

Assessment and Instruction Analysis and Commentary

Answer all questions in complete sentences. All questions should be answered in depth. Cite the time stamp on the video when applicable.

Assessment of Instruction Analysis and Commentary

1. Describe the learning environment in the teaching setting.
 - a. Was it positive? What are the factors that contributed to a positive environment?
 - b. What teacher behaviors did you exhibit that contributed to creating a positive learning environment?
 - i. Cite evidence from the video to support your answer.

The general learning environment in my particular placement was a rural high school setting that combined grades 6-12. The learning environment in the teaching setting was positive, and I was able to engage the students in mutual rapport during whole group discussions. In building rapport with students, I was able to elicit responses from them in various lessons involving vocabulary and character (see Lesson #3 video clip #1 – 0:00-1:10). Some of the factors that contributed to a positive and respectful learning environment included students raising their hands to ask questions during whole group discussion and independent practice and waiting patiently while I assisted their peers (video clip #2 – 2:45-3:20). Some of the teacher behaviors I exhibited that contributed to creating a positive learning environment included referring to students as “sir” and “ma’am” when calling on them during whole group discussion (clip #2 4:57-58; 6:12-13; 6:52) and praising students (“that’s exactly right!”) for providing relevant textual evidence regarding character traits (clip #1 5:37-5:46). In addition to this, I promoted a positive and equal learning environment by incorporating all responses during discussion and noting them on the board and referring to the lesson progress as a collective; for example, at the end of video clip #1 following our discussion of the trait of indecisive, I also said “we” could use a quote to support a trait and “let’s check that one off.” By using collective terms during the lesson, I am not maintaining my authority over students, but

promoting a positive learning environment by demonstrating that no one is isolated, but rather we are all learning cooperatively. By establishing a safe and comfortable environment for learning, students were not afraid of being wrong and were actively engaged in learning and participating even if they were also “competing” with one another to provide me with textual evidence as can be heard in video clip #2 (5:39-5:45). Overall, I believe I continued to maintain the positive learning environment already established during my learning segment, and the students appeared to be receptive to my instructional strategies as they respectfully participated in discussion with me and with one another.

2. Describe any routines or working structures of the class that you utilized during your lesson. If you used new ones, how did you prepare the students for them? This would include management routines that helped you create a positive, effective learning environment.

- a. Cite evidence from the video to support your answer.

While I am unsure how often my cooperating teacher utilized scaffolding strategies and graphic organizers, I felt that this was a newer routine that I implemented during my learning segment. To prepare students for each graphic organizer and scaffolding strategy, I explained how we would complete this information and why it would be beneficial for them later. By explaining how the graphic organizer could be beneficial to students during their summative writing assessment and encouraging them to complete it accordingly, I believe this helped foster a positive and effective learning environment in which students were willing to participate. In video clip #1 following our character trait brainstorming, I explained why it was essential for students to participate in this lesson and the purpose of the character map graphic organizer (1:50-2:34). After we began discussing the various character traits and citing textual evidence, the independent practice with the trait of “meticulous” generated numerous examples from students to the point where I was running out of room to list these contributions on the board! (clip #2 4:45-8:22). I think by giving students a heads-up regarding a future assignment using a relatively consistent scaffolding and graphic organizer completion process helped students recognize when and how to participate as well as discuss the text for deeper understanding.

3. Did your lesson plan address the needs of all the students? Be explicit in your answer.

Yes, I believe my lesson plans addressed the needs of all of the students, specifically for the advanced English classes I taught. As there were no students with IEPs or 504s in the advanced classes, the scaffolding strategies and use of materials accommodated all students during each lesson and activity to support them in deepening their interactions with various elements of the text. For the students in the normal English 11 classes, I believe my lesson plans incorporated their various learning needs, such as needing additional time to complete writing assignments, reducing the amount of writing, and receiving the assistance of a classroom aide. The use of scaffolding and modeling strategies as well as embedded peer support in several lessons (Lessons #1, #3, #4) enabled students who benefited from peer interactions to stay on task and receive teacher-guided instruction and examples with each graphic organizer activity. My lesson plans did not include any modifications to the curriculum as my CT explained it was not necessary for her eight students with IEPs and one student with a 504 plan.

4. How did you encourage the students in their use of academic language specific to your lesson?

a. Cite evidence from the video to support your statements.

I encouraged students to use academic language during our character trait brainstorming by asking probing questions and giving them “feeder” information to recall vocabulary words discussed in Lesson #1. In video clip #1 at (0:38-1:10), I asked students to refer to their vocabulary graphic organizers and textbooks to find a descriptive word from our vocabulary lesson that supported J. Alfred Prufrock’s neat appearance, specifically meticulous. Similarly, in clip #2, I encouraged students to use synonyms for the trait of meticulous to assist them in finding supporting evidence (0:30-1:27). Throughout the lessons in this learning segment, students also demonstrated their knowledge and use of subject-specific academic language orally and through writing by using literary terms such as lines, theme, character trait, and quote, which I supported during discussion and encouraged through written feedback. To help students develop their academic vocabulary across content areas, I also taught and explained the differences between explicit and implicit information using mnemonics, as advocated by Albert Bandura, to help them retain this information (clip #1 3:31-4:55). By

explaining and discussing the different types of information, I believe I encouraged students' critical thinking skills while examining the text for evidence that supported character traits that might require inferencing rather than simple surface level understanding.

5. How did you monitor the students' learning during the lesson?
 - a. Cite evidence from the video to support your answer.
 - b. Be explicit about the strategies you used.

During lesson #3 depicted in the video clips, I monitored student learning based on whole group response during "We Do" scaffolding, and I monitored student learning during independent practice by acknowledging commonalities between groups of students. As many students cited evidence that Prufrock was meticulous concerning his clothing and appearance, I announced this and suggested that they "think outside the box" to foster critical thinking into other aspects of the character's life (clip #2 1:56-2:45). As evident in video clip #2, I circled among students, answered questions, and informally observed their on-task behavior and learning while they worked independently. One strategy/method I used to deepen students' interaction with the text involved selecting this particular character trait (meticulous) as I felt very confident students would immediately cite evidence supporting his outward appearance; in providing students with an explicit example of the character's meticulousness, I was then able to guide their learning towards more implicit analysis and interpretation regarding a single character trait. Using the educational theories of Skinner and Bandura involving Behaviorism, I paired modeling with positive reinforcement towards the whole group to elicit a desired response—the identification of more complex supporting textual evidence—that required deeper critical thinking and analysis.

6. Did the assessments you used demonstrate the students' learning of the 3 learning domain objectives?
 - a. Cite one of the assessment you attached to support your answer.

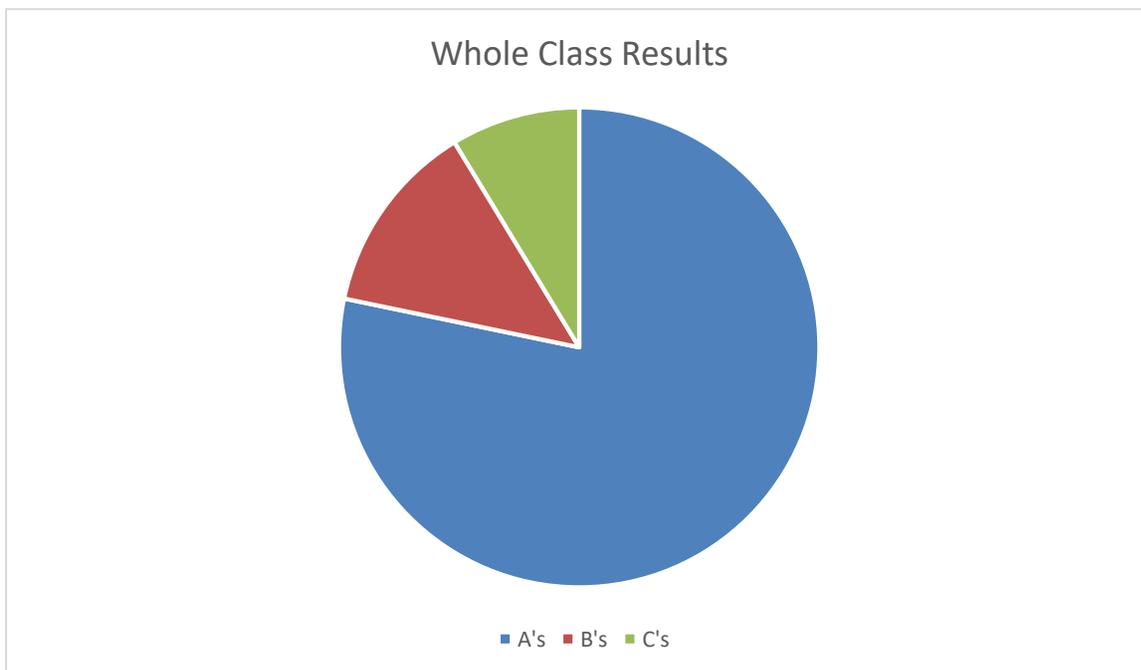
The summative assessment (see Lesson Plan #5) I used measured the students' learning of objectives from the Affective, Psychomotor, and Cognitive learning domains. The cognitive domain, closely associated with Bloom's Taxonomy, is addressed with this two paragraph writing assignment by asking students to demonstrate their knowledge of the poem through

application by asking them to explain one character trait and one theme discussed using supporting textual evidence. Specific Cognitive objectives met through this include, but are not limited to, identifying and explaining as noted in the assignment rubric. The Psychomotor objectives demonstrated through this summative assessment are also met through the physical act of drafting a written product and explaining salient points in their own words alongside textual references, which is another grading component. Finally, while it might be a stretch, the Affective objectives for this assessment regarding explanation organization include the integration of supporting evidence to reinforce students' opinions and claims. Much like the inner workings of a clock, the Cognitive, Affective, and Psychomotor learning objectives combine to reflect students' learning through a single written assessment, which can assist a teacher in future lesson planning.

7. What specific information related to the students' learning did you obtain from the assessments you used?
 - a. Create a graphic or table to support your answer. This should reflect the entire class results.
 - b. Separate the documented student data that relates to the **3** focus students, either in the same files with the evidence of written feedback for each focus student or as a separate file with data for all **3** focus students

Based on the entire group's scores from the written assessment (see percentages in chart below), it is evident that over $\frac{3}{4}$ of the students were able to apply their knowledge of the poem as well as the character traits and themes discussed. As these results came from an advanced English class who were already familiar with writing using textual evidence and explanation, I was pleased to see that many of the students did exceptionally well. As no students received failing grades and only three B's and two C's were given, I feel that the students met the learning objectives measured in the assessment and had a fair grasp on Eliot's poem, especially considering its level of complexity. In regards to the data of the three focus students (I have included 4 for variety) (see scans attached) it appears that the main difficulty these students faced in trying to respond to the prompts involved not following directions or failing to provide explanation for their supporting evidence. In all the feedback given to

students, I tried to point out positive elements while also giving constructive feedback to help them improve with future writing. Overall, it appears that the students are very adept at understanding the character traits of Prufrock following my instruction using the character map. I also believe the entire class could use more practice with writing responses to literature using textual evidence and explaining this evidence.



22124 = 92

2 Paragraph essay

Prufrock has a trait of indecisiveness.

In (line 38). "Do I dare...Do I Dare."

Prufrock lacks the ability to make decisions quickly and effectively.

In the poem Prufrock balances whether or not to ask a question to someone. We do not know who the person is or what the question is we just have to assume.

Unfortunately, but then the poem might not be as interesting!

good evidence.

Did you explain what this quote means?

How does this specific question reveal he's indecisive. Try to be more specific in explanations

The theme of the poem is Alienation.

Prufrock has been alienated throughout the poem. "Women come & go talking of Michelangelo" (line 13-14). His alienation leads to why he can't ask the question. He lives alone by himself which is why he's alienated

How does this quote show he's alienated? Always ask: How do I know someone is like this from the reading? Consider saying something like: Readers see Prufrock is alienated because he is silently observing others without interacting, as in lines 13-14, "In the room the women come and go / Talking of Michelangelo."

* It's also good practice to explain a quote right before or right after to solidify your points.

-HS

Thanks for participating
this week!!

2024 = 83

The Love Song of J Alfred Prufrock

Nice
way of
discussing
several
traits

From reading the poem it is obvious that Prufrock is very insecure about himself, and unsure about the decision he is trying to make. He comes off as very lonely & meticulous. In lines 13-14 on pg. 970 he says "In the room the women come and go / Talking of Michelangelo". At this time he is kind of off in the distance just watching. Kinda creepy if you ask me. definitely

good
supporting
evidence
for
lonely

He shows his meticulousness on pg. 971 lines 42-43. He describes his 'neat' appearance, "My morning coat, my collar mounting firmly to the chin, My necktie rich and modest, but asserted by a simple pin". I think, Maybe his OCD drove the women he misses up the wall. Maybe she couldn't handle that he was becoming a neat old ^{LOL} fart. It seems he believes that is all that women see when they look at him. I think that is why he has accepted that he will forever be old & alone.

possibly

No specific theme
identified
-4

For paragraph 2, I was looking for a specific theme — you discuss his appearance, so one theme would be the value of appearances. The physical clothing description would support this too. Next time be sure to explicitly point out which is a trait & which is a theme if they're similar. —HS

19/24 = 79

Prufrock Essay

Nice word choice

What things? Be more specific what is the goal? How do we as readers know he is afraid? -1.5

One of Prufrock's really dominant traits is that he is a very fearful guy. Throughout the story he talks about being afraid of various things he has to overcome to accomplish his goal. Prufrock refers to this in lines 38 and also in lines 84-86. He says things like "Do I dare" and "I am afraid" to blatantly point out his fear. Try not to end a paragraph with a quote.

these quotes really help support this trait

Another one of Prufrock's traits is the trait of time. Prufrock is very strange in the sense of how he interprets time. He says things like "I grow old" (line 120). He also thinks that he has an abundance of time. He referred to time by saying "there will be time" because he was afraid and he was procrastinating. - definitely.

-3.5

Topics shape your textual evidence right? Then, use these to mold your explanations so you stay on track.

In the 2nd paragraph, I was looking for you to discuss a theme from the poem, not another trait. Time is a theme.

Your quote supports that he is getting old + running out of time, but be sure to explain it as a theme not a character trait. Authors usually show themes through their characters so it can be tricky.

-HS

185124=77

J. Alfred Prufrock Essay

good explanations

J. Alfred Prufrock was a very insecure man. He always pointed out negative things about himself. He put himself down daily and compared himself to other things. This is what makes him so alone. He never got girls to settle down with him because of his insecurities. "I grow old..." (line 120)

Be specific
what things?

How does this show he is insecure?

Be sure to shape your explanations based on

your quote, don't just drop it in.

-3

Isolation

~~Character~~ is one of the main themes of this poem. J. Alfred Prufrock liked to hide away from things he wanted. Especially when it came to women. He felt as if he was not good enough for them and he had very low self-esteem. "Do I dare disturb the universe? Do I dare... Do I dare..." (lines 46-48)

Be sure to write in complete sentences

good point!

-2.5

How do we know this shows isolation? Be sure to focus on explaining a theme & NOT stray back to talking about character. Think about why Eliot wants us to learn this lesson. Why is it important? A good practice is to explain a quote before you introduce it AND after to reinforce your points.

-HS

8. What feedback would you give the focus students to encourage them to further their knowledge based on the assessments you gathered?
 - a. Cite two specific examples and explain what you might say in a conference with the **3** focus students.

As evident in most of the feedback on the written products, I emphasize that students should be more specific in their explanations and avoid being vague. I also give feedback suggesting that they explain before and after citing textual evidence to solidify their points. To help the students develop writing techniques and acknowledge areas that they did not explain, I provided probing questions to help students reflect on if and how they explained it, or what they might have said instead, such as in the first and last examples, where I gave a sample explanation and provided questions concerning why a theme from the poem is important. If I were going to have a conference with these students on areas of improvement, I would begin by pointing out the positive elements in each student's writing and ask each student how he/she felt about the responses after seeing my feedback. Next, I would make the conference a cooperative learning activity, and I would ask the students to evaluate each other's work and give suggestions based on the areas needing improvement. Following this, I would discuss why we should be specific in academic writing using examples, how we could follow-up some of the quotes chosen with additional explanation, and how we could revise misunderstandings involving what to write for paragraph two using what we already have written. In the next writing assignment, I would look for improvements in these areas to see if students are meeting the learning objectives after individualized instruction.

9. Based on the assessments you used, what will you do next?

Based on the writing assessment I used, I will use the areas of weakness, such as explaining textual evidence and using precise wording, to guide my next lessons. Before the next writing activity, I will embed lessons on citing textual evidence with emphasis on explaining how a quote demonstrates something or supports a point. Similarly, I could conduct writing workshops that focused on peer editing where students evaluated rough drafts in a group and discussed words that could be changed to something more specific or concrete and what words could be eliminated without affecting the overall

meaning of the work. In each of these types of lessons, I would also model examples and allow students to work with random samples as well as one another's writings during small group and independent practice.

10. Reflect on the learning that resulted from the experiences you provided in the lesson.

a. What worked well?

i. This should include objectives/goals, strategies, learning tasks K-12 student assessments, not just managerial behaviors.

I believe the graphic organizers and scaffolding worked great throughout the learning segment. I do not think my teacher used graphic organizers on a regular basis, but based on some of the students' feedback throughout the week, the paired breakdown with scaffolding and the organizers helped them to gain a deeper grasp of various elements of the text. I think studying "The Love Song of J. Alfred Prufrock" over the course of a week also helped students gain a better understanding of a very complex work. I think the use of Eliot's reading of the poem worked well to bounce between the poem, notes, and discussion. The lesson that worked the best based on the combination of before, during, and after strategies involved a Think-Write-Pair-Share, scaffolding/graphic organizer, and 3-2-1 exit slip during lesson #3. I was able to give students plenty of time to work on each learning task, and I believe the students participated in whole group oral discussion the most during this lesson. I plan to use this lesson as a basis for managing time in future lessons. I believe pre-teaching the vocabulary and literary devices used in this poem prior to reading it was also a good use of instructional time; as many of the other lessons built off of the vocabulary and it was essential to comprehend Eliot's writing, I think this was a good approach for this particular work.

b. What did not work well?

i. This should include objectives/goals, strategies, learning tasks K-12 student assessments, not just managerial behaviors.

My initial plan to scaffold the notes and use GRR strategies with Prufrock did not work well because of the complexity of the text and students did not know what or how to make notes in this format. My 5-word prediction did not work very well either because students did not grasp the concept of writing a prediction of a text while considering how the vocabulary

and literary terms definitions might play a role in the story. Another reason why I believe this prediction activity did not work well with the advanced classes perhaps involved their fear of writing down something wrong even though I explained it was just a warm-up activity. A managerial issue I encountered while using the scaffolding method involved managing my time to allow for questions and responses on a few of the closure activities, such as the poem summary, vocabulary prediction, and 3-2-1 response on Day #4.

c. Would you use the same assessment(s) again?

i. Were there better choices you could have made?

I would use the same summative assessment again, but I would also consider extending it to a five-paragraph essay if time allowed. I think this assessment was useful in gauging students' abilities to incorporate textual evidence, explain their thoughts, and use their resources. I think one choice I would add to my assessments would involve quizzing on the vocabulary words to help students actually learn and retain the words for future use. I believe the graphic organizers were helpful as formative assessments and revealed the patterns of effort among students and classes. As my CT suggested I take grades on students' notes to motivate them to participate, I did count this as a classwork grade on her scale, but I do not think this was crucial to determining students' progress towards my learning objectives, and I would not have checked these in my own classroom. I enjoyed reading the responses for the 3-2-1 closure activities, and I will definitely try to use these on a regular basis in my own classroom to assess students' understanding and improvements.

d. What would you do differently if you taught this lesson again?

i. This should include objectives/goals, strategies, learning tasks K-12 student assessments, not just managerial behaviors.

If I taught this lesson again, I would change the way I introduced the selection and revise my central focus—How can different elements of a text help us analyze and understand character traits and themes?—by instead emphasizing how the elements help us understand the text as a whole. I feel that if I made my central focus broader, students might more readily transfer these skills and ideas across content areas. Another strategy I would change with teaching the poem would involve chunking/scaffolding the text. I believe chunking the text

worked well, but my initial plans of scaffolding and using GRR strategies was next to impossible for both normal and advanced students. Rather than attempt to guide students in a chunked four-square notetaking, I would try to create a guided notes template for students to complete and perhaps break the text into two days due to its complexity. Another element I would add to my final assessment would involve a reflection component for students after the entire learning segment concluded.

- e. Compare and contrast feedback received through your formal observation with personal reflection.

In my personal reflection following the lesson, discussion with my cooperating teacher, and in the feedback received through my formal observation, I feel that I did well condensing notes on the poem using chunking based on my circumstances, but this lesson can be improved for future classes. I agree with my CT and supervisor that guided notes would work well with “The Love Song of J. Alfred Prufrock” rather than attempting to use GRR strategies and scaffolding to teach the plot of the poem. I think by using guided notes, I would also have a guide to keep my discussion relatively consistent in each class. From my personal reflection and observation feedback, one managerial/classroom environment tweak I would make would involve placing the students’ desks in groups rather than in formal rows to make group work and peer discussion more easy and effective. While I felt that I was doing quite a bit of lecture during my formal observation, I was pleased to discover that my supervisor found my clever commentary and connections nice additions to the discussion of the text. In order to connect with the students’ possible interests, I am attempting to make more real-world connections when possible to make the learning more authentic. Overall, all of the changes I would make to these lesson plans align with those suggested following my formal observation and those from my cooperating teacher. (On a side note, I think it is also interesting that my CT admitted that she hated teaching Prufrock, and she was glad that I chose to tackle it!)