

School: Greico Elementary

Grade: 3rd

Media Set Title: Maps

95

Rationale:

Students are constantly traveling whether it be from one room to another, one town or city to another, one state to another, or even from country to country. Students will learn the basic cardinal directions: north, south, east, and west. Students will explore different versions of maps: world map, state map, GPS, etc. The students will use Mapping Penny's World as the text that introduces them to this mini-unit. The different maps will be used as authentic text to help support the students inquiry. Me on the Map will be used as a supplement text available in the classroom library during the mini-unit.

*Leedy, L. (2003). *Mapping Penny's world*. New York, NY: Henry Holt and Co.

- **Summary:** This book talks about how a girl's class is learning how to make maps and how her teacher told her that they can make maps of any place. The girl in the story decides to make a map of her bedroom and includes all the necessary things that people will need to be able to read her map. Her dog, Penny, helps her make a map as she records the places Penny goes on her map.

Text Management Strategy: Read aloud

Teaching Strategy: Modeling and write notes in their notebook

Learning Strategy: Pair-share with one or two things that they learned.

*Sweeny, J. (1996). *Me on the Map*. New York, NY: Crown Publishers, Inc.

- **Summary:** This book shows various examples of maps that the narrator creates based on her world. She creates a map of her room, her house, her street, and her town. She also creates a map of her state that shows the river, her town, and her capital. The narrator also show a map of the United States, the world, and a acknowledges a globe as a form of a map.

Text Management Strategy: Read independently

Teaching Strategy: Summarizing

Learning Strategy: List facts in notebook

*Ritchie, S. (Pub Date). *Follow that map*. New York, NY: Kids Can Press, Limited.

- **Summary:** Sally, and her friends search for her pet dog and cat. As the wonder around the neighborhood the use different types of maps and move from one location to another. This book also introduces a weather map that the characters in the story use. This text also shows and introduces scales, legends, and landmarks.

Text Management Strategy: Independent reading.

Teaching Strategy: Summarizing

Learning Strategy: Pair-share with one or two things that they learned.

*Six Flags Great Adventure http://www.sixflags.com/greatAdventure/assets/pdf/NJ_KidsMap.pdf Retrieved 11/6/10

- **Summary:** This website offers an interactive map where students can move to different locations on the map of the amusement park and also be able to view a printable version that includes a map legend.

Text Management Strategy: skim and scan

Teaching Strategy: oral reading

Learning Strategy: partner conversations

Authentic Text: Nystrom's World and United States placemat map.

School: Greico Elementary

Grade: 3rd



Media Set Title: Maps

- **Summary:** The double sided placemat map is detailed on both sides, is clearly labeled, offers cardinal directions, and includes a legend.

Cultural Resource: Garmin GPS

- **Summary:** This is a technologically enhanced map that offers many features and will connect students with serving the purpose of a map but also technological advances.

CIEE 322-01 LA & SS Meth Assess K-5





Media Set Title: Maps
Rubric - Annotated Media Set

Rating Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Media Set Selections	~ Literature/media/ authentic text choices inappropriate ~ Do not represent a variety of genres ~ Do not match purpose of Media Set	~ Literature/media/ authentic text choices show some quality ~ Attempt to represent a variety of genres ~ Somewhat match purpose of Media Set	~ Literature/media/ authentic text choices "high quality" ~ Represent a variety of genres ~ Consistently match purpose of Media Set	
Theme Rationale	~ Theme selection inappropriate ~Social Studies topic is missing or not clear	~ Theme selection somewhat appropriate ~Social Studies topic is somewhat clear	~Theme selection appropriate ~ Social Studies topic is clear	
Text Management, Teaching and Learning Strategies	~ Inappropriate and not consistent with text selection and/or not supportive other strategies	~ Somewhat appropriate and somewhat consistent with text selection and/or supportive other strategies	~ Appropriate, and consistent with text selection and/or supportive other strategies	
Preparation	~ Document was not provided	~Document was incomplete	~Document was complete and provided	
Written Expression and Usage	~ Written expression shows effort, and approaching standard ~ Significant spelling, grammar, and /or mechanical errors	~ Written expression is consistent and at standard ~ Few spelling, grammar, and/or mechanical errors	~ Written expression outstanding and above standard ~ No spelling, grammar, and/or mechanical errors	

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

Assignment #1: LEARNING GOALS

Candidate Name:

School:

Grade: 3

I. Subject Areas: Social Studies and Language Arts, Mathematics

II. Topic and Core Standards:

Social Studies: Geography, People, and the Environment 6.1.4.B.1

Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

Language Arts: Conventions of Standard English L3.1

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

Mathematics: Measurement & Data MD3.5

Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area

III. Concept(s): Maps, geographical skills

IV. Essential Question: What information can we get from maps and why is it important??

V. Learning Goals / Objectives:

9. Long High
- key term
1. Students will be able to identify the four cardinal directions and the intercardinal directions on a compass, legend, scale, and cartographer.
 2. Students will be able to explain the purpose of maps, a compass rose, and a legend.
 3. Students will be able to write and dictate basic and multistep directions using cardinal direction.
 4. Students will be able to use multistep directions.
 5. Students will be able to identify a square with a side length is called one square unit.
 6. Students will be able to discuss and write how many square units two objects or places are from each other.

VI. Resources and Materials:

Mapping Penny's World by Loreen Leedy, Me on the Map by Joann Sweeny, Nystrom's map, Garmin GPS, MapZone website: <http://mapzone.ordnancesurvey.co.uk/mapzone/>, sample maps that are attached, Google maps on laptop

**Modified Teacher Work Sample
Assignment #1: Learning Goals
Rubric**

Candidate Name:

Course:

Instructor:

Elements	1 Unacceptable	2 Acceptable	3 Target
<p>1. Significance, Challenge and Variety (ACEI 3.1) COE – 19, 20</p>	<p>Goals reflect only one type or level of learning.</p>	<p>Goals reflect several types or levels of learning but lack significance or challenge.</p>	<p>Goals reflect several types or levels of learning and are significant and challenging.</p>
<p>2. Clarity (ACEI 3.1) COE – 2, 17</p>	<p>Goals are not stated clearly and are activities rather than learning outcomes.</p>	<p>Some of the goals are clearly stated as learning outcomes.</p>	<p>Most of the goals are clearly stated as learning outcomes.</p>
<p>3. Appropriateness For Students (ACEI 1, 3.1, 3.2) COE – 1, 8</p>	<p>Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.</p>	<p>Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs</p>	<p>Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.</p>
<p>4. Alignment with National, State or Local Standards (ACEI 3.1) COE - 3</p>	<p>Goals are not aligned with national, state or local standards.</p>	<p>Some goals are aligned with national, state or local standards.</p>	<p>Most of the goals are explicitly aligned with national, state or local standards.</p>

<p>Learning Goal #4: Higher Order</p> <p>Students will be able to dictate and write multistep directions.</p>	<p>Pre-assessment / Post-assessment (identical): Quiz (fill in the blank/label questions #'s 2-5 on Part 2)</p> <p>Formative Assessment(s): I will give the students a location and they must navigate one of their peers to the location and I will state the task they must do when they reach one of the destinations. The students must use the word "and" in their directions.</p>	<p>Pre-assessment / Post-assessment (identical):</p> <ul style="list-style-type: none"> • Student(s) will be given a word bank. <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • The student(s) can act as the model(s) and I or the cooperating teacher will guide the student if he or she is having trouble.
<p>Learning Goal #5: Lower Order</p> <p>Students will be able to identify a square with a side length is called one square unit.</p>	<p>Pre-assessment / Post-assessment (identical): N/A</p> <p>Formative Assessment(s): Students will be given manipulatives on each of their desks and will be asked to show 1 square unit, 5 square units, etc.</p>	<p>Pre-assessment / Post-assessment (identical): N/A</p> <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • Student(s) can have a diagram on their desk of 1 square unit and have it in words as well.
<p>Learning Goal #6: Higher Order</p> <p>Students will be able to discuss and write how many square units two objects are from each other</p>	<p>Pre-assessment: N/A</p> <p>Formative Assessment(s): Students will be given manipulatives on each of their desks and will be asked to show 1 square unit, 5 square units, etc.</p> <p>Post-assessment (Create/Performance Task): Students will create their own maps on grid paper in their groups. They will label, color, and include a legend. They will write directions of how to get to a specific location using the cardinal directions: north, south, east, and west. They will switch maps and directions with another group and must follow those directions.</p>	<p>Pre-assessment: N/A</p> <p>Formative Assessment(s):</p> <ul style="list-style-type: none"> • Student(s) can have a diagram on their desk of 1 square unit and have it in words as well. <p>Post-assessment (Create/Performance Task):</p> <ul style="list-style-type: none"> • Student(s) will be given a model map with directions and template. • Student(s) will have the other members of the group for additional support.

Name: _____

Date: _____

Maps

Part 1

Directions: Read each question carefully and then circle the best answer.

1. On a compass what are the four main cardinal directions?
 - a. northpole, southpole, east, west
 - b. north, south, east, west
 - c. north, south, northeast, southwest
2. What is a legend that can be found on a map?
 - a. a table on a map, listing and explaining the symbols on the map
 - b. a story that has been passed down
 - c. a story that has been passed down about historical events
3. What are the intercardinal directions?
 - a. Imaginary lines on a map or globe that go from east to west
 - b. north, south, east, west
 - c. northeast, southwest, northwest, and southeast
4. What is a scale?
 - a. imaginary lines on a map or globe that go from east to west
 - b. a divided line on a map or chart indicating the length (as an inch) used to represent a larger unit of measure (as a mile)
 - c. imaginary lines on a map or globe that from north to south
5. What do you call a person who makes maps?
 - a. Choreographer
 - b. Cartographer
 - c. Geographer

Part 2

Directions: Pretend you are telling your parents how to get to Ms. Croce's classroom. Write the c directions on how to get here! *Don't forget to use your cardinal directions*

1. Open the large green doors and turn **west** to check in with security at the desk.
- 2.

3.

4.

5.

Part 3

Directions: Answer each question in 3-4 sentences.

10. What is the purpose of a map?

11. What is a compass and how can it help us?

12. What are legends maps and why do maps have them?

Open Ended Response Rubric (Part 2)

	10 Points	5 Points	0 Points
Question 2	Student used a cardinal direction, wrote the direction in a clear sentence, and used punctuation. The cardinal directions (North representing straight, south representing backwards, east representing right, and west representing left)	Student either did not use a cardinal direction, write the direction in a clear sentence, or used incorrect punctuation.	Student did not attempt to answer question.
Question 3	Student used a cardinal direction, wrote	Student either did	Student did not

	the direction in a clear sentence, and used punctuation. The cardinal directions (North representing straight, south representing backwards, east representing right, and west representing left)	not use a cardinal direction, write the direction in a clear sentence, or used incorrect punctuation.	attempt to answer question.
Question 4	Student used a cardinal direction, wrote the direction in a clear sentence, and used punctuation. The cardinal directions (North representing straight, south representing backwards, east representing right, and west representing left)	Student either did not use a cardinal direction, write the direction in a clear sentence, or used incorrect punctuation.	Student did not attempt to answer question.
Question 5	Student used a cardinal direction, wrote the direction in a clear sentence, and used punctuation. The cardinal directions (North representing straight, south representing backwards, east representing right, and west representing left)	Student either did not use a cardinal direction, write the direction in a clear sentence, or used incorrect punctuation.	Student did not attempt to answer question.

Open Ended Response Rubric (Part 3)				
	15 Points	10 Points	5 Points	0 Points
Question 10	Student has identified three or more reasons for the purpose of a map.	Student has identified two reasons for the purpose of a map.	Student has identified one reason for the purpose of a map.	Student did not attempt to answer question.
Question 11	Student explained what a compass is and gives two or more reasons of how it can help us.	Student explained what a compass is and gives one reason of how it can help us.	Student either explained what a compass is or gave one or no reason reason of how it can help us.	Student did not attempt to answer question.
Question 12	Student explained what a legend is and why maps have them in more than one sentence.	Student did not fully explain what a legend is and why maps have them.	Student answered only one part of the question.	Student did not attempt to answer question.

**Modified Teacher Work Sample
Assignment #2: Assessment Plan
Rubric**

Candidate Name:

Course:

Instructor:

Elements	1 Unacceptable	2 Acceptable	3 Target	
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1.Alignment with Learning Goals and Instruction ACEI 4 COE - 3,4	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
2.Clarity of Criteria and Standards for Performance ACEI 4 COE - 3	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
3.Multiple Modes and Approaches ACEI 4 COE – 19, 20	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
4.Technical Soundness ACEI 4 COE – 20	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.
5.Adaptations Based on Individual Needs of Students ACEI 3,2, 4 COE - 1	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.

**WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education**

**CIEE 322 Multidisciplinary Lesson Plan:
Assignment #3: DESIGN FOR INSTRUCTION**

Grade: 3

DAY ONE

1. Pre-Assessment: Before any instructions I will give the class the quiz on maps and explain to them that if they do not know the answers they may leave it blank but I would like for them to try to write down what they think is the answer.

2. Motivate:

- Pull down the classroom map of the United States.
- Hand out placemat of Nystrom Map.
- Ask the students what they see on either the classroom map or their placemat and record their answers on the board.
- How • Read aloud the book Mapping Penny's World by Loreen Leedy. Take the time to write key vocabulary words.
- Ask students if they have ever had to use a map or someone they live with. If so, where were they going? Do you know what a GPS is? Do you think a GPS is a type of map, why or why not?

3. Teach:

- After reading the motivational set above, the teacher will explain what a map is and what the parts we will focus on are.
- The teacher will point out where the map in the classroom can be located and flip through each map for the students to see.
- The teacher will explain how maps come in different forms but what makes them maps are the purpose they serve and what they all have in common.
- The students will be given a vocabulary chart and will look up the definitions by using the glossary in the social studies textbook.
- After completing the chart, the students will be given their Nystrom placemat and will use the expo marker to label the map with five words from their vocabulary list. The cooperating teacher and I will walk around and note who is struggling.
- The students will walk to the back tables and looks at the different examples of maps: the climate map, a Nystrom map of the USA, a Nystrom map of the world, a GPS, a map of an amusement park.
- Students will be paired and given two examples of maps and they have to write two similarities and two differences.

4. Image:

- Large map of the United States in the classroom
- Students will each have their own Nystrom's United States map to use during class
- I will create my own map of the classroom as a sample
- Garmin GPS
- Amusement Park Map
- Google map on laptop
- Sample classroom maps
- Images from Mapping Penny's World

5. Ask:

- What is a map?
- Are there different versions of maps, what are they?
- What is a compass?
- What are the four basic directions on a compass?
- Where do you think we can use a compass?
- What is a legend?
- Why is having a legend important?
- What does one square unit look like?
- What are the characteristics of a square unit?
- Can directions have more than one step; can you give me an example?

6. Accommodations:

- Students will receive a chart where they have the vocabulary words in one column, an empty middle column for writing the definition, and the third column where they draw a picture as a hint.
 - The student who struggles with writing will have the definition column pre-filled; he would just have to draw his hint.

7. Role of Auxiliary Personnel:

- I will ask the cooperating teacher to use proximity in order for the students to stay on task.
- I will ask the cooperating teacher to assist the student who struggles with writing to also stay focused.

DAY TWO

1. Review: Visual aids and selected media will remain in the classroom and I will refer to them at the beginning, middle, and end of the lesson. A review of what was learned the previous day will be done the first five to ten minutes, depending on how much the students retained.

2. Teach:

- During math class I will introduce the term “square unit” with manipulatives as well as on grid paper.
- I will use the laptop, projector, and Smartboard for the website <http://mapzone.ordnancesurvey.co.uk/mapzone/index.html>. I will click on the maps and compasses tab and have a student read the “Using a compass” section and take notes in their notebooks.
- I will read the “Helpful phrases” section have the students write either one of the two phrases in their notebooks.
- The next section introduces the 8-point compass and students will also take notes. At this point the students will be given a copy of the 8-point compass.
- On the website, as a group, we will practice using the map and compass together and answer the three questions that are posted.

- We will then click on the mapTivity tab and take the compass and directions quiz together.
- For closure I would have each student take turns naming something in the room using one of the cardinal directions. (Each part of the room will have a large label of the direction: N, NE, E, SE, S, SW, W, NW)

3. Practice Skills:

- I will give the students a location as a prompt such as direct (student's name) to the cooperating teacher's desk, starting from the door.
- I will call on one student at a time to give one piece of direction.
- After modeling basic directions with two different students, I will write and underline on the board "Simple Directions" and have two students give me one example each and I will write their responses underneath. (example of simple directions: turn west)
- Then I will call another student to come and model multistep directions, we will model multistep directions three times.
- After modeling multistep directions with three different students, I will write and underline on the board "Multistep Directions" and have three students give me one example each and I will write their responses underneath. (take three steps then turn west)
- Students are to write the Simple Directions and Multistep Directions in their notebooks.
- If time allows students can be paired and play the "Treasure Hunt" game on the website.

4. Accommodations:

- The student who has difficulty focusing will be called up as one of the people who is walking the directions.
- The student who has difficulty writing will have to just copy and paste the definitions of simple and multistep directions.

5. Role of Auxiliary Personnel:

- I will ask the cooperating teacher to use proximity in order for the students to stay on task.
- I will ask the cooperating teacher to assist the student who struggles with writing to also stay focused.

DAY THREE

1. Review: Visual aids and selected media will remain in the classroom and I will refer to them at the beginning, middle, and end of the lesson. A review of what was learned the past two days will be done briefly in the first five minutes of class. Students will write in their social studies notebook three things they learned, two things they still want to learn, and one thing they are still confused about.

2. Create (Performance Task):

- Students will be placed in groups based on how they work with one another and how they have preformed the past two days.

- Each group must decide on a location in the school, on the third floor, they want another group to go to.
- The groups must discuss and assign roles: who is drawing the map, who is coloring the map, who is writing the directions.
- The map must be labeled, include a compass, and include a legend.
- Students may ask me or the cooperating teacher for assistance or clarification of the assignment.
- Students may be escorted outside the classroom with the cooperating teacher if they are writing directions for outside the classroom.
- Students must have at least 5 directions, two of which are multistep.
- Students must cut and paste their grid paper on their poster board prior to drawing their map.
- If time allows, students will swap maps and directions and attempt to reach the other group's location. If there is no time, students will be able to use each other's map the next day as practice.
- Rubric used to assess students' performance is attached.

3. Post-assessment: At the end of the three day lesson, I will give the students the same quiz on maps that I gave as the pre-assessment.

4. Accommodations:

I will group the students who were struggling with the concepts with the students who were not struggling for the performance task they will be expected to do.

5. Role of Auxiliary Personnel:

- I will ask the cooperating teacher to use proximity in order for the students to stay on task.
- I will ask the cooperating teacher to assist the student who struggles with writing to also stay focused.
- I will ask the cooperating teacher to escort a group of students outside the classroom if they need to walk out their directions to make sure they are accurate

Ms. Salloum		Map Rubric		Fall 2010
	5 points	3 points	1 point	
Neatness	Student colored each drawing in the map within the lines. Student wrote title and labels clearly. All straight lines are ruler-drawn	Student colored each drawing in the map within the lines. Student wrote title and labels clearly. The lines that are drawn are not straight.	Student did not color each drawing in the map within the lines. Student did not write the title and labels clearly. The lines that are drawn are not straight.	
Map Legend	Student has included at least 8 items on the map. The legend is easy to follow and matches each item.	Student has included 6-7 items on the map. The legend is easy to follow and matches each item.	Student has included 5 or fewer items on the map. The legend is not easy to follow and does not match each item.	
Compass	The student cut and pasted the compass provided with North being on top.	The student cut and pasted the compass provided with a direction other than North being on top.	The student did not include a compass.	
Title	Student wrote the title large, neat, and easy to identify.	Student wrote the title large, not neat, but could be easily indentified.	Student wrote the title small, not neat, but could be identified or hard to indentify.	

Modified Teacher Work Sample - Assignment #3: Design for Instruction Rubric

Candidate Name:

Course:

Instructor:

Element	1 Unacceptable	2 Acceptable	3 Target
1.Alignment with Learning Goals ACEI 3.1 COE – 3, 4	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.
2.Accurate Representation of Content ACEI 3.1 COE - 3	Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
3.Lesson and Unit Structure ACEI 3.1 COE - 6	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward the goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the goals.
4.Use of a Variety of Instruction, Activities, Assignments and Resources ACEI 3.2 COE - 19, 20	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheet)	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
5.Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources ACEI 3.3 COE - 3, 4, 19, 20	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate .
6.Use of Technology ACEI 3.5 COE - 20	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.

WILLIAM PATERSON UNIVERSITY
Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan:
Assignment #4: INSTRUCTIONAL DECISION-MAKING

Dr. John Greico Elementary

Grade 3

1. Think of a time during your lesson when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

A. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

After the read aloud I wanted to have the students rotate in their groups and walk to the back table to observe the different types of maps that had been placed there and when the first group went they took a long time at the back table. Because I did not give them a set time limit the other students began to lose focus on the map they had on their desk and I did not have a transition activity for them to do.

B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

I wanted the students to stay focused and I wanted to move the lesson along and so I had given each group a different map to compare with their Nystrom United States map and as a group they had to write on a t-chart the similarities and differences. On day two rather than constantly changing how the students worked, I did a whole group instruction and then let them work in pairs. I thought that on day one things were very chaotic and on day two I structured my lesson more.

2. Now, think of one more time during your lesson when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

A. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).

During day three I was able to do another read aloud that I thought would be a better introduction and example to what they would have to do for their create. I originally was going to have the students work in groups to create a map of somewhere on the third floor but from my observations of how they worked together I decided to rethink about how I would have them execute the creation of a map. By day three the students were

familiar with the vocabulary on maps that I had given them but I wanted to see if they knew where exactly they belong on a map and what they are.

B. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

I decided to create a fun prompt and write it on the board “You are the cartographer and your mission is to create a room. You will decide what goes inside. How many chairs, tables, and/or beds will you have? ” This gave the students the opportunity to create a room that they already know or be creative and design their dream room. I also had each student create their own map and asked the class what they should include in it, then I wrote their responses on the board as a reference.

**Modified Teacher Work Sample
Assignment #4: Instructional Decision-Making
Rubric**

Candidate Name:

Course:

Instructor:

Element	1 Unacceptable	2 Acceptable	3 Target
<p>1. Sound Professional Practice ACEI 1, 3.1 COE - 11</p>	<p>Many instructional decisions are inappropriate and not pedagogically sound.</p>	<p>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</p>	<p>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</p>
<p>2. Modifications Based on Analysis of Student Learning ACEI 3.2, 4 COE - 1</p>	<p>Teacher treats class as “one plan fits all” with no modifications.</p>	<p>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</p>	<p>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</p>
<p>3. Congruence Between Modifications and Learning Goals ACEI 3.2 COE - 1</p>	<p>Modifications in instruction lack congruence with learning goals.</p>	<p>Modifications in instruction are somewhat congruent with learning goals.</p>	<p>Modifications in instruction are congruent with learning goals.</p>

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 Department of Elementary and EC Education

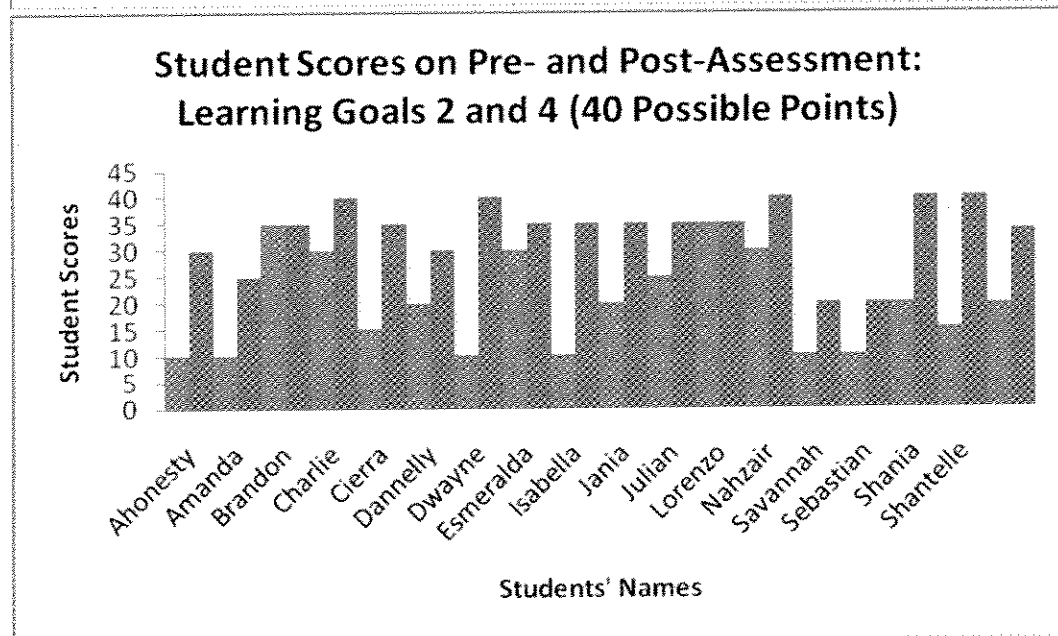
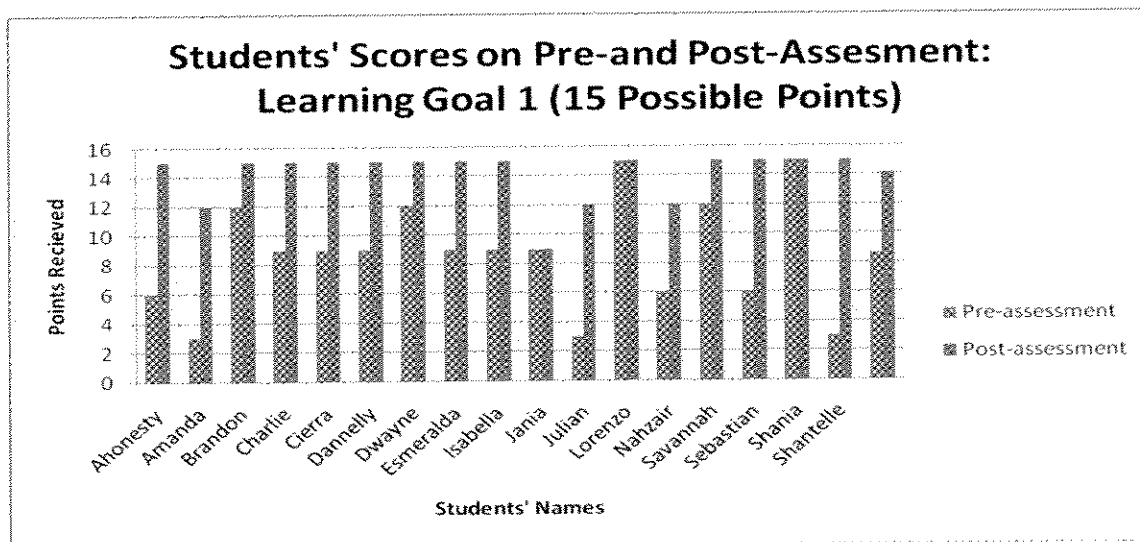
CIEE 322 Multidisciplinary Lesson Plan:
Assignment #5: ANALYSIS OF STUDENT LEARNING

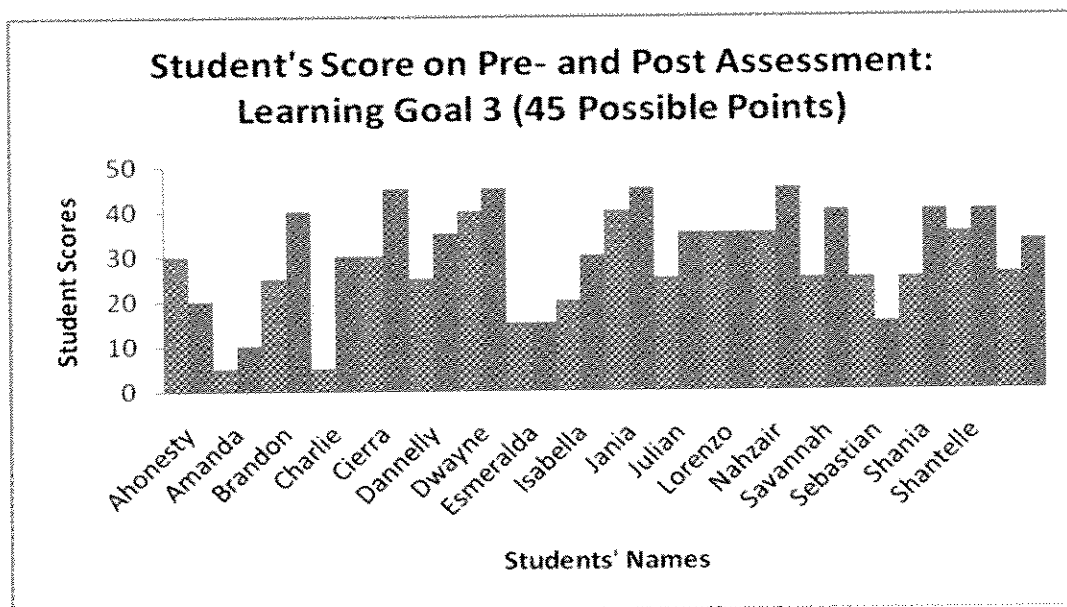
Salma Salloum

Dr. John Greico Elementary

Grade 3

A. *Table 1: Entire Class Performance on Pre- and Post-Assessments: Learning Goal 1*
 (Students will be able to identify the four cardinal directions and the intercardinal directions on a compass, legend, scale, and cartographer.)



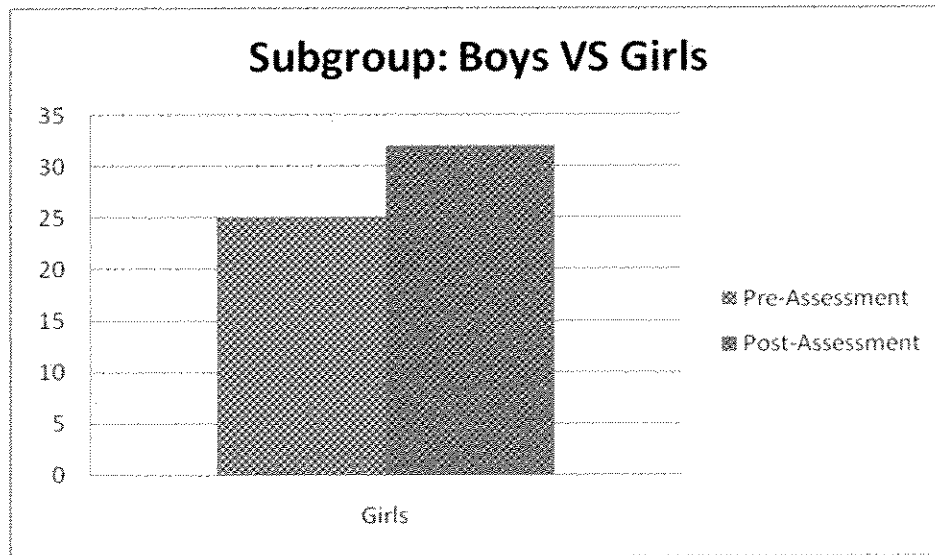
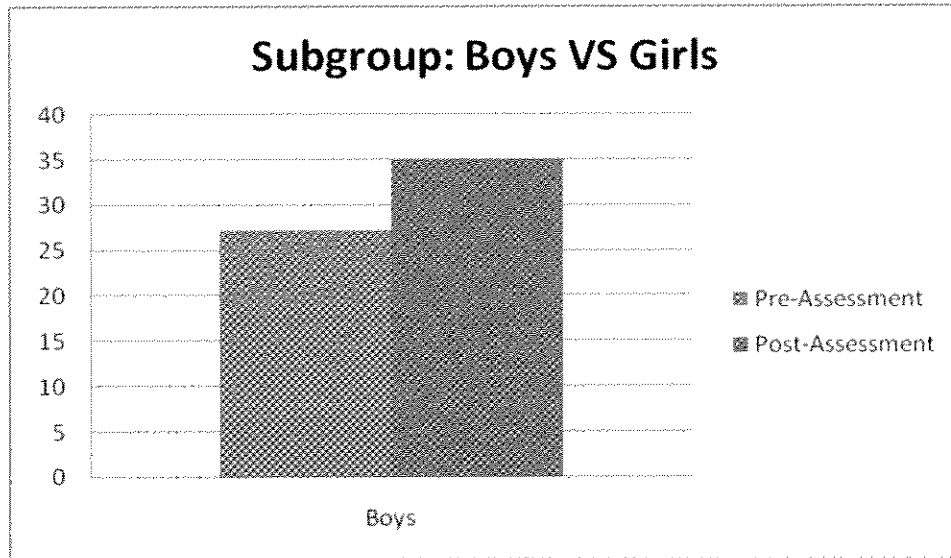


B. Questions: Performance of the entire class on Learning Goal 1

1. There was about 163.3% increase in scores from the pre- to the post-assessment for learning goal 1.
2. Reflect on what this percentage change shows about your students' learning and what you did to facilitate it.

The percentage change shows that for a majority of the students there was an increase for Learning Goal 1. I think that by reading two books from the media set definitely helped to reinforce the terms but in a different way. I also think that by having the students fill out the vocabulary sheet helped to see the words and reinforce the meaning. Some of the techniques that I used to get the students familiar with the words and definitions was having them as a group say the words when I gave them the definitions. I also had the studies read and look over their definitions with a partner. I was not as happy with some of the scores for learning goals 2 and four because many lost points for not using the cardinal directions which were stressed the last two days. After reading responses for part three I saw that there were still students who thought one certain way about an answer but in class they were able to answer appropriately.

C. Questions: Performance of two selected subgroups in the class on Learning Goal 1



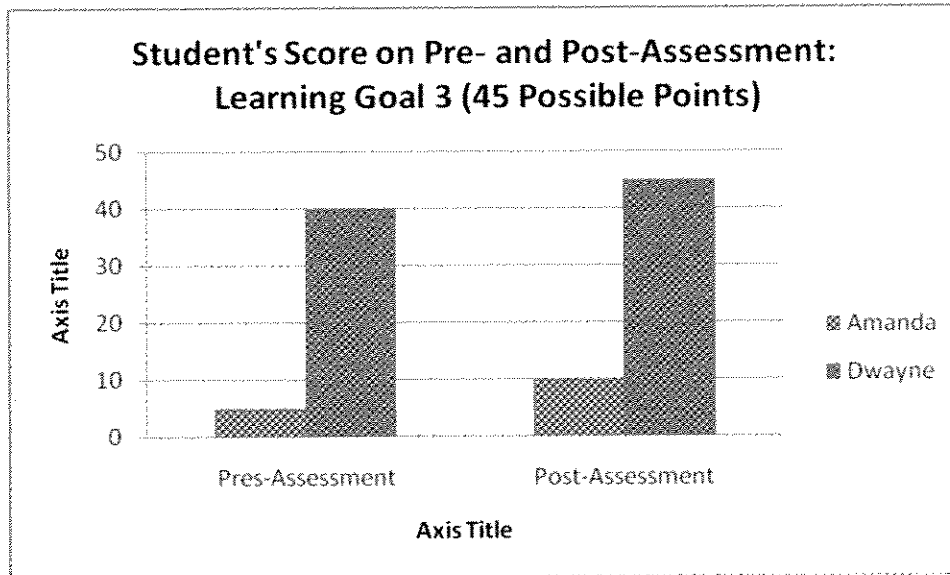
1. I chose the boys as a sub group because throughout the semester the boys did not show much interest in participating and it concerned me because I was not sure if the boys were understanding the material or just did not want to participate. Also, many times during a lesson there are boys who are not focused on the task. The boys also tend to rush through their work and that can hinder my opinion on whether or not the boys understood the concepts. There were times where I pulled a boy aside and he was able to work through the task, not rush, and have the correct answer.

I chose to do the girls because there are some girls who take awhile to understand a new concept and I wanted to see how well they would do after the concept is reinforced two days in a row. I also wanted to measure the girls because they do

participate more than the boys but sometimes their ideas are not related to the task or their ideas are far from the concept.

2. Refer to the modifications you made and whether or not they were successful in improving students' performance. What can you do or learn about to improve their performance?

D. Questions on Individual Students - Learning Goal 3



1. Amanda: She learns best through repetition and does need one on one assistance sometimes. If she understands something in class then works on something on her own, she seems to forget what she has learned. She often needs to be reminded to stay focused and on task which usually leads to I or the teacher having to explain the instructions again. If she is upset about anything it can affect her learning because she shuts down and does not speak to anyone. She needs time to get herself together before she can tell the cooperating teacher or me what is wrong but after the situation is handled she is more attentive.

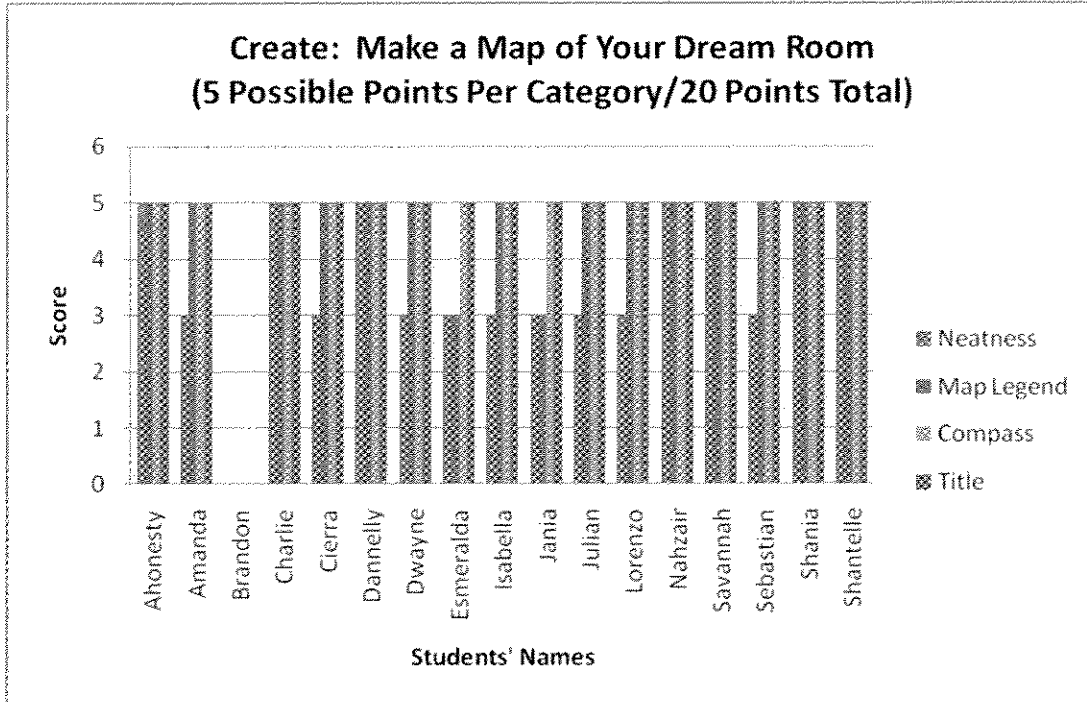
Dwayne: He is one of the boys that participates the most during class discussions and activities. Usually once he is taught a new concept he is able to master it and be able to explain his thinking. When he does make a mistake or needs help he is able to understand what went wrong when he is guided. He is almost always on task and knows what is going on during instruction.

2. What can you do or learn about to improve their performance?

I think to improve Amanda's performance I should have pulled her aside or had her work with one or two people who understood the concepts and support her. I

also think I could have tried a few other different strategies to see which one would make the most sense to her understanding. To improve Dwayne's performance I could have provided more opportunities to practice writing the directions rather than just having them practice saying them.

E. Table 2: Entire class



F. Questions about performance of entire class – Create

- 1. The students were the most successful with creating a legend and being able to correlate their pictures to the words in their legend. I had left two books from the media set on the table and told the students that they could use the books as reference. I think what also helped was the example I had made of their own classroom and had showed them as well as talked them through my steps prior to them starting on their own.
- 2. The element that was least successful was the neatness, many students did not use rulers or straight edges to help them. There were also a few students who appeared to have rushed through the coloring because a few items on their map had colors going outside the lines. Since coloring was not the essential purpose of the task I probably would have told them that if they do not finish coloring in class they can finish during their free time so that way it will get done and there is a better chance it will be neater.

**Modified Teacher Work Sample
Assignment #5: Analysis of Student Learning
Rubric**

Candidate Name:

Course:

Instructor:

Element	1 Unacceptable	2 Acceptable	3 Target
1. Clarity and Accuracy of Presentation ACEI 3.5 COE - 2	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.
2. Alignment with Learning Goals ACEI 3.1, 4 COE - 3	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
3. Interpretation of Data ACEI 4 COE - 2	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
4. Evidence of Impact on Student Learning ACEI 4 COE 5, 10	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning

	learning goals.	goals.	goal.	
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Department of Elementary and EC Education

CIEE 322 Multidisciplinary Lesson Plan:
Assignment #6: REFLECTION AND SELF-EVALUATION

DIRECTIONS: Reflect upon three professional learning goals that emerged after teaching this lesson. These goals should reflect the areas students had difficulty with as documented in the Summary of Assessment Data. Provide specific details regarding exactly what you will do to meet your stated goals.

THE ATTACHED RUBRIC WILL BE USED TO GRADE THIS ASSIGNMENT.

Candidate Name:

School:

Grade:

Prompt: Write about three professional learning goals, along with two specific steps each that you will take to meet these professional learning goals.

This section should be organized as follows:

Professional Goal 1: (2-3 sentences)

Step 1: (2-3 sentences)

Step 2: (2-3 sentences)

Professional Goal 2: (2-3 sentences)

Step 1: (2-3 sentences)

Step 2: (2-3 sentences)

Professional Goal 3: (2-3 sentences)

Step 1: (2-3 sentences)

Step 2: (2-3 sentences)

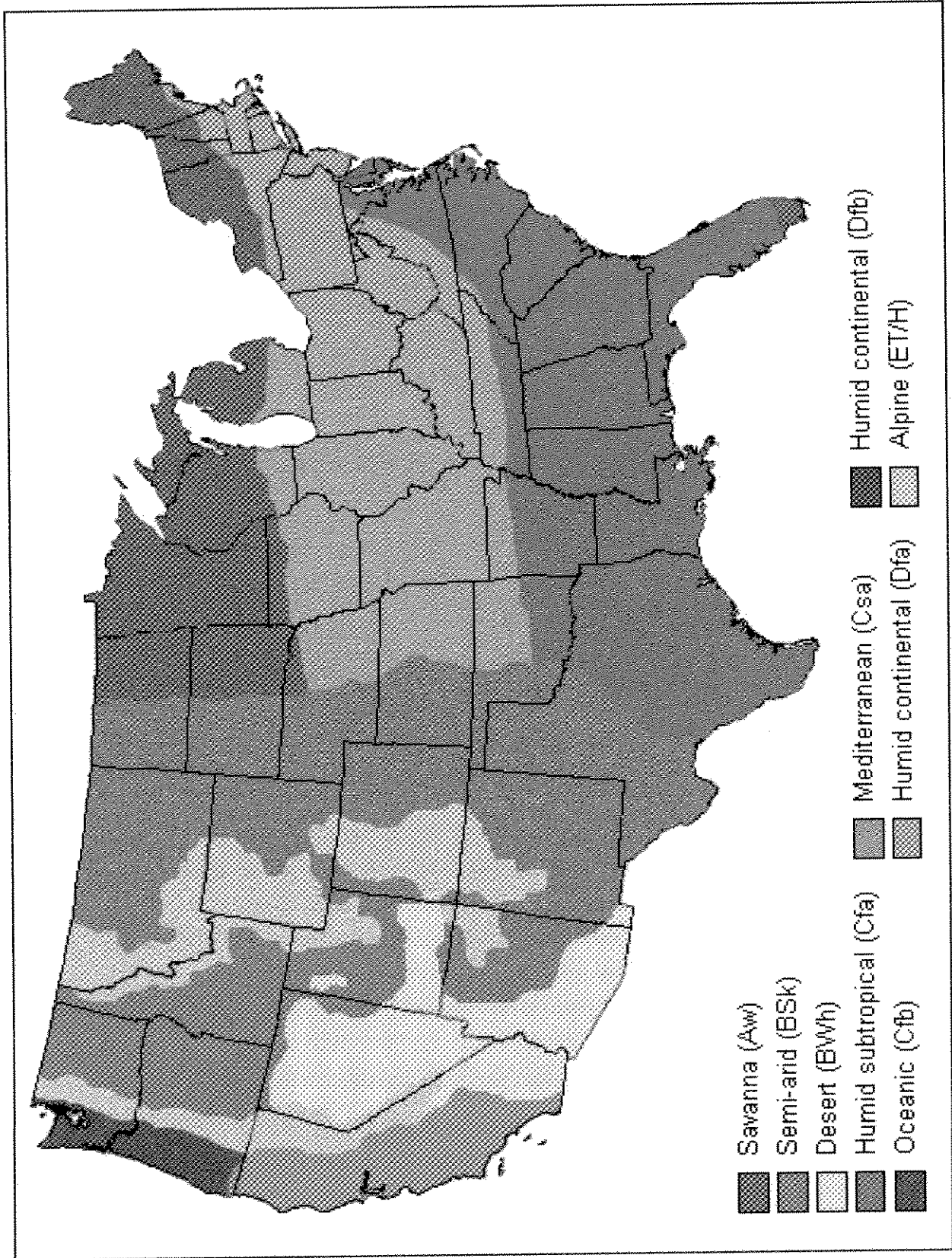
**Modified Teacher Work Sample
Assignment #6: Reflection and Self-Evaluation Rubric**

Candidate Name:

Course:

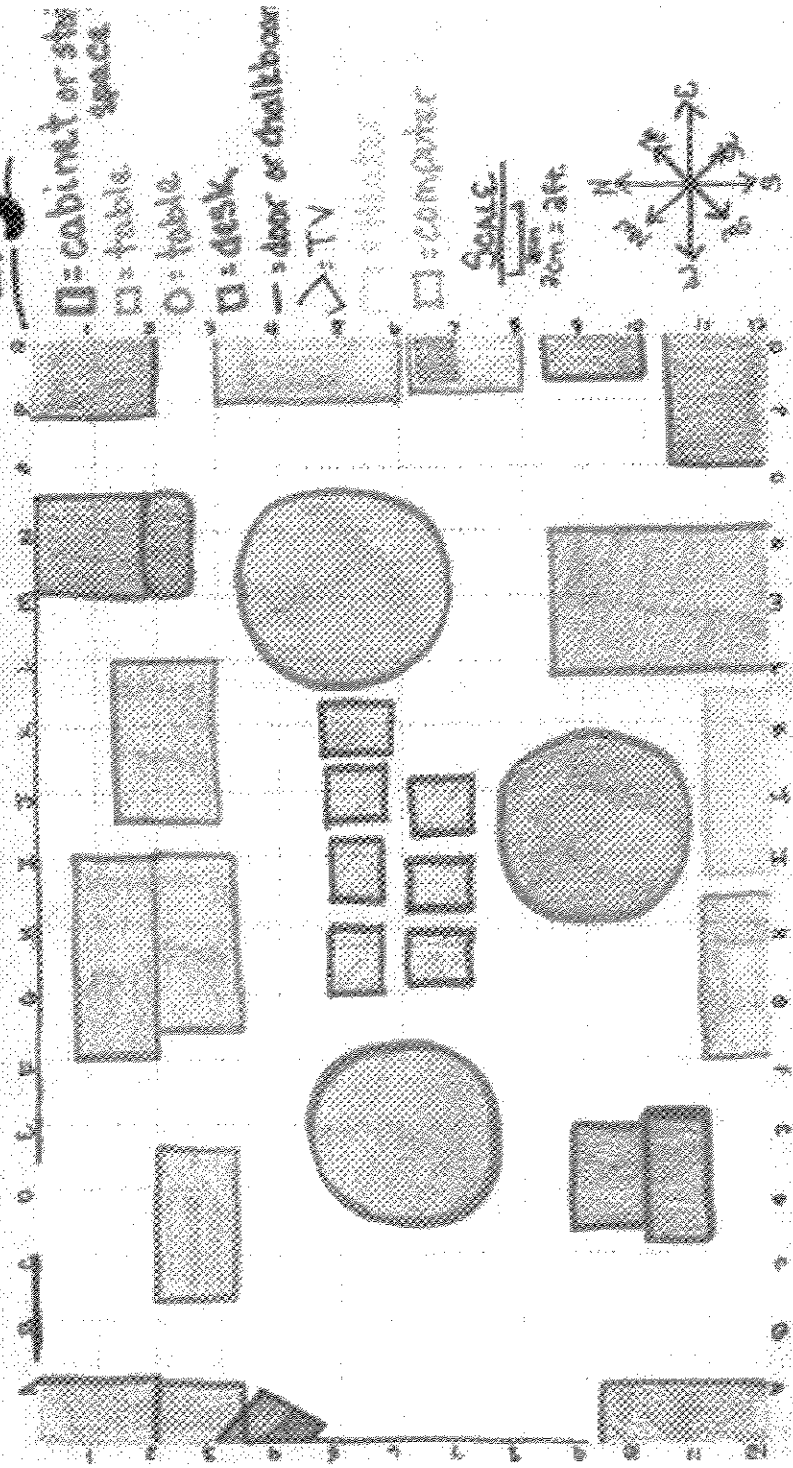
Instructor:

Element	1 Unacceptable	2 Acceptable	3 Target
1. Interpretation of Student Learning ACEI 3.1, 4, 5.1 COE -1, 5, 17	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.
2. Insights on Effective Instruction and Assessment ACEI 3.1, 4, 5.1 COE - 5, 10	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
3. Alignment Among Goals, Instruction and Assessment ACEI 3.1, 4, 5.1 COE - 3, 4, 5	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
4. Implications for Future Teaching ACEI 5.1 COE -10	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve learning.
5. Implications for Professional Development ACEI 5.1 COE - 9	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.



By: Lindsay

MY CLASSROOM ^{3/19} Key



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