

Kansas Performance Teaching Portfolio (KPTP) Example Portfolio

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KPTP Academic Integrity Policy

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. It includes a commitment to not be involved in falsification, misrepresentation or deception in the preparation of the KPTP. The KPTP submitted must be the teacher's own work and in the teacher's own words. Teachers are expected to act with personal and professional integrity at all times.

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- *Plagiarism*: This means copying work (such as words, phrases, sentences, paragraphs or ideas) from someone else's writing and putting them into a KPTP, as if they were created by the teacher submitting the KPTP.
- Submitting a KPTP, or parts of a KPTP, that was prepared by a person other than the teacher candidate.
- Submitting a KPTP, or parts of a KPTP, that was previously submitted by someone else.
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- Fabricating context, numerical or other data.
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The institution is expected to investigate the suspected violation following individual institutional policy and procedure.

Task #1 - Contextual Information & Learning Environment Factors

Narrative 1.1.1 General Contextual Information (limited to 1 page)

Community: I am currently teaching in a small rural community in the Mid-West. There are 137 residences in the community, 95.6% of them being Caucasian. The median household income is \$43,505 and 64.5% of these are family households. The common profession of those living in this community is construction and careers dealing with health care. 64% of the population is affiliated with a religion all of which being some form of a Christian religion.

District: The district in which I am teaching is made up of 2 rural towns. Within the district there is one high school, one junior high, one elementary and also one career and technical virtual school. As a whole, the district met AYP with a passing reading score of 93.5% and a passing math score of 91.2%. Gender wise, the district is made up of 51% of female students and 49% of male students. 37% of these students families are economically disadvantaged leaving 62% at a non-economically disadvantaged level. Out of all these students in the district 93.5% are Caucasian, 3% Hispanic, 1.5% African American and 2% of other ethnicities.

School: The school in which I am performing my clinical teaching is located in a rural setting. The school passed AYP in the year of 2010 with a passing reading score of 88.6% and a passing math score of 92.9%. Gender wise 53.46% are male and 46.54% are female. Out of these students 40.88% are economically disadvantaged while 59.12% are not. The demographic of the school consists of mainly Caucasian students which is 96.23%. 1.89% is Hispanic, .63% African American and 1.26% are of other ethnicities.

School requirements: The school is required to meet AYP for the state standard year of 2011. Since I am clinical teaching in 2nd grade I will not be affected by the state standardized test.

Table 1.2.1. Class Contextual Information (limited to 1 page)

Grade level <u>2nd</u>	Content area (e.g., mathematics) <u>Social Science</u>	Topic (e.g., geometry) <u>Goods and Services</u>
Age range of students <u>7-8 years old</u>	Number of male students <u>10</u>	
Total number of students <u>18</u>	Number of female students <u>8</u>	
Percentage of students receiving free lunch <u>16%</u>	Percentage of students receiving reduced lunch <u>16%</u>	
[if free/reduced lunch information not available for class, provide school percentages]		
Area in which students live (check all that apply) Urban ☐ Suburban ☐ Rural ☒		
Ethnicity of students (give numbers)	<u> </u> African American or Black	<u> 1 </u> Hispanic or Latino
	<u> </u> Native American/Alaskan Native	<u> 17 </u> White

	_____ Asian or Pacific Islander	_____ Other (specify) _____
Language proficiency of students (give numbers)	_____ <u>18 (100%)</u> _____ Fluent English Proficient _____ <u>0 (0%)</u> _____ English Language Learners	
Identified special needs categories represented (give numbers)	<u>2</u> Specific Learning Disability _____ Hard of Hearing _____ Deaf _____ Deaf-Blind <u>1</u> Other Health Impaired _____ Multiple Disabilities _____ Brain Injury _____ Established Medical Disability (0-5 yrs) _____ At risk for developmental disabilities <u>5</u> Speech/Language Impaired <u>4</u> Visually Impaired (glasses) _____ Orthopedically Impaired <u>1</u> Emotionally Disturbed <u>1</u> Autism _____ Mental Retardation _____ Gifted <u>1</u> Developmentally Delayed _____ Other (Specify	
Subgroup Selected (describe the group): The subgroup that I have selected are the students who are growing up in a divorced or single family home (4 Students) Rationale for Selection: I choose this group of students to see if there was correlation between home life situations (in this case divorced or single family homes) and school achievement. All these students are come from divorced or single family homes for many different reasons. Some reasons include divorce while others are because of a death of a parent. Two students are living with a biological parent and step parent, one child lives with one biological parent due to divorce and the other student lives with one biological parent due to death.		

Table 1.2.2 Student Characteristics and Implications for Instruction (limited to 1 page)

Student Characteristics	Specific Descriptions Indicate whether this was for the Whole Class (W) and Subgroup (S)	Specific Implications For Instruction Whole Class (W) and Subgroup (S)
Intellectual Characteristics - Including readiness, cognitive abilities, learning needs, developmental levels, etc.	W: As a whole class the students are at a readiness level that corresponds with 2 nd grade curriculum. There is a wide range of cognitive abilities among the students and only a few learning needs.	W: Whole class instruction is based off of teacher and student centered models of teaching. The majority of the students will be present for whole class instruction. To accommodate for certain

	Developmentally, most of the students are on the same level with only a few falling below. S: Within the subgroup there are two different levels of readiness. The students are all at or below grade level. A few are classified as having learning needs but all of them are at or around the same cognitive level.	learning needs or developmental levels arrangements will be made to get assisted guidance for these students. S: All of these students will be present for whole class instruction. They will receive no variations in homework or tests. To accommodate for different learning needs and developmental levels assistance will be provided as needed.
Previously demonstrated academic performance/ability: % Above standard <u>11%</u> % Meets standard <u>67%</u> % Below standard <u>22%</u>	W: As a whole class they are either at grade level or above. There are a few students who are reaching a higher grade level. S: These students are at or below grade level. They are split in half with 50% being below standards and 50% being at meets standard level.	W: Instruction for the different subject areas vary depending on students needs. For reading, the students will be separated into groups based off of their current reading abilities. There are four different groups that range from high level readers to readers who are below grade level. For math, science and social science lessons instruction will be based off of differentiation. S: These students are placed within the middle and lower reading groups. Their progress is monitored regularly to look for improvements. In other subject instruction these students will do well in a whole group setting and will not need lesson adaptations.
Social Characteristics - Including emotional, attitudinal, motivational, etc.	W Many of the students fall around the same maturity level. Emotionally the students are level. Many of the student's motivation comes from a competitive nature to complete a task well but also fast. As a whole the students have a great attitude about school and learning. S: Emotionally the majority of these students are level but on occasion little things may get them upset or frustrated. Two of these students seem to act out more than others and do not follow direction well. It is hard for these same two	W: To address social characteristics the students get character talks from a school councilor, principle and even guest police officers. These talks will specifically focus on maturing social interactions and also self motivation. S: To help these students stay motivated and on task throughout the day I will have multiple forms of instruction present. I will orally give instruction as well as write them on the board. I will be sensitive with emotional issues that these students may face because of the home life that

	students to stay motivated throughout the day. They all have a great attitude about school.	they have encountered.
Personal Characteristics - Including physical, social, individual experiences, talents, language, culture, family and community values, etc.	W: Physically, the students are all around the same size with the exception of a few smaller males. The students have acquired mature social skills. The class as a whole is very competitive in nature, with many of the student's talents relating to athletics. As far as diversity among the students there is not much variation. 94% of the students are Caucasian and English is the first language for 100%. S: All of these students grow up in a home where only one biological parent is present. Most of this is due to divorce but one is because of a death. Compared to their classmates, two of these students are not socially developed. I have discovered that many of these students have a talent for drawing.	W: Part of my unit will revolve around incorporating the students' family members and the community. This will give the students an opportunity to learn more about the community around them while also being able to tell their classmates about what their family values. S: I will be sensitive to the home situation of these students while teaching. Since drawing is important for many of these students I will incorporate drawing portions into my lessons. This will be a way that they can connect with the lesson through mediums in which they can excel.

Table 1.3.1 Focus Students Information (limited to 1 page)

	Describe this student using information from Table 1.2.1	Why did you select this student?	What did you find out about this student? Address characteristics from Table 1.2.2	Based on this information, what are implications for this student's instruction?
STUDENT A	Student A is a 7 year old Caucasian male. He is 100% proficient in English and is classified as receiving free lunch. Student A is classified as being health impaired and emotional disturbed.	The basis for my selection for Student A is the fact the he is classified under many disabilities. This student is also at times verbally aggressive and needs one-on-one assistance throughout the entire	Intellectual: Student A is at grade level in math and science, but he is placed in the lowest reading group with his reading ability at a Kindergarten level. His reading and writing skill are low. Developmentally he is below grade level. Cognitively he is placed at grade level. Social: Student A has not developed mature second grade	Based on this information presented, Student A will be placed in whole group math and science. For reading he will receive one-on-one guided reading time but for whole group reading he will be placed back into the classroom. Throughout the entire school day Student A will receive one-on-one assistance from a trained teacher to help him stay on task and complete his work. Text will be read

		school day. Student A has grown up in foster care for most of his life and has recently been placed with a family within the area. I want to monitor his learning throughout the unit and observe his behaviors.	social skills. At points he is very immature and outbursts in the classroom are very common. Emotional he struggles with home life and other issues that arise in the school. Student A cannot handle stress or confutation well. Personal: Student A is very gifted in science and math. He is creative and a great builder. He has a very untraditional family life coming from foster care.	to him for the basis for total understanding.
STUDENT B	Student B is a 7 year old Caucasian male. He is 100% proficient in English and is not classified as a free and reduced lunch. Student B is classified as developmentally delayed.	I have decided to focus on Student B on the basis that this year will be his second year in second grade. Last school year he did not reach the levels that he needed in order to advance on to third grade. In comparison to the rest of the class, Student B is socially immature and developmentally not at the same level as his classmates.	Intellectual: Student B's intellectual level is below most of the class. Developmentally he is behind in reading and math. Cognitively Student B is at grade level. Social: Student B lacks many of the social skills that the others in his class have. Emotional he is dependent upon his mother and motivation is sometime very limited and based off mood. Personal: Student B is physically larger than most of the males in his class. He has a talent for imaginative writing and creating stories. He comes from a loving family that supports his education and growth.	Student B will be placed in most whole group lesson excluding math. Since this is Student B's second year in second grade special attention must be given to the areas that he did not master the first time. These areas include math and reading. He will also be allowed to have test questions read to him during exams to monitor comprehension, and also self checking.

Narrative 1.4.1 Classroom Learning Environment Implications (limited to 2 pages)

WHOLE CLASS: The learning environment for the class is set up for both group and individual work. This will give the students opportunities to work in cooperative learning teams but also build on individual processing. In the classroom there are six circle tables that accommodate three students each. The students sit in specific table groups that accommodate differentiated instruction. The rationale behind this is that the lower leveled students will be able to receive assistance from their higher leveled peers. To establish positive and cooperative learning within the classroom there are rules and producers set in place that benefit the students learning to the highest potential. These rules include following directions, no blurting out in class and being kind to others. Within the classroom there is a behavior procedure set in place in which the students are expected to behave in the classroom. The students are expected to respect and listen to teachers and other classmates. The rationale behind this is that the students will know classroom directions and also the highest level of learning time will be met. There are also a variety of non-verbal methods of directions and motivation. To gain the students attention I will raise my hand and student will be expected to do the same and as they raise their hand they will be expected to not talk. This gives the students a visual cue as to when it is important to listen and it also helps them to become aware of their surroundings. A non-verbal motivational tool is used during classroom work time. As the students are working I will give positive facial expressions and also an encouraging touch on the shoulder. This will give the students positive reinforcement for good classroom behavior. To maintain purposeful learning I will make sure that I design lesson plans according to the state standards. This will ensure that the students are learning the foundational curriculum goals needed in order to succeed in other grade levels.

SUBGROUP: My subgroup students, who are those who have grown up in a single or split home, will be expected to follow the same classroom rules and the whole class. This will ensure that they will still learn self-motivational skills needed in other grade levels. I will be more aware of parent involvement in homework, reading and even in class activities that may be difficult for a single parent to accomplish. I will make extra effort to be in contact with the parent communicating ways in which they can do to help their child improve. This will create a positive relationship between me and the parent and also the students. I will be sensitive to their behaviors and watch for a change in classroom work. Positive classroom behavior will be expected but because of these students home situations I will be more lenient if some behaviors vary. I will do this because I want to show the students that I understand what is going on at home and also to give them an environment where can be excepted and loved. With the subgroup students social skills at a normal second grade level cooperation between other students should not be an issue. These students are talented and have the ability to work at or above a second grade level so because of this I will challenge them to reach classroom goals. They will be actively be engaged in purposeful learning in the classroom. The rationale for this is so that they gain as much education as possible and be able to reach their goals. Just as with the whole group, I will provide verbal and non-verbal motivation. I will make it a point to give these students and extra smile, high-five or shoulder touch. This is to counteract their possible un-stable home life and create an environment where they are loved and praised.

FOCUS STUDENTS: It is very important to foster a positive relationship with Student A from their very beginning. This is because he comes from a foster home life style and trust is something that is a very big deal for him. To create this positive relationship I will

be very open and honest with the student and also show him love and kindness. Student A is a very motivate students when it is in an area that he enjoys, otherwise he does not see the point in learning the material. A strategy that works well with motivating this young boy is based on a rewards system. This management strategy works for him because he will complete work correctly and also gain the important information. The reward system also works for inhibiting positive classroom behavior and reducing the amount of outbursts in class. The rationale behind this is so that Student A will learn the proper material needed to move on to other grade levels and also to give the other students in the class a positive working environment. In subject areas such as math and science Student A is very actively involved but to get him more involved in subjects such as reading I will give him material that interests him. This will give him an excitement for the subject. Classroom producers and rules are still expected to be followed. To keep Student A on track in his work I will continual monitor his progress but also give him an encouraging touch on the shoulder or head (non-verbal). Student B will also be expected to follow classroom rules and producers. I will monitor his progress this year to make sure that he is hitting the standards that he missed last year during second grade (areas such as reading and math). Student B needs to have constant motivation to complete classroom tasks. I will give him verbal and also non-verbal motivation to continue desired tasks some of which being eye contact, head-nods, positive facial expressions, and encouraging shoulder touches. This will get Student B back on track with his learning and also let him know that I expect him to do his work in a timely matter. To encourage positive relationships with the other students I will give him opportunities to work with multiple students in the classroom. Since he relies on his mother for many basic needs and often resorts back to “baby talk” the more interaction with his peers the better. He will learn socially excepted behaviors from his classmates, who are a very excepting class. To actively engage Student B I will work in lessons that involve drawing portions. He is very talented at drawing and enjoys any opportunity that he gets to be creative. This will get him motivated to complete classroom work and also increase his self esteem because he is able to excel in drawing.

Task #2 - Designing Instruction

Table 2.1.1 Grade Level, Content, Topic, and Rationale (limited to 1 page)

Category	Description
Grade Level	2 nd Grade
Content Area	Social Science
Unit Topic	Goods and Services
State Standards Addressed (written format)	Kansas State Standard for Grade 2: Social Studies Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

	Benchmark 1: The student understands how limited resources require choices. <i>Indicator:</i> 1. Knows the difference between <i>goods</i> and <i>services</i>, and provides examples how each satisfies people's <i>wants</i> and <i>needs</i>. 2. Identifies examples of <i>producers</i> and <i>consumers</i>. Benchmark 2: The student understands how the market economy works in the United States. <i>Indicator:</i> 1. Understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i>
Average Lesson Time	The average time for each lesson in this unit is 40 minutes.
Why did you select this unit topic?	I selected this unit topic because I believe that it is very important to teach young children about the different types of goods and services their community provides. Throughout this unit the students will learn many important life lessons that include how goods and services are provided and also what it means to be a producer/consumer. Though this unit I hope to tap into the student's creativity and future career dreams, giving them direction as to how to reach these goals.
How does this unit address state curriculum standards?	This unit addresses the state curriculum standards by teaching the students about various goods and services provided. At the end of the unit the students will be able to explain the difference between a good and a service and also give examples of each. The students will be taking on the role of either someone who provides a good or a service and they will be able to describe the various items that they produce or provide. Students will complete an activity in which they will read through situations in which how goods and services are exchanged with money.
Why is this unit appropriate at this time?	This unit is appropriate at this time because the students are reaching a point where they are becoming more responsible with money. In first grade they learned about the importance of money exchange and this lesson takes their prior knowledge further.

Table 2.2.1 Unit Design Table (limited to 4 pages)

Obj. No.	Unit Objectives	Level(s) (e.g. Bloom's Taxonomy)
1	The students will be able to define the meaning of goods and services	Remembering
2	The students will be able to apply the knowledge of goods and services within real world applications	Applying
3	The students will list different types of goods and different types of services	Analyzing

4	The students will participate in a creative mock-interview dealing with goods and services					Creating
5	The students understand the exchange of money for various goods and services					Understand
Pre-assessment:	The pre-assessment for this unit is a multiple choice clicker quiz that consists of 10 questions. This test will cover objectives 1, 2, 3 and 5.					
Describe the pre-assessment used	Explain rationale for choosing this assessment	Explain the specific adaptation(s) made for Students A and B OR why no adaptation(s) are needed	Which objectives does this assessment address?	Identify how the assessment will be scored	Describe specific student results and how those results will impact your unit plan	
The pre-assessment that I will use for this unit will be a clicker test over the foundational aspects of goods and services. The questions will be multiple choice and they will also be read aloud to all the students.	I choose this type of assessment because it will give me quick results as to what kind of prior knowledge the students have about goods and services.	There will be no adaptations made for either Student A or Student B. I choose to do this because I want to see how these students prior knowledge compares to that of the other students in the class. (The test is read aloud to the whole class)	Objective 1, 2, 3 and 5	This assessment will be scored by the clicker software. Each question will be worth one point and there are 10 questions total.	I will use specific student results from this test to help me plan and reconfigure the lessons for this unit. If the students have mastered certain content areas they will not need to be covered as greatly as subject areas questions that were answered incorrectly.	
Table 2.2.1 Unit Design Table, Continued						
Lesson	Date	Lesson	Instructional Activities/	Formative	Describe Specific	Identified Lessons*

		Objective(s)	Strategies	Assessment (formal/informal)	Adaptations/ Differentiation	V	T	R	I	C
1	02-01	Objective 1 and Objective 2	Teacher Centered: I will start the lesson by reading <u>How a Crayon is Made</u> by Oz Charles. I will then play a Mr. Rogers video that will also teach the students how crayons are made. Afterwards the students will take on the role of Crayon Maker. They will complete a worksheet in which they will have to put in order the steps in how to make crayons. They will then be asked to if they are providing a good or a service. Reading Strategy: Echo reading- the students will be asked to repeat sentences from <u>How a Crayon is Made</u> .	Formal Assessment: The worksheet will be scored for correct order and also participation.	Lesson instruction needs no specific adaptations: all needs are meet Subgroup: 1) Positive motivation throughout class work 2) Use encouragement when needed Focus Student A: 1)Positive motivation 2)One on one guidance throughout entire lesson 3) Verbal prompts for direction Focus Student B: 1) Positive motivation throughout class work 2) Check on progress throughout work time 3) Use verbal prompts to signal directions		X	X		
2	02-02	Objective 1 and Objective 3	Teacher Centered: Video on goods and services from BrainPopJr.com. This video outlines definitions and examples of various goods and services. Students will follow along with the video and fill in a worksheet that defines goods and services. The students will then be asked to list various	Formal Assessment: Based on correct completion of goods and services worksheet (see attached). This worksheet will also be used for participation	There will be no specific adaptations for this lesson: all learning needs are meet Subgroup: 1)Positive motivation 2)Encouragement to complete work Focus Student A: 1)Positive motivation 2)One on one guidance	X	X	X		

			goods and services and draw a picture that goes along with each. Reading Strategy: Choral reading of goods and services definitions Integration Within: (Grade 1: Economic Standard, Benchmark 2, Indicator 1: the student understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i>.) The students will use numbered heads together (Kagan) and talk about the importance of using money as a way a payment for goods and services and also the roles of producers and consumers.	points. Informal Assessment: Completion of list of various goods and services with picture drawn. This will be used to check for understanding	throughout lesson and work time 3)Directions maybe verbally given for further comprehension Focus Student B: 1)Positive motivation 2)Check progress throughout work time 3)Encourage talent of drawing					
3	02-03	Objective 1 Objective 2 and Objective 5	Student Centered: <u>The Curiosity Shop</u>, a Norman Rockwell painting will be introduced. In this painting the students will see a number of different items that are for sale. They will make predictions as to who the owner of the shop is, who is making the sale and also what short of items this person wants to buy. Each student will be given a copy of the painting, with one projected on the	Formal Assessment: The assessment will be based off of completion of the Norman Rockwell's <u>Curiosity Shop</u> worksheet. The grade will be given based on participation and also well thought	Differentiated Instruction/Partners: I will pair students according to readiness levels. Students who are of a higher level will be placed with students of a lower level. Subgroup: 1)Paired with higher leveled students 2)Monitor group work 3)Positive motivation		X			

			promethium board. The students will fill out a worksheet that guides them through the painting. It also goes a step further by giving them different scenarios that incorporate different goods and services. Integration Within: (Grade 1: Economic Standard, Benchmark 2, Indicator 1: the student understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i>.) The students will discuss the amount they would sell a product and why it is a reasonable price. They will also write about a time when they exchanged money.	out answers and cooperative group work.	Focus Student A: 1)Pair with higher level student 2)Professional guidance will be provided 3)Monitor closely for cooperative attitude with partner Focus Student B: 1)Paired with a higher leveled student 2)Monitor closely for shared work load 3)Positive motivation					
4	02-04	Objective 2 and Objective 3	Student Centered: Students will be working on a website called A Farmer's Many Hats. The website teaches that a farmer has many different careers or "hats". A farmer must know about different types of professions to be able to do his/her job well. The students will be able to interact with this website on the promethium	Informal Assessment: I will assess that all students are engaged throughout the lesson. During activity there will also be an informal discussion taking place where I will	A printed copy for students who are visual learners will be provided of the website Focus Student A: 1)One on one supervision of appropriate behavior 2)Monitor correct use of technology Focus Student B: 1)Observe that student is		X		X	

			board.	assess the student's responses to place knowledge intake levels and also participation.	staying on task 2)Receive a printed copy of website to follow					
5	02-07	Objective 2 , Objective 3 and Objective 5	Student Centered: Social Studies Text book: <u>How Basketballs are Made.</u> Reading Strategy: Buddy reading the basketball text. The students will learn how a basketball is made, and sold.	Informal Assessment: I will be checking for student participation throughout the lesson and cooperative reading sharing.	Differentiated Reading Groups: Higher leveled reading students will be paired with lower leveled reading students. Subgroup: 1)Positive motivation 2)Encourage students when appropriate 3) Paired with higher leveled students Focus Student A: 1)One on one guidance throughout the lesson 2) Shared reading with higher leveled partner is monitored 3)Positive motivation Focus Student B: 1)Monitor progress throughout work time			X		
6	02-08	Objective 2, Objective 3, and Objective 4	Teacher Centered: Mock-Interview project is introduced. I will complete a step-by-step example of how the students will find a career, brainstorm	Informal Assessment: Think-pair-share. The students will think of any	No adaptations will be made for this lesson. Subgroup: 1)Positive motivation 2)Monitored progress of	X	X	X		X

			characteristics of this career (goods and services that it provides), fill in the interview sheet with a partner and also how to interview in front of a green screen that looks as though I am on a news station. I will tape my sample interview to show the students what it will look like when their interviews are complete. Reading Strategy: Buddy reading the interview questions Integration (Across): My sample profession will be that I want to be a Stewardess and travel the world. I will show them a map and point out the places that we have been studying in <i>social studies and geography</i>. Afternoon: “Guess Who?” this is where parents, community members and other professionals will come in and talk about their various professions and whether it deals with goods or services. The students will fill out booklets that will guide them in asking questions.	questions they may have about the interview process, ask another student in the classroom and then share their questions with the rest of the class. Formal Assessment: I will grade the students “Guess Who” booklets for completion and sufficient information recorded.	goods and service booklet Focus Student A: 1)Professional guidance will be provided 2)Work may be written by an assistant educator Focus Student B: 1)Monitored progress on interview booklet					
7	02-09	Objective 1,	Student Centered: The	Informal	Differentiated Partners:		X			

		Objective 2, and Objective 3	students will be paired for their mock-interviews in differentiated groups. They will be given time to complete their brainstorming worksheet and also their interview guide sheet with their partner. I will also show them my sample interview that was taped in front of the green screen so they will have an idea of what the finished product will look like.	Assessment: I will monitor the students progress with their partners and by walking around the room and listen to the mock interviews that they are completing.	Higher leveled students will be paired with lower leveled students. Subgroup: 1)Encouragement given when needed 2)Paired with higher leveled students Focus Student A: 1)Positive Encouragement 2)Appropriate cooperation with partner closely monitored 3) One-on-one assistance with professional educator Focus Student B: 1)Cooperation with partner monitored 2)Ask prompt questions to facilitate creativity					
8	02-10 and 02-11	Objective1, Objective 2, Objective 3, Objective 4, and Objective 5	Student Centered: Mock goods and services interviews. Students will be placed in front of a green screen and seated at a table with two mugs. This will give the impression that they are on a news set. The interviewer will be dressed as a news anchor and the interviewee will be dressed as their chosen profession. Students who are not interviewing will be completing	Informal Assessment: Student's answers to practice test will be monitored to see what needs to be reviewed before the summative assessment. Math worksheet and the money exchange game will be monitored.	Differentiated Partners: Higher students placed with lower leveled students. While students are being filmed there will be quite work for the other students to work on as to not disturb the taping of the interviews Subgroup: 1)Encouragement given when needed 2)Focus on quite work		X		X	

		a practice test and working on math worksheet skills and playing the money exchange game (Everday Math series). Integration (across): Grade 2, Standard 1: Number and Computation Benchmark 4: Math skills with money exchange worksheets Technology: A video camera will be used to tape the student's interviews. I-Movie will be used to run all the clips together and also replace the green screen with a news set background.	Formal Assessment: Interview Evaluation Rubric contains evaluation quality of questions asked and answered, professionalism and incorporation of goods and services	closely monitored Focus Student A: 1)Positive Encouragement 2)Progress of quite work closely monitored 3)Appropriate cooperation with partner closely monitored Focus Student B: 1)One on one assistance provided 2)Monitored closely during quite work time 3)Cue interview words clear 3)Ask prompt questions to facilitate creativity					
Summative Assessment:		The summative assessment will be a clicker quiz of ten questions. The questions will cover goods and services definition, various examples of goods and services, and the importance of money exchange. The questions will be similar to that of the pre-test so improvement and growth can be assessed.							

Table 2.2.2 Unit Design Narrative (limited to 2 pages)

Why are the objectives appropriate?	The objectives in this unit are appropriate because they correlate along with that of the state. The objectives cover important concepts such as goods and services and the role they play in the community around them. Students can apply the information that they learn in the unit (found in the objectives) in real world situations.
Why are the lessons sequenced in this manner?	The lessons are sequenced in this matter in a way that they build on one another. I will start out with a general definition of goods and services. Then move on to guided lessons that deal with goods and services. These lessons help the students interact with different professions and what kinds of goods or services they provide. After the students have learned about different professions they will then be able to choose their own. They will take on the role of this professional and use the information that they know to participate in a mock interview. This will be the final lesson in the unit as it concludes all that the students have learn thus far about goods and services.

Why did you select these instructional strategies/activities?	I have chosen a variety of teacher and student centered instructional strategies. I have done this so that the students will be able to learn the content through direct teaching and also through individual work. I also chose many different activities that focus on the students specific learning styles. All of the instructions and lessons are verbal for the auditory learners. There are also many visual aids (videos, handouts, printed directions, picture flow charts) that correlate along with the lesson. These are for the students who learn visually. I also have numerous hands-on activities (sequence cards, promethium board exercises and interviews) that help the kinesthetic learners. All of the instruction strategies and activities are designed to aid the students in reaching their highest learning potential.
How do your instructional strategies/activities address the learning objectives for this unit?	The many different visual aids/videos helps the students learn about goods and services and what it means for them as students. They also teach the students the important of money as an exchange tool. The kinesthetic actives (i.e interview) teach the students about real world application and how to apply their knowledge of goods and services.
How will a variety of levels of thinking skills be addressed (e.g., Bloom's Taxonomy)? Give specific examples you will use.	Level 1-Remembering: The students will need to remember what the definitions of goods and services are throughout the whole unit. It will be an important base knowledge information for them to remember. Level 2-Understanding: The students will classify and explain why a career or object is considered a good or a service. This is seen in the "Guess Who" activity and also in their mock-interviews. Level 3-Applying: The students will apply the information that they gain about goods and services to real world-applications such as the mock interviews. Level 4-Analyzing: The student will be able to categorize a list of various goods and services into their proper categories. This is seen during the "Guess Who" activity. Level 5- Evaluating: The students will be able to assess the value of money exchange for various goods and services, and why it is important.(BrainPop Jr video) Level 6-Creating: The students will create and perform a mock interview dealing with careers that offer goods and/or services. They will compile the information that they have learned into these interviews.
Explain the reading strategies that will be used throughout the unit. Give specific examples. (Remember that using text is not a reading <u>strategy</u>)	Echo Reading: I will be reading a passage from <u>How Crayons are Made</u> and the students will be asked to repeat directed sentences back after me. I will direct the students to repeat sentence that will help them complete their crayon flow-chart. Choral Reading: During the BrainPop Jr. video the students will first hear the various definitions of goods, services, producers and consumers on the video. I will stop the video after each

	definition, I will repeat the definition then the students will read it along with me then be asked to write it down on their guided notes. This will expose the students to the definitions four different times by the end of the lesson.
What resources will be needed for this unit (include school <u>and</u> community resources)?	School: Green screen, video camera, promethium board Community: Parents, community member and other professional educators will discuss their careers and the various goods or services that they provide for the community
How will technology be integrated within the unit? Explain both teacher use and student use.	Technology will be used in this unit through many different mediums. First, I will be using the promethium board for video presentation, view portal for websites/interviews and it will also be used as an interactive tool for the students. Throughout the unit I will be showing a couple different videos dealing with goods and services. I will also be using a video camera for taping the student's interviews. I will then transfer these video to a laptop and use I-Movie to edit the clips taken.
How does the unit demonstrate integration of content across <u>and</u> within content fields?	In the "Farmer with Many Hat" activity the students learn about the different jobs skills that a farmer must know. These include mathematics, science, weather, carpentry etc. The students will discuss how these jobs all fit into farming and during other subject lessons they will be able to formulate how it fits in with a farming life style.

Narrative 2.3.1 Lesson Plan Design (limited to 2 pages)

Question	Lesson Plan 1	Lesson Plan 2
What will the students entering this lesson already know about the topic?	The students will have a general over view of what goods and services are. They also may have a few examples of each.	The students will know what a good and service is along with being able to give multiple examples. The students will also know about supply and demand and the importance of money exchange.
What type of assessment did you choose? Why?	I choose both informal and formal. The informal assessment was chosen for the examples and pictures because this is entering into a higher level of thinking. I do not expect the students have reached this level in the second lesson. A formal assessment was chosen for the guided worksheet because it outlines the basic definitions of goods and services. It is	I choose both formal and informal. The formal assessment is of the students "Guess Who" booklets. I will review their notes and questions to check for understanding and also higher level questions. The informal assessment is a Kagan strategy, think-pair-share. This will get the students interacting with one other about the interview project and also answering any questions that they may have along the way.

	important at this point that the students reach an understanding level of the concepts.	
How did you determine the specific differentiated activities needed to adapt/accommodate for individual learning needs?	I choose the specific differentiated instruction based on the specific student. I reviewed the lesson content and activities and choose them accordingly.	I determined differentiated instruction based on the students specific learning needs. The students who needed more help and guidance where placed with upper level students for support and direction within their small group.
Why did you choose the specific reading strategy(ies) identified in your plan?	Choral reading was chosen because it exposes the students to the foundational definitions four or more times. This will help them in retaining the information needed through the rest of the unit.	I choose buddy reading of the interview questions so that the students can get used to reading them out loud. This will prepare them for their mock-interviews in front of the camera.
How do you address critical thinking, problem solving, and higher level thinking in your plans?	I address higher level thinking with the additional assignment of creating their own examples and then going a step further I have them draw a picture representation.	I address higher level thinking in this lesson by giving the students the opportunity to create a profession and describe the goods and services that they provide.
How does the technology utilized enhance student learning?	The technology used enhances the students learning in the lesson by giving them a visual model of goods and service. The video at the beginning of the lesson is kid friendly and something that they will enjoy while learning the important content for this lesson/unit.	Technology enhances the students learning in this lesson because it will give them opportunity to see me in a sample interview that they will be doing. The students will also see the many advantages of technology to create a finished product that is professional and also visually pleasing.
Discuss specific classroom routines and procedures that will be in place with this lesson to maximize instructional time.	The video will be set up and downloaded before the lesson begins. Students will be seated and ready to learn. One student from each table will grab a set of worksheets for each of their table mates. Pencils will be sharpened from the beginning of the day.	I will have all the materials set up and ready to be used before the lesson begins. I will have the brainstorming sheet and interview projected up on the promethium board before class. I will also designate specific students to collect the interview worksheets.
In what ways will you ensure the active and equitable participation of all students during this lesson?	I will visually monitor the classroom and progress that is being made on the worksheets. I will also check the student's	I will ask the students active thinking questions and also get them out of their seats to think-pair-share with their classmates. This will get

	video worksheets before they can move on to the creative worksheet.	them moving and also interactive with the lesson.
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Table 2.3.2 Adaptive Plans (limited to 1 page)

PLAN FOR INSTRUCTION	LESSON PLAN 1		LESSON PLAN 2	
	STUDENT A	STUDENT B	STUDENT A	STUDENT B
What specific adaptations/modifications to the instructional plan are needed? Why are these adaptations appropriate for the student? <i>If adaptations are determined to be unnecessary, identify the part(s) of the plan that you are not adapting (if any). Why are adaptations/modifications not needed?</i>	For Student A positive encouragement and monitored progress of quite work is needed. This is because this student tends to get easily distracted and off task. For the video worksheet there will be no adaptations because Student A can comprehend the information presented. He will have a professional educator to help him write if needed.	Focus Student B needs to be motivated to stay on task during the lesson. At times he will not pay attention and need to be redirected to the task. A simple touch on the shoulder or a redirected word is sufficient enough to get him back on track.	Student A will have a professional educator with him during my interview sample and also the “Guess Who” activity. They will be there to monitor his behavior and make sure that blurting does not happen during the lesson or presentations. The educator will also be allowed to write his answers in the “Guess Who” booklet because this student has a difficult time with writing.	Student B will need to be monitored throughout the “Guess Who” presentations. It is easy for him to be distracted and not fill in his work that needs to be done. A verbal reminder would be sufficient to get him back on track.

Table 2.4.1 Unit Assessment Design Table (limited to 2 pages)

	Describe the assessment you will use	Explain your rationale for choosing this assessment	Explain the specific adaptation(s) made for Students A and B OR why no adaptation(s) are needed	Which objectives does this assessment address?	Identify how the assessment will be scored	Describe how specific student results will impact your unit plan
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Formative Assessment - <i>Informal</i>	Think-pair-share (Kagan Strategy)	This assessment provides a quick check on students understanding of the content	There are no specific adaptation for Student A and B. I want to observe these students understanding as evenly compared to the other students in the class.	This assessment can be used to assess all the objectives in this unit.	This assessment will not be scored. Rather it is used as a check of the students growing understanding.	Based on the students discussion of the questions that I present them with I will know what information I will need to re-teach.
Formative Assessment - <i>Formal</i>	Goods and Services Worksheet	This assessment will show that the students are learning important foundational concepts to build the rest of the unit off of.	Student A: Will receive assistance if needed Student B: Will receive assistance throughout the assessment. The questions and answers may be read aloud.	This assessment addresses objectives 1 and 3.	This assessment will be scored based off of correct completion of the worksheet. Each question is worth one point.	This assessment provides me with the necessary information about the students understanding of the content taught. If the majority of the students do not answer the questions correctly the content will be re-taught and explained.
Summative Assessment	A clicker multiple choice test	This assessment will show what the students learned throughout the goods and services unit. I will also get quick results	No assistance will be give to Student A and B. This is because I will be reading the question to the class as a whole. I clicker program lets me know when all the students have answered a question so I can wait for theses students to complete their answers.	This assessment addresses objectives 1-3 and objective 5	Each question will be worth one point. The assessment will be scored by the clicker program and will give me a printed out copy of all the students answers.	The scores from this assessment will impact whether or not I have to go back and teach a few concepts about goods and services.

		from the test.				
What is the minimum level of performance you expect all students to achieve on the summative assessment?	The minimum level of performance on the summative assessment is and 80% or above. Since we will have covered the content for two weeks I expect that the students will know basic and also higher level knowledge dealing with goods and services.					
Do you expect any differences in performance between the subgroup you described in Task 1 and the remainder of the class? Explain.	I do not expect any difference between the subgroup and the whole class. Throughout the unit some of these students may need one-on-one assistance but overall they should be able to understand the content taught. These students are capable of staying with the class in during the lessons and also during the summative assessment.					

Task #3 -Teaching and Learning

Table 3.1.1 Narrative Daily Teaching Reflection (limited to 4 pages)

Day 1: Snow Day pushed back days of instruction. Instruction was followed except that we did not get the chance to read How to Make Crayons. Lesson time was shorten because of work that needed to be made up from missed day of school. The Mr. Rogers Crayon video was still shown. The students loved the video and were able to have a beneficial discussion afterwards about different goods and services and where they come from. We also had time to complete the crayon factory worksheet. The lesson itself went very well. I was pleased at the student's questions and comments during the discussion after the crayon video. Most of the students were attentive during the entirety of the lesson. My students met the objectives for this lesson. They were able to provide a simple definition of goods (something that is made) and services (work that someone does for someone else). They were also able to apply this knowledge to real world applications by taking on the role of "crayon maker" and deciding the process of how they would make crayons for consumers. The intro video caught the student's attention and created excitement for the lesson. The students were engaged and ready to learn more about the different goods and services. For future lessons I would make sure that there was enough time for all the planned content. I wish I would have been able to read How to Make Crayons which would have given them more

visual and auditory learning time. Focus Student A: Based on his pre-assessment results, Student A did not need any instructional adaptations. He scored above average on the pre-assessment getting eight out of the ten questions correct. The one-on-one guidance throughout the lesson greatly helped his focus and also completion of work. Focus Student B: Based on his pre-assessment score which was in the lower half of the class (5/10) I made sure that he was answering the prompt questions about goods and services correctly. Since this is a subject that is getting hit on twice for him because he is repeating second grade, I want to make sure the understanding happens at this stage. The adaption made to monitor his progress and work was successful in the fact that he was able to complete the necessary work.

Day 2: All plans for instruction were the same except for the goods and services picture worksheet (cut because of time constraints). Overall the lesson was effective and the students received all the necessary information. The choral reading strategy went very well. I allowed them to master the first objective (the student will be able to define goods and services). What did not go well in this lesson was keeping students on track during the guided note taking section. Students in the class all work at different paces and it was challenging to give students who were finished direction when others were still working. Students were also coming in and out for speech therapy throughout the lesson. As stated above, object one was met during this lesson. This was achieved by reviewing and choral reading and writing the definition. Objective three, which states that students will list various examples of goods and services, was also met. The students completed this task orally through whole class discussion during the BrainPop Jr. video. In reflection, I would choose to change a few of my lesson plans. First, I would re-work my guided note taking worksheet (see attached). I would only have the students write the definition for goods and services. There would then be a matching section for the other definitions (consumer, producer, supply and demand) instead of having the students write them. I found that it took the majority of the lesson for the students to copy the definition which could have been used as valuable discussion time. I also would have used different partners for the end of the worksheet. They would have used shoulder partners instead of a random pairing. The pairing became confusing and hectic because students were up and out of their seats and walking between tables (which gave them time to chat). Focus Student A: I informally assessed student A when he was completing his worksheet and talking with his partner. I was able to confirm that he has a grasp on the basic understanding of goods and services. The worksheet direction being read to him was a positive benefit because he was able to comprehend what was being asked. Focus Student B: I was able to use the formal assessment (correct completion of the worksheet) to make sure that he is paying attention in class to the information that is provided.

Day 3: There was no change or adaptations to the planned lesson content. The lesson went very well and the students loved looking at the painting by Norman Rockwell. The students were able to imagine what a Curiosity Shop may look like, and think about what they might find. The image was projected on the promethium board and the students were allowed time to find the curious objects sold in this shop. The students responded extremely well to the prompt questions that I had for them and even came up with their own higher level questions (i.e. why did the artist sign his name backwards). The only aspect that did not go well was that some of the students were so excited that they started to speak out of turn and disrupt other students. To help control this I only allowed students to speak when their hand was raised and they were sitting quietly. The lesson objectives were all met in this lesson. The students' knowledge on the terms goods and services was more solidified through questions relating to the goods and services that were being exchanged in

the Curiosity Shop. The students were also prompted (on their guided worksheet) to think about a time when they exchanged money for a good. Many students responses where candy and toys (objective 2 and 5). My lesson strategies were effective in the students learning. The students were able to take their time to find the curious objects in the shop and ask their own questions. Upon reflection of this lesson, I would not change any lesson aspects but I would like to add an activity. At the beginning of the lesson I would ask my students to think of what a Curiosity Shop may look like and what it may sell and then I would have the draw it. This would apply to the artistic students in the class and let the students be creative and reach a higher level of learning. I would then have them compare their drawings with Norman Rockwell's painting. Focus Student A: The adaption to place this student with a higher leveled student was very effective. Their partner was able to help them think of higher leveled questions and the work was completed in a sufficient amount of time. Focus Student B: The formal assessment was used to check for this student understanding and cooperative group work. Positively motivating this student during work time helped greatly to keep him on track.

Day 4: Today's lesson plans were followed as planned expect for one addition of a five minute video. The video was taken last year by my teacher during her goods and services unit. It was of a local farmer giving a presentation on the goods and services that he provides to the community. Since the lesson focused on the many "hats" (or jobs) a farmer has this created a great visual for the students. Overall the lesson went well and the students responded positively. Verbal prompts were used throughout the lesson to stimulate student thinking. The students seemed tired at the beginning of the lesson but with the variety of videos and interactive websites the students started to respond to the lesson with more energy and excitement. The objectives for this lesson stated that the students will be able to apply their knowledge of goods and service to real world situations and that they will also be able to list various types of goods and services. Both of these objectives were met. The students were able to think and brainstorm about how having a career, like a farmer, can provide goods and also services to the community. They were able to make a connection between the foods that they eat everyday and how a farmer provides them with many of these ingredients. Throughout the lesson the students were asked to list all of the goods and services that a farmer provides, covering objective number 3. My lesson strategies were effective in teaching the students about the many jobs of a farmer. While reflection on the lesson I have concluded that it went very well. In the future I will ask the local farmer to come in for the students so they would be able to ask him questions personally. Focus Student A: I was able to informally assess Student A's answers to prompt questions and he seems to be grasping the real world concepts. Once again, having one-on-one assistance helped control blurting and correct use of the promethium board technology. Focus Student B: Giving this student a printed copy of the website benefited him greatly. He was able to follow along with the directions and also keep him on track.

Day 5: Today's lesson plan was changed to accommodate a couple snow days. To accommodate for shorten time the text book reading on how basketball are made was cut from the lesson. We used the tome to discuss and practice our "Guess Who" activity in the afternoon. To practice their 'yes' and 'no' questions I had the students play a couple rounds of the game Guess Who. I had the students play against the teachers which ended up being really enjoyable for them. It gave them good practice asking questions that are answered with a yes or no. Expectation of behavior during the "Guess Who" activity in the afternoon was discussed. We talked about being respectful of the speakers and also of their classmates during this time. The "Guess Who" activity went very well! A big screen

was placed in front of the door so students would not be able to see the next presenter. When the students asked yes or no questions about their profession i.e. does it provide a good/service? Are you a boy/girl? the presenter would nod or shake their head depending on the answer and someone else would answer for them. This was so the students would not be able to recognize their voices because some of the presenters were parents. The students learned a significant amount of information about different jobs that provide either a good or a service in the community. The objective for this lesson, students would be able to apply knowledge to real word situations, was accomplished during this lesson time. The students saw firsthand different jobs in the community that provide goods and services. On reflection of this lesson I would have liked to find more Guess Who board games so the students could practice their yes or no question. I would have created a center day where one center would be the Guess Who game with a couple of different boards, another would be the how basketballs are made worksheet and books, and another would be the Good and Services picture worksheet. Focus Student A: During the “Guess Who” activity in the afternoon it was very important to have one-on-one assistance to prevent the blurting and monitor for appropriate questions. Focus Student B: Monitoring his progression on the interview booklet was very important in this lesson. His mother came in as one of the presenters and after she presented his focus was not on the class anymore but on his mom. He needed the encouragement to keep focused and complete his work.

Day 6: No adjustment had to be made for today’s lesson. The sample process of completing the interview process went well. It gave the students a visual reference to base their brainstorming and partner work off of. The green screen practice was a big hit. The green screen set was comprised of a desk, two chairs, a mug for the news broadcaster and a male and female broadcaster outfit. We then filmed a practice interview and I even held up a piece of green paper in front of me to later show the students how I would disappear if I wore all green. All in all the interview practice went very well. It was an effective way to show the students how the interview process will run. I was able to answer any questions that the students had before they began so that they had an efficient amount of class time to complete their interview practice. The objectives that were met for this lesson. Objective two, students will be able to apply the knowledge that they learn about goods and services to real world situations. This is met through the students being able to pick professional careers to interview about. Which leads into the fourth objective, which states that students will participate in a mock interview dealing with these careers. My teaching strategy for this lesson was focused on visual demonstrations. This was effective for the students because it answered many possible questions that could have come up in the unit in later lessons. Focus Student A: Maintained great focus throughout the lesson today. The adaptation of one-on-one assistance was very helpful. Think-pair-share was a great time to informally assess his progress. I found that he is maintaining a great understanding of the goods and services concepts. Focus Student B: He was at times a little distracted and I needed to use a few more verbal cues to get him refocused.

Day 7: There was no alteration for the plans of instruction and the lesson went well. In advance I paired the students up in to heterogeneous pairs and they responded well to the matching. The students were able to complete filling in their brainstorming worksheet and also their interview forms and moved onto practicing their interviews. One area of the lesson that did not go as well as planned was a technology glitch when I was showing them my sample interview on the green screen. When the computer was hooked up to the promethium board the sound would not turn on for the students to hear. After a couple of minutes playing with the settings I found out that a button had been turned off on the actual board that would not allow there to be sound. In the future I will make sure

that my technology works before I begin the lesson. The objectives were met in this lesson. On the brainstorming hand out the students were to list goods and services and also pick a real world profession. In this lesson I used cooperative learning strategies. I paired the students up according to ability level and hand them brainstorm with each other and work with one another on their interview forms. This created an environment where all students were engaged at the same time. I also used this time to travel between groups to answer any individual questions that they may have about the interview process. If I were to do this unit again in the future I would definitely make sure that this lesson was a part of the process. I found that it was very important to give the students time to brainstorm and practice their interview with their partners so that they will feel comfortable when it comes time to film in front of the green screen. Focus Student A: He was reluctant at first to talk to his partner about his chosen profession. He thought that it was too personal to talk about with others but after some time talking to him and with the one-on-one assistance that he receives he was able to open up and get some good practice time in. Focus Student B: The monitored cooperation with his partner was a successful adaption because when he was not prompted it was hard for him to stay motivated to talk with his partner. He did not brainstorm as much information as I would have liked but he was able to get some good interview practice.

Day 8: Filming of the interviews was supposed to start today but it had to be pushed back by one day. My host teacher called in sick and had the camera that we needed to film with her. For a backup lesson, I decided to give the students more time to practice on their interviews. I let them break up into their pairs and used this time to answer any final questions. The lesson went well and I was very glad that the students were able to have another day to work through their interviews a couple more times. This also gave the students another day to bring in any props or clothing items they may have forgotten at home. Objectives two and four are still being met through this lesson. If I were to do this unit another year I may put another practice day into the plan to give students who need a little more time than others to get to a place where they feel comfortable to interview. Focus Student A: Was not in school today Focus Student B: This time was beneficial for him because he was able to brainstorm more of his ideas and feel confident in interviewing.

Day 9: Today's lesson plans follows day 8) Teaching content for this lesson was not adjusted. The filming of the interviews went very well. The first student pair who interviewed was a little nervous and I had to film theirs a few times. The other students were able to see how the process went they went and the interviews went smoothly after that. I was proud of how well my students practiced interviewed and utilized props to their fullest. On the other side there was a few things that did not go as well. The students who were not filming had a difficult time staying quiet while the others filmed. They were excited to watch their classmates film their goods and service interviews. I allowed the class to watch the first couple interviews so that they knew what to expect when they interviewed and also get the feel of how the process would work. To keep the students silent during the other interviews I had them working on their worksheets and if they have not yet interviewed they were to practice silently to themselves. The lesson objectives for this lesson were met throughout instruction. Objective two, students will be able to apply their knowledge of goods and services into the real world, was met by having the student's interview about a profession that either supplies a good or offers a service. Through their interview I was able to cover objective four; students will participate in a mock interview about their goods or service profession. By allowing the students to watch sample interviews they were able to gain the information about how the interview process would run throughout the filming days. Focus Student A: Was not at school for the second time today Focus Student B: While he interviewed he

was very nervous. He talked very quietly and I had to film him twice. I adapted some hand signals for him. One was to place my hand behind my ear when he needed to speak up and the other was to signal to come which meant that I wanted him to elaborate on his answers.

Day 10-13: The interviews lasted for the next three class periods. While planning for the lesson I did not anticipate how long the interviews would take to film. What I did not take into account was setting up props, changing outfits and also giving each pair one practice run through of their interview before we did the taping. I ended up spreading out the interviews between three different days. This allowed the students sufficient amount of time to complete their interviews well. These days for the most part went very well. The only part that did not go well was me designating enough time in my planning stages for the filming process. I was able to move around a couple of other lessons so that the students would be able to finish their filming. In these three days of filming the students met objective number four, which was to participate in a mock goods and services interview and also objective two, which states that they will be able to apply their knowledge to real world applications. In the future, I will plan for more classroom time to complete the goods and service interviews. I also would have created “on-air” and “off-air” signs that would signal the rest of the classroom whether or not it is okay to make noise in the classroom. Focus Student A: Since he had been sick for the past two class days it was challenging to get him back into the interview because he felt as though he did not remember what he was supposed to do. To accommodate for this I allowed him to watch the first couple interviews this gave him a feel for how they would run. I also gave him and his partner some extra time to re-practice their interview. His interview ended up going very well. Focus Student B: Worked quietly by himself very well. He did need a couple verbal prompts to continue working on his assignments.

Day 14: For the last day of the unit I decided to add it a review day before the test. To prepare the students for the summative test, we went through a review test. The instruction went very well. The students met lesson objectives 1-5 in this lesson. For the review we did partner brainstorming and team question answering. To accommodate for all five objectives I asked students questions that asked them to define, list examples, tell of importance of money exchange and also how goods and services fit into real world situations. I allowed the students to do numbered-heads-together to answer the questions. This seemed to be effective because they were then able to brainstorm with those sitting at the table what possible answers may be. When we were finished reviewing I then allowed the class to view the final recording of their goods and services interviews. In the future, I would have liked to make this review day into a Jeopardy game or show down. This would have allowed for total class participation from the students. Focus Student A: He had a difficult time blurting out in class today. One-on-one assistance was very much needed. I was able to informally assess where he was at before he took the final assessment. Focus Student B: Worked very well in today’s review. As I informally assessed where he was at content and knowledge wise during the review it definitely seems as though he has improved since his pre-assessment.

Table 3.2.1 Narrative Reflection of Video Recorded and Observed Lessons 1 & 2 (limited to 2 pages)

Lesson 1: Overall the instructional strategies had a positive impact on all the students learning. The students throughout the lesson were engaged in the guided notes which helped them meet their learning objectives for this lesson. The first objective states that all students will be able to correctly define good and service. This is seen in the video when the students are completing their guided notes. As we watched the BrainPop Jr. video that provided written definitions for both goods and services I paused the video for the students to write down the definitions of each. I also choral read the definition with the students ultimately exposing them to the definition at least four times by the end of the lesson. I knew that all students had completed writing down the correct definition of what a good was and what a service was when I took an informal assessment by having them give me thumbs-up when they were finished. The second objective, which states that the students will be able to list different types of goods and services was also met throughout this lesson. On their guided note taking sheet the students were asked to identify various goods and services. To check for understanding I asked the students to name some of the goods or services that they came up with. Instructional strategies also met the many different needs of my students. Those students who need more assistance were paired with a professional educator. The students who needed encouragement to stay focused, mainly Focus Student A, Focus Student B and the Subgroup were reinforced when they were completing work timely and correctly. This is seen in the video through verbal and non-verbal communication. For example, verbal praise such as “good example” and “keep up the good work” were given when the student was staying on task and also non-verbally they were praised by me placing my hand on their shoulder or head. Students were meaningfully engaged in a higher level of thinking throughout the lesson. The students were asked to think and create their own examples of different goods and services. The strategies in this lesson were effective in providing equal opportunities for all students. In the lesson the students all watched the good and services BrainPop Jr. video together and I made sure to give enough time for all students to copy down the definitions. I also gave an equal amount of time to all students to brainstorm different goods and services and then to write and in some cases draw what they had brainstormed. Throughout this activity many different learning types were accommodated. Students who work well through visuals (BrainPop Jr. Video), through writing (definitions), through processing (brainstorming) and through drawing were all accounted for. In this lesson I integrated across the content field. I pulled from prior knowledge by asking the students to think of any item that they would like to sell at the market and then tell me how much they would sell it for (first grade math). This part of the lesson was a success because it made them think past the content taught in the lesson and pull back from information taught in first grade. The integration was reinforced when the students were able to discuss with a shoulder partner what item they chose to sell.

Classroom Environment: Throughout the lesson I used a number of different verbal and non-verbal clues to communicate with students. At the beginning of the lesson I encouraged the students to ask any questions that they had throughout the unit. I also prompted the students to pair up with their shoulder partner to collaborate about their items sold at the market. To help with the flow of the lesson I asked the students to give me a thumbs-up when they were ready to move on (non-verbal). The classroom learning environment was positive and engaging. Through the various independent and partner activities the students were self-motivated and it also allowed for an equitable learning environment. It is seen on the video and also by walking around the classroom that the students were engaged in meaningful conversations and positive social interaction about the lesson and everyone had the opportunity to speak

to a partner about their item they would sell.

Lesson 2: Over all the instructional strategies positively impacted the students learning. The objectives for this lesson were met by all students. This first objective that the students met was to apply their knowledge of goods and services to real world applications. Evidence for this in the lesson/video is seen when I guided the students through their interview preparations worksheet. This worksheet asked the students to list three different jobs, whether that jobs provides a good or service, and what character traits this job requires. Objective three was also met in this lesson when the students were asked to help me list the different types of goods and service a stewardess provides. The instructional strategies in this lesson addressed all different forms of student learning needs. For the students who learn visually I projected the worksheet up onto the promethium board where the students could follow along as I went step-by-step through. For the students who learn audibly I made sure that I verbalized the steps and instructions. In this lesson students were engaged in higher leveled thinking when they were prompted to think about why a certain profession is important and also what character traits someone with this profession might have. When the students complete their own worksheets they will have to seek resources that would be helpful in learning more about their chosen profession independently. In this lesson there was integration between content fields, social science and geography. For the sample profession that I chose I decided to be a stewardess. In my mock interview I explained that the reason why I chose this profession was because I wanted to travel the world and see different cultures. I also connected the places that I visited as a stewardess to what we have been learning in other social studies classes and the reading out of our reading books. This was very successful because most students did not know what a stewardess was and they were able to connect this information to other classes. I was then able to answer more questions about what the job entails and also the benefits of being able to see the world, different cultures and people.

Classroom Environment: In this lesson I communicated using a variety of verbal and non-verbal techniques that fostered classroom learning. To foster active inquiry I would ask the students to help me brainstorm different examples of goods and services that a stewardess might provide. I also gave the students think time brainstorm a number of different professions that they would like to interview on. Non-verbally I made myself available to the students if they had any questions on the interview form by walking around the classroom during think time and observing their process of brainstorming. Verbally I fostered classroom collaboration when I was demonstrating how they would fill in their interview worksheets. I asked the students to help me come up with professions, different goods and services provided and character traits needed. I also did this non-verbally by opening my posture towards the students and making eye contact when I needed to answer the next question on the worksheet. I also fostered interaction within the classroom by verbally prompting the students to help me fill in my interview worksheet. I also did this non-verbally by walking around the classroom and placing my hand on the student's shoulders if they were being a distraction or if I could tell that they were not paying close attention. This helped these students get back on track and focus on the lesson. The students were also able to have positive social interactions with other students when the brainstormed together during their think-pair-share time.

Table 3.3.1 Narrative Reflection of Preassessment, Formative Assessments, and Summative Assessment (limited to 3 pages)

Pre-assessment: The pre-assessment went very well. It was a good mixture of questions that the students knew and questions that got them thinking about the goods and services unit. When analyzing the results of the pre-assessment I was able to conclude that there

were a number of different areas that the students need to approve in. Less than half the students are able to give a proper definition of goods and services and about half were not able to choose examples of each. This directly relates to Objective One; students will be able to correctly define goods and services and also Objective Three; students will be able to list different goods and services. A little over half of the students were able to pull from prior knowledge and choose the correct definition for consumer and producer and on the other side all but one was able to tell me the definition of demand (which is a concept within the content field). This connects to objective Five, which states the students will be able to explain the importance of money exchange for goods and services. Over half the students were able to connect to higher leveled thinking by applying knowledge of producers and consumers. This applies to Objective Two; students will apply their knowledge into real world situations. Using these pre-assessment results I was able to know what areas needed to be reviewed and/or taught more in-depth. To proceed with instruction for all students I wanted to cover Objectives One and Three early so that the students were exposed to goods and services definitions and examples multiple times in the course of the eight day unit. I also proceeded with a reviewed instruction of consumers and producers but took the lesson further by adding in the importance of money exchange in goods and service (Objective Five). For differentiation for all learners I created lessons that were both visual and verbal along with some that were hands-on and partner based.

Formative Assessments:

Informal:

As an informal assessment I checked were students knowledge was at mid-way through the unit I had the students think-pair-share during a couple of different lessons. I asked the students questions from the pre-assessment and also other related questions that they then had to think, analyze, talk with other classmates and share with the class. Analyzing theses results I concluded that more instruction on examples of goods and services still needed to be reviewed. Students understood learning objectives 1, 2 and 5 but it was the learning objective 3 that needed more instruction time. Based on these results students I adapted the students interview sheet to ask the students to list different goods and services their chosen mock-interview profession provides. To differentiate instruction for this lesson I placed higher level students with lower for a heterogeneous partner groups for the think-pair-share portion.

Formal:

Reviewing the results from the goods and services worksheet students are understanding the concepts of the unit and meeting most of the learning objectives. All students received 100% on their formal assessment worksheet. The goods and services worksheet covers learning objectives 1, 2, 3, and 5. Based on the results of the worksheet the students are not only learning these objectives but they are also able to apply this knowledge to real world applications, and content this knowledge with the content field. I did not make any adaptations to the rest of the units plans based off of the 100% proficiency. Differentiation with this formal assessment was seen in partnering students up in lower and higher leveled groups. This gave the higher students the opportunity to teach and share their knowledge and the lower leveled students are able to learn from their classmates.

Summative Assessment:

Analyzing the data between the summative and pre-assessment we find that all students either stayed at the same level or improved greatly throughout the unit. The subgroup (or students who come from single-parent households) either stayed at the same level or

improved their test scores on average by 3 points. The rest of the class improved their test scores by about 27%, placing the average test score for the summative assessment at 89%. Based on these results I can see that the students overall understood the concepts taught in the goods and service unit. Learning objective 1: **100%** of the students can identify the definition of service and **94%** the definition of what a good is. Learning objective 2: **71%** can apply their knowledge of goods and service to real world situations. Learning objective 3: About **76%** can list different goods and services. Learning objective 4: **100%** of the students were able to correctly participate in a mock-interview dealing with professions that provide either a good or a service to the community. Learning objective 5: **91%** of the students were able to connect the importance of money exchange for goods and services. My students learned what I intended for this unit. All of the objectives were met with passing percentages between **71%-100%**.

Table 3.3.2a Chart/Table/Graphs of disaggregated data for the Preassessment (limited to one page)

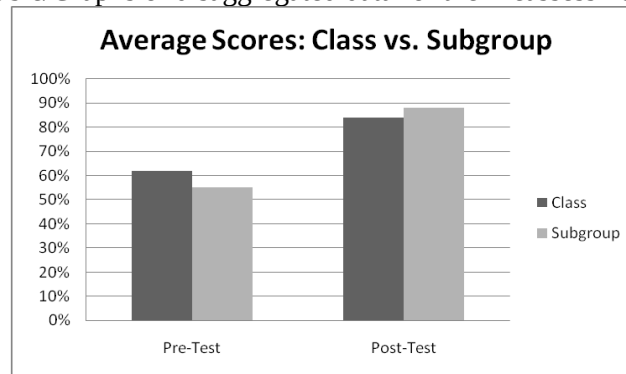
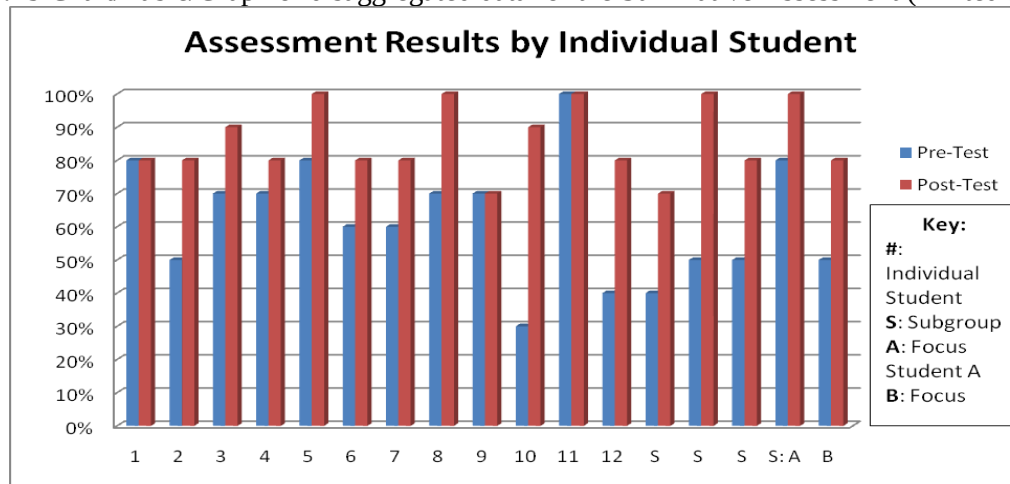


Table 3.3.2b Chart/Table/Graph of disaggregated data for the Summative Assessment (limited to one page)



Task #4 -Reflection and Professionalism

Narrative 4.1.1 Reflection on Learning Objectives (limited to 2 pages)

The two learning objectives in which my students were most successful were objectives 1 and 4.

Objective 1 which states the students will be able to correctly define goods and services was successfully reached in many ways. The students were exposed to the definitions multiple times throughout the unit. They were first introduced in the BrainPop Jr. video on goods and services. The students not only heard the definitions in the video but I repeated the definition, and they repeated it after me (choral reading), and they were then asked to copy the definition onto a guided note taking sheet. They were also exposed to the definitions during an informal assessment. I also then provided me with a definition of both goods and services, which provided the students with a review. Also, in order for the students to ask correct questions during the “Guess Who” day they needed to know the definitions of goods and services. One other area that learning objective one was incorporated was with during the mock-interviews. The students needed to be able to identify whether their profession provided a good or a service to the community. To extend student learning and academic growth concerning objective one I would have the students create their own definitions of goods and services using their own words. This would give the students the opportunity to reach a higher level of learning.

Objective 4 states that students will participate in a mock-interview that deals with goods and services. This objective was successfully reached by all of the students in the class. In order for these interviews to be successful we took many days practicing, going through examples and also rehearsing. I took the students through step-by-step on how the interview process was going to look, from filling in the worksheet, to practicing with a partner and finally to filming on the green screen. This played a huge role in the students success of the lesson because they were able to hear my thought process while filling in the interview form and also visually see how the practicing and filming for the interview will go for them. The students also had three classroom days to work on their interview forms and rehearse their interviews. This greatly contributed to their success because they were able to ask questions and also memorize some of their lines so filming went as smoothly as possible. To extent student learning and academic growth concerning objective 4, I will try to encourage more parent involvement in the future. I will ask my students parents to help their child research job requirements and characteristics needed of their profession. In the future I will also ask the students to run through their interview lines with their parents so that on filming day the students will be able feel more comfortable in front of the camera.

The two learning objective in which my students were least successful were objectives 2 and 3.

Objective 2 states the students will be able to apply their knowledge of goods and services into real world applications. One reason why the students may not have succeeded as well with the objective is the fact that this objective asks the students to apply learned knowledge of what they have learned which is a higher learning level. Another factor that may have played into the lack of success rate with this objective may be that a number of students were absent the day of our “Guess Who” day. For the “Guess Who” activity I asked parents, community members, and other professionals in the district to discuss with the students how their job contributes various goods and services to the community. In this activity we focused directly on learning objective 2. Unfortunately I was not able to move the date of this activity so the students who were absent from class were not able to take part in this activity. In the future, to

improve my student's performance I can film the "Guess Who" day and up load it online so the students who were absent could view the lesson and learn more about real world applications. In the future, I could also create a record book for the students who were in class for the "Guess Who" activity. In the book I would ask the students to list the presenters name, profession, circle if they provide a good or a service and also explain why they would like to have this profession in the future or why they would not.

Objective 3 states that the students will be able to list various types of goods and services. A factor that could have played into the student's lack of success on objective 3 could be the lack of opportunities to list different goods and service on their own. In most of my assessment, formal and informal I had a list of goods and services and asked the students to circle either the goods or the services. In the future I will have my students create a list on their own during the unit. I will formally assess this list and use the data to make adaptations if needed to the rest of the lesson. Another possible reason for my students lack a success could also be related with the number of days missed due to snow. Many of my lessons had to be moved and re-altered due to multiple snow days and also the absence of my host teacher. This disruption in the schedule caused some students to be inattentive or distracted during the lessons. This is obviously a factor that I cannot predict or change but upon reflection there are some things that I would like to do in the future that will help the students maintain concentration. One thing that I will do is make sure that before each lesson we have a review of what we have learned so far. I will also ask the students to think-pair-share about different prompted questions. This will get the students engaged and involved so hopefully they will be ready to learn new content material.

Based on my assessment results I learned that my students respond well to visual teachings and also when they are able to think through a concept with a partner. I also learned that it is very important to be able to make adaptations throughout our unit. There were many different factors that played a role in me having to be flexible and adapt my lessons according to what needed to be taught. Through the many snow days I learned that you need to adapt to your students mood. If they are talkative and energized, get them into multiple brainstorming teams to get them talking about the unit. I also learned that it is important to adapt the lessons based off of assessment results. From the pre-assessment I learned that my students had a good handle on the importance of money exchange so I spent less time teaching that concept/objective and more time teaching students objective 1 which is the definition of goods and services.

Narrative 4.2.1 Reflection on Future Professional Development (limited to 1page)

In an overall reflection on this unit I was very pleased with the lessons. The students were engaged throughout the unit and the end goods and services interview project was a nice wrap-up. Reflecting back on the lessons taught there are a few areas were improvement can be made. One in which would be to give the students more opportunity to work with technology. Even though throughout the unit technology was highly used I, as the teacher, was the one using most of the tools. I would have loved to see the students working more hands-on with different technology tools such as the promethium board, I-pads/I-pods, and computers. To continue my professional development and learn how to incorporate a more technology based lesson I would attend various workshops that offered this kind of teaching. I would also network with other professionals who use technology in their lessons and see how they integrate these helpful tools. Another area of improvement in teaching skills would be to incorporate more cooperative learning strategies into my classroom. In this unit I would like to have my students involved in more discussions and hand-on

activities. I would also like to see my students talking to one another about the unit, moving into that higher level of thinking, and have 100% engagement in learning. To pursue this professional development goal I will register to attend a Kagan Professional Development Workshop which travels through the U.S. on a yearly basis. I would also contact other professionals throughout the district who implement cooperative learning into their classroom and observe a typical lesson. This will equip me with learning tools and teaching methods that will aid me in using cooperative learning methods in my lessons.

Table 4.3.1 Communication Log (limited to 2pages)

Date	Person Contacted	Method of Contact	Reason for Contact	Result or Impact on Instruction	Follow Up (if necessary)
February 2, 2011	2 nd Grade Teacher	Personal Conversation	This teacher is well versed in using I-Movie software. I was seeking advice on how to use the green screen setting and other uploading/downloading features.	I was able to take the knowledge that I learned and complete an I-Movie project with all the students interviews taped in front of a green screen. I was also able to show the students, using a promethium board, how I completed this project using I-Movie.	N/A
February 7, 2011	Cell Phone Electrical Manager	Email	A community member that I asked to be a participant in the “Guess Who” activity. He was able to discuss with the students how he provides goods to the community through his profession.	The students were able to see and hear from a community member firsthand how they provide goods. They also were able to ask questions related to this type of work and to see equipment that is used.	Thank you email
February 7, 2011	Elementary School Principal (professional)	Email and personal conversation	I asked the school principle to be one of the “Guess Who” contestants and talk about the service that he provides for the students, teachers and community.	The students were able to learn about a service that is provided in their school and also continue to build a relationship with their principal.	Thank you email
February 11, 2011	Student	Personal conversation	This student needed assistance in picking a profession that they would like to interview in with our goods and services unit.	She was able to think about the things that she likes and is talented at and then apply these skills to a profession that is related.	N/A

Date	Person Contacted	Method of Contact	Reason for Contact	Result or Impact on Instruction	Follow Up (if necessary)
February 15, 2011	Parents	Letter home with students	I informed the parents about the green screen interview project and also asked them to send different clothing and/or props with their child for the project.	Student interviews were enhanced by the added character of different costumes and props.	N/A

Narrative 4.3.2 Reflection on Impact of Communications (limited to 1 page)

The communication that I had between parents, community member, students, and other professionals was very beneficial to the overall unit on goods and services. The communication made with the community member and also the school principal directly affected the students learning in this unit. The students were able to ask questions that furthered their knowledge of different types of goods and services provided around their community. The students were also able to take real-life examples and apply the terms and ideas of goods and services into a real world setting. The communication made with the parents also played a role in the students learning. The parents were to help their child find clothing and props that would fit well with their child's chosen profession. In this, the students learned about different tools and also uniforms that correlate along with a certain good or service job. The communication I had with one of my students greatly impacted her learning in this unit. She was able to apply her skills and likes to a possible future profession. She then was able to research the job requirements and see if this is a possible profession she actually might want to have when she is older. This improved her self-esteem which directly correlated into her interview with her partner.