Teaching for Learning
Teaching for Learning Capstone (TLC)
Candidate work samples from student teaching

First Example: Katie Bartram
Spring 2014 http://katherinebartram.myefolio.com/Home

Unit’s Conceptual Framework:

PLAN http://katherinebartram.myefolio.com/Evaluation
IMPLEMENT http://katherinebartram.myefolio.com/UnitImplementation
EVALUATE http://katherinebartram.myefolio.com/Evaluation
REFLECT http://katherinebartram.myefolio.com/UnitReflection

Faculty view the TLC information in the EVALUATE section of the candidate’s senior portfolio.

<table>
<thead>
<tr>
<th>Student Work Sample: Katie Bartram Spring 2014</th>
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<tbody>
<tr>
<td>Candidate Assessing K-12 Student Learning     <a href="http://katherinebartram.myefolio.com/Evaluation">http://katherinebartram.myefolio.com/Evaluation</a></td>
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<tr>
<th>EVALUATE – Assessing Student Learning (connects primarily with Rubric 8 on Assessment)</th>
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<td><strong>Purpose:</strong> To assess student achievement, diagnose student learning strengths and needs, and inform instruction. Provide evidence of your ability to 1) develop evaluation criteria aligned with your main idea, standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.</td>
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<th>A. Evaluation Criteria (connects primarily with Rubric 8 on Assessment)</th>
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<tr>
<td>1. Communicate your criteria for student performance. How did you determine proficiency levels in student learning?</td>
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To determine proficiency levels in student learning, I had to really analyze the standards and objectives. I had to ensure that my objectives were measurable and that the assessments evaluated the objectives. I compared all pre-assessments to find common mistakes and misunderstandings. I then determined what objectives the students needed instruction on. Through formative assessments and the post-assessment, I discovered the skills most students had mastered and what skills some students needed work on.
2. Analyze student performance across the class from one assessment completed during the learning segment. (Provide a copy of the assessment.) Explain how you measured students' progress toward learning the main idea, the targeted standards, and the learning objectives. Describe class trends.

This assessment was used during lesson 2, which focused on counting coins correctly. The students practiced with counting real coins on a number grid, counted coins on the Smart board, and completed this assessment. The assessment met the lesson objective of “independently counting coin combinations. This leads to towards the main idea of the unit because students must know how to count coins properly to be able to solve word problems with money. 68% of the class got all of the questions right. 21% of the students got all but the last question right leading to the conclusion that they may need more practice with the abstract representation. The remaining 11% got more than one question wrong. These students are receiving special education or Title I services for math. After looking at these assessments, I determined what to work on with these students during intervention and enrichment time. 
(Please view the link to see the candidate’s work samples. http://katherinebartram.myefolio.com/Evaluation)

3. Communicate the extent to which the whole class met the standards/objectives. Summarize student performance in narrative and/or graphic form. Discuss what most students appear to understand well, and any misunderstandings, confusions, or needs.

Based on the data and other informal assessments, most students met the standards and objectives of the unit. A majority of the students understand basic money concepts and are able to count coin combinations. Most students also understand basic word problems. Some will need more instruction on word problems that require more than one step, or that require them to read between the lines. All students will benefit from periodic reviews of the concepts covered in the unit. However, students 1, 2, 3, 13, and 18 will need and receive continued intervention during intervention and enrichment time in order to master the concepts. These interventions should concentrate on counting coins first so that these students can master that concept before figuring out word problems involving money.

The following table shows student improvement from the pre-assessment to the post-assessment. The class average improved from 74% on the pre-assessment to 88% on the post-assessment. Two students showed an increase of 40% between the two tests, while one student showed a 32% increase, and two others showed a 28% increase in scores.
4. Select three focus students, one of whom has identified learning needs, e.g., an English Language Learner, a student with an IEP, or a student identified as gifted and talented. Describe each student’s individual learning strengths and challenges relative to what was measured by the assessment. Provide work samples from each student. Remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.

**Student A:** This student is on an IEP for math and leaves the room for special instruction every day. She is very quiet, but is a great listener and works very hard. On the pre-assessment, she struggled with basic concepts such as the names and values of coins. Consequently, she had a lot of trouble counting coins correctly. The first formative assessments show that she continued to have difficulty with counting coins. However, she really grew throughout the unit and her post-assessment score was 40% higher than the pre-assessment. Although her improvement throughout the unit was exceptional, the final assessment shows that she will still need to review counting various coin combinations and using them in word problems.

(Please view the candidate’s portfolio link to see the K-12 work samples from students A, B, and C as they complete their pre-assessment, formative assessment, and post-assessment and the candidate teaches for learning.)

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**Student B:** This student has average math ability and is meeting most 2nd grade math standards. She takes a little more time to complete work, but is mostly accurate. The first assessment showed that she had difficulty labeling correctly and writing in dollar and cent notation. She also made frequent mistakes in counting coins. After instruction in these concepts, her assessment scores improved dramatically. Her score improved by 32% from the pre-assessment to the post-assessment.

**Student C:** This student is receiving gifted and talented services for math. He has great number sense and thinks critically to use various strategies for solutions. His assessments showed that he understood most concepts covered in the unit before instruction. Initially, something that he could improve on was using quicker and easier strategies for counting the coins and labeling amounts correctly. For example, his pre-assessment and first formative assessment show him using two- and three-digit addition to add on each coin. Although this strategy was effective for him in finding the right answers, he could solve the problems in a more efficient way. He scored a 96% on the pre-assessment and 100% on the post-assessment.
5. Document evidence of feedback on the work of two of the three focus students.

**Student A:**

10. Jane has 4 dollar bills, 3 quarters, and 6 pennies. How many cents does she have in all?

Feedback: “Good job drawing the coins and dollar bills! Be careful when you count them.”

7 pennies, 2 quarters, 1 dime, and 3 nickels.

Feedback: “Good job drawing the coins! Next time, try drawing them from greatest to least. Q Q D N N P P P P P = $0.82”
I gave students independent feedback on their assessments. Some of the feedback was to point out and praise positive things that students had done, such as using an effective strategy or labeling their answers. Other feedback was corrective, giving students the right answer and showing them how to get the answers in an easy and efficient way. One example of success feedback is, “Nice job showing your work. I can tell that you really worked hard to...
find the answer!” An example of corrective feedback is, “Next time, try drawing your coins from greatest to least before you count.” Students were given the feedback in a timely manner so that they could apply it during the next lesson and assessment.

7. Identify next steps in instruction for the two focus students you identified (in step 5, above). (Rubric 9 on Assessment)

**Student A:** Although student A made great gains from the pre-assessment to the post-assessment, she will need continued instruction in counting coins to ensure that she has mastered the concept. This will be done during intervention and enrichment time in a small group or one-on-one. Once she has mastered counting coins, she will work on applying that knowledge to solve word problems. This will be done during intervention and enrichment time as well, and during whole group reviews on the standard.

**Student B:** Student B made a huge improvement from the pre-assessment to the post-assessment. Even though she scored a 96% on the post-assessment, she will still benefit from review on counting coins, writing in dollar and cent notation, and using this knowledge to solve word problems. This will be done during periodic, whole group reviews on the standard and short, formative assessments given to all students within the weeks after the unit has been implemented.

8. Overall Reflective Commentary on Evaluation (Rubric 9 on Assessment)

1. Communicate how assessment guided your decision making as you adjusted your daily lesson plans.

Assessment played a crucial role in planning for each lesson. Through assessing the pre-test and reflecting on the students’ prior knowledge, I had initially intended to move through the concepts more quickly to spend more time on solving word problems. However, after evaluating the first lesson formative assessments, I noticed that students were not counting coins in an efficient way. This led me to modify my plans so that we could concentrate more on mastering how to count coins quickly and correctly before looking at words problems. Once the assessments showed that students were able to accurately count coins, I was able to plan more for how to solve word problems involving coins. Assessment also helped me to differentiate for students. Each day, I was able to evaluate the strengths and needs of each student to decide which students needed intervention and which students could handle greater challenges.

2. Communicate what you have learned about assessing student learning and the role of feedback in teacher effectiveness.

Through completing this unit, I learned that assessment has to drive instruction. The initial assessments dramatically changed my first plans for the unit. After looking through each assessment, I had to reflect on what the students learned from the previous lessons and what needed re-teaching. I learned that assessment gives a greater understanding of each student. It is necessary to evaluate individual strengths and weaknesses so that every student can learn to their fullest potential. I also learned that not all assessments are fair for all students. For example, I was working with a student on an IEP on one of the assessments. I read him the questions and he would
tell me the correct answer. However, he did not write the answer correctly. I knew that he could figure out the answer, but he was unable to show me on paper. This helped me realize that it is important to consider other factors when evaluating students and that it is crucial to have more than one way of assessing. Additionally, I learned that feedback plays a huge role in teacher effectiveness. By giving timely feedback, students were able to see their mistakes and how to fix them. Students were also able to see what they did correctly so that they were confident with what they could do well. This led to improved scores on almost all assessments.

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