

**New Mexico Professional Development
Dossier Simulation Packet
For Strands A, B, & C**

July 2010

New Mexico Professional Development Dossier Simulation Packet
For Strands A, B, & C

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Strand A: Instruction Simulation

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-Criteria for Success: Strand C

Introduction

The New Mexico Professional Development Dossier (PDD) is a focused, compact collection of documentation compiled by a teacher seeking licensure advancement and his/her school district administrator. The PDD documentation is a collection of classroom data (lesson descriptions, handouts, student work, video and audio recordings, photos) with explanations of that data written by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide evidence to determine when a teacher is qualified to advance to a higher level of licensure. Complete directions for completing the PDD are found in the *Requirements & Guidelines for the Preparation of the Professional Development Dossier for Teachers*, now available on line at <http://teachnm.org>.

The New Mexico Professional Development Dossier Simulation Packet for Strands A, B & C provides teachers with examples of what these strands of the PDD might look like in practice. It is designed to allow teachers who have never before assembled a similar collection of evidence and explanation to view simulated work that is keyed to directions for POD Strands A, B & C. The strands have been formatted according to the templates provided to guide electronic submission of the dossier. These templates are available at <http://www.teachnm.org>.

The Simulations for A, B & C were created by separate teachers and are not meant to be a "complete" dossier. They will not serve as a "perfect" model to emulate. Instead they illustrate work related to different grade levels and content areas. Every PDD is unique and presents a story of one teacher's professional work in a school setting. No two dossiers will look alike.

Teachers are encouraged to review the Simulations and the accompanying reflective questions as they complete the requirements for dossier submission. Further assistance in carrying out this work can be found in the *New Mexico Teacher's Supplemental Handbook for Developing a Professional Development Dossier*, tutorials and training modules available on line at <http://teachnm.org>.

Strand A: Instruction Simulation

How to use this Strand Simulation:

Because of changes in PDD Guidelines from the Field Trial conducted in May 2004, as well as issues of privacy and prohibited use of copyrighted materials, we do not provide a sample of an actual PDD. The Simulated Dossier Strand A included here is meant to provide an illustration of what your entry might contain. It is not a "perfect" dossier strand. There is no single "Right Answer" to complete a satisfactory dossier. Every PDD will look different and take many different paths to demonstrate the competencies. Each PDD should reflect the unique characteristics and practices of the classroom teacher who is working every day towards meeting the needs of all his/her students. As you study the Simulated Entry, analyze carefully how the author attempted to meet the PDD requirements for Strand A. Read and discuss the "Writing for Review Focus Questions" that follow each Simulated Section to think about what you have learned from reading this piece -- what writing strategies or approaches you saw here that you can apply to tell your story -- what other kinds of information that are relevant to your classroom and your teaching that are different from information presented in the simulation. This Simulation is written to meet Level II Competencies and Indicators. Study the Criteria for Success for Strand A to explore how the entry illustrates good practice and/or might be strengthened for clarity or substance. Consider strengths and weaknesses of the Simulation in meeting the requirements. Identify elements that you might do differently. Teachers moving to Level III should review carefully the Indicators and Criteria for Success for Level III and note what they might need to include in Strand A to demonstrate the higher level performance expectations.

Strand A: Instruction Simulation

I. Context

A. Class Information

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| 1. Grade level(s): | 6 |
| 2. Course title/subject area: | General Mathematics |
| 3. Number of students in the class: | 30 |
| 4. Number of students with identified special needs as indicated by IEP's: | 5 |
| 5. Number of students with identified special needs as indicated by IEP's: | 10 |

B. Class Description

The students in this class are a typical make-up of most classes at my school located in an urban community. The class includes different races and ethnic groups, including Hispanic (53%), African American (23%), white (21 %), and Asian (3%). A third of them are at different levels in learning English as a second language, and one-sixth are special education students with IEP modifications. Our standardized test data from last year has determined we are a school "In Need of Improvement." Math scores had improved from the year prior, but were still below the norm.

When all the sixth grade students were given a school wide mathematics pretest the first week of school, it was determined that many of the students had a limited understanding of fraction concepts and the addition of fractions. Operations with fractions are presented in the sixth grade curriculum, but the pretest made it evident that a review of basic fraction concepts was necessary before continuing with addition of fractions.

Error analysis of student work on the test showed many students were having difficulty with a basic understanding of the fraction related to a whole concept when using various operations. As a result, all the sixth grade classes this year are focusing on increasing students' understanding and application of this concept.

C. Standards Addressed

Sixth Grade Math Standard:
Strand II: Number Sense and Operation

Content Standard: The student demonstrates number sense through experiences with meaningful mathematical problems that focus on number meaning, number relationships, place value concepts, relative effects of operations, and multiple representations to communicate sound mathematical thinking.

Benchmarks: The student will be able to:

- correctly select and use the appropriate number form;
- explain the part-whole relationship; identify equivalent fractions

D. Additional Information (Optional)

The school at which I teach has been designated a Title 1 school. It has 80% of the student population on free/reduced lunches and has a high number of students who are learning English as a second language. It is also a school with a high mobility rate and is located in an area of town with higher than average crime statistics for the city as a whole. The most recent census showed that about 45% of our students live with a single parent; 28% of our students do not have a telephone; and many live with a legal guardian other than a parent. In order to meet the needs of students who come from such a wide range of backgrounds, our school philosophy advocates creating safe classroom communities where teachers emphasize respect for others and students learn collaboratively in hands-on kinds of activities.

- - - - - Pause to Reflect - - - - -

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| Section I. Context Simulation: "Writing for Review" Focus Questions |
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Now that you have read Section I: Context, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section I. Context meet the directions for the section? (Note that the Standard and Benchmarks are written in full, as indicated in the instructions of the *PDD Guidelines*.) Do all written texts stay within the maximum limit of words allowed for each section?
2. Did the author give adequate detail to understand the whole picture: the nature of the school population, general characteristics of the students in the class, and the instructional needs of these students in the content area featured in the segment of instruction?
3. Is there any other detail/information that you think the author might have added or clarified to strengthen his/her writing?
4. What have you learned from reading this section of the Simulation that you can apply in completing Strand A, Section I of your own PDD? What other important information do you need to include to describe your teaching setting and students that wasn't relevant to this section?

II. Introduction

What knowledge and skills did this instruction help your students learn?

The knowledge and skills my students gained from this instruction were in the form of meeting objectives and benchmarks related to the Standard I chose. At the end of our fraction unit, which included much more (3 weeks total) than the 3-5 hours of instruction included in this dossier, students were able to: correctly select and use the appropriate number form; explain the part-whole relationship; identify equivalent fractions; order a mix of fractions; describe the effects of arithmetic operations on fractions; develop and test strategies for all operations using fractions with like and unlike denominators; to estimate and solve problems involving fractions and to justify the reasonableness of the solution.

How did this segment fit in with previous and continuing instruction?

The mathematics pretest given at the beginning of the school year showed a large disparity in the students' knowledge of fractions. It was very important that the students have a general understanding of fractions before moving on with instruction. I intended to enrich the students' knowledge of basic fraction concepts in order to provide them with a strong foundation on which they could build a clear understanding of operations with fractions.

The lesson started with a review of basic fraction concepts and moved to helping students construct meaning for adding fractions with like and unlike denominators. Once the understanding for adding fractions was cemented, the other operations with fractions were

easier for students to grasp. Instruction continued with adding mixed numbers and then subtraction, multiplication and division of fractions.

How did this segment integrate skills or content from more than one subject area?

This particular lesson plan involved some of the basic skills in the language arts standards, for example, writing; listening and speaking. Students need to have the ability to write about and discuss mathematics effectively. Through the use of bellringers, exit cards, and small/whole group discussions, students were able to turn visual insights and questions into clear communication. They were able to turn representations, conjectures, results, and errors into a better conceptual understanding.

I believe that the degree to which a student's ability and understanding is encouraged depends on developing effective communication skills by both the teacher and the student. If students do not understand their teacher or know how to communicate well themselves, they can not explain their understanding of a mathematical concept without frustration and loss of motivation.

How did you organize the educational setting to enhance student learning in this segment?

The daily agenda and objectives are displayed prominently and reviewed at the beginning of each class. The environmental setting of my classroom is in a 'u' shape which can easily be changed into small group pods of 2-4 students. For this lesson, students were initially in a whole group setting and then later in groups of 2-4. Student desks are always placed so I can have easy access to all of my students. It is my goal to be within arm's length of each of my students at least once during class time. This gives each of my students equal access to me regardless of ability or gender.

There is always a materials table stocked with the miscellaneous supplies needed for the lesson. One student per group is selected to pick up or return manipulatives and other supplies to the materials table. The chalkboard and the overhead were placed within visual access of all students.

How did you differentiate instruction for students with diverse needs?

One of my students has a hearing disability and needs to be seated closer to the front of the room. She is seated on the left side of the room so her ear with the least amount of hearing loss is closest to where I stand when giving instruction (preferential seating).

IEP modifications were followed for students with special needs. These included: more time for completing work; shorter assignments; an increased amount of individualized help; frequent and immediate feedback; and flexibility in types of product outcomes.

Sheltered instruction for ESL students included: clearly defined content objectives; emphasized key vocabulary; activities that integrate all language skills (reading; writing; listening and speaking); and use of a variety of techniques to make content concepts clear such as the use of manipulatives, visuals, gestures and modeling.

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| <i>Section II. Introduction Simulation: "Writing for Review" Focus Questions</i> |
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1. Did all parts of the response to Section II. Introduction meet the directions for the section? Do all written responses stay within the maximum limit of words for each section?
2. Did the author give adequate detail to clarify his/her response to each question?
3. Is there any other detail/information that you think the author might have added or clarified to strengthen his/her responses?

What have you learned from reading this section of the Simulation that you can apply in completing Strand A of your own PDD? What other important information do you need to include to describe your teaching setting and students that wasn't relevant to this section?

III. Instructional Record (3 to 5 consecutive or connected hours)

Special Note: This Simulated Instructional Record includes a number of activities to illustrate the wide range of different activities that might occur in any lesson and how a teacher might explain each one. It is not intended to imply that every lesson has to use a series of 10-30 minute activities. Likewise, the descriptions and explanations are lengthy in some cases to include a number of illustrations of descriptions and explanations of activities. Consider the responses in the Simulated Instructional Record as examples of different ways a teacher might describe and explain his/her practice.

Bellringer: What do you know about fractions? (Whole group, 15 minutes)

Before the students enter the classroom, a small white board is placed at the front of the room with a written math task or question for 'What do you know about fractions?', and answered in complete sentences. After about 5 minutes, students were asked to share their responses as I wrote them down on a transparency. We periodically referred to the transparency to see what the students might want to change or add.

My students are accustomed to entering the classroom and having a daily written or mathematical exercise to start the day. They the students. Students copied the question, have about 5 minutes after the bell rings to accomplish the requested task, then as a whole group we go over the various student responses. Most of the time, I prefer to use an open-ended question or task which is done independently. The class has been trained to value all responses and to let all students explain their thinking without making judgments. This short activity allows for review; a 'temperature check' about what is known; and as a way for students to use metacognition as a tool for increased math understanding. It is also a good way of integrating writing into the math content.

Part to whole connections. (Whole group, 10 minutes)

I then showed the students a 6-pack of soda pop. I asked the students questions about the 6-pack of soda and how each individual soda relates to the whole. i.e. "What is the connection to the whole 6-pack when one is taken? When 2 are taken?" And so forth... Students were referred to the information we had just collected about fractions (the transparency). When I knew the students had a good grasp of the part-to-whole connection, we moved to the next part of the lesson.

By using the 6-pack of soda, students were able to see a relevant and concrete use of fractions, which aids in creating understanding. They were also able to make part-to-whole connections and test the information they had compiled in the previous activity.

Manipulative Use (Whole group/Dyads, 25 minutes)

I asked students if they remembered using Cuisenaire© rods to build trains as we had done in a previous activity. Once we had a brief discussion of the 'train' building exercise and our rules for working with manipulatives, I divided the students into groups of 2. One student from each group was asked to come to the materials table and pick up the manipulatives for their small group. Students were to use their manipulatives to hypothesize, test and discuss with their partners how they might use the rods for adding, based on their previous experience with them. I walked around the room listening to the conversations. At the end of this activity, students were asked to share their discoveries as a whole group.

The students had already had prior experience in using Cuisenaire© rod manipulatives when they were learning about equality and inequality of fractions; therefore, there was no need to spend much time introducing the manipulatives. The students were able to use the rods as a concrete model to promote understanding and computational skill. It is important for students to have a good understanding of a model representation, before working with symbolic and word representations. The students were able to use manipulatives to construct meaning in adding fractions by creating and testing strategies with a partner. The verbal sharing of discoveries helps students clarify their thinking by using the appropriate mathematical vocabulary. It also stimulates thinking and reflection of other students. Their sharing also helps me to gauge their understanding and how to modify my lesson if needed.

Manipulative Use in Making Connections (Dyads, 50 minutes)

Students were told that in order to represent fractions with the rods, a rod needs to be chosen to serve as a unit (in other words, to represent the whole, or the value of 1). "You must be able to represent the rod you choose with at least one single-color 'two-car train' of the same length, made out of shorter rods (with no pieces left over)."

After I showed this on the overhead, students were asked to model the example and then build a train and explain it to their partner. I circulated the room to listen to explanations and to view their models. I then gave the students specific addition problems. The answers they were sharing were in model form, not symbolic form, i.e. If a dark green rod is one whole train, then how many red trains are needed to make a whole (green train)? (See Resource 1, Introducing Addition of Fractions with Rods) I circulated the room and asked questions as a means of checking understanding. Answers were reviewed as a whole group by having student pairs come up to the overhead to display and explain their answers. I then explained how the method we were working with allows us to use the rods to do addition with fractions. For example, if you want to add halves, the shortest rod you can use to represent "1" is red - you can make a two-car one-color train out of white rods that is the same length as a red. In this case, each white rod represents a half. Students built this example and wrote the symbolic representation as well. We talked about how the next-longest rod with a two-car one-color train is the purple rod and continued with many different color rods. We continued to explore the different models for adding halves and thirds, using dark green to represent "1." I then used a different color rod (brown) to represent 1.

Students were given time to build their own

Two of my students have IEPs which require extra time in completing fewer problems. They also need extra individual help from me. To help all students, but especially ESL students and special needs students, overhead manipulatives were used along with written words for the specific colors of the rods. By publicly showing and explaining their answers, the class is able to see whether they agree or disagree. The class can also ask questions of the presenting pair of students, which helps the pair to explain or 'teach' what they know. It also helps students make a verbal connection using words to explain the model. The handout was collected and assessed for understanding and as a guide for tailoring my instruction.

I used overhead manipulatives to show the relationships I was talking about and I drew pictures to help the ESL and special needs students better understand the connections. In this part of the lesson, I began to refer to the manipulative pieces by their fractional value in symbolic form, i.e. $\frac{1}{2}$, $\frac{1}{3}$ etc. As we talked about the rods and their relationships to one another, I either wrote the symbol and asked a student to read it or I asked the student to come up and write it. When students were asked to build their own trains to represent the rod color of their choice, they were making connections to addition.

Students were to notice that the fractional value of the rods change each time the rod that represents 1 is changed.

The 'exit card' is used as a way for students to reflect on the lesson and for me to know what concepts students are still having difficulty with. Because the card is confidential, students are more likely to admit confusion on the card than in a public setting when asked, 'Does everyone

trains to represent 1 and all the ways it could be expressed with other rods. Students were asked what they noticed about the fractional value of the rods when the rod that represented 1 was changed.

To end the class period, students were asked to fill out an 'exit card'. On this card, students were to write a response for two questions. 1) What did you learn from today's lesson? 2) What questions or confusion do you have about today's lesson?

Homework problems were given for practice. Students have a paper set of fraction rods for use at home.

understand?' I like to use exit cards as a formative type of assessment.

Adding Fractions with Like Denominators (Whole group/ Small group, 30 minutes)

To start the class, I went over the responses to the exit cards. I reviewed what the students said they learned and went over some of the questions/confusion. The students were put into groups of four (2 pairs). I asked students to guide me in writing a number sentence which represented the first problem in Resource 1. I asked questions which facilitated the students in constructing a number sentence. The students were then asked to use the manipulatives to aid them in writing a number sentence using symbols for the other problems. i.e. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$

Each student in the small group was given a diagram (See Resource 2, Adding Fractions Using Rods) to cover with rods showing the fractional parts of an orange rod. Students were to discuss their individual findings with their group. After the group work, a whole group discussion was held to help students see different possibilities for defining the orange rod with equivalent fractions. A list was made on the overhead of all the different combinations. Students were then asked to look at the covered diagram and to make other connections with the rods for adding to a whole. i.e. 5 white rods and 1 yellow rod equal 1 orange rod.

Starting the class with a review of the students' responses to the exit cards is a good way for my students to see that I find their responses important and that I value their concerns. It also helps to clarify any misunderstandings of content. The students were placed in pairs by language and by mixed abilities.

Once I was sure the students had a good understanding of how the length of one rod could be defined by the lengths of other rods, and how symbols could be used to represent the relationship, we started to write number sentences to reflect the model. I checked with each group to be sure the ESL and special needs students were participating within their groups. Students were beginning to place a numerical symbol to their understanding of the model.

The diagram helped the students see the relationship between $\frac{1}{5}$, $\frac{1}{2}$, and $\frac{1}{10}$ in relation to 1 and to each another. The fractional parts reflect different denominators although we did not yet discuss the terms 'different denominator'. The reflective discussion involved students, as a group to think more deeply about a topic and therefore, come to some conclusion.

Adding fractions with different denominators (Dyads, 30 minutes)

Students were asked to get with the partner they had yesterday. I explained how using the rods to model addition is a simple matter of "making trains."

I told them to think of addition as merging different "cars" of the trains. For example, since red = $\frac{1}{3}$ of a dark green rod and light green = $\frac{1}{2}$ of a dark green, you can model $\frac{1}{3} + \frac{1}{2}$ by putting a red and a light-green rod together: Their combined length is equal to a yellow rod, whose value is $\frac{5}{6}$.

Therefore, $\frac{1}{3} + \frac{1}{2} = \frac{5}{6}$. A red rod and a light-green rod are two different lengths, so you won't get an answer that's expressed in terms of either rod. Therefore, you need to find a new rod to illustrate your answer. Turn to your partner and show them why the answer is $\frac{5}{6}$? How could this be written as a number sentence? Write one and share it with your partner. Students were to discuss their answers and then share them with the class. Students were given 5 more problems to build with the rods. After reviewing their answers, students were asked to make up some of their own problems and ask their partner to show how to solve for the answer and what it would look like as a number sentence. Students were asked to come up to the overhead projector and to model their problem. I checked for understanding by observing and listening to student groups before continuing instruction.

I explained how the rods could be used to add fractions with different denominators and with a different representation for 1 whole.

Students were defending their thinking by showing and explaining the answer for each problem. By asking the students to write a number sentence to explain the problems, students were furthering their understanding because they were placing the symbols to the problem.

Adding fractions with different denominators (Whole group, Dyads, 30 minutes)

After checking for understanding, I posed anew problem to the students. Build a rectangle that includes a blue rod and a white rod. How could this be written in numbers? ($\frac{9}{10} + \frac{1}{10} = \frac{10}{10}$ or 1) How do you know? If you wanted to compare

In asking the students to think about the combining of 2 rods as a new representation of 1, the students were transferring the knowledge they had learned to a new situation. Transference is a higher order thinking skill that the students will be able to

a yellow rod to the rectangle you made with the blue and white rod, what fractional amount is it? ($\frac{1}{2}$) Students were asked to write how they knew this was true and to draw a picture of what they were explaining. They then shared the answers.

Students were given 6 problems to solve with an explanation in words and a pictorial representation of their solution.

do when their understanding is clear of the part-to-whole concept.

Students were able to reflect and clarify their understanding by making a pictorial representation and by explaining their reasoning in writing.

- - - - - Pause to Reflect - - - - -

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| Section III. Instructional Record Simulation: "Writing for Review" Focus Questions |
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1. Did all parts of the response to Section III. Instructional Record meet the directions for the section? Does the segment of instruction fit the specified limits of 3-5 hours of instruction? Do all written responses stay within the maximum limit of words for each section?
2. Did the author give adequate detail to clarify his/her response to each question?
3. Does the author explain all the activities listed in the "description" sections of the Instructional Record?
4. Does the author use a variety of activities that also fit together in a coherent segment of instruction and address the identified Content Standard, Benchmarks or learning goals?
5. Is there any other detail/information that you think the author might have added or clarified to strengthen his/her responses?
6. What have you learned from reading this section of the Simulation that you can apply in completing Strand A of your own PDD? What other important information about your teaching do you need to include to describe and explain your instruction that wasn't relevant to the simulation?

IV. Resources (maximum of 4 resources)

The list included here is representational only. Resources are not actually pasted within the text in this simulation as indicated by the directions to "click here to insert ... " They are meant to give you an idea of the variety of resources the author selected. You will insert/paste/reproduce the resources you think are relevant within your own dossier. **

Resource 1:

Author: John Bradford

Title: Everything's Coming Up Fractions with Cuisenaire© Rods

Handout: Introducing Addition of Fractions with Rods

Source: Cuisenaire Company of America, Inc.

Date of Publication: 1981

[Click here to insert / paste / reproduce the selected resource.](#)

Resource 2:

Author: John Bradford

Title: Everything's Coming Up Fractions with Cuisenaire© Rods

Handout: Adding Fractions Using Rods

Source: Cuisenaire Company of America, Inc.

Date of Publication: 1981

[Click here to insert / paste / reproduce the selected resource.](#)

Resource 3:

Author: Teacher

Handout: Adding Fractions Test

[Click here to insert / paste / reproduce the selected resource.](#)

Resource 4:

Author: Teacher

Handout: Rubric for Adding Fractions Test

[Click here to insert / paste / reproduce the selected resource.](#)

- - - - - Pause to Reflect - - - - -

Section IV. Resources Simulation: "Writing for Review" Focus Questions

1. Did the response to Section IV. Resources meet the directions for the section?
2. Do the resources illustrate a variety of curricular and/or instructional materials? Are they connected with activities listed in the instructional record and the learning goals for the segment of instruction?

What have you learned from examining these resources that you can apply to your own dossier development? What kinds of resources have you thought of that will support the segment of instruction you're describing in Strand A?

V. Student Work

The author chose to take one key problem to show by a means of comparison the different levels of achievement in his/her class. The original student work is not included here. The student work samples have been typed to ensure clearly readable text. Remember that you must use copies of ORIGINAL student work in your Dossier.

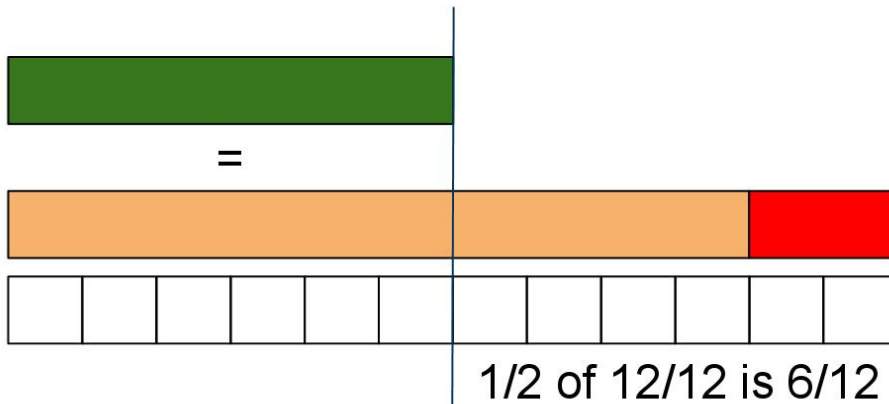
Student#1: Example of High Achievement

Directions: Using the large rectangle above (not pictured here). show your answer to the following problem 3 ways:

1. In numbers.
2. In words-Tell what you did to get the answer and how you knew it was right.
3. Draw a picture of what you did to find the answer.

1. What is the sum of a dark green rod and a white rod?
 $1/2 + 1/12 = 7/12$

One dark green rod is equal to 6 white rods. One orange and red rod is equal to one or another way of saying this is $12/12$. Since 6 is $1/2$ of 12, one dark green rod is $1/2$ of the orange and red rod. I already said that 12 white rods make up the orange and red rod, so 1 white rod would be $1/12$. 6 white rods and 1 white rod are 6 white rods. Each white rod is $1/12$ and seven would be $7/12$.





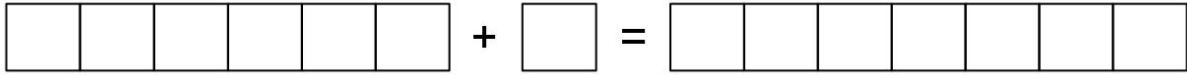
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6/12

1/12

7/12

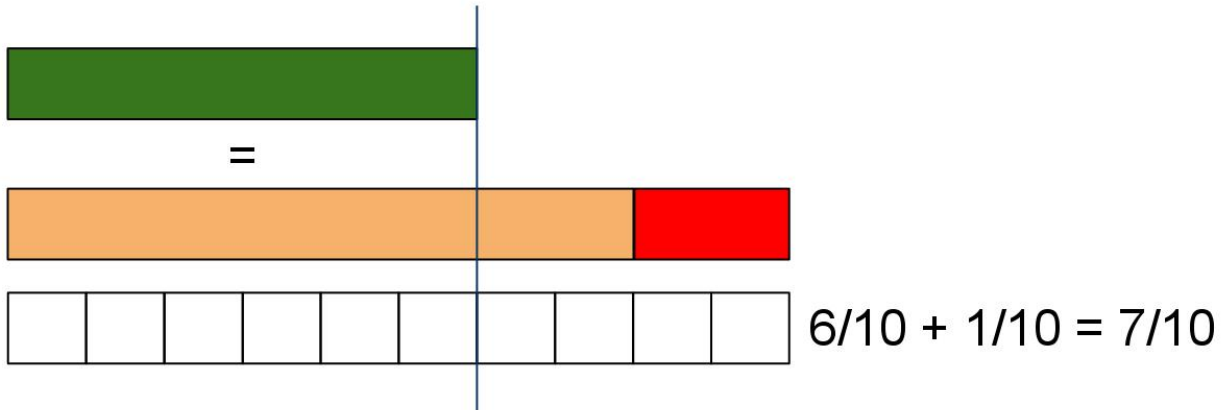


Student #2: Example of Mid-Range Achievement

- 1. What is the sum of a dark green rod and a white rod?

$6/10 + 1/10 = 7/10$

One dark green rod is equal to 6 of the white rods it takes to make an orange rod, because it takes 10 white rods to make an orange rod. If you have 6 out of 10 white rods and you add 1 more white rod the total is 7 rods out of 10 which is 7/10.



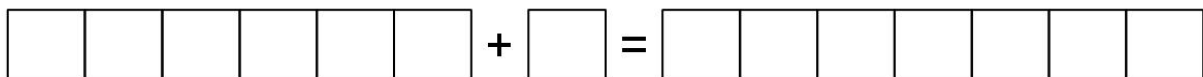
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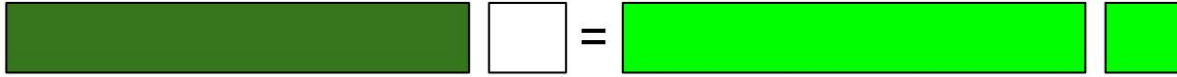


6/10

1/10

7/10





Student #3: Example of Low Achievement

1. What is the sum of a dark green rod and a white rod?
 $1 + 1/6 = 2 \frac{1}{6}$

One dark green block is equal to 1. One white rod is 1 out of 6 of the dark green rod, because it takes 6 white ones to make a dark green one. So 1 and 1/6 is makes 2 of the light green rods and 1 of the squares is left over.

- - - - - Pause to Reflect - - - - -

Section V. Student Work Simulation: "Writing for Review" Focus Questions

1. Did the student work examples selected for Section V. Student Work meet the directions for the section?
2. Do the student work examples clearly illustrate high, mid-range, and low achieving work?
3. Are the student work examples related to the goals and activities described in the Sections I, II, and/or III?

What have you learned from examining these work examples that you can apply to your own dossier development? What kinds of work examples have you selected for illustrating the range of student achievement as related to the segment of instruction in Strand A?

VI. Analysis of Student Achievement

- A. Student achievement was assessed in different ways for this segment of instruction. Exit cards, observations, class discussions, group work, homework and a test were used to check for understanding and growth. Exit cards were a way for me to measure student understanding in order to change my planned instruction if needed. Observations and group work provided me with formative assessment strategies. Class discussions were both a way of checking for understanding and for use in changing the lesson. Homework was practice, but still an assessment of the students' understanding. The test (Resource 3) was used as a summative assessment of the concepts. To accommodate different abilities, students were able to use manipulatives for any of the examples used to show understanding. Students with special needs were evaluated given the modifications stated in their IEPs. ESL students were able to also draw their representations of the answer to help with clarity.
- B. Before I began the lesson, I determined how I was going to evaluate the objective I wanted the students to accomplish. See 'Standards Addressed' on page 2 of this document. I developed a rubric to use as a grading tool (Resource 4). The rubric I used for myself was not 'kid friendly,' so in order for the students to know what the target was, I went over my rubric with them. As a whole group we discussed the meaning of my rubric to them. As a whole group, we also developed examples and posted examples of what meeting the objective might look like at each level. We also reviewed the lesson's objective quite often. I believe that students should think about what constitutes a 4, 3, 2 or 1 level paper. By collaboratively developing these examples, students should have few, if any questions about what to strive for in their work.
- C. In regard to Math Standard and Benchmarks, the high achievement example presented a very clear explanation in understanding mathematical concepts used to solve the problem. Student #1 explained in detail the equality of the rods and her knowledge that the one orange rod and the one red rod represented one whole. She wrote the symbolic representation of the constructed model in a correct number sentence. She used words to explain reasoning clearly. She used correct terminology in making connections between the rods and her thinking. The diagrams were clear and greatly added to the reader's understanding of her thinking.

The mid-range achievement example showed substantial understanding of mathematical concepts used to solve the problem. Student #2 had the concept of relating the green rod as a part of a whole, but used the wrong whole representation. The student failed to recognize the orange rod and the red rod were equal to 1, making a mistake in the final sum. He clearly explained the equality of the rods in noting that the 1 orange rod represented 1 whole. He wrote the symbolic representation of the constructed model in a proper number sentence although the sum was incorrect. He explained his reasoning in words clearly. He used correct vocabulary in making connections between the rods and his thinking. The diagrams were clear and added to the reader's understanding of the student's thinking.

In the low achievement example, the student showed very limited understanding of the underlying mathematical concepts needed to solve the problem. The student showed

little evidence of mathematical reasoning. The explanation is difficult to understand and is missing several components. Student #3 does not show a clear understanding of the part-to-whole concept and does not understand the connection between the rods. The student did not understand the representation of 1 whole as being 1 orange rod and 1 red rod. His explanation shows little use of appropriate mathematical terminology, yet is fairly clear about his way of thinking. Student C was able to write a symbolic representation of the model as he saw it, but was incorrect in his sum.

- D. I used the same communication procedures I routinely use to communicate with parents. Students are asked to take all tests home and have a parent or legal guardian sign them and then the student returns it to me. Occasionally, I will add extra information I think the parent needs to be made aware of. Student homework is also taken home, but requires no signature. Students keep a Table of Contents in their math notebooks with assignments, class work and the grades they received. Every Monday, students average their grades and graph the results. Students are asked to take their notebook home some time before Friday for parent review and to return with it signed. On Fridays, I do a notebook check to look for signatures and any correspondence a parent may have sent concerning their child's progress. My purpose in doing this is so that parents can be made aware of a student's achievement well before report cards.

When I compared my students' scores to the scores on the pretest, I saw that the students had made progress in their ability to add fractions. Overall, the scores had gone up by 42%. Although the test was not the same test, I was able to do comparisons of the written explanations for their answers. Their explanations showed a much greater understanding of the concept of adding fractions in the second test. The majority of the students could use mathematical language to explain their thinking even if their computations were incorrect. This increase could have been for many reasons, the review of part-to-whole; the review of fractions; the use of manipulatives, etc. There are too many variables to pinpoint what was the one, if there was just one, major factor for the increase. I will continue to use manipulatives for the next segment of my instruction, subtraction of fractions. I will also continue to have the students use all 3 methods of answering a problem. To be able to show an answer in 3 different ways reflects a true understanding.

- - - - - Pause to Reflect - - - - -

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| <i>Section VI. Analysis of Student Achievement: "Writing for Review" Focus Questions</i> |
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1. Did the response to Section VI. Analysis of Student Achievement meet the directions for section? Do all written responses stay within the maximum limit of words for each section?
2. Does the author clearly explain how a variety of assessment strategies are used to address the different learning needs represented within the class?
3. Is the explanation of how criteria were developed and explained to students clearly stated?
4. In discussing the different levels of achievement illustrated in Student Work examples, does the author refer to specific items within the work examples to explain his/her assessment?
5. Does the author give specific detail in explaining how assessment is communicated to parents?
6. Is the author clear in explaining how he/she applied what was learned from the results of this analysis of student achievement to future planning for instruction?

What have you learned from examining the simulated analysis of student work examples that you can apply to your own dossier development?

Criteria for Success - Strand A Simulation

Strand A Criteria for Success: "Writing for Review" Focus Questions

Look over the Criteria for Success for Advancing from Level I to II that are presented below. Consider the following questions. If you are a Level II teacher seeking advancement to Level III, read and think about the *Implications for Advancement to Level III* that follow this section about advancement to Level II.

1. Look over the Simulated Strand A as a whole. Can you see evidence of meeting the criteria in the descriptions, data and explanation presented by the teacher?
2. What did you learn from examining this Simulated Strand A that you can apply to writing your own dossier? What kinds of data will you collect to present an accurate portrait of your instruction?

Based on the evidence you provide in Strand A, external reviewers will make decisions about your abilities to meet Competencies 1, 2, & 5.

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
5. The teacher effectively utilizes student assessment techniques and procedures.

Advancement to Level II: Criteria for Success for Strand A

In order for your PDD to be rated as meeting the Strand A competencies at Level II, the following criteria must be met:

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- Information and concepts you provide must be accurate for the content areas addressed.
- The segment of instruction should promote student development of accurate concepts and acceptable skills within the content areas addressed. You should use multiple teaching strategies and modes of instruction to accommodate different learning styles and adapt instruction for individual student needs. Your segment of instruction should be aligned with the standards you identify. New concepts and ideas should build upon previous experiences, skills, and concepts, with a clear directionality.
- Students must be assessed on what they have been taught or had the opportunity to learn. Students should be apprised of the criteria for their success prior to completion of their work. Criteria for differing levels of performance should be evident in the student work samples you provide.

Failure to meet any of the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand A submissions that go beyond these criteria.

Implications for Advancement to Level III

If you are a Level II teacher seeking advancement to Level III, read carefully the Strand A Criteria for Success below.

Consider what additional or different evidence/explanation the simulated Strand A entry might include to meet Level III criteria.

- How might the Simulated Strand A look different?
- Would the author need to refine/modify the amount or kinds of evidence he/she selected, the way in which he/she explained the evidence, or both?
- What can you learn from this exercise to apply to completing your own dossier?

Advancement to Level III: Criteria for Success for Strand A

In order for your PDD to be evaluated as meeting Strand A competencies at Level III, Strand A must meet all of the Level II criteria listed above and go beyond Level II criteria in the following ways:

- You explain the concepts and skills being taught in terms of the larger ideas of the content area and/or in terms of how students may understand and learn them.
- The segment of instruction promotes an understanding of how the concepts and skills taught fit into the larger ideas of the content area.
- The segment of instruction provides differentiated instruction, using a variety of methods to reach all students effectively (according to learning modalities, style preferences, and intelligences) with a clear connection to student learning.
- You work with parents and/or colleagues to adapt instruction to meet the needs of students with disabilities.
- You help students and parents understand how and why the students are learning.

Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level III Strand A submissions that go beyond these criteria.

Strand B: Student Learning Simulation

HOW TO USE THIS STRAND SIMULATION:

Because of changes in PDD Guidelines from the Field Trial conducted in May 2004, as well as issues of privacy and the use of copyrighted materials, we do not provide a sample of an actual PDD. The Simulated Dossier Strand B included here is meant to provide an illustration of what your entry might contain. It is not a "perfect" Strand B entry. There is no single "Right Answer" to complete any strand of a satisfactory dossier. Every PDD will look different and take many different paths to demonstrate the competencies. Each PDD should reflect the unique characteristics and practices of the classroom teacher who is working every day towards meeting the needs of all his/her students. As you study the Simulated Entry, analyze carefully how the teacher attempted to meet the PDD requirements for Strand B. Read and discuss the "Writing for Review Focus Questions" that follow each Simulated Entry Section to think about what you have learned from reading this piece- what writing strategies or approaches you saw here that you can apply to tell your story- what other kinds of information that are relevant to your classroom and your teaching that are different from information presented in the simulation.

This simulation is written to meet Level II Competencies and Indicators. Study the Criteria for Success for Strand B to explore how the entry illustrates good practice and/or might be strengthened for clarity or substance. Consider strengths and weaknesses of the Simulation in meeting the requirements. Identify elements that you might do differently. Teachers moving to Level III should review carefully the Level III Competencies, Indicators and Criteria for Success and note what they might need to include in Strand B to demonstrate the higher level performance expectations.

Strand B: Student Learning Student X

I. Introduction

- A. Age: 10
- B. Grade Level: 5th grade
- C. Subject(s) or discipline area(s): Integrated Reading, Social Studies, and Writing
- D. Number of students in class: 29
- E. Names of concepts, understandings, or skills illustrated
 1. Academic Performance Goals: Reading effectively for comprehension. The student will apply strategies and skills to comprehend information that is read, viewed and heard.
 - a. Evaluate text to determine the author's purpose and opinion by:
*evaluating inferences, conclusions, and/or generalizations
 - b. Research multiple social studies sources to deepen understanding and integrate information and ideas across varied sources and content areas by: *conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, and computer networks).
 2. Work Habit Development Goal: Self-regulated learning. The student will develop strategies for planning and organizing time and resources to complete academic work successfully.
- F. How the student's level of work compares to others in his/her class.

Although this student was in a high level reading class (grade 5 reading level or above), he consistently performed below expectations for reading assignments. When compared to his peers, he was among the lowest achieving students in the class. Standardized achievement test data indicated his ability level was high (grade 8.3), but in class his performance level was significantly lower than would be expected for his ability level. I came to the conclusion from observation and other formative assessments that one reason for this disconnect was his need to improve work habits and/or motivation to organize his work.

- - - - - Pause to Reflect - - - - -

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| <i>Section I. Introduction: "Writing for Review" Focus Questions</i> |
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Now that you have read Section I: Introduction, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section I. Context meet the directions for the section? Do all written texts stay within the maximum limit of words allowed for each section?
2. Does the author clearly state learning goals that will be illustrated in the section?
3. Does the author make clear how the student's level of work compares to others in his/her class?

What have you learned from reading this section of the Simulation that you can apply in completing Strand B, Section I of your own POD? What other important information do you need to include to describe your teaching setting and students that wasn't relevant to this simulated section?

II. Explanations of Student Learning for Student X

A. Why you selected this student to represent how you work with the diversity in your class:

Although my class included a group of students reading above grade level, much diversity was evident among them. There were 18 girls and 11 boys in this class, with some ethnic diversity (86% white, 13% Hispanic, 1 % other). Many came from middle class homes and did well in school. The class as a whole had the variations in physical, social and emotional development typical of fourth grade, when preadolescents begin to develop physically, emotionally and socially at different rates. I work with the diversity in my class by using varied work groupings, allowing some choice of assignments and topics, and developing activities geared to different learning styles. I routinely interact with students in individual conferences about their learning, while they are working on assignments independently. I chose this student because he wasn't performing at his learning level and exemplifies the highly unique needs of all my students for whom I have to adapt and individualize my approaches. Through my observation and interaction, I found he lacked a sense of organizing and self direction so rubrics helped him focus on individual parts of assignments and grasp specific criteria for assessment. Resource 1 is the Winter Celebrations assignment with grading rubric that helped give direction to his work habits. I learned that he values organization and choice in his own life and enjoyed learning to use tools that helped him organize his work, like the school planner (Resource 2). I also created a desk checklist that helped him recognize what organization looks like, and provided a process for him to find and use his materials both in class and to take home.

B. How these pieces of student work were produced:

During the fall semester, these pieces of work were produced in reading and writing block, with a focus on social studies. Sample 1 is a homework assignment submitted in late August as we were starting the literature circles. Samples 2 and 3 were produced over the next 4 weeks in reading and writing block as we focused on social studies. They were responses to *The Capture* by Kathryn Lasky (Resource 3) to help students connect the book to the world and their own lives. Sample 4 was part of the Winter Celebrations Project done at the end of the semester that integrated reading, writing, and social studies and was done independently with supervision and one-on-one conferencing.

C. What these pieces of student work show about his learning:

Example 1 is an example of his work problems that emerged in August. To follow up a homework reading assignment on the Middle Ages, students began discussion by completing prompts based on the homework. Student X only completed one prompt (what he wondered about). He had forgotten to do the homework.

Example 2, three weeks later, showed early evidence of Student X's improvement after he began to use the planner. Not only did he complete the homework assignment for the Double Entry Diary, but he demonstrated comprehension. His responses in the "Double Entry Diary" indicated he understood the text (Resource # 4). In response to quote #1, he says that the quote reminded him of the medieval times. In his discussion, he said that doing noble deeds would be something a knight would do, as we learned in previous readings about the Middle Ages. In response to quote #2, he understood that the metaphor "as sharp as a tooth" described the feelings the owl was having and compared this to the feeling he had when his parents were away. These responses revealed that Student X was able to make connections among the text, previous reading and his life. Making these connections helped him understand the text more thoroughly.

In Example 3, written one week later, Student X was required to make inferences from his reading. The assignment was done in class; the two columns were completed as homework. Student X wrote the assignment in his planner, took the correct materials home, and turned in the finished work the next day. Within the "Inferred" column, Student X took care to write responses in complete sentences and indicated that he could explain his understanding in his own terms. For example, in explaining the word "moon blinked," he shows that he understands the meaning of the word as used in

context, "brainwashed."

For Example 4, completed in December, Student X chose to research Christmas in Germany for a Winter Celebrations social studies unit. In-class and homework components of the project took several weeks to finish. He completed all elements for the project on time as required by the rubric, and earned 720/800 points total. In preparation, he wrote notes on index cards, showing ability to organize information effectively for writing purposes. He used resources from the Internet, books, and family interviews. He was also created a visual aid using technology skills, an interest of his. Example 4 is one paragraph from the completed essay that represents his research synthesis skills. As occurred throughout the essay, he used a topic sentence to describe what he would be writing about in the paragraph and included accurate explanatory details. He has one spelling error (fact's) and used the word "still" awkwardly, errors that we talked about in a summative writing conference. The project as a whole showed closer alignment between his reading ability level and his academic performance and application of comprehension skills than work done early in the semester.

D. How I helped the student to understand his growth:

Student X and I conferenced about his progress informally on a regular basis in class and formally at the end of each grading period. We created an action plan together that would give him specific areas to focus on (Resource 4). We celebrated his achievements by discussing what he had learned. We also calculated his GPA together, and through this he could measure growth numerically as well.

E. How I communicated with and involved his parents:

Student X's parents were very interested in his progress. At the beginning of the semester we met three times to discuss ways to challenge and interest him in school. Through phone calls, email, and quarterly conferences, we were able to help him focus on organization and to perform to the best of his capabilities.

- - - - - Pause to Reflect - - - - -

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| Section II. Explanation of Student Learning Simulation: "Writing for Review" Focus Questions |
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Now that you have read Section II: Explanation of Student Learning, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section II. Explanation of Student Learning meet the directions for the section? Do all written texts stay within the maximum limit of words allowed for each section?
2. Does the author clearly explain the aspect(s) of diversity in the class that Student X represents?
3. Does the author make clear how he/she works with the diversity in the class (e.g., strategies and approaches)?
4. Does the author explain how the pieces of student work were produced -- when, for what purpose, in what setting (classwork, homework, etc.)?
5. Does the author explain what each example shows about growth related to learning goals stated for this student? Does the author refer to specific passages or moments in the student work as citations?
6. Did the author refer to each resource by name and place the resource number in parentheses after each reference in Section II. Explanation of Student Learning?
7. Does the author explain how he/she helped the student understand his/her growth: what kinds of communication strategies were used to facilitate this understanding?
8. What have you learned from reading this section of the Simulation that you can apply in completing Strand B, Section II of your own PDD?
 - Did the Simulation give you an idea of how to choose student work and organize examples to illustrate how students were learning over time?
 - Did the Simulation give you an idea of how you might relate student work examples in your content area to your selected learning goals?
 - Did you see any areas where the author could have given more or different information to get across his/her points -- any areas for improvement that you will be mindful of in your own dossier?

What other important information do you need to include in your explanation of student learning that wasn't relevant to the simulated response?

III. Examples of Student Work: Student X

The original student work is not included in this simulation. The simulated student work examples have been typed to ensure clearly readable text. Remember that you must use ORIGINAL student work in your Dossier.

Student X Work Example 1

Start a Discussion On ... "King Arthur and His Court" (by U.R. English)

Student Name: XXXXXXXXXXXXX

Date: Aug.26, 2004

I thought _____

I liked _____

I wondered what King Arthur was like

I felt _____

Student X Work Example 2

Student Name: XXXXXXXXXXXXX

Date: Aug.26, 2004

Double-Entry Diary

| | |
|--|--|
| Reading: Required: Two direct quotes and page numbers from the reading | This reminds me of... |
| 1. <i>"In the time of Glaur Knightly Owls would rise each night and do noble deeds."</i> p. 14 2. <i>"Yes, he did feel something in his gizzard as sharp as a tooth."</i> p. 23 | 1. The medieval times. 2. <i>It reminds me of when I miss my parents when they go away.</i> |

Student X Work Example 3

Student Name: XXXXXXXXXXXXX

Date: Aug.26, 2004

Two Column Notes

| Stated | Inferred |
|---|---|
| <i>"It's kind of like a war but the sides aren't exactly equal. It's like the little fellows rising up against the big laddies," Gylfie said. "Are there any other owls here that are unmoonblinked?" "Fly, my children, fly. Feel it in your gizzard." He thought he might go yoicks right there and</i> | <i>I think she's trying to say they're going up against enemies who are stronger than them. The sides aren't equal so it isn't really fair. I think she's saying that some owl's may not know whether they're right side up or right side down. They need owls that can think clearly and aren't brainwashed.</i> |

start screaming.

*She's trying to say that they should believe they can fly and they will.
She's trying to say that Soren was afraid of going mad.*

**Student X
Work Example 4**

The following paragraph is an excerpt from the Winter Celebrations Project done by Student X on the topic: "Christmas in Germany." It was the fourth required paragraph of the essay in which students discussed facts about Winter Celebrations in their chosen country that they didn't have to discuss in the other paragraphs.

I found out four other interesting fact's about Christmas in Germany. The Germans celebrate Christmas on Jesus' birthday, but they still celebrate on the day after Christmas at friends' houses too. Second, if the German children have been bad they get sticks in their shoes which they put by the fireplace. Third, Germans pray before eating and opening presents during their Christmas celebration. Fourth, German legends say that on Christmas the rivers turn into wine and the animals talk and the trees bear fruit.

- - - - - Pause to Reflect - - - - -

Section III. Examples of Student Work Simulation: "Writing for Review" Focus Questions

Now that you have read Section III: Examples of Student Work Simulation, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section III. Examples of Student Work meet the directions for the section? Do the Examples of Student Work provided fit into the limits (3-5 examples) for this section?
2. Are the examples clearly labeled?

Are the examples arranged in the order in which they were produced and is each numbered correctly?

IV. Resources (maximum of 4 resources)

- The list included here is representational only. Resources are not actually pasted within the text in this simulation as indicated by the directions to "click here to insert ... " They are meant to give you an idea of the variety of resources the author selected. You will insert/paste/reproduce the resources you think are relevant within your own dossier.

Resource 1:

Winter Celebrations Project Assignment and Rubric

Click here to insert / paste / reproduce the selected resource.

Winter Celebrations Project Assignment: Winter Celebrations across Time and Place

1. Choose a country for research about winter celebrations
2. Use library resources, internet resources, and family interviews if appropriate.
3. Write notes on what you learn and organize them according to topics.
4. Write your research essay, answering the following questions in complete paragraphs.
 - a. When and where did the celebration take place? (Include a map of the country)
 - b. What were some of the dishes served during the celebration?
 - c. What type of items did they use during their celebration? (examples: dress, symbols, trees, decorations, candles, gifts, etc.)
 - d. What other interesting facts did you discover.
5. Write a one-paragraph summary about the related book that was read to you in class.
6. Prepare or collect illustrations for your report
7. Prepare a 3-minute oral presentation
8. Prepare a dish from your country for your oral presentation.

Winter Celebrations Rubric

| | |
|----------------------------------|------------|
| Neatness of presentation folder: | 120 |
| Title Page | 40 |
| Coloring/ Graphics | 40 |
| Drawings/ Illustrations | 40 |
| Accuracy of Map | 50 |
| Written Report | |
| Handwriting | 30 |
| Spelling | 30 |
| Mechanics | 50 |
| Organization | 100 |
| Content | 200 |
| Voice | 100 |
| Dish | 20 |
| Oral Presentation | 50 |
| Listening to Others | 50 |
| Total Points Possible | 800 |

Resource 2:

Student Planner

Click here to insert / paste / reproduce the selected resource.

September Planner Excerpt

| 13 Monday | 14 Tuesday | 15 Wednesday |
|---------------------------|---------------------------|---------------------------|
| Reading + Log Spelling | Reading + Log Spelling | Reading + Log Spelling |
| 2.3 Math Link | Math Link 2.4 | Math Link 2.5 |
| Science Question | Science Question | Science Question |

Resource 3:
Reading Selection

Click here to insert / paste / reproduce the selected resource.

Title: *The Capture*
Author: Kathryn Lasky
Source: children's chapter book
Date of Publication: April 2003

Summary: A young barn owl, Soren, is sent out into the world by his parents. He's then captured by two bad birds and taken to a school for orphaned owls. Now Soren has become a lowly owl slave to those who want to take over all owl kingdoms. With other little owls, Soren has many adventures that lead them to overcome the evil ones. As the story progresses, the reader learns a great deal about owls as well.

Student X
Resource 4:
Student Action Plan

Click here to insert / paste / reproduce the selected resource.

Action Plan
For the _____ Grading Period

Student Name: _____
I have just reviewed my report card, and I am proud of: _____
I am disappointed with: _____
I plan to focus on: _____ during the next grading period.
I will do this by: _____

My goal for the next grading period is: _____

Student

Teacher

Parent

- - - - -Pause to Reflect - - - - -
Student X

Section IV. Resources Simulation: "Writing for Review" Focus Questions

Now that you have read Section IV. Resources for Student X, consider the following questions to help you use what you have read in developing Section IV of your own dossier:

1. Did all parts of the response to Section IV. Resources for Student X meet the directions for the section? Do all written texts stay within the maximum limit of words allowed for each section?
2. Are the resources correctly labeled? Are the resources organized in the order in which they are discussed in Section II? Are they numbered consecutively? Are they referred to and cited appropriately in Section II?

What have you learned from reading this section of the simulation that you can apply in completing Strand B, Section IV for Student X in your own POD? What resources might be appropriate for your Strand B?

Strand B: Student Learning Student Y

I. Introduction

- A. Age: 10
- B. Grade Level: 5th grade
- C. Subject(s) or discipline area(s): Writing and Reading
- D. Number of students in her class: 29
- E. Names of concepts, understandings, or skills illustrated.

Academic Content Understandings

The student will:

- 1. Interact with the text by:
 - a. formulating questions
 - b. supporting answers from textual information, previous experience, and/or other sources
 - c. drawing on personal, literary, and cultural understandings
- 2. Compose poetry using self-selected and/or assigned topics and forms

Work Habit Skills:

The student will develop strategies to maintain and/or improve academic skills when working independently.

- F. How the student's level of work compares to others in her class:

This student's work usually ranks in the top five percent of her reading class. It is always accurate in content, organized, neat, and reflective of her best efforts. However, she has had to develop skills needed to cope with changes in her own life. Because of this, her academic performance and understanding has suffered at times.

- - - - - **Pause to Reflect** - - - - -
Student Y

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| <i>Section I. Introduction Simulation: "Writing for Review" Focus Questions</i> |
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Now that you have read Section I: Introduction, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section I. Introduction for Student Y meet the directions for the section? Do all written texts stay within the maximum limit of words allowed for each section?
2. Does the author clearly state learning goals for Student Y that will be illustrated in the section?

Does the author make clear how the student's level of work compares to others in his/her class?

II. Explanations of Student Learning

A. Why you selected this student to represent how you work with the diversity of your class:

Although Student Y is extremely intelligent and highly motivated, she is one of the more challenging students I taught in my high level reading class (5th grade level and above). She is an only child in her family, and this environment has helped her to be extremely mature for her age. A major obstacle for her this year was her health. She developed a chronic illness, and complications made it impossible for her to attend school every day of the week. This was particularly frustrating to her because she missed her friends, and also because she loves being at school. I chose her for this study to demonstrate how I differentiated instruction to meet the needs of a disabled student with a unique set of circumstances. Because of Student Y's situation, much of her instruction had to rely on independent study and creative communication strategies. I found that she was able to organize herself and her learning, even when she was at home. She constructed her own learning schedule and did her work during very specific hours.

Our learning goals were for her to maintain and continue to develop reading and writing skills by strengthening her independent study skills. Because of her illness, we relied on school resources to continue her learning. I created a 504 plan with my principal and her parents to facilitate instruction during her days at home. Communication between all of us was vital for her success. All assignments missed were sent home, and I communicated via phone, e-mail and occasional home visits. She relied on the internet and the public library to support her in completing her school assignments.

B. How these pieces of student work were produced:

These pieces were completed on days when she was working independently at home. I adapted school assignments to suit her specific situation. Sample 1 was completed in October. Sample 2 resulted from an independent reading project in early November. Sample 3 was a product of a poetry project completed in mid-December.

C. What these pieces of student work show about her learning:

Example 1 depicts Student Y's attempts to begin working on her own. In this early activity, she was required to read non-fiction pieces from the Guinness Book of World Records (Resource 1) and write questions about her reading. This skill is important, especially in the middle school years when most of the reading is non-fiction. Some of the questions she created include:

- I wonder what they mean by highest elevation.
- I wish they would tell you what crystallized silicon is.
- I wonder what they meant by "it houses two giant telescopes."

The questions helped her to identify what she didn't understand in her reading. She then looked up answers to these questions, and in turn increased her understanding both on her own and in later discussion with her peers at school.

Example 2 showed growing ability to read and interpret what she read independently. After discussion of possible appropriate subjects for comparison, Student Y decided to compare the setting of "Little Women" by Louisa May Alcott to her own life (Resource 2). Among her findings were:

Then

Use of candles for light

No fast or instant food

People wrote with quills

Polite manners

Now

We have electric lighting

We cook with microwaves and eat packaged food

People write with pens, pencils and by e-mail sometimes

We hear lots of bad words

Women stayed at home

Many women go to work now

From this sample I knew that she understood differences in the time periods. These items show several kinds of differences: technology as related to communication and home convenience, communication styles (i.e., manners), and the roles of women. In our phone conference, she said that she also had surveyed internet resources for more detailed descriptions of life at the time of the book. This activity indicated that she could apply comparison and contrast in analyzing text while working on her own. Example 3 showed how Student Y applied her independent study abilities to a poetry study that included creative writing. She selected haiku as her focus of study. She looked up the format on the Internet, and created three of her own. From this sample I knew she could create haiku and use clipart to create a visually pleasing sample of writing. I could see that she understood the syllabication of haiku as indicated by the line structure (5-7-5 syllables).

She had an interesting word choice, "different" which needed to be pronounced as a contraction (different) to fit the pattern. She established a relationship between form and meaning. She demonstrated her knowledge about the origins of haiku by choosing nature as a central theme and title inspiration.

D. How I helped the student to understand her growth:

Although Student Y was unable to participate in regular literature circles and face-to-face conferences, I was able to maintain communication during class time through e-mail and phone conferences. That gave her the sense of participating in a regular class activity even though she was at home. We reflected often together about the progress she was making. I created a resource to help her keep track of her missed assignments (Resource 3). I sent rubric-evaluated work via her mother during her absences so she would have immediate feedback. This was very important to her because she placed a very high value on grades. We discussed what assignments were helping her to grow and what assignments did not help her to reach her goals by using a plus/delta (positive/negative) chart (Resource 4).

E. How I communicated with and involved her parents:

Due to Student Y's special circumstances, my communication with her parents occurred frequently, through phone, e-mail and face-to-face visits. We spent much time talking about the new health information coming from Student Y's doctors, and creating an educational plan that would best suit her needs. It was also important to Student Y's parents that they have up-to-date information on her grades, and I had an on-line website where they could access this information 24 hours a day. In the end, it was the communication among us that supported her success in this type of educational setting.

- - - - - Pause to Reflect - - - - -
Student Y

Section II. Explanation of Student Learning Simulation: "Writing for Review" Focus Questions

Now that you have read Section II: Explanation of Student Learning Simulation for Student Y, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section II. Explanation of Student Learning meet the directions for the section? Do all written texts stay within the maximum limit of words allowed for the section as a whole?
2. Does the author clearly explain the aspect(s) of diversity in the class that Student Y represents?
3. Does the author make clear how he/she works with the diversity in the class (e.g., strategies and approaches)?
4. Does the author explain how the pieces of student work were produced - such as when, for what purpose, in what setting (classwork, homework, etc.)?
5. Does the author explain what each example shows about growth related to the learning goals stated for this student? Does the author cite specific passages or moments in the student work?
6. Did the author refer to each resource by name and place the resource number in parentheses after each reference in Section II. Explanation of Student Learning for Student Y?
7. Does the author explain how he/she helped Student Y understand his growth? What kinds of communication strategies were used to facilitate this understanding?
8. What have you learned from reading this section of the Simulation that you can apply in completing Strand B, Section II of your own PDD?
 - Did the Simulation give you an idea of how to choose student work and organize examples to illustrate how students were learning over time?
 - Did the Simulation give you an idea of how you might relate student work examples in your content area to your selected learning goals?
 - Did you see any areas where the author could have given more or different information to get across his/her points -- any areas for improvement that you will be mindful of in your own dossier?

What other important information do you need to include in your explanation of student learning that wasn't relevant to the simulated response?

III. Examples of Student Work: Student Y

- Original student work is not included in this simulation. The simulated student work examples have been typed to ensure clearly readable text. Remember that you must use ORIGINAL student work in your Dossier.

Student Y Example 1

| Direct Quote and Page Number | I wonder ... |
|--|---|
| <ol style="list-style-type: none"> 1. "State with the highest average elevation." p.113 2. "The nanoguitar was created in 1997 from crystallized silicon." p.173 3. "The Keck Observatory, located at the top of Mauna Kea, Hawaii, houses two giant optical telescopes." p.170 4. "Hershey exports its candy to more than 90 countries world wide." p.145 5. "A low-lying Italian sports car can reach speeds more than 200 miles per hour." p.167 | <ol style="list-style-type: none"> 1. I wonder what they mean by the highest average elevation. 2. I wish they would tell you what crystallized silicon is. 3. I wonder what they mean by it houses two giant telescopes. 4. I wonder what "exports" means. 5. I wonder what they mean by "low-lying". |

Student Y Example 2

Little Women by Louisa May Alcott

Then and Now Chart

| Then | Now |
|--|---|
| <ol style="list-style-type: none"> 1. Less Technology 2. Nicer, bigger and longer dresses 3. No fast or instant food 4. Candles were used for light 5. Transportation was mostly by horse or horse drawn coaches 6. Polite manners 7. Women stayed at home 8. People wrote with quills | <ol style="list-style-type: none"> 1. We have TV's, phones, radios and cars 2. Most clothes are factory made 3. We have microwaves and packaged food 4. We have electric lighting 5. We use cars and buses to get around in 6. We hear lots of bad language 7. Many women go to work now 8. People write with pens, pencils and sometimes by e-mail now |

Student Y Sample 3

Appendix 5
Student Y

Space

I love space so much

There are other galaxies
So many planets

Birds

There are different birds
Some are very colorful
They fly in the sky

Water

Sometimes it is cold
Water gives us energy

It is always wet

- - - - - Pause to Reflect - - - - -
Student Y

Section III. Examples of Student Work Simulation: "Writing for Review" Focus Questions

Now that you have read Section III: Examples of Student Work for Student Y, consider the following questions to help you use what you have read in developing Section I of your own dossier:

1. Did all parts of the response to Section III. Examples of Student Work for Student Y meet the directions for the section? Do the Examples of Student Work provided for Student Y fit into the limits (3-5 examples) for this section?
2. Are the examples for Student Y clearly labeled?
3. Are the examples for Student Y arranged in the order in which they were produced and is each numbered correctly?

IV. Resources (maximum of 4 resources)

- The list included here is representational only. Resources are not actually pasted within the text in this simulation as indicated by the template directions to "click here to insert ... "They are meant to give you an idea of the variety of resources the author selected. You will insert/paste/reproduce the resources you think are relevant within your own dossier.

Resource 1

Reading Selection Resource

Title: *Guinness Book of World Records, 2002*

Resource Number: 1

Author: Claire Folkard (Editor)

Source: Mass Market Paperback

Date of Publication: April 2004

Summary:

FROM THE PUBLISHER:

From the world's fastest man to the world's fastest caterpillar, the largest pizza order to the largest chocolate bar- 5,026 lbs.- Guinness World Records is the most complete, authoritative, and exciting guide to every record, statistic, and feat of human endeavor and natural wonder imaginable. And it's packed with exciting photos to back them up!

HARD TO BELIEVE... BUT ABSOLUTELY TRUE:

- The fastest piece of furniture in the world is a motorized sofa with a top speed of 87 mph.
- The 650-volt shock produced by an electric eel is powerful enough to stun an adult human or light an electric light bulb.

- The longest fingernail ever grown was 2 feet 3 inches long.
- Cameron Diaz is the world's top-earning actress, with estimated earnings of \$40 million in 2001.

Dive into the awe-inspiring, newly expanded Guinness World Records 2004 and discover a feast of fascinating facts in a range of subject areas, from entertainment and sports to technology and science. Animal, vegetable, or mineral, if it's occurred and been recorded, you'll find it here.

Resource 2

Reading Resource

Title: Little Women

Resource Number: 2

Author: Louisa May Alcott

Source: Mass Market Paperback

Date of Publication: November 1983

Summary:

"It is no surprise that Little Women, the adored classic of four sisters and their enduring devotion to and protection of one another, was loosely based on Louisa May Alcott's own life. Alcott drew from her own personality to create a unique protagonist: Jo, willful, headstrong, and undoubtedly the backbone of the March family, is a heroine unlike any seen before. Follow the sisters from innocent adolescence to sage adulthood, with all the joy and sorrow of life in between, and fall in love with them and this endearing story." -BOOK JACKET.

Resource 3

Absentee Assignment Form

MAKE UP WORK

All papers should remain in the green folder and be turned in all at one time.

EVERYDAY MATH

READING

SPELLING

GRAMMAR/WRITING

HOMEWORK

OTHER

Resource 4

Plus/Delta Reflection Form

Plus indicates a positive response. Delta indicates area for improvement.

Assignment Reflection Sheet

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Assignment Name: _____

Assignment Reflection

Assignment Name: _____

Assignment Reflection

Assignment Name: _____

Assignment Reflection

- - - - - Pause to Reflect - - - - -

Section IV. Resources Simulation: "Writing for Review" Focus Questions

Now that you have read Section IV. Resources Simulation, consider the following questions to help you use what you have read in developing Section IV of your own dossier:

1. Did all parts of the response to Section IV. Resources meet the directions for the section? Is the total number of resources within the maximum limit allowed?
2. Are the resources correctly labeled? Are the resources organized in the order in which they are discussed in Section II? Are they numbered consecutively? Are they referred to and cited appropriately in Section II?
3. What have you learned from reading this section of the simulation that you can apply in completing Strand B, Section IV for Student Y in your own POD? What resources might be appropriate for your Strand B?

Strand B Simulation

Strand B Simulation Criteria for Success: "Writing for Review" Focus Questions

Look over the Criteria for Success for Advancing from Level I to II that are presented below. Consider the following questions. If you are a Level II teacher seeking advancement to Level III, read and think about the Implications for Advancement to Level III that follow this section about advancement to Level II.

1. Look over the Strand B Simulation as a whole. Can you see evidence of meeting the criteria in the descriptions, data and explanation presented by the teacher?
2. What did you learn from examining this Strand B Simulation that you can apply to writing your own dossier? What kinds of data will you collect to present an accurate portrait of your instruction?

Strand B: Criteria for Success

Based on the evidence you provide in Strand B, external reviewers will make decisions about your abilities to meet Competencies 3, 4, 6, and 7:

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5. The teacher manages the educational setting in a manner that promotes positive student

behavior and a safe and healthy environment.

The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Advancement to Level II: Criteria for Success for Strand B

In order for your PDD to be rated as meeting the Strand B competencies at Level II, the following criteria must be met:

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- The samples of student work that you provide show growth in one discipline or content area over time.
- Your explanation highlights aspects of student work and analyzes those aspects in light of sound principles of student growth, development and learning.
- Your explanation of student progress communicates a positive attitude toward the student and reasonable expectations for growth.
- Your instruction and resources are reasonable for each student's development and include necessary adaptations for students with IEPs and English language learners.
- Your feedback supports student learning.
- You differentiate between the two students' work and how they are growing and learning.

Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand B submissions that go beyond Level II criteria.

Implications for Advancement to Level III

If you are a Level II teacher seeking advancement to Level III, read carefully the Strand B Criteria for Success below.

Consider what additional or different evidence/explanation the Strand B Simulation entry might include to meet Level III criteria:

- How might the Strand B Simulation look different?
- Would the author need to refine/modify the amount or kinds of evidence he/she selected, the way in which he/she explained the evidence, or both?
- What can you learn from this exercise to apply to completing your own dossier?

Advancement to Level III: Criteria for Success for Strand B

In order for your PDD to be evaluated as meeting Strand B competencies at Level III, Strand B must meet all of the Level II criteria and go beyond Level II criteria in the following ways:

- Samples of student work show growth in one or more specific concepts or skills within your discipline or content area.
- Your analysis provides an in-depth characterization of each student's learning and shows a clear relationship between the experiences encountered by the student and his/her learning.
- Your instruction and resources engage each student in reflecting on his/her own progress in light of learning goals and experiences.
- Students receive feedback from multiple sources and are helped to make decisions about what to do in response to that varied feedback.

Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level III Strand B submissions that go beyond Level III

criteria.

Strand C . Professional Learning Simulation

HOW TO USE THIS STRAND SIMULATION:

Because of changes in PDD Guidelines from the Field Trial conducted in May 2004, as well as issues of privacy and the use of copyrighted materials, we do not provide a sample of an actual PDD. The Simulated Dossier Strand C included here is meant to provide an illustration of what your entry might contain. It is not a "perfect" Strand C entry. There is no single "Right Answer" to complete any strand of a satisfactory dossier. Every PDD will look different and take many different paths to demonstrate the competencies. Each PDD should reflect the unique characteristics and practices of the classroom teacher who is working every day towards meeting the needs of all his/her students. As you study the Simulated Entry, analyze carefully how the teacher attempted to meet the PDD requirements for Strand C. Read and discuss the "Writing for Review Focus Questions" that follow each Simulated Entry Section to think about

what you have learned from reading this piece -- what writing strategies or approaches you saw here that you can apply to tell your story -- what other kinds of information that are relevant to your classroom and your teaching that are different from information presented in the simulation.

This Simulation is written to meet Level II Competencies and Indicators. Study the Criteria for Success for Strand C to explore how the entry illustrates good practice and/or might be strengthened for clarity or substance. Consider strengths and weaknesses of the Simulation in meeting the requirements for Strand C. Identify elements that you might do differently. Teachers moving to Level III should review carefully the Indicators and Criteria for Success for Level III and note what they might need to include in Strand C to demonstrate the higher level performance expectations.

Strand C: Professional Learning

I. Examining and Implementing Change

A. Explain the area you investigated and what prompted you to do it.

My class involves the use of several different software applications and how they can be used to help students be successful in all their classes. About two thirds of my students have access to some sort of technology at home. There is an obvious economic break among the students with about eighty per cent of the students coming from an affluent situation and twenty per cent from middle to lower class standing. Most of the upper class students have computers and Internet access at home while those of lower economic standing don't even have a phone line. This inequity makes it difficult to teach advanced applications and to integrate what is learned into other content areas. Even in my beginning classes, the difference in ability and overall understanding between those with regular access and those without was highly evident. When doing a project, I found that those with experience would often get bored or restless while waiting for me to get the others caught up. This was causing my class to become difficult to manage. Behavior problems and overall attitude changes caused several of my advanced students to treat the slower learners with disdain and derision. I tried dividing the class so the faster paced students could be working on more stages of the project while I tutored the remaining group, but I found myself focusing on the needier students while the others were left to figure out things on their own. The competition became so great; the lower achieving students began to exhibit self defeating behaviors. They believed they would never be as good as the higher achieving group. Unfortunately this also exacerbated the division of economic status among the "haves" and "have-nots" in the class. I began to see a definite division among the students which caused me great concern. My original thought was to find a way to provide computers for every student but this was not a feasible solution due to cost and a lack of know how on my part. I decided I needed to do some investigation into other possible solutions.

B. Explain what you learned from one or more resources and what you learned from trying new ideas in your classroom.

As a requirement for our personal Professional Development Plan, we are required to attend six hours worth of workshops and/or seminars. A colleague of mine invited me to attend a workshop about a new teaching technique. She had heard of my difficulties and thought this would offer some help in that area. The workshop was on constructivist teaching strategies and provided several possible solutions to my problem. After attending the workshop (Illustration 1), I continued my search for information by doing research on the Internet (see Resources), consulting with and observing other teachers using this method (Illustration 2), and looking up current articles in *Learning and Leading with Technology*, a technology journal distributed by ISTE (International Standards for Technology Education) (see Resources). All of these were a tremendous help. As a result of doing this research, I tried to implement a new teaching strategy. Instead of dividing the students into those who could and those who couldn't, I tried creating a lesson that required the two groups to work together. The students were divided into groups of four and each person was then responsible for a certain component of the project. Each student was given a letter A, B, C, or D. At different points in the beginning

of the project, I called all the A's together and taught them one component of a program they were unfamiliar with. I did the same with the remaining letter groups. After all four letter groups were taught their part of the program, they then became the expert of that component for their group and were responsible for teaching it to the other three. When each student was done teaching their part the entire group then knew how to work the program and had to devise a method to complete the project together. This was a very successful lesson because all students participated actively and shared what they learned. It helped to bridge the division that had been growing. Some students expressed great satisfaction in completing this project (Illustration 3).

C. Explain how your practice changed and what your plans are for future growth in this or another area.

While reading these articles and websites I discovered methods to implement the use of constructivism in my classroom. I have dramatically changed my style of teaching from the give and get system where students are not challenged to push themselves to find solutions, to a style that allows students to recognize the differences in each other as possible learning experiences. My classroom is easier to manage although remnants of past conflicts remain. My recent observation has been that the students are friendlier outside the classroom than they used to be and that inside the classroom there is more interest in learning.

I would recommend using a constructivist approach in all subject areas. Students seem to thrive on the hands on approach to learning and are much more willing to push themselves to be successful. It takes a lot of work to plan lessons that allow students to take responsibility for their own learning, but it pays off in the end. I am still a novice at this approach and sometimes find myself falling back on methods that would be considered more traditional. I do not think that is always a bad thing; however I am making an effort to include constructivism in my approach and give more responsibility to the students.

My future endeavors involve learning more about this method of teaching by observing others that incorporate constructivism into their classroom. I think educators can learn a lot by watching their colleagues teach and it is my goal to observe others as often as is possible. I would also like to find more ways to involve the parents of my students so they can see the value of learning effective uses of technology through this approach.

D. Illustrations (up to 4). Select up to 4 pieces of data that illustrate changes.

- The list included here is representational only. Most Illustrations are not pasted within the text as indicated by the directions to "click here to insert ... " You will insert/paste/reproduce the illustrations you think are relevant within your own dossier.

Illustration 1:

Certificate of Workshop Completion (This illustration is not included here since this is a simulation. It is meant to be an example of one kind of documentation of change -- completing a workshop and learning new skills).

Illustration 2:

Reflective Journal Entry

September XX, 2004

Describe one instructional activity you engaged in today - include information about group configuration, duration, etc. Today I observed another teacher utilizing constructivist teaching in her classroom. It was a Language Arts class that seated about 25 students. The students were seated in groups of four. The teacher did not seem to have a set area that was the front of the classroom but roamed around a lot. This appeared to be the natural setting of the room. Students had little trouble dividing themselves into their respective groups. I noticed a lot of energy in the classroom, almost a sense of anticipation as they got ready for the activity. The teacher gave the students a handout describing the project and then allowed the groups to discuss how it would be completed. I watched as the students collaborated on the various requirements and got to work. Very few prompts were needed. It was obvious that projects of this type had been done before. I was really impressed with how quickly the students got to work and how few discipline prompts were needed.

Explain why you chose this activity? I chose this activity because I wanted to learn more about how constructivism works in the classroom. I needed to see it modeled.

How did you adapt this activity for the various students in your classroom? I attempted to write a short lesson using this type of teaching to see if it would work in my classroom. It was moderately successful but I think I need to retrain my students and myself into thinking as a group. It will take some time.

How did you connect to past/future learning? This whole process of constructivism is a learning experience for me. It will have an impact on how I teach from now on.

How did your students respond? Some students really liked the group idea while others just wanted to get on with it. I'm not sure I presented it as well as I could have. I'm still working out the kinks.

Did you notice if any students encountered difficulties; what were they? The biggest difficulties seemed to be in getting those with better computer skills to let the ones who weren't as skilled run the computer. It was very frustrating for them and I have to intervene more than once to get them to quit pressuring the ones who were just learning. It is a process.

How do you think instruction could be improved? Practice, practice, practice. I need to really step back and look at what works and what doesn't. It is going to take some time for me to figure all this out.

Why? I am still very much a novice at this. I look at the veteran teachers around me and am humbled. I have so much to learn.

What will you need to learn in order to change instruction? Patience is the key. I've got to be as patient in my own learning curve as I try to be with my students. It will help to go and observe other teachers more and then try new methods in my own class. Time will tell.

Illustration 3:

Examples of student responses to reflective questions would be presented here. Examples would include statements such as the following regarding the teacher using constructivist practices:

Reflective Prompt: What did you like about the class lesson today?

- I liked learning something different. I got to teach other people too.
- The time went by fast because we were able to do different kinds of things.
- We all had something to do and it was fun.

E. Resources. Provide a list of the resources (up to 10) that you consulted.

1. <http://pixel.cs.vt.edu/edu/fis/techconc.html>
School Reform: What role can technology play in a constructivist setting?
2. <http://home.gwu.edu/~mcorry3.htm>
Constructivism and Technology
3. Tapscott, Don. (1998). *Growing Up Digital*. New York: McGraw Hill
4. (October 2004) Vol.32 No.2. *Learning and Leading with Technology Teaching the Constructivist Way*.

<http://online.sfsu.edu/~foreman/itec800/finalprojects/eitankaplan/pages/technology.htm>

Constructivism meets Technology

Strand C: Professional Learning

II. Collaboration

- A. Explain one way you work with colleagues, parents, and/or community members. Please include:
1. Your goals for this collaboration.
 2. How you interacted with others to achieve these goals.
 3. The outcomes of this collaboration

Working with parents is an area of my teaching that could use a lot of work. The school where I teach has high parent involvement but I have always felt intimidated and a little fearful of using their expertise. I made it a goal this year to have better parent communication and to invite parent participation in my classroom on a regular basis.

At the beginning of the year I sent home a parent letter describing my curriculum and what I planned to do for the upcoming school year (Illustration 1). In this letter I also asked for parent and/or family members to visit my classroom as either a guest or a guest speaker. I wanted to directly involve them in the activities we would be doing and I knew there would be several parents or family members that had experience in what I would be teaching. I was trying to see them as a valuable resource instead of something to be avoided. In my letter I also asked if any parent would like to become a class parent. The requirements of this position were designed to allow the class parent a first hand, long term view of what working with kids and technology entailed and a chance to aid in student learning. I received several responses but when pressed for a steady commitment, only three parents agreed to come once a week for the entire semester.

This was more than I had actually expected and presented a challenge for me. I wanted to use my class parents to everyone's advantage but I wasn't sure how to go about doing this. I did research on the subject of parents in middle school and found the data supported my findings in stating parent involvement drops dramatically once their child enters middle school. The research also noted that students whose parents get involved in their school do better academically regardless of socio-economic status. There were very few articles on using parents as resources in the mid level classroom.

I thought of what I could do to make my class parent as useful as possible. While using him/her as an aide was certainly an option, I was looking for more than that. What I was hoping to establish was a liaison between the parent community and myself.

I began by introducing the parent to the class as our class parent. Since most of my students remembered having a class mom or dad in elementary school, this was a familiar and comfortable position for them to relate to.

The first week I gave the parents a few minor duties to help establish their presence and

to give them an opportunity to see how the classroom worked. They seemed to enjoy helping out and two of them were very curious as to how I designed my lessons. One parent asked if she could come more than once a week (Illustration 2).

After a couple of sessions, I decided to give the parents an opportunity to work with some of the lower level students to help them get caught up on the project we were working on. All parties involved seemed to enjoy this with the exception of one parent who did not feel confident enough with her computer skills to be able to help. This went on for several weeks with more and more students reaching out to our class parent. Some students became very attached to our class parent and looked forward to their visits. Two of the parents expressed a desire to continue as class parent for the upcoming semester, the other was unable to participate due to work responsibilities. At the end of the first semester we held a computer cafe and invited all our parents to attend (Illustration 3). Students presented work they had completed in class and demonstrated new knowledge they had learned (Illustration 3). Parents were then given a short tutoring session by their child on how to create a short PowerPoint presentation. These were then saved and shared in a later class. I felt that those who attended the computer cafe came away with a better understanding of how our class works. Two more parents expressed interest in becoming a class parent.

In working with these parents I learned a lot about how to utilize outside help. I would like to find more ways in which to constructively use community resources such as parents, to enhance the learning of my students. I know there is more that I can be doing. I feel less intimidated by the parents in the community and I feel I have begun to make some strides in making a connection between our school and the families that attend it. I want to learn more about creating opportunities for students and parents to come together in the computer lab so they can better understand the importance of computers in education.

IV. Illustrations (maximum of 4 illustrations)

- The list included here is representational only. Most Illustrations are not pasted within the text as indicated by the directions to "click here to insert ... " You will insert/paste/reproduce the illustrations you think are relevant within your own dossier.

Illustration 1:

Letter to Parents.

Dear Parent(s),

I would like to welcome you to another school year and to my classroom. My name is XXXXX and I am the technology teacher at XXXX Middle School. This is my third year teaching here and I really love what I do. This upcoming year promises to be an enriching one. We will begin our first semester by learning how the computer works. A local company has donated several out dated computers and the students will be allowed to take them apart to discover their inner workings. We will continue our journey with a web quest that will introduce students to how to efficiently search the Internet. From there we will travel on to the lands of PowerPoint, Publisher, and HTML. I hope to finish out the semester by having the students create electronic portfolios that will demonstrate their skills and learning.

I want to invite all of you to come and visit our classroom. We welcome visitors and encourage participation. If you are techno savvy and would like to be a guest speaker in our class, please let me know. I am always looking for new and innovative ways to teach my students new things. I am sure you have a lot to offer. I would also like to extend an invitation to those parents who are interested in becoming a class parent. This position would involve a one day a week commitment for the entire semester so please keep that in mind. The class parent would have an opportunity to see first hand how our class works and what their child is accomplishing. Working one on one with a student will also be something the class parent could contribute so basic computer skills would be needed. Please let me know if you are interested and we'll set up your class schedule!

Thank you for allowing me to teach your student this school year. I am excited about getting started and look forward to meeting you. My contact numbers are 555-0000 ext. 1, or you can call my cell phone 555-1111. I can also be reached by email teacher@yahoo.xxx. Feel free to contact me with your concerns or comments. Thanks again and have a wonderful semester!

Sincerely,
Teacher

Illustration 2:

Parent's letter about participation as a "class parent." This is a simulated illustration, not included here, but named as an example of what might constitute an appropriate illustration for the discussion presented in this strand. You would need to include a copy of a parent's letter if this were an authentic dossier.

Illustration 3:

Two pictures from computer cafe night event.

Pictures are not included here. They are mentioned for demonstrative purposes only, but would show (1) whole group view of attendees and (2) close-up of parent with student working on tutorial. A brief explanatory caption would be included for each picture.

Criteria for Success - Strand C Simulation

Strand C Criteria for Success: "Writing for Review" Focus Questions

Look over the Criteria for Success for Advancing from Level I to II that are presented below. Consider the following questions. If you are a Level II teacher seeking advancement to Level III, read and think about the *Implications for Advancement to Level III* that follow this section about advancement to Level II.

1. Look over the Strand C Simulation as a whole. Can you see evidence of meeting the criteria in the descriptions, data and explanation presented by the teacher?
2. What did you learn from examining this Strand C Simulation that you can apply to writing your own dossier? What kinds of data will you collect to present an accurate portrait of your instruction?

Criteria for Success: Strand C

Based on the evidence you provide in Strand C, external reviewers will make decisions about your abilities to meet Competencies 8 and 9:

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.
9. The teacher works productively with colleagues, parents, and community members.

Advancement to Level II: Criteria for Success for Strand C

In order for your PDD to be rated as meeting the Strand C competencies at Level II, the following criteria must be met:

- The data and explanations must be complete, clear, and organized according to the PDD Guidelines.
- You identify and investigate an area for improvement.
- You consult resources on methodology, research and current trends in education. You apply what you are learning to your practice, and reflect on the successes and failures of what you are trying out.
- You communicate with parents/guardians about their children in a professional way that supports student learning

- or -

You collaborate with colleagues, parents, and/or community members to positively influence the classroom, school and/or community.

Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level II Strand C submissions that go beyond Level II criteria.

Implications for Advancement to Level III

If you are a Level II teacher seeking advancement to Level III, read carefully the Strand C Criteria for Success below.

Consider what additional or different evidence/explanation the Strand C Simulation entry might include to meet Level III criteria:

- How might the Strand C Simulation look different?
- Would the author need to refine/modify the amount or kinds of evidence he/she selected, the way in which he/she explained the evidence, or both?
- What can you learn from this exercise to apply to completing your own dossier?

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| Advancement to Level III: Criteria for Success for Strand C |
| In order for your PDD to be rated as meeting the Strand C competencies at Level III, Strand C must meet all of the Level II criteria and go beyond the Level II criteria in the following ways: <ul style="list-style-type: none">● You demonstrate improvement in your practice and clearly delineate how your experiences evoked that change.● You fully integrate collaborative efforts into classroom practice.● You facilitate participation of others in the education of students. |
| Failure to meet the above criteria may result in a rating of "Does Not Meet." A rating of "Exceeds" will be assigned to Level III Strand C submissions that go beyond these criteria. |