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Student Teaching Report of Student Performance Data-RADS

The subject being taught during this clinical was science, specifically weathering, erosion, and deposition. There were two classes consisting of fifth and sixth graders. Each class had an even mix of both grades consisting of nearly twenty children in both classes. The only special need that had to be accommodated was a reading disability. Previously both classes had brief instruction on the content, but not enough for the students to be assessed. Some of the students came to the class knowing minimal facts about each term, but could not apply it to anything. The pre assessment asked the students to define each term and give an example. From this I was able to see what I had to emphasize in my lessons. That being either the term or the application. Most of the students knew the definitions of each word because of the information given to them the week prior. The learning targets were that the students would be able to identify and define each term, then give an example.

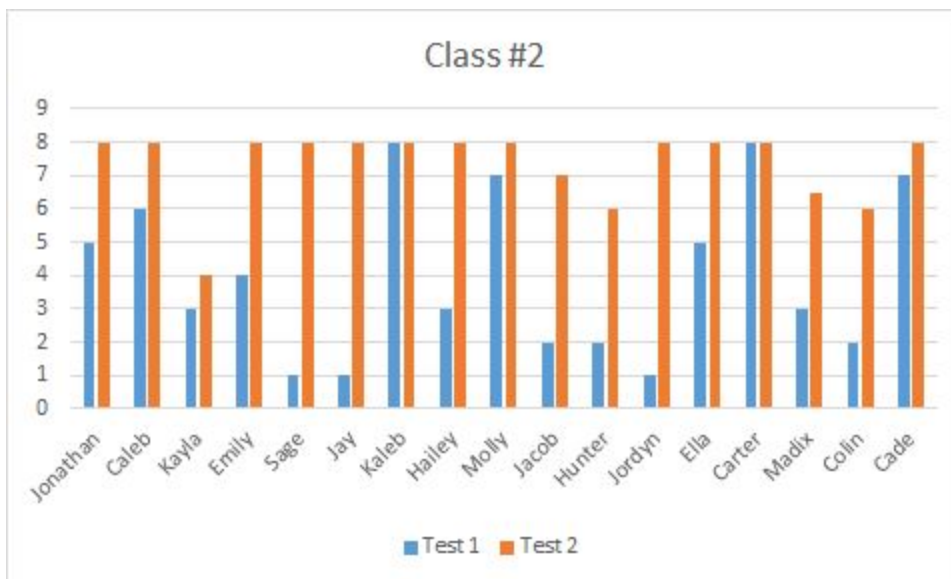
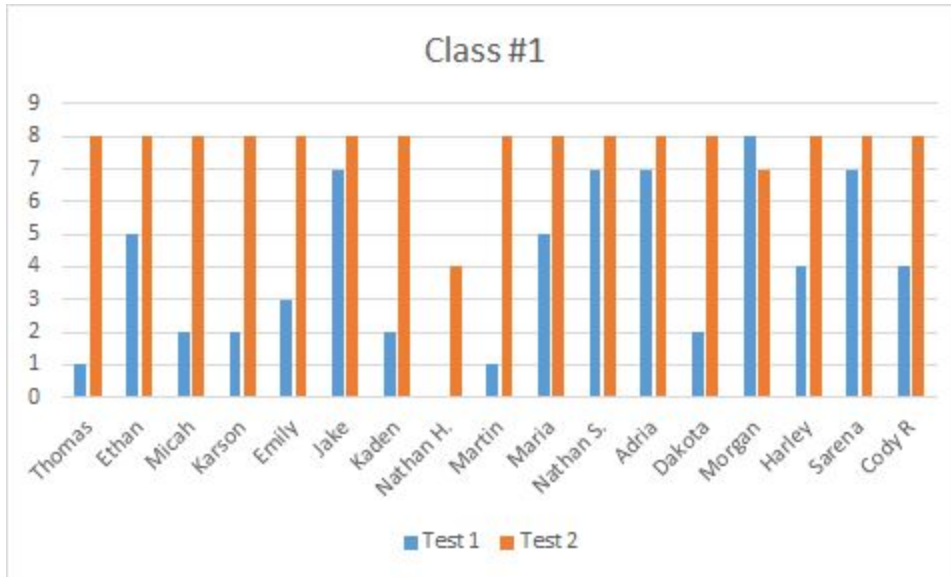
Standards:

- 5.3. Earth Science 1. Earth Structure and Processes 2. The surface of the Earth changes. Some changes are due to slow processes and some changes are due to rapid processes.
5.3.1.2.1 Explain how, over time, rocks weather and combine with organic matter to form soil.

- 5.3. Earth Science 1. Earth Structure and Processes 2. The surface of the Earth changes. Some changes are due to slow processes and some changes are due to rapid processes.
5.3.1.2.2 Explain how slow processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions, form features of the Earth's surface.

The classes were assessed with the same test for the pre and post assessment. This was so that I had more defined data to see how much progress was made throughout my teaching. Individual assessments were also done through worksheets handed out in class and asking verbal questions during lessons. The class as a whole was assessed through group work, which happened in most classes. This was done using, group reading, lab activities, and creating presentations.

I knew that students had met the criteria while lessons were being taught by asking questions during the lesson to individual students. By doing this, if the student was unable to answer the question I was able to give them clarity on anything that was confusing them. I also knew that the students had met the criteria by comparing their pre and post assessments and seeing how much each individual student had grown over the course of the unit.



Overall the both classes dramatically improved from the pre test to the post test. There were many students who failed the first test and by the end almost everyone passed the test. The students in the first class overall did better than the second class. This is due to two different classroom atmospheres. The first class was very quiet, making it easier to get through my lesson plan and have them ask additional questions. The second class was rambunctious and made it difficult to finish lessons. They did not have as much time to ask individual questions. Some students in both classes did one point worse in their post assessment than their pre assessment. I

believe that this is due to not taking their time during the test and rushing through it. I have complete confidence that if I were to ask them to correct their own test, they would have realized their mistake and been able to fix it. Because of this, the supervising teacher and I decided that their final grade would be the greater of the two.

What worked well in my teaching of this unit was the variety of activities done throughout the weeks. Lessons included: reading, lab activities, dancing, games, researching, presenting, and videos. Because of this, I think I was able to reach many students with different intelligences. Using a variety of strategies to teach content is something that I will incorporate into future lessons. One thing that I wish I would have done more, is collecting the students class work. The reason why I did not do this is because I was able to go over answers to worksheets before class was over. I figured that the students would have filled in the correct answers, but this is not always the case. By collecting the students work, I would have had a better idea as to how they would do on their post assessment. However, I felt that I received a lot of verbal feedback from all of the students. Therefore I was able to gauge how well the students would do.

The feedback between the students and myself was mostly verbal. After I graded the pre assessment, I was blunt with the students on how they as a whole class did. I told them that most of the students did well in defining the words, but lacked in giving an example of each term. Throughout the unit, if we were going to talk about examples of each term I would remind them that this would be something to take note of. Students were encouraged to think of examples of terms on their own and apply it to things they have seen. They were praised and encouraged to do this. I also noticed that students lacked confidence in their knowledge. Before the test, some of the students were panicking because they were not allowed to use their notes. I went over

each term with an example with them and assured them that they knew all the terms. After this they were put more at ease and did better on the test.