at ya behind your back. So I didn't really say much to a lot of the teachers. I talked about the weather and how my TW S was going and how my job hunt was going. And after that I just listened because it got pretty nasty in the lunch room sometimes. I can't well; I could put that in there. How am I gonna write this. I don't want to speak poorly about the school because this does get published online. God forbid someone could like get into it. But, I mean it's true. I like to think I'm a very forward person but when it comes to this it's very difficult because I'm in such a bad position right now. I'm a guest at the school; I'm not a paid professional so as far as they're concerned I'm a kid. Kinda sucks. Okay, ta, ta, ta, alright, (silence, typing) during the time in this school, um, tttt, I noticed many different instances where others were, were talking about families, other teachers and principal. And, let's see, where others were talking about families, other teachers and the principal in inappropriate ways. Um, according, let's see, according to the NAEYC's code of ethics, this was completely inappropriate and disrespectful to families, teachers and the principal. Um, as a teacher, it

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is my responsibility gain trust with the families, my colleagues and my principal. This cannot be accomplished when inappropriate things are said to others or behind someone's back. (Silence, typing) Um, (typing) I totally lost my train of thought. Oh, come on, two pieces, two pieces left let's go, it is midnight, Jesus. (Sigh) As a teacher it is my responsibility to be in trust with families, other teachers and my principal. This cannot be accomplished when inappropriate things are said to others or behind someone's back. Um, I did not say anything to the other teachers about how I felt because I am a guest in the school and still a student and not the paid professional. I did not say anything to the other teachers about how I felt because I am a guest in this school and not the paid professional. Um, I sat in the lunchroom and did not talk much because I do not want to be put in a situation where I would talk about families or, or other teachers in the school. (Silence)I did not talk much because I do not want to be put in the situation where I would talk about families or other teachers in the school. Um, if I (typing, silence) were the paid professional, I would find a respectful way to ask others to stop talking about families or teachers. Um, if that did not work then I would ask the principal for advice. Um, alright, technology. During my unit, during my time in this school there were many opportunities to use technology. Um, the students can monitor the computer using a student code. All of the websites that they are allowed to go to are bookmarked and if the websites is not on that list then students do not have access to them. Um, all the websites, um, have been approved from the district office and are tracked daily. (Phone rings.) Um, what else do I need to say about that? Um, before a student is allowed to be online they have, to have, llll, they have to, they must have a signed parent permission form. Um, in the past, let's see, this form is recorded, on, this form is recorded on the student's file and

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the parents can revoke permission at any time. Um (silence) um, let's see, I guess that's all for technology really.

Let's see, ugh (phone rings, loud music in background) (talking in the background) reflection on possibilities for professional development. (Talking in the background) I think reflection (typing, talking continues) (Talks to someone in background – whose coming over XXX, who,oh, what's he doing up still, alright, huh, oh, well, I didn't know if he just got off work too or I didn't know what was going on, I have like one piece left so you'll, if your quiet till then I'd really appreciate it) one or two areas of professional growth related to the TWS that I believe are critical to improving my ability to improve student learning. Um, these areas should emerge from the insights and experiences that I've described. Two professional growth activities that will most likely improve my performance in the critical areas. Classroom management. Some days were good and some days were bad. Um, I attended team meetings and that was good because it allowed me to share information with my peers and listened to information from them. But, let's see, um, classroom management for sure. (Noises) Um, okay, that's not what I want. I would benefit from a classroom management, not class, um, I would benefit from a professional development. I don't need to put that in there. I would benefit from a classroom management opportunity to learn different techniques, strategies and new ideas. Why would this benefit me? I feel that I have a lot to learn about management still and will continue to learn. Um, the school I'm in offers, the school I'm in offers professional development three times throughout the year. (Phone rings.) Um, team meetings are considered professional because, let's see, team meetings are considered professional development because (phone rings) allow you to share and gain ideas from

your peers. I had opportunity participate in two of these; they are very helpful (typing) and insightful. Um, let's see, um, (typing, silence) the students will benefit from this because, because, because there will be less interruptions throughout the day and will allow students to learn more. Let's see, less interruptions throughout the day, fix this. Save it, I need two right? (silence) um (noise in the background, talks to someone - what's going on XXX, what's going on, whose out there, I thought he was walking, he's only up the street, oh gottcha) ohh, (starts conversation with person in background again – do you work tomorrow XXX, oh well, I'm havin a little get together to celebrate my completion of the TWS, ohhh, dog barking)

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