

## Evidence 2.10 Teacher Candidate Work Sample

**Teacher candidate application of what they have learned about individual learner differences during their student teaching experience and TLC unit.**

The work sample is copied from pages 5-7 of a teacher candidate's TLC template:

<https://oliviahammerschmidt.myefolio.com/Uploads/TLC%20Template%202019%20Plan%20Section.pdf>

2. Describe what you know about your students.
  - a. Describe what students know, what they can do, what they are learning to do (e.g., prior knowledge, key skills, developmental levels).

The students have not been taught about forces and interactions in third grade, therefore I will need to find out what their prior knowledge is before I begin instruction. Their prior knowledge may have formed in past school years or from past experiences outside of school. Administering a pre-assessment will give me valuable information about what the students know and what they do not know. The students have heard the terms force, push, pull, and gravity, but may not be able to define them. The students know how to push and pull objects, but they will learn that there are forces acting on the object as it moves. The students might be unaware that there are forces acting on objects when they are still, so instruction will take place to teach them about that concept. Students will also learn how to draw diagrams to represent balanced and unbalanced forces. The students will learn through demonstrations and hands-on learning experiences that every force has a strength and a direction and that forces can change an object's speed and direction. The students will learn that the net force is the overall force acting on the object.

- b. Describe your students' language development, including abilities to understand and produce oral and written language in English.

All 23 students can speak and write the English language. One student has a language-based learning disability. In whole group settings, the paraprofessional will often scribe for the student. Individually, the student needs an extended amount of time while writing. One student receives speech services. This student's pronunciation of letter sounds has increased tremendously after starting with speech services. The student can produce words orally but encounters difficulties producing some letter sounds. By the end of the third grade, all students are expected to be able to write three paragraphs about one topic. The students have been building their writing strategies by writing opinion and informative pieces using reasons and facts to support the topic. The students have been working on rephrasing information from a source to avoid plagiarism. Most students are reading at or above grade level. The students can recount details from written text. The students have been working on building their comprehension strategies as the North Dakota State Assessments are approaching. The students have been learning to write in cursive throughout the third grade. Although it is not required to write in cursive for assignments, some students choose to do so.

- c. Describe students' social and emotional development (e.g., relationships with each other; abilities in self-expression, collaboration, etc.).

This is a friendly and active class and the students get along very well. The students are finding out what individual traits they have that make them unique. The environment of the classroom is very welcoming. This is recognized as soon as the students enter the classroom and they are greeted by the teachers. Every day during morning meeting the students greet one another with a wave. The students are then invited to share their weekend plans, exciting news, or what they have coming up. As the students share one by one, the audience is quiet and attentive towards the student sharing. On Fridays, the students are allowed to bring an item for show-and tell. This builds their self-expression as they must share the item and explain why it is meaningful to them. Every so often during morning meeting, the students get a plastic shape. There are plates in the center of the circle with emotions written in the middle of the plate. When it is their turn, they place their shape on the paper plate with the emotion that they are feeling. They must then verbalize to the class why they are feeling the way that they are. This is a very open class and they are truthful and express how they are feeling that day. This activity builds sympathy toward one another and allows the students to recognize that their classmates come to school with different emotions than them. The students in this class are very encouraging and kind to one another. They clap and cheer when a student answers a question correctly, is identified for good behavior, or is presented with an award. The students are very good at making sure everyone is included. If the students are instructed to find a partner or form groups, everyone has a partner or a group in a matter of seconds. Many students are excellent problem solvers, so when there is someone without a partner they collaborate and form a group of three or switch partners to make it work. In this class, there is a bit of separation between the girls and the boys. At recess or during snack, the boys can be seen playing and talking together, while the girls can be seen playing and talking together. But during instruction, there is not much separation between the girls and the boys. They form partners and discuss with one another. The students also work well in groups as they collaborate with their peers. If groups are planned beforehand, students may be separated from one another because they may distract one another. The students are not separated from one another because they do not work well together.

- d. Describe family/community/cultural assets (e.g., cultural norms, student interests, relevant experiences and resources).

Most of the students come from middle-class two-parent families. There are four students in the class that come from low-income households. Most of the students live in houses and some live in apartments. Most of the students live with both of their parents, some live with one parent, some live with step-parents, and one lives with their grandparents. Most students come from families with siblings. Some students come from families with step-siblings and half-siblings. A few students are the only child in their family. Parental involvement is shown through a 100% turnout rate for conferences, classroom support for parties, signing the student's planners every day, and tracking minutes spent reading at home to hit the monthly goal. Seven students receive Federal School Lunch Assistance. The students are very interested in sports and music. The most involved sports are hockey, football, soccer, gymnastics, and taekwondo. The students are also rehearsing for a musical coming up later in the month. The students often rehearse their lines for the musical to one another. The students also like completing arts and crafts projects, creating

dances at recess, playing Legos, coloring, reading, and playing word games such as hangman. The students like to share weekend plans, highlights from past trips and vacations, and news about their families. The students are currently completing a research project about their cultural background. They are intrigued to learn where their classmate's ancestors are from, as some of the students' parents were born in another country.

- e. Describe subgroups and individual requiring differentiated instruction (SPED, Title 1, ELL, Gifted and Talented, etc.).

Five students are identified as gifted and talented and leave the classroom daily to receive services. To challenge the gifted and talented students, I will ask higher-level thinking questions, implement leadership skills, and modify by having the students complete a different task. I will also utilize turn and talks so I can observe their conversations and ask more challenging questions that stimulate their thinking and enhance curiosity. One student has a speech impairment and receives speech services during the school day. I will have more one-on-one conversations with this student and make sure they are comfortable and confident to talk in a group setting. Two students have language impairments and they receive services during the school day. I will make my directions clear and ensure that all written tasks are not wordy and laborious. Five students receive reading tutoring services. I will ensure that all text is large enough for students to view while being projected on the screen. I will also read the directions and each question on the pre-assessment, post-assessment, exit-slips, and T-chart. Two students have paraprofessional support. There is one paraprofessional that is in the classroom from 8:20 a.m. to 10:50 a.m. and another paraprofessional in the classroom from 12:45 p.m. to 2:30 p.m. I will be in constant communication with the afternoon paraprofessional about the unit and what is to come. I will have materials ready and explained to the paraprofessional before the lesson begins. I will visit with the paraprofessional throughout the lessons to ensure that the student is understanding the content and following along. I will also be available for both the students and the paraprofessionals to ask questions before, throughout, and after the lessons.

### 3. Describe how this knowledge influenced your planning.

- a. Describe how this knowledge influenced your choice of strategies to engage all students.

Knowing that this class is full of energy and enjoys hands-on learning experiences greatly influenced my choice of instructional strategies. Their personalities and learning preferences influenced me to create lessons that included manipulatives and games. I planned for most instruction to take place while the students are at the rug. This is where their concentration levels are the highest. The students tend to get fidgety if they are seated at one spot for too long. This being so, I planned for movement during the lessons by having the students travel from the rug to areas around the room, and eventually to their desks. To ensure that students have confidence while completing a task independently, I will follow the gradual release of responsibility model. I will use the I do, we do, you do framework to introduce a new topic. The lesson will start with me teaching and explaining a topic, collaborating with students about it, then releasing the students to complete the learning independently. Another strategy that works well to get every student's attention is using inflection in my voice while I teach. Talking quietly gets the students listening closely and talking with enthusiasm gets the students excited to learn.

- b. Describe how this knowledge influenced your choice of strategies for scaffolding academic language.

Knowing that all of the students in this class can write (with the assistance of a paraprofessional for one student) I decided to create a T-chart for students to record the definitions of the vocabulary terms introduced throughout the unit. I will introduce new vocabulary terms daily throughout the unit. At the end of every lesson, I will place a T-chart under the projector, instruct the students to discuss the new vocabulary words, and then write the definitions together. I will keep the T-chart under the projector for the students to copy from. After writing the definitions, I will allow the students to add illustrations, words, or phrases to the definition if they think it will help them remember the term. I chose to introduce small groups of vocabulary words at a time. I chose to use this strategy because I do not want to overwhelm the students with multiple terms and definitions at once. I planned for every lesson to start with a vocabulary review. I planned to make the review activities engaging by using games, manipulatives, and flashcards. To scaffold the academic language in this unit, I planned to have students interact with the terms through demonstrations and actions. Having the students interact with the terms and concepts is a great way for the students to learn the content.

- c. Describe how this knowledge influenced your choice of activities for differentiating instruction.

I plan to discuss each lesson with the paraprofessional before the lesson begins. I will explain what we will be doing and at what points of the lesson the student may need guidance or assistance. As for the activities, I plan on implementing turn and talks so I can reach all students. As the students are conversing with one another, I can talk with students who need an additional prompt to get their thinking started. I can also restate the question with simple student-friendly terms. Turn and talks also allow me to observe conversations and ask higher-level thinking questions to challenge the students. This class has a wide array of learning levels, so I also plan to implement games where I have control of the questions being asked. I will meet the learning needs of my higher students by asking them questions that challenge their thinking. Being in control of the questions also allows me to meet the learning needs of my lower students. I will match their learning level by asking them questions I know they can solve, while still challenging their thinking. I will also pair the students up by learning levels when they play the buzzer-beater game. This allows me to choose vocabulary words with either complex or simple definitions, depending on their learning level. Implementing movement into the lesson benefits kinesthetic learners. I will read the directions, questions, and answers of the pre and post-assessments to the students. This is beneficial to students with learning disabilities, students who are auditory learners, and students that benefit from concentrating on one question at a time.