

Junior
Decision Point 2

Part I: Developing the lesson (100 points)
 i. Competence: Knowledge (INTASC Principle 1,7)

Criteria	Level 1: C	Level 2: grade B	Level 3: Benchmark for A- grade	Comments: Above and Beyond
Knowledge of Discipline Updated 9/06	<ul style="list-style-type: none"> * Identifies major concepts, conceptual frameworks that are central to the discipline 	<ul style="list-style-type: none"> * Explains major concepts, conceptual frameworks that are central to the discipline <p><i>not listed</i></p> <p><i>need to be included</i></p>	<ul style="list-style-type: none"> * Clearly explains (in paragraph form or concept map) content to be presented in lesson, defining key concepts and how they are connected. Identifies common student misconceptions as well as actual misconceptions of your current students. * All three dimensions of science are present in objectives and lesson content 	<p><i>Lesson series: 125</i></p> <p><i>P</i></p> <p><i>83 B</i></p> <p><i>needs more work</i></p>
Teaching of the Discipline Updated 9/06	<ul style="list-style-type: none"> * Shows little understanding of interdisciplinary learning experiences * Sets objectives limited to basic recall of facts of the discipline * Creates few if any hands-on activities for students 	<ul style="list-style-type: none"> * Develops some interdisciplinary learning experiences for students * Sets objectives for comprehension of concepts * Creates varied activities for students <p><i>No common objectives</i></p> <p><i>on previous</i></p>	<ul style="list-style-type: none"> * Creates interdisciplinary learning experiences that allow students to integrate knowledge and skills * Sets objectives for application of concepts in the discipline * Creates opportunities for inquiry/ problem-based learning) within the discipline for students * Identified type of inquiry according to inquiry continuum (Science-only) * 5E lesson plan format used effectively 	<p><i>analysis</i></p> <p><i>85 B</i></p> <p><i>128 pts</i></p>

1. Competence: Planning (INTASC Principle 1,2,7,8)

Criteria	Level 1	Level 2- B	Level 3- A-	Comments- Above and Beyond
Based on Student	* Plans instruction that is occasionally developmentally inappropriate	* Plans developmentally appropriate activities	* Plans developmentally appropriate activities and documents how incorporated or built upon students' prior knowledge and experience	
Based on Assessment	* Not likely to use assessments as part of planning	* Uses assessments as part of planning	* Uses and documents informal and formal assessments (pretests, classroom observations, and discussions with mentor teacher) in planning lesson series	
Based on Discipline	* Chooses and implements activities with little or no connection to the objectives of the lesson series.	* Chooses and implements activities that allow students to make some connections to the objectives of the lesson series.	* Lists subject specific behavioral/performance objectives developed for each lesson related to student standards * Lesson behavioral/performance objectives are written correctly * Aligns standards, behavioral objectives, instruction, and assessment.	

*Not consistent
consistent
in behavior
that can be
addressed*

Start

I. Competence: Organizing for Teaching (INTASC Principle 5 & 6)

Criteria	Level 1- C	Level 2- B	Level 3- A-	Above and Beyond
Motivation and Instructional Groups	<ul style="list-style-type: none"> * Demonstrates limited understanding of group functions, individual influence, intrinsic motivation, and self motivation * Allows no meaningful student choice. 	<p>* Engages in primarily whole group instruction with some student choice.</p> <p><i>not a whole group</i></p> <p><i>not a whole group</i></p> <p><i>not a whole group</i></p>	<ul style="list-style-type: none"> * Incorporates cooperative groups that develop shared values and responsibility for positive climate/productive work * shares with students expectations for group work * describes how groups are determined * Allows for student choice 	
Use of Time and Space	<ul style="list-style-type: none"> * No attention to intentionally organizing time, space, activity and attention. 	<p>Adequate attention to organizing time, space, activity and attention to engage most students</p> <p><i>not a whole group</i></p> <p><i>not a whole group</i></p>	<ul style="list-style-type: none"> * Successfully organizes time, space, activity and attention to engage all students fully in varied participation * Lists expected time blocks for specific activities 	
Communication	<ul style="list-style-type: none"> * Uses verbal and nonverbal strategies to communicate * Uses little technology and/or uses inappropriately 	<ul style="list-style-type: none"> * Uses some verbal and nonverbal strategies * Uses some technology but it does not contribute to teaching and learning 	<ul style="list-style-type: none"> * Uses a variety of verbal and nonverbal teaching strategies Integrates appropriate technology that makes a contribution to teaching and learning 	

1. Competence: Critical Thinking (INTASC Principle 4, 6 & 8)

Criteria	Level 1- C	Level 2- B	Level 3- A-	Above and Beyond-A
Type of Thinking	* Lists various kinds of instructional strategies	* Uses a variety of instructional strategies	* Uses a variety of instructional strategies which promote higher level thinking and problem solving * documents HOT question prompts in lessons	
Diverse Perspectives	* Encourages critical thinking though thinking is limited to single perspective	* Encourages critical thinking by presenting diverse perspectives and representations of concepts	* Encourages critical thinking and problem solving by presenting diverse perspectives and representations * Utilizes books, pictures or other resources illustrating cultural diversity (social studies and language arts)	
Role of Teacher/ Role of Student	* Conducts teacher-directed lessons	* Conducts mostly teacher-directed lessons with some role variation <i>not identified</i>	* Identifies the various roles of the teacher to include instructor, coach, audience member, participant, etc. (audience member) (coach) * Identifies when various role is implemented in lesson plan or analysis	

II. Cultural Responsiveness (INTASC Principle 3)

Criteria	Level 1- C Attempts to identify individual differences in the classroom:	Level 2-B Identifies and considers individual differences in the classroom:	Level 3- A- Benchmark Identifies, plans and documents for individual differences in the classroom:	Above and Beyond- A
Individual Differences	*academic	*academic ✓	*academic	
	*multiple learning styles	*multiple learning styles ✓	*multiple learning styles	
	*cultural	*cultural ✓	*cultural	
	*gender	*gender ✓	*gender	
				<p><i>move it in to differentiate by performance</i></p>

Part II: Analysis of Learning and Teaching - Being Critically Reflective (INTASC 8 and 9) (100 points)

Criteria	Level 1: C	Level 2: B	Level 3: Benchmark for A- work	Above and Beyond: A
Analysis of Learning Update 9/06	*Assessments are used primarily for assessing student work * Limited use of resources other than classroom assessment in order to understand learner needs and behavior * Little evidence that student work is evaluated or graded accurately or systematically	*Both informal and formal assessments are used to assess student work; analysis includes student strengths and weaknesses * Describes some resources other than classroom assessment that could be used to understand learner needs and behavior * Has criteria for assignments and assessment tasks * tasks are evaluated and graded	*Uses varied assessments to assess learning and modify instruction or learning goals (present or future) *Uses multiple sources of information in order to compile a complete picture of what each student has learned. Specifically describes individual and group learning. What did the students learn and how do you know. Describes the next steps using the circular model of instruction.	
Analysis of Assessment Update 9/06	* Little or no discussion related to measurement issues	*Some discussion or analysis related to measurement issues <i>Some what</i>	*Assessments are evaluated with an understanding of validity, reliability, and bias and explicit use of the terms Assessments measure behavioral objectives for the lesson. Material assessed is covered adequately in the lesson. Assessments are frequent and used effectively throughout lesson series. Assessments encourage HOTS thinking. Teacher communicates criteria for assignments and assessments. Tasks are accurately and fairly evaluated and graded	<i>multiple criteria</i>

<p>Analysis of Teaching</p>	<ul style="list-style-type: none"> * Analyzes his/her teaching and learning in a minimal or inaccurate manner * Little attempt to use problem-solving strategies to improve teaching practice and student learning * No record of direct of indirect relationships between teaching decisions and student learning * Limited evidence of supervisor or mentor teacher feedback in revised practice 	<ul style="list-style-type: none"> * Analyzes his/her teaching and learning primarily based on self * Uses problem-solving strategies to improve teaching practice and student learning. *Suggests possible direct and/or indirect relationship between teaching decisions and student learning * Accepts feedback from supervisors and mentor teachers 	<ul style="list-style-type: none"> * Identifies and describes the direct and/or indirect relationships between teaching decisions, planning, instruction and student learning. * Conducts continuous analysis and reflection on his/her teaching practices; makes timely adjustments. *uses and documents in detail feedback from supervisors and mentor teachers and how this feedback was incorporated into teaching.
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Identification:

- First Grade
- Language Arts and Social Studies
- Mexico

Copy of LS.

Instructional Information

- Time: 3 Days, 1.5 hours each day
- Materials
 - Teacher-Barrío: *Jose's Neighborhood* by George Ancona, *Before Columbus: The Americas of 1491* by Charles C. Mann, *Pyramid of the Sun Pyramid of the Moon* by Leonard Everett Fisher, *Lost Temple of the Aztecs* by Shelley Tanaka, *We All Have a Heritage* by Sandy Lynne Holman, *Off We Go To Mexico* by Laurie Krebs and Christopher Corr. Two poster boards, markers, Post-It notes, pre/post test, prepared worksheets of Mexican map, letter from an Aztec/Spaniard, and Day of the Day activity, drawing paper, geometric shape blocks, piñata, candy, Smartboard, computer with internet connection, prepared Venn diagram outlines.
 - Students: crayons, pencils
- Resources
 - Preparatory- Madison Library, Duggan Library, Indiana Department of Education website for standards, Professor Roberts, Mrs. Reardon, YouTube (music), <http://josettebrouwer.edublogs.org/2011/01/22/first-grade-picassos/>
 - Tools for lesson- Poster boards, Smartboard, worksheets, books.

good variety of resources

Types of Diversity Addressed in this lesson:

- Culture- This lesson opened the students up to another culture from its ancient history to its modern lifestyles and traditions. Students also examined the challenges an immigrant could face moving to a new culture and studied an example of an immigrant child's assimilation to American customs while maintaining his Hispanic heritage.
- Gender- On day one, the students noticed that the pictures of the Aztecs had long hair and wore jewelry whereas in our modern culture these physical aspects are often associated only with women. We had a brief discussion about expectations of genders can change over time. We felt this part of the story also helped engage the girls in the class. Since all the characters, save one translator, were men, talking about the clothing and jewelry of the characters gave the girls a chance to have further insight into the story.
- ESL- All students in our class who spoke another language also already equally capable speaking and reading in English.
- Learning Difficulties- Students who struggled with ideas or activities were given extra help by the 'aide' teacher for that day. These students were already sitting at the same table to make the extra help more efficient.
- Ethnicity- Two of our students of Mexican descent played a role in helping their class pronounce words in Spanish. Another from Honduras found our lesson equally relevant to her family's experiences. Students of all ethnicity's were able to understand the new traditions of Mexican culture through several activities.
- Multiple Intelligences- Visual and Auditory intelligences were addressed through our multiple read alouds. In addition, Kinesthetic students had the opportunity to manipulate the geometric blocks to create their own cubist art as well as playing with a piñata. Musical intelligence was also addressed by playing Mexican music during the time to work on the students' art. Students also had a chance to use technology while displaying their art for the class. Students with History intelligences were especially addressed during our first day, although connections to this information were made throughout days two and three.
- Gifted and Talented- Students who finished their work quickly were given a word search with lesson vocabulary to work on while others finished. They were also encouraged to add further detail in their work whenever possible.
- IEP- We did not have any students with IEP's.

*Did you plan for gender?
how did you differentiate learning activities?*

stick Gardner's intelligences

Teaching Tools and Strategies to Address Multiple Intelligences

- Technology was included in each day through the use of the Smartboard as a projector for example pieces and to share student work.
- Manipulation was included in days two and three through the shape blocks and the piñata.
- Reading and writing was modeled during read alouds and through the use of Venn Diagrams. Students did their own reading and writing through letter writing, examining a map and answering questions, and writing about a loved one.
- Collaboration was included on day three when students worked in small groups to brain storm for our letter to an immigrant. In addition, collaboration was encouraged throughout the lesson in the form of helping your neighbor spell a word or remember a name from the readings.
- Art was included in day two when students looked at and then made their own cubist art.
- Music was included on days two and three to set the environment for making cubist art and playing with a piñata.

Objectives

- Rationale

- Purpose- We hope that through this lesson, students will have a better understanding of Mexican culture and empathy for immigrants in their community.
- Relevance- As we told the students, Mexico is our neighbor. It is important to understand and create a friendship with our neighbors. The Madison/Hanover area also has a large Hispanic population represented in our classroom by four students.

- Enduring Understanding- At the end of the school year, we still want our students to remember the main ideas presented in our lesson: acceptance/appreciation of diversity, looking at multiple perspectives, compassion for immigrants in our community.
- Essential Questions: How is Mexican society like and unlike our own? What challenges to immigrant families face? How can we help them?

- Standards Addressed:

- Language Arts

- Standard 2: Respond to *who, what, when, where, why* and *how* questions and recognize the main idea of what is read (1.2.3).
 - Students will verbally answer these types of questions during read alouds in addition to answering *what* they would do or *how* they would feel in certain situations through writing.
- Standard 2: Identify the title, author, illustrator, and table of contents of a reading selection (1.2.1).
 - Students will identify the above things before I read the section about cubism in *Diego Bigger Than Life*.
- Standard 4: Discuss ideas and select a focus for group stories or other writing (1.4.1).
 - Students will work as a group to list questions that an immigrant would need answered. Then we will share ideas and write a letter to answer these questions.
- Standard 4: Use various organizational strategies to plan writing (1.4.2).
 - Students will draw pictures and help fill in Venn Diagrams to plan verbal and written exercises.

- Social Studies

- Standard 2: Describe ways that individual actions can contribute to the common good of the community (1.2.4).
 - Students will put themselves in the place of an immigrant and write a friendly and helpful letter to an immigrant child.
- Standard 3: Identify the cardinal directions (north, south, east, and west) on maps and globes (1.3.1).
 - Students will write about locations on a map and talk about the relation of the locations in terms of the cardinal directions.
- Standard 3: Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana (1.3.8).
 - Students will compare and contrast Mexican and American traditions, food, clothing, and cultural values in a Venn Diagram.

expand

hard to assess individually

how to assess these in

indiv children

do
1

😊
YES

- Music
- Standard 5: Use body percussion and movement to demonstrate rhythmic patterns (1.5.3).
 - Students will dance or move accordingly to the rhythm of the music being played.
- Standard 9: Experience music from various historical eras and cultures through singing, listening, or moving (1.9.2).
 - Students will listen to music from the Mexican culture. They will also be encouraged to join in and sing along with the song.
- Art
- Standard 2: Recognize that art from one artist has a similar look or style (1.2.1).
 - Students will learn that Diego Rivera used the style of cubism in his artwork.
- Standard 6: Reflect on and share work with others (1.6.5).
 - Students will look at the piece of cubist art they created and reflect on it.
- Standard 6: Respect personal work and the work of others (1.6.6).
 - Students will respect their own artwork, and the artwork of their classmates.

what will they do

how can this be assessed?

what will they do?

Assessment

- Strategies for Assessment:
 - Pre/Post Test- Students will take a 10 question 'yes/no' pretest at the beginning of our first day. The students will take the same test at the end of our lesson to measure student learning. Criteria: This is our only formal test. The test and key are attached.
 - 'Early Mexican Life' Poster- After reading about the lives and accomplishments of early Mexicans, students will be given a topic from the readings to draw. Students will have to demonstrate understanding of the texts to remember how their topic was used by the ancients. Then the drawings will be displayed with their labels on a poster to review the material with the class. Criteria: This is an informal assessment and will be graded on a completed/uncompleted scale.
 - 'Aztec/Spaniard Letter'- After reading about the encounter of the Spanish and the Aztec, students will take the perspective of either a Spaniard or an Aztec to write a letter to a friend/relative about meeting the other group. Students will have to recall facts from the reading to write accurate letters. Criteria: This is an informal assessment that will be graded on accurate answers to the written prompts.
 - Mexican Map- This worksheet was filled out as a class and was simply evaluated on a complete/incomplete basis. Each student had a complete answer for every question. This reassures us that each student was receiving the necessary help and attention they needed to complete the worksheet.

would be stronger with additional formal assessment

Connections

- Real World- Students come into contact with Mexican-American people and other immigrants every day. We wanted to teach tolerance and even understanding of the hardships immigrants face. Also, we wanted to teach that differences in culture are something to be celebrated and are interesting, not strange or scary.
- Other subjects- Mrs. Reardon told us the students are visited by high school students every once in a while to learn Spanish words, so this lesson could give some background to those sessions. In addition, we talked about geometry in art which can be applied to their future art projects.
- Previous Material- Each day built off of the previous day. We started with ancient history, moved to modern Mexico, and then the trials and new lives of immigrants from Mexico.
- Multicultural Content: Our lesson revolved around the incorporation of a new culture into the classroom. We learned some words in Spanish, learned about the accomplishments of Mexican natives, took the perspectives of people during colonization, and also the perspectives of an immigrant from another country.


YEA

could have found out what vocab the HS students have worked on.

Lesson Day One:

1. Pre Test
2. *We All Have a Heritage* by Sandy Lynne Holman-Use to introduce our topic on the History of Mexico.

3. Look at world map. Have a student identify Mexico and the United States. Talk about the importance of understanding our neighbors. Talk about map features like directions and borders.
4. *Pyramid of the Sun, Pyramid of the Moon* by Leonard Everett Fisher-We will talk about some things the ancient natives of Mexico had before the Spanish arrived. Architectural feats like pyramids, temples, streets, and palaces. Agriculture in cotton, corn, beans, and peppers. Specialized laborers like weavers, carpenters, potters, and stone carvers. Math and science achievements like the calendar. Also, we will discuss belief systems of the natives like the cycle of birth and rebirth in the sun and moon and the animal and nature powers they saw as gods.

could have indiv. maps for the children

5. *Before Columbus* by Charles C. Mann-biological creation of maize, calendars, and the use of the number zero.
 - a. Afterwards, students will draw objects from our readings to draw as a review of the accomplishments of native Mexicans. Then we can cut out some of the pictures and paste them on a poster board to talk about native people as advanced cultures, not savages. *good use of art*
6. *The Lost Temple of the Aztecs* by Shelley Tanaka. More accomplishments of the ancient natives called the Aztecs: canals, gardens, clean waste disposal, Great Temple. Meeting of the Spanish and the Aztec.
 - a. Students will return to their seats halfway through the encounter (before the battles) and will choose to take the perspective of either a Spaniard or an Aztec. Then, the 'Spanish' students will write letters to a friend or relative about meeting the Aztec. We will talk about what is different between the two cultures and what they have in common. The Aztecs will do the same. Then we will return and finish the story ending in the destruction of the Aztec culture and city. I will end by saying that the Aztecs have not completely disappeared though, because they and the Spanish became the ancestors of modern Mexicans, which is what we will talk about in our next lesson.

could have divided in 2 groups - to brainstorm ideas for writing.

Day two:

1. *Off We Go To Mexico* by Laurie Krebs and Christopher Corr
 - a. I will read the story to the students. There are several Spanish words throughout the story that I will point out and pronounce for the students to mock. I will emphasize the word 'amigos' which translates to 'friends' in English. (C)
 - b. The story also mentions going to a market. I will ask the students what a market is and then explain to them that Mexican families go there to buy, sell, and trade goods.
 - c. I will also point out the celebration of Independence Day that takes place in the story. I will point out the illustrations of the Mexican flag. There is also a better description of Independence Day at the end of the story that I will read.
 - i. Students will be given a map similar to the one at the end of the story. They will label things such as the Pacific Ocean, Gulf of Mexico, Gulf of California, Honduras, Guatemala, Belize, Mexico, United States, Mexico City, Sierra Madre Occidental, Sierra Madre Oriental, Sierra Madre del Sur, and the Rio Grande.
2. *Diego: Bigger Than Life*
 - a. I will focus on the poem on page 22 titled *Mexican Cubism*. This will bring in an art perspective.
 - b. I will give each table one container of geometric shaped tiles and a plain piece of paper. Students will then construct their own piece of cubist artwork.
 - c. We will also access songs sung in the Spanish language using YouTube. The songs will be played while the students do the cubist art project. (songs include: alfabeto, números, adiós, colores, feliz cumpleaños)
 - d. Students will be allowed to share their piece of cubist art with the class if they would like to.

good →

technology

Day Three:

1. *Barrio: José's Neighborhood* by George Ancona-Venn Diagram of José's school and traditions verses life in Madison and Hanover. We will talk about ways immigrants adopt American customs, but keep some of their own.

do children each do this?

2. Day of the Dead-Continuing to read *Barrio*, the students filled out the Venn Diagram about the similarities and differences between Halloween and the Day of the Dead. Then students are returned to their seats and are read the attached summary of the Day of the Dead. After discussing what occurs on each day of the celebration, students will do a writing activity about a lost loved one or pet.
3. We will talk about what a child whose family is immigrating should know about Madison. Where do you go to school? What is school like? What do we eat for lunch? What holidays do we celebrate? Where do you buy food and toys? Where can your family go to have fun together? Then we will write a letter to this child to help him/her in making the transition to Madison.
4. Post Test

good
application
of
knowledge

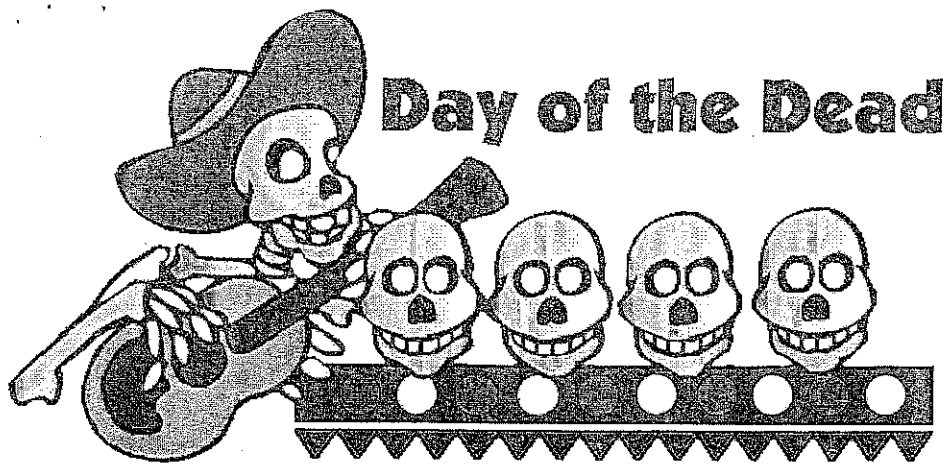
Name: _____

Pre/Post Test

1. Mexico is south of the United States.
Yes No
2. No one lived in Mexico before explorers from Spain arrived.
Yes No
3. People in Mexico only speak English.
Yes No
4. A person who moves from Mexico to the United States is called an immigrant.
Yes No
5. There are ancient pyramids in Mexico like in Egypt.
Yes No
6. Geometric shapes are an important part of Mexican art.
Yes No
7. El Día de los Muertos (The Day of the Dead) is celebrated exactly like Halloween.
Yes No
8. People who come from another country are weird.
Yes No
9. Libro means book in Spanish.
Yes No
10. Early Mexicans created maize (corn).
Yes No

Pre/Post Test Key

1. Yes
2. No
3. No
4. Yes
5. Yes
6. Yes
7. No
8. No
9. Yes
10. Yes
11. Yes



October 31-November 2

For Kids

Don't be afraid of El Dia de los Muertos - the Day of the Dead. This is a happy holiday!

This ancient holiday began as a day of thanks for the harvest. It became a time put aside to remember our ancestors and people we love who have died.

On the first day, relatives put flowers on graveyards or in vases with cards. Then they create an altar somewhere in the house. These altars are not places of worship. They serve the same purpose as a scrapbook or a photo album. Pictures of the departed, along with favorite loved objects and other mementoes are placed on the altar. The rest of this day is spent making the favorite foods of this person (or persons.)

On the second day, families have big celebrations at their homes. They serve the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. This is a very happy holiday.

On the third day, the holiday expands to the town. There may be parades and floats and costumed characters. Coffins are carried that have people in them dressed in skeleton outfits.

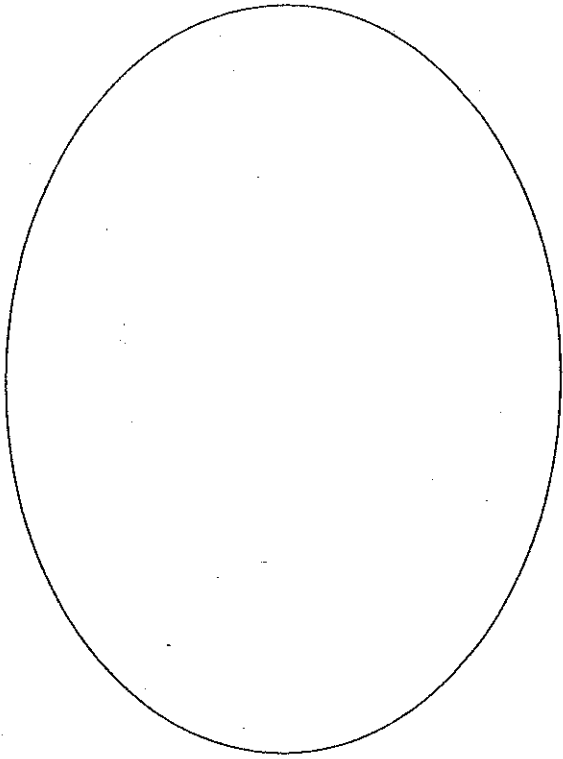
Many superstitions have been added over the years, but for the most part, this ancient holiday is as it always was - a time of remembrance and love. So, don't be afraid of the Day of the Dead. This is a happy holiday.

<http://holidays.mrdonn.org/dayofthedead.html>

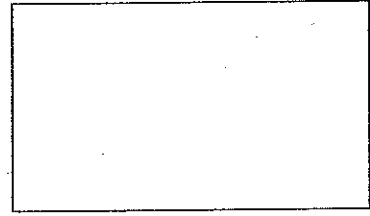
Name: _____

Date: _____

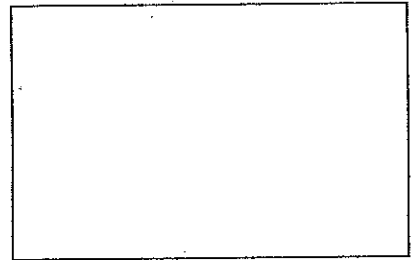
Honoring Our Loved Ones



My loved one liked to eat



My loved liked to _____



_____ reminds me of my loved one.

Below, write who you have described in the above blanks. Write some of your favorite memories with that person or pet.

Dear _____,

I have met the _____! Their leader is called _____. They wear _____. One thing that we have in common is _____.

_____ One thing that is different between us is _____.

_____ The most amazing thing is _____.

_____ I wonder what will happen next, now that we have met.

Some words that you might use:

- Aztec
- Spanish
- Cortés
- Moctezuma
- Tenochtitlán
- canal
- horse
- armor
- pyramid
- temple
- maize
- sword

Name: _____

History of Mexico Vocabulary

B L S U J F A C R I Q I C E S G F Y U A M F J G N C R R M Y M T Z J N W H V K S
O T Q H E D Y C Z N R N A W S Q I Z H U E E F L P M Z L Q F F P B Q I G K E D X
M Y J B O G A S H G R L K J C E O D R B M B S O R U U S I W Q A W S V G X K D W
Z V X M J D B D I L Z K U P M I Z A O K K J M J O Y Z N F W R H D W H O N W U E
S H K O A U M Y S U R I I M O B L F T D J E I H Q S A S J U S R E E B N W W E C
S T I B M R S B P R R H F S I H H H J G O E S G P G F A B C A G E R C E B N M K
F O Z I T L E G A Z M K D I Q P R O Q R O W D K Y C J W I I T F V N R J W X B U
B G G M S R R V N N O F Q I M N R L S P M F B T Q D F W N Z S E I B X I L F D Q
S E R O D A T S I U Q N O C O E U G F Z K V M G L G Y A E B E I Y J A F J D V O
G C J F O A V I C R E T Y K T S J L U G W V N X S D P H Q U I E I T M W R H H B
J S Y Q G D Y P Z K I F Z E B M K R P V R C U V Z S C M Z R F N S W F C X U D K
D C R T J S H X I Y I U W Y S V P J R D A K F D R O V C I T P T N C X N E X B E
W X Y E L W I M D B C I T G X Y S Z W Y R R P Q R W L L W F R E U K U K I H E I
V G F S P K S V S B U L P R T S M W S I I M P T S R K C O B S I X I E E B Y S Z
K M L R S P K J D E K D P K W B R Q H Y H N E P U Q Q E Y B I W X L P Y D L Q T P
W L O S L K V S D I K G B I G K O A G S W S V Q X M X Q T H B U X F R L A J V
X O O Q N C I K B Z L G K L S W N E M P I G L T V E P S M I I X S M T N W N I X
O H X T L E P S T I K X M A Q L O M N Y K N G W L X N F E B C J D E A Y O P B M
M O K A G F R S C H U L T Y L M B J U P L Y A O K I B J M C W P H O C F J R V X
H C K D S O P E X I O A V R E J Y C B A Z C N P F C U T U X J I J S R R W V W U
R E C F L W I C B J Y G C T H Q F H O P H N W U S O M H S V Q C Z H O W G Y J B
T K R N J B E M W I B X R A T T W I W F I X X G A P A P G C G E Z Q Q H F R R V
Q I E I K F D L Q L U Y I Q C H W L A N A C V G W G I T T W D O W X B Z K G M N
O T D C T I D I Z W H L N P M D J J M T H B F E F Y Z X L Q X G P R N I X N E N
J C N E K A L O E O I V G R Z V I B T Y T S K W D S E K R U V V G W M M U C N P
Z R H V U F G F Y M G T B E H V H Y J T J J N D I M A R Y P J W W Q L K J G T H
G V E R R I W E A K D B M D G V P H X Z I U L O K U J G P S L S P X P N Q T F C
Q R E L C B X F W I D P I R T R S T W P C X G S I T T U C X P M U A X U F W M I
H X V G Z N V R O L P F W O E L N N H R C K E P L T O N Y O F Z Y W P Y U I H A
N N S U D Z U S G K L A T B S M I A W R O S W W N F I Y P R A E E E Z B H U K E
F M Z P S X K Q Z C Z Q D Q R B S R T E R M A K A O W D J X S A I B N E H G Z Q
G F S C L D M I O X J K G E W F C G A O J X R R Q V X T A I T Z C Z L S Z E G C
Q K P J E T Q G P H Q I H S J Q F I H U U N H A S B X V D R A Z T E C R P P V Y
W P J T N S D K W Z R Y D R C M H M E Z A R M E I G Q I D A T C U L T U R E R G
S T P Q J O U E P M O V E L X G P M F T R X C C T L F S B G V Y K L Z T R W I B
V D K K H T Z L P E Q P A L V P S I N H E D W J U A J A W E B P N F E V Y S O B
O M Y N U E U F I Y A M W J D H Y O I R R A B R O D J R C H Z Z V G R I R F M Y
D N C A J H M Y R B Q Z B W V J G G U K R Q X M L R B O X K U M X G Z H Q T L A
J H B P N K A B I S R I A F Y L L T H P K W C U L G M I B X N U G Y P U P C Z L
J R Q T D M E L H P L O Z B P W S U U M Q G B U V O O F V X A T O U B Q E R V M

- | | | |
|----------------|----------|------------|
| ARMOR | ESCUELA | IMMIGRANT |
| AZTEC | FAMILIA | LIBRO |
| BARRIO | FIESTAS | MAIZE |
| BORDER | GEOMETRY | MEXICO |
| CANAL | GODS | MURAL |
| CONQUISTADORES | HERITAGE | PYRAMID |
| CORTES | HISPANIC | RIVERA |
| CULTURE | HORSES | SPANIARDS |
| | | SPANISH |
| | | TRADITIONS |

Dear Friend in Mexico,

November 15, 2011

Hello! My name is _____. I live in _____, Indiana in the United States of America. If your family would like to live here, there are some things you should know. When your family needs to buy food, you should go to _____. My favorite food to buy from there is _____. You can also order food at a restaurant. I like to go to _____. When I am there, I eat _____. Sometimes you might need to buy toys, too. My favorite toy is _____. You can get toys from _____. A good place to find books is the library. My favorite book is _____. If you can't read English yet, that is okay. You can learn in school. My school is called _____. My teacher's name is Mrs. Reardon. When we are in school we learn _____. We have _____, _____, and _____ in our classroom to help us learn. My favorite thing we have done in class this year is _____. We also have lunch and recess at school. My favorite thing to eat at lunch is _____. My favorite game to play at recess is _____. We celebrated Halloween a couple weeks ago. For this holiday we _____

Next week is Thanksgiving. For this holiday we _____

When your family comes to America, you can also keep the traditions you have in Mexico, like the Day of the Dead. One thing we have in common for holidays and parties is that we both use piñatas. _____

I hope you like it here in America.

Your new friend,

Name: _____

Date: _____



1. What is the capital of Mexico? _____
 2. What country borders Mexico on the north? _____
 4. What ocean borders Mexico on the west? _____
 5. What large body of water borders Mexico on the east? _____
 6. What are the three mountain ranges in Mexico? _____
-

Spanish

armor / shields
clothes all over
swords
big ships
beards
horses

Both

Jewelry
boats

Aztec

long hair / pony
tails
bows / clubs
little canoes
gold
no beards
darker skin

November 15, 2011

Dear Friend in Mexico,

Hello! My name is Shannon. I live in Madison Indiana in the United States of America. If your family would like to live here, there are some things you should know. When your family needs to buy food, you should go to Stores. My favorite food to buy from there is vegetables. You can also order food at a restaurant. I like to go to Mc Donald's. When I am there, I eat chicken nuggets. Sometimes you might need to buy toys, too. My favorite toy is Star Wars. You can get toys from the store. A good place to find books is the library. My favorite book is Giving Tree. If you can't read English yet, that is okay. You can learn in school. My school is called Pope John. My teacher's name is Mrs. Reardon. When we are in school we learn math, spelling words, Mass. We have ABC's, books, and blocks in our classroom to help us learn. My favorite thing we have done in class this year is _____.

We also have lunch and recess at school. My favorite thing to eat at lunch is _____.

My favorite game to play at recess is _____.

We celebrated Halloween a couple weeks ago. For this holiday we _____

Next week is Thanksgiving. For this holiday we _____

When your family comes to America, you can also keep the traditions you have in Mexico, like the Day of the Dead. One thing we have in common for holidays and parties is that we both use piñatas. _____

I hope you like it here in America.

Your new friend,

Dear MOMMY

I have met the Aztec Their leader is called Moctezuma

They wear no too One thing that we have
in common is Jewelry and boats.

One thing that is different between us is They have no
clothes.

The most amazing thing is they have long
hair

I wonder what will happen next, now that we have met.

love
Molly

Some words that you might use:

Aztec
Spanish
Cortés
Moctezuma
Tenochtitlán
canal
horse
armor
pyramid
temple
maize
sword

Dear Mom,

I have met the Spanish! Their leader is called Cortés.

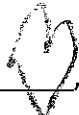
They wear armor. One thing that we have

in common is jewelry.

One thing that is different between us is gold.

The most amazing thing is horses Dogs.

I wonder what will happen next, now that we have met.

I love you 
Nicole

Some words that you might use:

Aztec
Spanish
Cortés
Moctezuma
Tenochtitlán
canal
horse
armor
pyramid
temple
maize
sword

Dear Delaney

I have met the Aztec ! Their leader is called Moctezuma.

They wear feathers . One thing that we have

in common is Jewelry and boots

One thing that is different between us is darker skin

The most amazing thing is gold

I wonder what will happen next, now that we have met. Love Lauren

Some words that you might use:

- ~~Aztec~~
- Spanish
- Cortés
- ~~Moctezuma~~
- Tenochtitlán
- canal
- horse
- armor
- pyramid
- temple
- maize
- sword

Dear Jordei
I have met the Spanish Their leader is called Cortés
They wear armor. One thing that we have
in common is Jewelry

One thing that is different between us is sword

The most amazing thing is they hav boats

I wonder what will happen next, now that we have met.

your friend
Cristian

Some words that you might use:

- Aztec
- Spanish
- Cortés
- Moctezuma
- Tenochtitlán
- canal
- horse
- armor
- pyramid
- temple
- maize
- sword

Name: Brayden

Date: 2011

MEXICO Map



1. What is the capital of Mexico? Mexico city
2. What country borders Mexico on the north? United States of America
4. What ocean borders Mexico on the west? Pacific Ocean
5. What large body of water borders Mexico on the east? Gulf of Mexico
6. What are the three mountain ranges in Mexico? Sierra Madre Occidental
Sierra Madre del Sur
Sierra Madre Oriental

Name: Braeden

Date: _____



1. What is the capital of Mexico? Mexico City
2. What country borders Mexico on the north? United States of America
4. What ocean borders Mexico on the west? Pacific Ocean
5. What large body of water borders Mexico on the east? Gulf of Mexico
6. What are the three mountain ranges in Mexico? Occidental
Oriental
del Sur

Name: Abbie

Date: AS

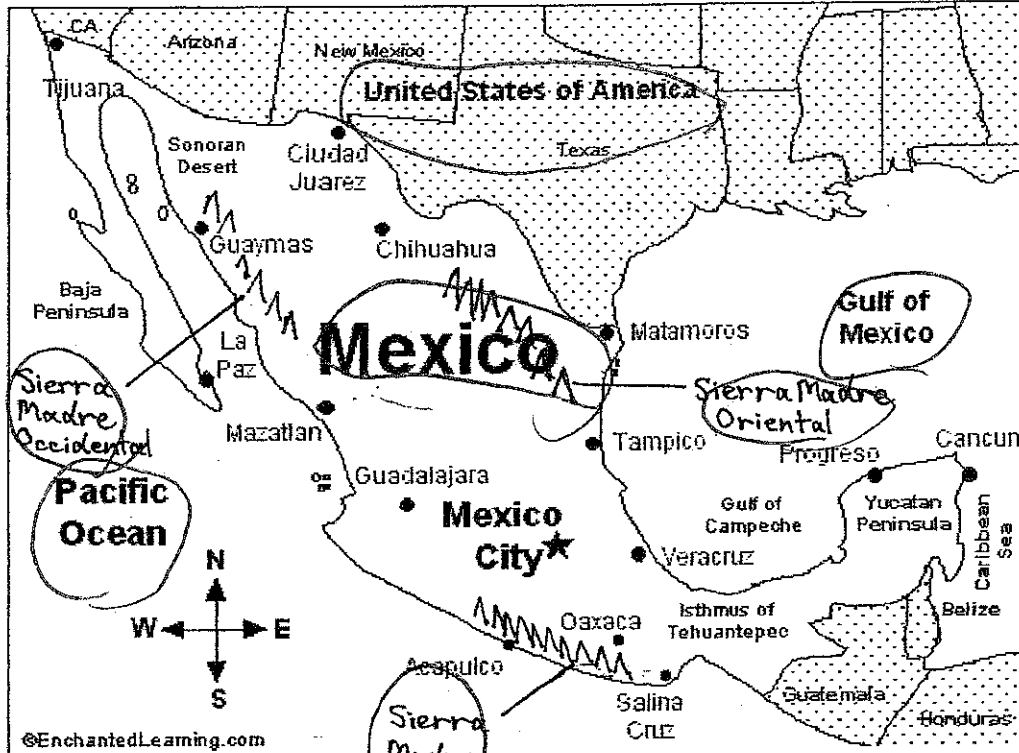


1. What is the capital of Mexico? Mexico-city
2. What country borders Mexico on the north? United-states of Amened
4. What ocean borders Mexico on the west? pacific-ocean
5. What large body of water borders Mexico on the east? Gulf-of-Mexico
6. What are the three mountain ranges in Mexico? Sierramadre
oriental sierra-madre occidre
Sierra-Madre del Sur

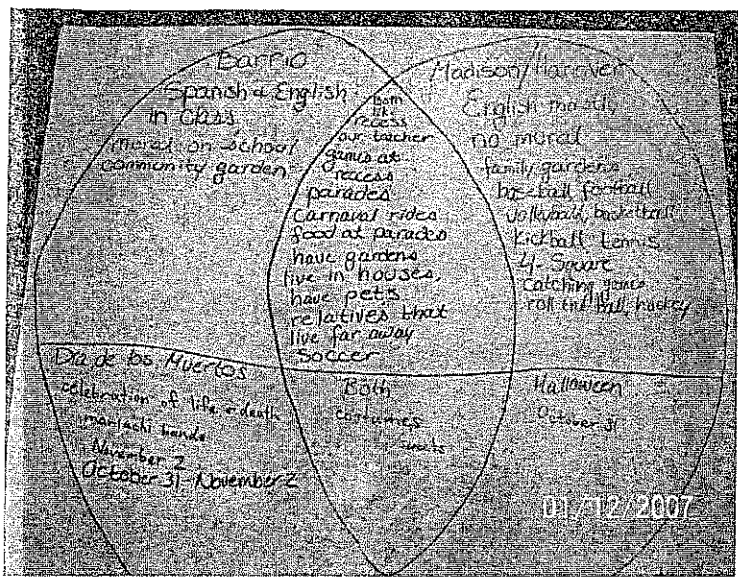
Name: Emmalyne

Date: 7

MEXICO Map



1. What is the capital of Mexico? MEXICO
2. What country borders Mexico on the north? United states America
4. What ocean borders Mexico on the west? Pacific Ocean
5. What large body of water borders Mexico on the east? Gulf of Mexico
6. What are the three mountain ranges in Mexico? sierra madre del sur
sierra madre oriental sierra madre
occidental



- Objectives

As I look back to our standards and objectives and reflect on how well our students did on each one, I believe that our standards and objectives were appropriate with a minor exception of a few. The first standard I would like to address is 1.3.1: identify the cardinal directions (north, south, east, and west) on maps and globes. This standard was met on day two when the students completed a map of Mexico and its surrounding areas. We were told ahead of time by Mrs. Reardon that the students had not done much with the cardinal directions and map work, so Shannon and I reviewed the cardinal directions before answering the map questions. At first most of the students were confused by the cardinal directions. Shannon and I walked around the room helping the students, and I also put the map worksheet on the overhead and filled it in as we went. With assistance, the students were able to complete the worksheet and we also observed that by the end of the worksheet, all of the students had developed a better understanding of the cardinal directions and using a map. The second standard I would like to address is 1.4.2: Use various organizational strategies to plan writing. Shannon and I both incorporated Venn diagrams into our lessons. Shannon introduced the students to ~~the~~ Venn diagrams on day one. We were surprised to learn that the students had not used Venn diagrams, so Shannon had to thoroughly go through it. I believe that Shannon had a good idea, in that she color-coded the diagram to make it easier for the students to understand. The students caught onto the Venn diagrams rather quickly, so we continued to use them throughout our lessons.

The students had prior knowledge, behaviors, and dispositions that also allowed them to learn from this lesson. They did not have a lot of prior knowledge about Mexico, but Mrs. Reardon did tell us that they had some experience with the Spanish language because the high school students sometimes come in and teach them. They also had gained some experience because of the diversity in their classroom. There are four English Language Learners in the class. I believe this is a way in which students had based their prior knowledge, behaviors, and dispositions about Hispanics. Students' dispositions were also recognized as they answered some of the pre-test questions.

Our main goal of the lessons was to give students a better understanding of the Mexican culture and to have empathy for immigrants around them; this is just what our performance objectives reflected. We believed that culture played an important role in their classroom, so we wanted to promote diversity. We used a variety of instruction to teach the students about the Mexican culture. More importantly, we did not only focus on Mexico today; we looked at ancient Mexico, popular celebrations, and immigration. We wanted to introduce multiple aspects of Mexico to the students and make connections to our traditions and norms. The objective of future lessons would be to promote diversity and the appreciation of others.

- Instructional Strategies

Shannon and I used a lot of collaboration, modeling of reading and writing, art, and music as strategies. The students responded well to all of the strategies. From day one, I noticed that this was a class that worked well in groups. I think this is why Shannon and I used a lot of collaboration and group work. We incorporated writing because we had observed a wide range of writing abilities in previous lessons, so we wanted help students further develop their writing. I was somewhat nervous about having the students do cubism on day two because I did not know if they would completely understand it. I am glad I found simple ways to teach it to them because this was my favorite part of the lesson, and I believe all of the students also really enjoyed it. They thought of things to draw that I hadn't even thought of. All of the students were excited to put their cubist artwork on the overhead for the entire class to see as they

the

good

would have been good to connect to this + the vocab.

good

good!

what group work in lesson series?

explained what they had drawn and what shapes they had used. On day three, each student was given a worksheet about remembering their loved ones. It went along with our Day of the Dead lesson. Shannon and I learned a lot about our students that day. Some of the students opened up and told us stories about their loved one who had passed away. The most touching story I heard was when Nicole told me she was drawing and writing about her little sister. Come to find out, it was actually her twin sister who had passed away soon after birth. Another story was told by Braedon about his cousin who appeared to be violent. I did not realize how much you could learn about a student and his or her background by doing a simple worksheet. Shannon and I did not really have any adaptations in our lessons, other than being sure not to place students who may struggle with the activity in one group. We always mixed the groups up based on ability. I did find ways to motivate certain students. Nicole is a smart girl, but she likes to play around instead of work most of the time. At first Shannon and I would just make remarks to move along to her work, but that never seemed to work. We then found that we needed to be over her shoulder to keep telling her to stay on track. Finally, I discovered that if I worked on the assignment with her, she seemed to move right along. At first, she just wanted me to give her the answers. Once she found out I would not give her the answers, she would do the work. *yes!*

Based on the above things and my observations, I would definitely keep collaboration as a future teaching strategy; at least for this class anyway. I had not used music in lessons until now, but I would like to use it in future lessons because I think the students enjoyed. I believe that it promoted the Mexican culture even more, and it kept the students on track as they worked on their cubist art. One thing I would like to do a little more of in the future is to have students work alone on some things. All of our lessons had the students in groups or at least sitting in groups, which is nice but I think some students results may have changed if we would have split them up for some things.

I received positive feedback from Mrs. Reardon. I was rated great on everything, but I do need to work on teacher presence. I let my nervousness shine through as I was in front of the class teaching. I do not think I had a problem with it when reading, but I did show it when up at the board. I think I was just sometimes nervous about the lesson because you never know how students will respond to the activities. You do not know if they will catch on or if you will have to make last minute adaptations. I need to just go with it, and face any problems as they arise. Other than teacher presence, I need to think about terms that the students may be unfamiliar with. As I said earlier, the students did map work. It would have helped if we would have reviewed the map terms and added color to the map so that it would be easier for the students to read and understand.

Learning Environment

I believe that Shannon and I worked great as a team when it came to classroom management. Mrs. Reardon also commended us on our ability to work well together. Shannon and I divided our three days up so that she taught the first day, I taught the second day, and we both taught on day three. I do not mean that one of us taught while the other just sat and did nothing; we were more like a teacher and an aide. I think this worked out great for us because it allowed the students to know exactly who was in charge each day, and it was really nice when it came to distributing and collecting papers because while one of us read to the students, the other would be placing papers on each desk. We utilized the classroom space well by having the students go to the rug for read alouds. We then had the students at their seats for activities and worksheets. This let the students know it was time for work. We also used fun methods for getting the students from their desks to the reading carpet and vice versa. We would dismiss based on who

this will develop with confidence



was wearing green, who was wearing tennis shoes, who was wearing a dress, etcetera. Shannon and I also always used the full amount of time we were given which was about an hour and a half. We wanted to give the students plenty of factual information and promote diversity as much as we could in our three days. The students responded great to all of our activities. They seemed to be interested in what was being taught. Prior to our lessons, the students had not done much with exploring the Mexican culture. I think this is why the students were so interested in our lessons and activities. I cannot really think of anything I would change about the learning environment in the future. I liked what Shannon and I did, although it is important to note that I may not have a teacher's aide in the future which would change a lot of things.

good time

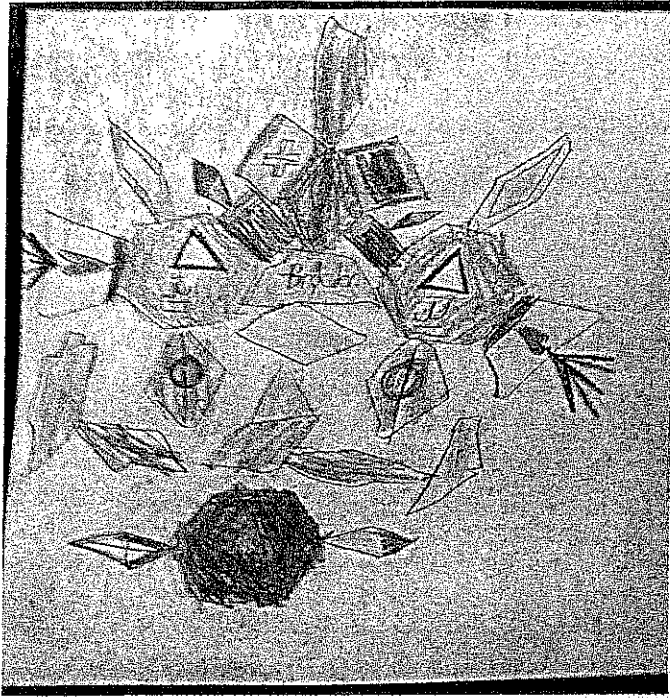
- Student Learning

Based on our table of the pre and post-test results, the lesson proved to be effective for most of the students. Out of 14 students, 9 improved their scores, 3 got the same score, and there were 2 students who decreased their score. There was one student who got a 10 out of 10 on the post-test. Looking at these numbers tells me that the students gained knowledge they did not have before. 64 percent of the students demonstrated they met our intended objectives. This is not the greatest number, but I am glad that it was more than half of the class. There were two questions on the pre/post-test that 64 percent of the students had trouble on. The first statement read 'A person who moves from Mexico to the United States is called an immigrant.' I think this is just because they did not know what an immigrant was. The students showed that they had learned what an immigrant was through our lesson. We find that only 28 percent of the students missed it on the post-test. The second statement read 'There are ancient pyramids in Mexico like in Egypt.' I think the problem on this statement was that students probably did not know what a pyramid was. They also probably had not learned much, if anything, about Egypt. The post-test shows that 35 percent got it wrong on the post-test. I feel like our objectives were met by the students. Our objectives focused on giving the students a better understanding of the Mexican culture, the diversity around them, and appreciation for others. Although I did not observe anything that shows me that the students did not meet our objectives, there was one statement that surprised me. There were five students who answered one of the post-test statements that showed that the lesson may not have changed their beliefs, they may have been confused by the statement, or they may not have taken the test seriously. The statement was 'People who come from another country are weird.' This statement shows that some students may not have met all of our objectives.

Wow
Not good!

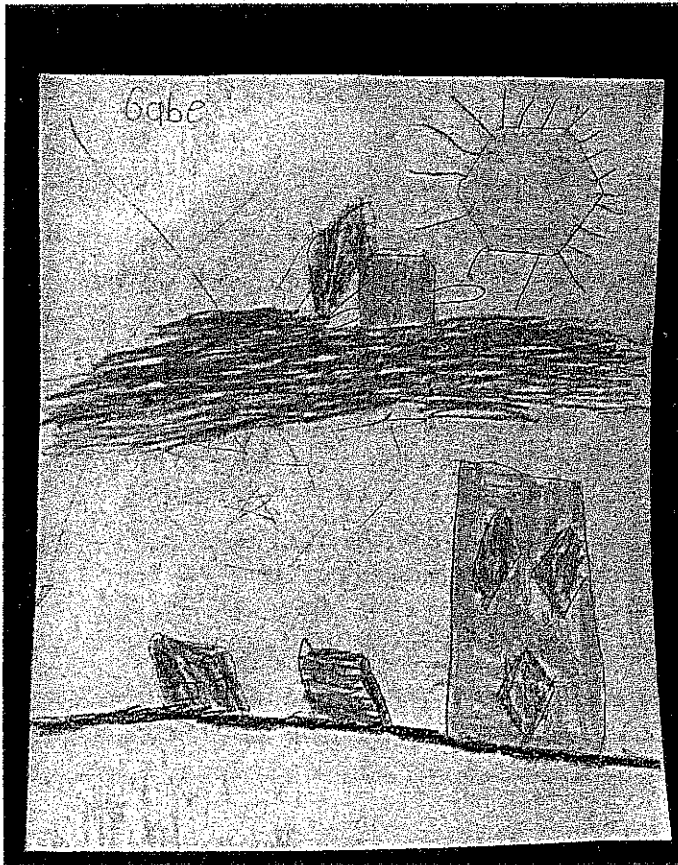
We had four assessments, one of which was formal and the rest were informal. Our pre/post-test was the only formal assessment we had. Our other three assessments included the 'Early Mexican Life' poster, 'Aztec/Spaniard' letter, and the map of Mexico. The poster and maps were based on completion. The letter was based on accurate answers. Most of the things on the letter were answered accurately. There were two things that 2-4 students answered inaccurately. We did not have any adaptations for the assessment, although Shannon and I were at struggling student's seats more often than others when students were completing informal assessments. After reviewing the assessments and the student's results, I would like to use more formal assessments in the future so that I can get a more accurate understanding of how effective the lesson was and what exactly the students did and did not understand.

Yes!



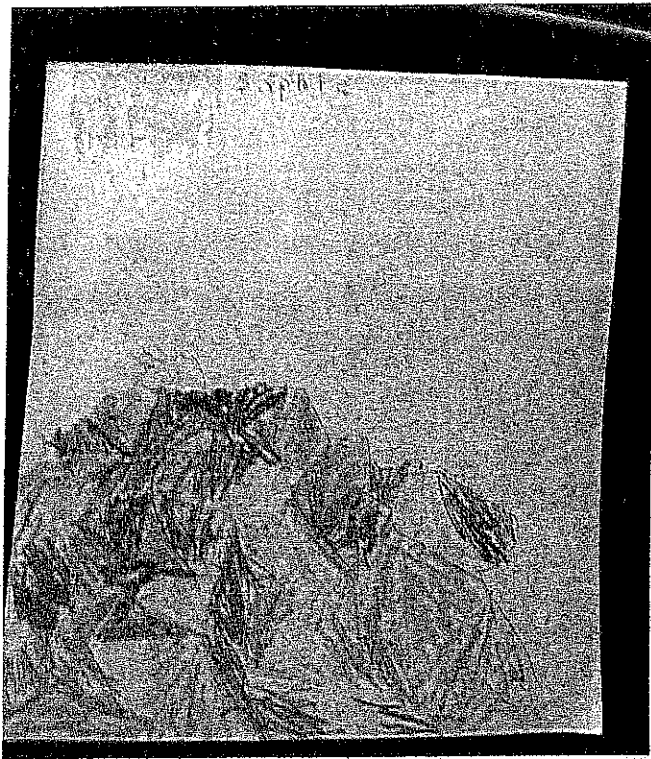
I consider this a high score.

This is Braeden's cubist art. He was very creative with the geometric shapes. He described his picture as portraying an Indian face. If you look closely, you will see that he used triangles as the eyes, and he made everything symmetrical.



I consider this a middle score.

He used the various geometric shapes, but he also had some random scribbles on the paper. This is not a great example of cubist art, but it is not bad either. You could say he had a combination of both. Once he understood the concept, I observed that he was much more confident in putting the shapes together to make everyday things, such as the building he drew.



I consider this a low score.

It is not bad, but if I am choosing a high, middle, and low score based on only this class, then this would be considered low. As I walked around the room observing everyone's art, I recognized that Sophie had the right concept. By the end of the experience though, her paper had almost become a blob of color. She had the right idea, in that she started by tracing various geometric shapes, but then she got in a hurry to get done and scribbled some color on the shapes, which made the shapes lose their original shape.

Standard/Key Concept	Objective	Teaching Strategy	Assessment	Evidence of Student Understanding	Alternative Assessment Plan
Writing a letter.	Create friendships with our neighbors.	Come up with a class list of things and then each student will write a letter.	When your family needs to buy food, you should go to _____.	14/14 students answered Wal-Mart, Kroger, or other accurate answers.	I could have verbally assessed the students if they struggled with writing.
Creating a cubist piece of art.	Reflect on and share work with others.	Read about a cubist artist and show examples of cubist artwork.	Students' ability to describe what they did and tell what shapes they used.	14/14 students went to the front of the classroom with their artwork and explained it to the class, although a few students had trouble remembering the names of each geometric shape.	I could have assessed by having the students do a pair share.

Student Number	Pretest Score (of 10)	Questions Missed On Pretest	Posttest Score (of 10)	Questions Missed On Posttest	Provided Accurate Drawing for 'Early Mexican Life' Poster
1	6	2,4,5,10	10	n/a	yes
2	7	4,5,10	8	2,5	yes
3	5	1,5,7,8,10	7	7,8,9	yes
4	3	1,2,4,5,6,8,9	8	2,8	yes
5	5	3,5,7,8,9	7	3,5,7	yes
6	8	4,5	7	1,4,5	yes
7	4	2,4,6,7,8,9	9		7 yes
8	6	4,6,8,9	4	1,3,4,5,6,7	yes
9	6	1,2,4,5	6	1,4,8,10	yes
10	6	2,6,8,9	7	2,6,7	yes
11	4	2,4,5,7,9,10	8	7,9	yes
12	9		9		7 yes
13	9		7	4,7,8	yes
14	7	4,5,7	7	2,5,7	yes

Accurate answer for "Most amazing thing..."	Answered all questions on Mexican map
yes	yes
yes	yes
no	yes
yes	yes
no	yes
no	yes
yes	yes
no	yes
yes	yes
yes	yes
yes	yes
no	yes
no	yes
yes	yes
yes	yes

Junior
Decision Point 2

Pre and Post Test Assignment

Teacher Standards:

- A. Increase understanding of strategies and skills for effectively assessing content-specific student understanding
- B. Understands characteristics, uses, advantages, and limitations of different types of assessments
- C. Understands measurement theory and evaluation of assessments for validity, reliability, and bias
- D. Understands circular process in planning instruction, assessment, and curriculum--adapts instruction and curriculum given student assessment results

Procedure:

1. Choose an upcoming topic, unit, or project and plan to give middle school or high school students a brief pre-test on concepts or skills to be taught before concepts or skills are taught. The pretest should not be a review of concepts or skills.
2. Administer pretest.
3. Teach topic, unit, or project.
4. Administer post test which should be exactly what the pretest was.
5. Analyze and collate student results from pre and post tests for ONE class of students. Look for patterns.
6. Determine if few, most, or all students showed improvement from pre to post test.
7. Determine which students would need additional instruction and which concepts and skills need to be reviewed, re-taught, or assessed in a different way. Consider students with special needs or cultural differences.
8. Critique pre/post test for validity, reliability, bias.
9. Determine what needs to happen next or what should be done the next time this pre/post assessment is used.
10. Write a one-page, single-spaced analysis of findings, given #5-9 above.

Suggested Rubric for Pre and Post Test Assignment:

Score of 1 or Incomplete	Score of 2 or Descriptive and Limited	Score of 3 or Plausible and Insightful	Score of 4 or In-depth and Sophisticated
No alignment with 5-12 student objectives	Implicit alignment with student objectives	Evidence of alignment with student objectives	Explicit explanation of student objectives met or not met
	Addresses patterns and differences between pre and post results	Addresses strengths and weaknesses in student learning	Addresses patterns in individual results and for students with special needs or cultural differences
	Addresses validity, reliability, and bias of pre and post test results	Addresses validity, reliability, and bias of the pre-post test	Addresses adjustments to be made in the pre-post assessments
		Addresses ways to adjust test, instruction, or curriculum for poor performers	Addresses new strategies for improving student learning for individuals, subgroups, or whole class

100%
Nicely done!

Rusty Jones
Grade 7
Slope / Rate of Change
4/4/13

Materials:

Slopes Quiz
Promethean Board – ActivInspire
<http://www.webmath.com/gline.html>

BTI: Rates

Rates are important in mathematics in order to understand change over distance and/or time, as well as instantaneously.

Essential Questions

1. Define “rate of change” and explain how it is used in mathematics.
2. What are the various representations that can be used to display rate of change/slope?
3. What are some real-life experiences in which rate of change/slope are used?

Student Standards

8.F.3 – Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

ISTE 1. Creativity and Innovation

- c. Use models and simulations to explore complex systems and issues.
- d. Identify trends and forecast possibilities.

Measurable Student Goal

Students will be able to identify and define the rate of change/slope of a graph or equation. They will be able to graph a linear function based from given points, find its y-intercept, create a table, and give an equation of the line in slope-intercept form.

Multicultural Aspect

Students will learn slightly about the Ancient Egyptians and how mathematics was important to creating their pyramids.

Key Concepts

1. Rate of Change
2. Slope
3. y-intercept

Prerequisite Skills

1. Linear Functions and Equations
2. Variables
3. Cartesian/Coordinate Graph
4. Tables

Assessment Plan

Pre-Post Slopes Quiz

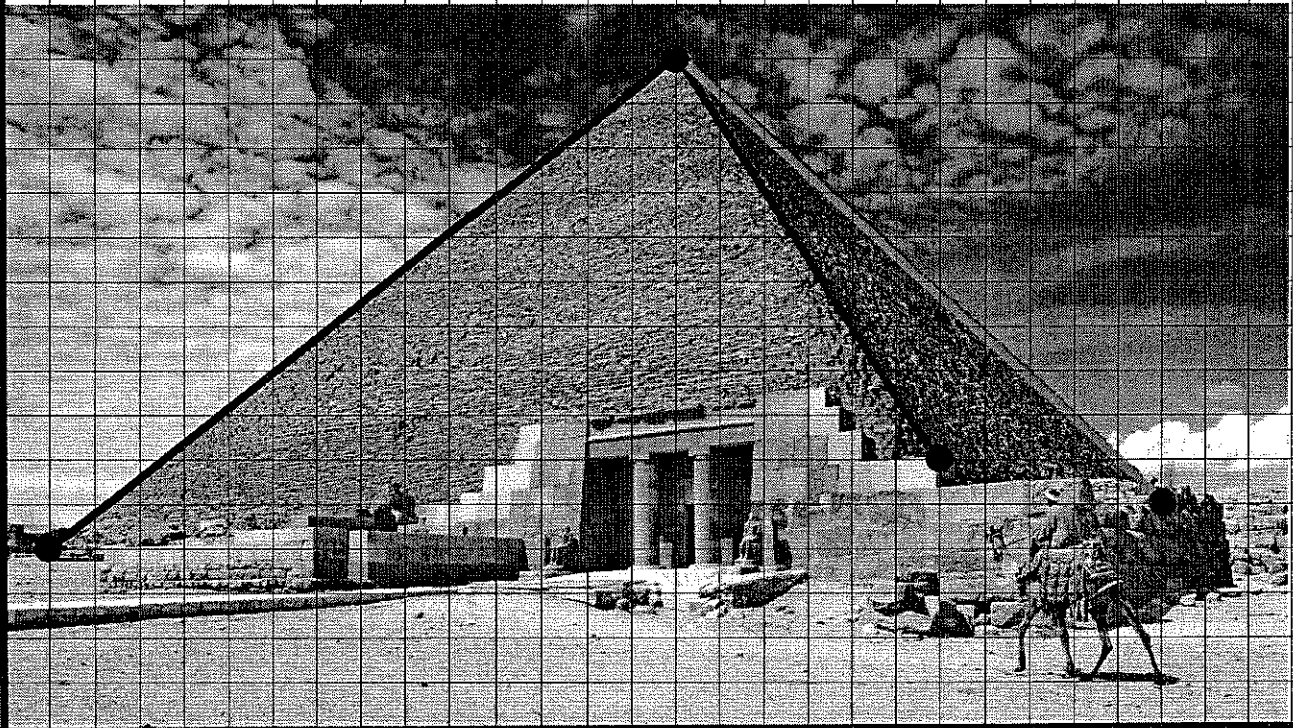
Anticipated Adaptations and Accommodations

There is one student that is autistic, but no adaptations are necessary to my knowledge.

Procedure for Slopes (45 minutes)

1. Pass out Slopes Pre-Quiz. (1 minute)
2. Explain Pre-Quiz and let the students work on it for a brief time. (5 minutes)
3. Collect Pre-Quizzes from students (1 minute)
4. Discuss rate of change, slopes, rise/run, y-intercept, slope-intercept form, graphs, and tables in a large group setting. Use Egyptian Pyramid. (25 minutes)
5. View <http://www.webmath.com/gline.html> for further examples and explain how these types of online resources can always be found. (3 minutes)
6. Give students Post-Quiz to complete and turn in by the end of class. (10 minutes)

Find the Slopes of the Egyptian Pyriamid.



Teacher Candidate: Rusty Jones
 SCHOOL: Madison Junior High School
 MENTOR TEACHER: April Isom
 DATE OF OBSERVATION: April 4, 2013

OBSERVER: Kay Williams
 GRADE/SUBJECT: 7th grade pre-algebra
 START TIME: 8:30AM END TIME: 9:20

1 = no evidence 2 = target not met 3 = target met/effective 4=exceeds/ highly effective

INTASC I – Content/Central Concepts – in what ways does the teacher candidate show an understanding of the central concepts of the discipline?

Evidence	1	2	3	4
<ul style="list-style-type: none"> • Planning attends to student standards and measurable goals • A review of problem-solving and of this actual baskets problem for this group was useful • You carefully demonstrated slope, rise & run, coordinate points on a graph, slope intercept, and variables and connected these concepts to the pyramid. • The idea of “linear function or equation” was not part of this AM’s instruction (it was implied) 				

INTASC II – Expectations/Rigor/Developmental Levels – In what ways does the teacher candidates show knowledge of how children and youth develop? Is the lesson developmentally appropriate, and holding students to a high expectation?

Evidence	1	2	3	4
<ul style="list-style-type: none"> • We are unclear as to how much instruction about slope these students actually had before this morning—something to know before planning a lesson; you assumed that you were introducing concepts in this lesson • Pre-requisite skills were identified in your planning; presuming that this group understood these prerequisites would be dangerous; I think you noticed that students could not explain “variable”, “Cartesian coordinate graph” or “linear function.” Would you expect them to know these concepts before teaching about slope? 				

INTASC III – Diversity – How does the teacher candidate respond to diversity issues? Adaptations? Student Choice? Learning styles? Multiple Intelligences?

Evidence	1	2	3	4
<ul style="list-style-type: none"> • You note that one student has a disability, that he had a lot of questions about post test, and that he could not see the Promethian Board during instruction. You noted what you would do differently next tiem for this one student. 				

INTASC IV – Modify Instruction – How does the teacher candidate use a variety of teaching strategies to respond to individual differences?

Evidence	1	2	3	4

- I did not hear you use student names this AM.
- You made it a point to use technology for this lesson.
- You note that changing arrangement of desks made you and the Promethian more accessible to students.
- We talked about 30 minutes of instruction was about as long as students could handle. We also talked about one student asking, “Is this all one problem?” which highlights the difficulty of multiple step problem-solving for students. Can you think of ways to “break” the 30 minutes up for students?
- Not too much think-time this AM for students or you!
- Assist students in anticipating “not nice” numbers and calculations for pyramid

INTASC IV – Questioning Strategies – How does the candidate use effective questioning techniques during the lesson?

Evidence	1	2	3	4
<ul style="list-style-type: none"> • You do try to avoid “right and wrong” answers and solving the problem for students. • Great questions this AM—When . . . what do you think of? How did the computer program know how to draw the line? Do you have any questions? • Essential questions are good; not sure that you used them! 				

INTASC IV – Higher Order Thinking - In what ways does the teacher candidate foster critical thinking, problem solving, and creative thinking?

Evidence	1	2	3	4
<ul style="list-style-type: none"> • As explained above, you extended the original baskets problem to be more challenging • You required other different representations of mathematics in this task • You encouraged students to think together before asking you for help 				

INTASC V – Classroom Culture – What strategies does the teacher candidate use to create a well-managed learning environment? How does the teacher candidate motivate and encourage learners?

Evidence	1	2	3	4
<ul style="list-style-type: none"> • Good initiative to get the class started after hallway transition • Good pace • Not sure if you noticed students disengage at 9:05ish • When content gets more difficult, you might notice what happens to student behavior 				

INTASC V – Classroom Culture – What strategies does the teacher candidate use to engage students and maintain that engagement?

Evidence	1	2	3	4
<p>Area for improvement!</p> <ul style="list-style-type: none"> A. Be sure to work through all problems before you begin to teach. Help students anticipate “not-nice” or messy numbers for pyramid. Not all coordinates are messy. How can they tell? B. Break 30 minutes up with think-pair-share or “try this on your own” or reorganizing the sequence of your lesson. We talked about introducing pyramid later in the lesson or using it as the actual task. C. Use student names during instruction D. Check sight of vision from each desk to make sure students can see 				

INTASC V – Grouping of Students - How does the teacher candidate use varied types of grouping - pairs, small groups, whole class instruction?

Evidence	1	2	3	4
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- Large group and independent work today

INTASC VI – Communication - What types of communication skills and technology does the teacher candidate use in effective instruction?

Evidence	1	2	3	4
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- Use of smart board to demonstrate use of ActivInspire and webmath.com with Mrs. Isom's help
- You circulated around the room to monitor student work

INTASC VII - Planning – What are the strengths of the lesson planning? Creative Learning Options? Relating to the community? Maximizing instructional time?

Evidence	1	2	3	4
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- You were clearly prepared for today's lesson and you were available to do pre-lesson planning with me (supervisor)

INTASC VII - Planning – How well does the candidate align objectives, instruction, and assessment, while Utilizing student assessment data?

Evidence	1	2	3	4
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- Today you can apply the circular model for instruction, using your pre/post results. We will check student results against 8.F.3 and ISTE 1c & d. Did you use "rate" in pre/post?

INTASC VIII – Assessment – How is student learning and understanding assessed? How is assessment data used to evaluate and ensure the continuous development of the student?

Evidence	1	2	3	4
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- You collected student work and hopefully will sort papers in the way of high performing, middle, and low performing students. Perhaps you will notice improved computation, varied attempts at making charts and written explanations!

_____ Student Teacher Signature

_____ Mentor Signature

_____ Supervisor Signature

Slopes Quiz

Name _____

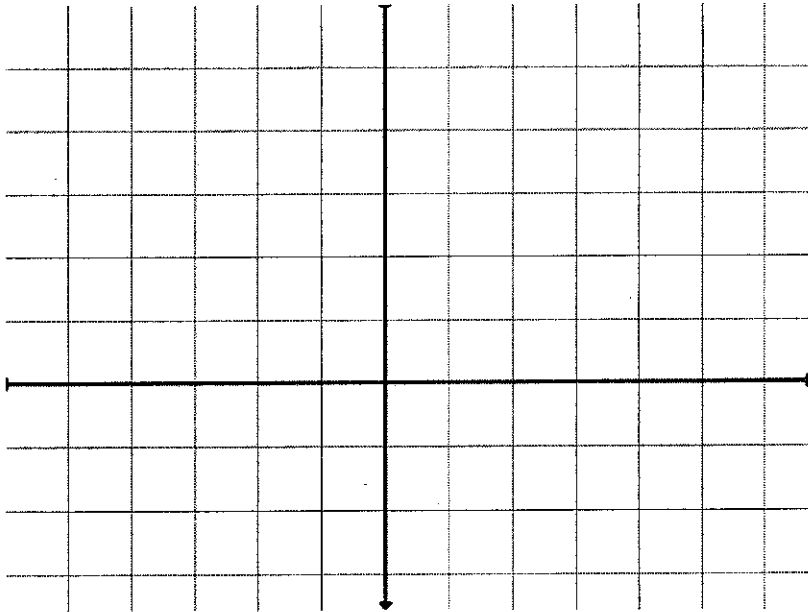
1. What do the m and b in the equation $y = mx + b$ represent?

m : _____

b : _____

2. Given the following points, find the slope of the line: $(0, 1)$, $(6, 4)$.

3. Graph the slope on the graph below.



4. What is the y-intercept of the graph? _____
5. Give an equation of the graph in slope-intercept form.

Slopes Pre-Post Reflection

The students in April Isom's 7th Grade Pre-Algebra course took a pre-post quiz about slopes. From this assessment, all but 3 students in the class improved with a class average score increasing from 1.03, or 20.53%, to 2.30, or 46.05%. Two students decreased their score from the pre-quiz to the post-quiz by 0.25, both from 2.25 to 2.00. In the case of Ainsly, she fixed one mistake, but then she did not answer questions 3-5. On the pre-quiz, she at least attempted to answer all of the questions. Brayden similarly fixed a few questions, but he also became less specific on other answers and wrote some random things, such as on question 4. Originally he had #4 correct (although I did not think he really understood it), and my assumption was correct after reading his answer for #4 on the post-quiz. His post-quiz answer said, "The line going up the y-axis." I gave him partial credit for the question as my question was not specifying which y-intercept I was asking about, although I would have hoped it would have been logical. This is something I need to fix about my teaching. I need to work on being more specific about my questions as students are not able to read my mind. Most of them will logically be able to figure out the question, but some cannot quite comprehend exactly what I am looking for. It is important that I adapt my questions to be able to fit all students, especially if there is a student with an IEP. The final student that did not improve did not decrease in score, either. Zach scored a 0.75 on both the pre- and post-quizzes. He scored the same points for the same answers on both his pre- and post-quiz. He attempted to answer question #1 on the post-quiz, which he omitted on the pre-quiz, but he still got it wrong. All of his other answers were exactly the same. I would identify all three of these students as low performing students. I would identify Landon as a high performing student as he scored above average on both the pre- and post-quizzes. I would also be willing to name Clate as a high performing student because it seems he is able to catch onto concepts rather easily. If he has not been taught, he does not understand. After he is taught, though, he seems to catch on quickly. A mid performing student would best be shown through Alexis or Maddie. Both students had some very basic understanding of slopes, and, although they did not understand quite as well as Clate did, they did gain a better understanding of slopes through the lesson.

The majority of students were able to answer the first two questions. However, many of them did not reduce the answer to #2. I graded all of the pre-quizzes while taking off 0.25 points when students did not reduce to $\frac{1}{2}$. I began to feel bad since I did not instruct them to reduce, and I entered a stage thinking to myself, "What do I do?" Several questions entered my mind such as, "Have they learned to reduce?", "Do they reduce often, or does Mrs. Isom tell them not to worry about it?", "If I were their main teacher, would I be making them reduce the majority of the time by now?" After thinking about these questions and honestly not knowing the answer to them, I decided that I would continue to take off the 0.25 points for not reducing. I decided to do this because, since this was not a huge assignment, it would not hurt them very much, and it would get them to start thinking about reducing their answers more often in the future. In future classes, it becomes common and usually necessary to reduce answers, so doing it now would be

good practice for them. As for the remainder of the questions, I noticed students do not often know how to read Cartesian coordinates. They confuse (x,y) for (y,x) , and they would often place their points in the wrong spots because of it. This would then affect the rest of their answers, if they even got to the remainder of the questions.

In regards to the students meeting the standards of identifying and defining rate of change/slope of a graph, graphing a linear function based from given points, finding its y-intercept, creating a table, and giving an equation of the line in slope-intercept form, I believe that approximately half of the students met most of these standards. I am able to make this distinction by viewing the scores and results of the post-quizzes and seeing how they did increase from the pre-quizzes for the most part. However, after talking to Mrs. Isom after the class was over, I learned a few things. First, she had not known they had done anything regarding slopes as she had been home sick the past two days. They apparently did a worksheet or two that the sub passed out. They were supposed to have been working on functions, but because she had been gone, they had not gotten to work on it. Finally, I learned that I actually taught more than they are required to learn about slopes in 7th grade. Therefore, although they only learned about half of the material on average, they probably understood just about what they needed to know for 7th grade.

Along with the three low-performing students mentioned, other students that could use additional instruction include: Connor T., Claire, Nathan, Parker, Riley, Connor M., and Will. Of all of these students, Will is autistic, and he was located in a corner that is difficult to see the board. I would definitely move him to a better location for him to see and understand. As for everybody, I would need to reteach the concepts of y-intercepts and writing an equation in slope-intercept form. It would help if I started with examples that used nicer numbers than the pyramid problem gave. I would also like to go back over Cartesian coordinates and not assume that everybody knew the points are written in (x,y) form.

I believe the quiz was both reliable and unbiased because it does test for all the concepts necessary (except tables) for my lesson. It also is able to be taken by anybody, and it can easily be adapted to students with needs, such as if I need to read the questions or help students create a graph since the basic grid has already been created for them. I would also argue that the test is valid even though I addressed more than necessary in the class.

Williams, Kay

From: Jones, Rusty
Sent: Wednesday, April 10, 2013 10:46 PM
To: Williams, Kay
Subject: Lesson Analysis, Pre-Post Stuff, Updated Seating Chart, Other things I've been meaning to send you...
Attachments: EL Paper.docx; Slopes Pre-Post Info.xlsx; Slopes Pre-Post Reflection.docx; ISEA.docx; Isom 7th Grade Pd 1.flipchart

Let me know if there's anything I'm missing. I do not believe there is, but I could be wrong! Thanks!

Here are your Analysis of Teaching and Student Learning Prompts

1. How do you think the lesson went? What went well and what didn't go so well? You would be smart to use words like "multiple representations, higher level thinking, problem-solving, etc.
2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?
3. If you were to teach this lesson again, what would you do differently?
4. Did the results of this lesson influence or change your planning for future lessons?
5. Did you meet the targeted professional goals of the lesson? (NCTM and technology?) If not, what still needs to be accomplished? If so how have the goals changed to reflect that?
6. How do you know that students were successful in this lesson?
7. Describe high, mid-level, and low student work.

Overall, after having several days to think back on the lesson and looking over the pre-post quizzes, I believe the lesson went pretty well. At first, I did not think it went well at all because there were so many questions coming from the students, I forgot to mention multiple ways of finding the y-intercept, my numbers were not nice in the pyramid problem, and the students were pretty well hyped up for the day already. However, I now realize that the lesson did go well as I incorporated many important factors into my lesson. First and foremost, I once again included multiple representation of slope and rate of change in my lesson. I would say if there is anything I am doing excellent at, it would be incorporating multiple representations in my lessons. I encouraged students to use problem-solving skills and use higher-level thinking by bouncing questions back at them, including the main question of the day: "What is slope?" I also used a great transition into introducing the use of tables through the use of technology.

I did not accomplish everything I wished to accomplish with this lesson plan as students left still quite confused over the lesson. I feel like this happened for two reasons. First of all, I used tough numbers to start the lesson, which made it difficult for the students to grab onto the overall concept. They and I were worried about the computation of the difficult numbers in the pyramid. This took away from the overall understanding. I should have made sure the pyramid problem worked out better if I was going to use it as my main point for teaching. However, I also believe they did not completely understand everything because, as I later learned from Mrs. Isom, I taught more than is necessary for 7th grade with regards to slope. Apparently they only need to really know how to identify and find the slope itself using rise/run. Writing out the equation themselves and finding the y-intercept is not as important in Pre-Algebra. I believe this shows I had high expectations for my students by them being able to do this work as well, which is work they would typically not have to do until Algebra.

If I were to teach this lesson again, there are two things I would do differently. First, I would make sure exactly how much the students need to know, but I would still probably try to go beyond that as I always maintain high expectations for my students. I would learn this by asking Mrs. Isom more specific questions about what they already know and what they need to know. I would also, as I previously mentioned, either make sure the pyramid problem works out to nicer numbers or make sure I present a problem or two beforehand that has nicer

numbers where computation is less important to allow students to grasp the concept before doing the difficult algebra. Again, I blame my high expectations for students on this.

The results of this lesson only made me rethink about how much to plan in one day. I wanted to "cover" a lot of material in this lesson. This was mostly because I knew I only had one day. However, in the future, I know that for difficult and new concepts, I need to spread the new material over two or three days for students to have a better chance at grasping the concepts.

I know students were successful in this lesson because all but three students increased their score, often by one or two points (which is like 20% or 40%), from their pre-quiz to their post-quiz. They seemed very confused, but after seeing that improvement, they must have become less confused and more inquisitive about the subject.

I have described high, mid, and low-level work in my attachment about my pre-post quiz. Along with what is explained in that document, some low-level students still did not understand the concept of slopes. They would define slope as "rise" or "run," and they would define the y-intercept as the other option that they did not use for slope. Also, some of these lower level students did not understand Cartesian coordinates, which is not helpful when working with slope.

Rusty Jones

Hanover College '14

Mathematics Major / Spanish Minor

Secondary Teacher Education Program

Math Club: President, 2011-2013

Student Senate: VP of Student Activities, 2012-2013

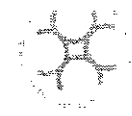
SABC: Chairperson, 2012-2013

CCW Hall Council: Secretary, 2012-2013

Phi Sigma Iota: Treasurer, 2012-2013

Hanover College 101 Peer Mentor

Learning Center - Senior Mentor Math Tutor



Hanover College Department of Education
 EDU 335 Mathematics Practice Teaching Assessment

Teacher Candidate: Rusty Jones Date: 4-16-13
 Mentor: April Isom Grade: 7 School: Madison Junior High School

Please indicate a score using the following scale:
 1 = unsatisfactory 2 = basic 3 = satisfactory 4 = strong

Indiana Standards/NCTM Standards	Criteria: Competence Mathematics	Score	Comments
Indiana 1 through 7 NCTM 1,2,3,4,5, 9-15	Demonstrates broad and comprehensive understanding of structures, characteristics, principles, procedures, presentation, or applications given the mathematics content	4	
Indiana 8.1 NCTM 8.4	Addresses common core standards in the lesson	4	
Indiana 8.3 NCTM 1,2,3,4,5,7,8	Encourages use of multiple representations, algebraic habits of mind, or higher cognitive tasks for all students	4	
Indiana 8.5, 8.10 NCTM 8.1	Demonstrates ability to differentiate instruction (RtI) to meet the needs of all learners at Tier 1		Didn't see this occur
Indiana 8.7 NCTM 3	Fosters communication, inquiry, interaction, or collaboration in the lesson	4	
Indiana 8.8 NCTM 6, 7.6, 8.9	Demonstrates strategies for using technology to enhance teaching and learning of mathematics	4	
NCTM 8	Uses and determines suitability of a variety of mathematics curricula and materials	4	
NCTM 8.7	Accesses professional mathematics resources	4	
INTASC and Hanover Conceptual Framework	Criteria: Competence Organizing for Planning, Teaching and Critical Thinking		
INTASC 4, 5, 6, 8	Uses appropriate use of whole class, small group, paired, and independent learning structures	4	
NCTM 7	Encourages a positive and respectful classroom climate	4	
INTASC 1,2,7,8 NCTM 8.4	Demonstrates advanced preparation of plans and materials	4	
Indiana 8.6	Demonstrates appropriate instructional level	3	The use of $y=mx+b$ and using the slope and a point to determine the b value was an Algebra 1 concept. I explained how I do it in Algebra 1 to make it easier on the students.
Indiana 8.7	Chooses engaging/effective introduction to lesson	4	
Indiana 8.4 NCTM 3	Encourages use of various strategies to develop reading/writing comprehension and proficiency. (includes SBRR strategies such as summarizing and notetaking, nonlinguistic representations, cooperative learning, cues/questions/advanced organizers, or teaching specific types of knowledge)		Didn't see this occur
	Criteria: Cultural Responsiveness		
INTASC 2, 3	Integrates multicultural curriculum using Banks'		Didn't see this occur

NCTM 9-15	framework and mathematics contributions from diverse cultures		