Teacher Work Sample
VTP 513
Summer 2010
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Learning-Teaching Context

School Characteristics

The classroom in which I taught my instructional sequence was in a summer school program at the Oswego High School. The students had just finished sixth grade from the various elementary schools in the area. They were going to be transitioning to the middle school in the Fall. Since the students were coming from all different elementary schools, I had to see what kind of backgrounds they had and what their reading and math skills were. I therefore went to the classroom on the first day of school and was there for a week observing and helping in the classroom for a week before I did my teacher work sample. During this time, I jotted down any information about the students and I researched all IEPs, reading levels, and math levels.

The summer school program was made up of all students in the school district that had failed a class during the prior school year and needed extra help. The No Child Left Behind Act states that all students must make some progress each year. Summer school and/or tutoring must be made available for those students who do not make adequate yearly progress and need extra help.

Some of the students had difficulty with certain areas or had IEPs that made it difficult for them to follow along. Other students had behavior issues that inhibited their learning. I therefore needed to be ready for all types of levels and behaviors that would be in this classroom. In order to be prepared to teach, I was in the classroom very often and stayed after to talk with the teachers and get information about the students.

Since many of the students needed special programs during the school year such as integrated co-teaching and resource help, there were three teachers in the classroom for a group of 19 students. If the teachers needed extra help, they could discuss the problems that they encountered with the summer school director. There were special services in the summer school
if students needed more help than they were getting in their classroom. That was never needed because the teachers were aware of the IEPs and skills levels of each of the students.

**Classroom Characteristics**

Since the students that I did my instructional sequence with were about to transition from the elementary level to the middle school level, I formulated my instructional sequence in a way that would prepare them for that transition. This was something that they would be learning in the Middle School in seventh grade so they will be more prepared when they enter the Middle School having already had a lesson on that content.

There were three teachers that worked together with a group of about twenty students. These teachers were mainly split into three subject areas; reading, writing, and math. I had to make sure that my content went along with one of their lessons. The Family and Consumer Science curriculum incorporates all of these into their content and therefore I chose a lesson that would go along with one of the math lessons.

The students come to school Monday through Thursday from 8:30 A.M. to 11:32 A.M. for eight weeks. The students would start the morning off with a “morning meeting” at 8:35 A.M. This was a time for the students to share whatever they had on their minds (what they did yesterday, what they were planning on doing that day or over the weekend, or things that were bothering them). On the first day of school they discussed how that classroom needed to remain a “safe circle.” This meant that whatever was said during morning meeting was not to be repeated outside. The desks were set up in a “U” shape figure around the room. This allowed all of the students to be able to see the instructor and other students in the classroom. This made it a lot easier when giving the pre-test, teaching the pounds to ounces lesson, doing the review of the
entire content, and giving the post-test. I was able to see all the students and walk around easily to each student’s desk and help them if needed.

After morning meeting, the teachers did a lesson or discussion with the entire group for about a half hour. The teachers would then split the students into three groups so that the teachers could work with a smaller group of students at a time (usually six students in each group). The students would then do a small lesson or activity in reading, writing, and math. Each rotation lasted for about a half hour. I was asked by the three main teachers to break up my assessments and lessons into three days so that the students wouldn’t get overloaded with material. I therefore planned for my pre-test and a small lesson about converting pounds to ounces one day, the next day do the main lesson about unit price (three-30 minute rotations), and the third day have a quick review of the material and then give the post-test. On the second day, there were two rotations in a row. A short break would be between the second and third rotation for a snack. After the third rotation, the students end the day by going to the computer lab to do math games (coolmathgames.com or fastmath).

The teachers and students came up with the classroom rules together. These rules were discussed and written on a poster and remained there for the entire summer. The rules were as follows: Give 100% all the time- Pay attention, No fighting- No touching, No talking while someone else is talking, Be kind, No swearing- No profanity. I held the students to those rules throughout my instructional sequence.

**Student Characteristics**

The students were between the ages of 11-13 years of age. The class consisted of seven girls and twelve boys, all Caucasian and have English as their primary language. All seem to have been living in New York State for their entire lives but some do not have a good home life.
(coming from morning meeting stories and discussions the teachers had with parents). Half of the students live in a household in which either the parents are separated or they live with other family members.

Reading levels vary from Kindergarten to 12th grade and math levels vary as well. The average reading level was low 4th grade. Spelling was very low for most of the students (around 3rd to 4th grade). I waved any spelling errors and I read, reread, and explained all directions for the students. I also read the questions of the pre and post assessment to the students who needed it. The three other teachers helped to read the questions of the tests to students as well. Math levels were scored on levels from 1-4 (1 being very low and 4 being at their age level). The average math level of the class was a 2.6 (very low for their grade level). I therefore allowed all the students to use calculators throughout the entire educational sequence.

Nine of the 19 students had IEPs. All of them required extended time, a flexible setting, and directions read and explained. Any student who needed extra time was given it for the pre and post assessments. There was one student who was having difficulty understanding the Unit Price activity so I worked closely with him during this time and only required him to complete one full station. Six of the students had integrated co-teaching and resource help. One of the students required audiology services. For that student I made sure that she was close to me and I was always visible. One of the students was diagnosed with ADHD and another was diagnosed with “convergence insufficiency in his eyesight.” I worked with these two closely to make sure they were staying on task and to help them through the steps of the lesson. I checked for understanding for all of the students and worked more closely with those who required it.
Student Achievement Objective/Outcome

- The student will identify the number of ounces in one pound. (theory objective/outcome)
- The student will convert pounds to ounces. (process objective/outcome)
- The student will define the role of a consumer. (theory objective/outcome)
- The student will identify the purpose of finding the unit price of a consumer product. (theory objective/outcome)
- The student will state the equation to find the unit price of an item. (theory objective/outcome)
- The student will calculate the unit price of several consumer products. (process objective/outcome)
- The student will choose the better bargain by comparing the unit prices of consumer products. (process objective/outcome)
- The student will work collaboratively while solving problems of calculating unit price and comparing consumer products in a cooperative group. (attitude/disposition goals/objectives)
- The student will respect the rights of others by sharing consumer materials and classroom equipment with all group members. (attitude/disposition goals/objectives)

When forming objectives, I followed the national, state, and local standards. Having the students calculate the unit price to find out which item is the better bargain directly links to the Consumer Resource Management Performance Objective 3; the student will identify guidelines for consumers that include the role of consumers in the marketplace and consumer rights and responsibilities. While doing the unit price activity in which the students were comparing two different sized containers of similar items, this was relating to CRM 3.2 (Identify possible alternatives and resources available to conduct a comparison-shopping experience). The students were given the price of the two items and they needed to find the weight of the item on the
package or container to find the unit price. This correlates with CRM 3.3 (Access information on a specific product or service and conduct comparison-shopping). During the unit price activity and question number eight on the pre and post-tests, the students needed to compare the unit price in order to find out which item was the better bargain. This directly links to CRM 3.4 (Use information on a product or service to make the most appropriate choice, and evaluate the decision and the comparison-shopping experience).

The two attitude/disposition goals/objectives directly relate to the NYS Education Department process skills for Family and Consumer Science (Communication, Leadership, Management, and Thinking). While the students were at their stations for the unit price activity, they were to work collaboratively in order to find the better bargain. This went along with the Communication Skills Objective 1.8 (Demonstrate effective communication skills in a group setting to accomplish a task). Students also helped the other members in their group and worked together while using the same materials when they were trying to find out the unit price at a station, which correlates with the Leadership Skills Performance Objective 1.11 (Demonstrate leadership and teamwork in a group setting to accomplish tasks).

During the course of the summer, one requirement that the students needed to work on was to use their math skills to solve problems (application of Bloom’s Taxonomy). My instructional sequence encouraged the students to use their division skills in a real life context of comparison-shopping. The students were also going to learn about weights and measures and calculate food rates on unit costs. The students were going to have to do a worksheet on unit price with the teacher. I changed the lesson to make it more authentic. The students should understand the purpose of finding the unit price, which is why I constructed my lessons and activities in the way that I did.
All students in that class were required to follow the teacher's original lesson so I made my lesson be the same for each student. I did, however, shorten the activity for those who were taking a bit longer to understand the concept. For my unit price activity, I used my observation of the students' work as the evaluation/assessment more than the activity itself. I did this because I was helping them through the activity and I checked their work once they were completed to ensure that they truly understood the material.
# Assessment Plan

<table>
<thead>
<tr>
<th>Achievement Objective/Outcome</th>
<th>Assessments &amp; Performance Criteria</th>
<th>Rationale</th>
<th>Adaptations</th>
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<tbody>
<tr>
<td>Students will identify the number of ounces in a pound. (theory)</td>
<td>• Pre/post test question 1 with 100% accuracy on post test</td>
<td>Assessments and activities are to address the essential question <em>How can I develop skills that demonstrate responsible consumer practices?</em> (FACS CRM)</td>
<td>Teacher implemented appropriate accommodations for individual students with Individual Education Programs (IEPs).</td>
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<td>Students will convert pounds to ounces. (process)</td>
<td>• Pre/post test question 2 with 75% accuracy on overall assessment • Unit Price Activity for a minimum of two stations with 75% accuracy.</td>
<td>The purpose of these assessments is to measure student knowledge and skills needed to become responsible consumers. Pre/post tests were chosen to assess their level of knowledge and ability to apply math skills to consumer practices. Students completed a Unit Price Activity in cooperative small groups. Various workstations were set up in the room for comparing consumer products. Continuous informal assessment took place while students moved to various workstations calculating unit price. Students worked together to calculate</td>
<td>Students with low math skills were given calculators throughout all of the assessments and activities.</td>
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<td>Students will define the role of a consumer. (theory)</td>
<td>• Pre/post test question 3 with 75% accuracy on overall assessment</td>
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<td>Students with low reading levels were read, reread, and explained directions and questions during pre/post tests. They were also read, reread, and explained directions for the Unit Price Activity.</td>
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<td>Students will identify the purpose of finding the unit price of a consumer product. (theory)</td>
<td>• Pre/post test question 4 with 75% accuracy on overall assessment</td>
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<td>Students who had IEPs that required extended time on activities were given extra time for the pre/post tests and were only required to complete one full station of the Unit Price Activity.</td>
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<td>Students will state the equation to find unit price. (theory)</td>
<td>• Pre/post test question 5 with 75% accuracy on overall assessment</td>
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<td>Students with IEPs that required a flexible environment were given the opportunity to go to a separate, quieter location to take the pre/post assessments.</td>
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<td>Students will calculate the unit price of several consumer products. (process)</td>
<td>• Pre/post test questions 6 &amp; 7 with 75% accuracy on overall assessment • Unit Price Activity for a minimum of two stations with 75% accuracy. • Teacher observation and monitoring of student progress while students completed workstations.</td>
<td></td>
<td>Students who had low math skills were</td>
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| Students will choose the better bargain by comparing the unit prices of consumer products. (process) | • Pre/post test question 8 with 75% accuracy on overall assessment  
• Unit Price Activity for a minimum of two stations with 75% accuracy.  
• Teacher observation and monitoring of student progress while students completed workstations.  
• Unit price of each item, compared the costs, and chose the best bargain. They completed the Unit Price Activity worksheet with teacher monitoring. This allows students to work together and get help as needed while practicing the concepts of the achievement objectives/outcomes.  
worked with on a one-on-one basis more often during activities.  
• Students who were easily distracted received help in staying on task during all activities and assessments.  
• Students with IEPs were checked for understanding throughout educational experience.  
• Students who required auditory services were put up front and in clear view of teacher during instructions and discussions. Teacher’s face was clearly visible and within 12 feet during such time. (2 students)  
• Spelling requirements and formatting of decimal points and dollar signs were waved for all students due to the low reading and math levels of many students in the class.  
• The Attitude/Work Assessment is an ongoing process for students who experience difficulties in such areas. |
| --- | --- | --- | --- |
| Students will work collaboratively while solving problems of calculating unit price and comparing consumer products in a cooperative group. (attitude/disposition) | • Unit Price Attitude/Work Assessment based on teacher observation of student performance  
• Obtain a mean of at least 3.5  
• Teacher observation and monitoring of student progress while students completed workstations.  
The questions on the pre/post assessments and the Unit Price Activity were developed to match the objectives.  
The Attitude/Work Assessment corresponds with the NYS Essential Elements of Instruction that students will act responsibly toward themselves, their families, their peers, and the larger society. This assessment is used to address the unique characteristics and developmental needs of adolescents. These behaviors are modeled, taught, and reinforced throughout the educational experience. |
| Students will respect the rights of others by sharing consumer materials and classroom equipment with all group members. (attitude/disposition) | • Unit Price Attitude/Work Assessment based on teacher observation of student performance  
• Obtain a mean of at least 3.5  
• Teacher observation and monitoring of student progress while students completed workstations. |
The first assessment that was administered was the pre-assessment. This was done before any type of lesson or activity on the topic. This assessment covered the first eight objectives (or all theory and process objectives/outcomes). After a short lesson of converting pounds to ounces, a lesson and activity about unit price, and a quick review on all of the content, the students were given a post-assessment. These assessments were identical. The first assessment was used to analyze how much knowledge the students had on the topic before the lessons and the last was used to see how much they had learned. The assessments consisted of five short answer/fill in the blank questions and three multiple-choice questions. I made the questions to link directly with the objectives.

Another formal assessment (other than the pre and post-assessments) was an affective assessment. The three teachers of that classroom were stressing their attitude and behavior in the classroom. They believed that it was very important (with that specific group of students) to spend time working on how they act and treat other people. I decided that I would support their efforts and their attitude/disposition objective/outcome by creating an assessment for each of the students. I would study their behavior throughout my instructional sequence and fill out an assessment about their respect for others and teamwork.

I also had many informal assessments throughout my lessons and activities. While the students were working on their unit price activity, I went around to see how they were doing and how well they were completing the activity. By asking them questions and observing their worksheet for the stations, I was able to see their knowledge of the content.
Instructional Sequence

Whole Group Discussion/Cooperative Learning:

Grade/developmental level(s): 7th grade

Achievement objectives/outcomes:
- The student will identify the number of ounces in one pound. (theory objective/outcome)
- The student will convert pounds to ounces. (process objective/outcome)

Assessments: Worksheet during instruction and fill in the blank questions on pre/post assessments.

Materials and resources: A small worksheet of five fill in the blank questions converting a weight in pounds to ounces, the pre/post assessment, and calculators

Procedure/Timeline: On the first day of my instructional sequence, after giving students their pre-test, I asked them to relate the number sixteen to their lives in order for them to have an easy way to remember how many ounces in one pound. I had a worksheet consisting of five different weights that needed to be converted to ounces. We discussed the concept of how to convert it.

We did the first two together as a class then gave them time to try the rest. During this time I walked around to all the students to see how they were doing and helped students individually if they needed help. Once all the students were done with the activity we went over the rest of the worksheet together and I checked on the students understanding of the topic.

Modifications of instruction for specific student individual differences and special needs:
Calculators were given to all the students to help with the activity. I also went to each student to check understanding.

How integration of technology is included in the learning activity: Calculators were used to help the students with converting pounds to ounces. The smartboard was planned on being used but was not able to be used along with the calculators.
How outreach to families and/or community outside the classroom is included in the
learning activity: These students were learning how to be responsible consumers by
comparison shopping. This included how to manage their money when shopping.

Analysis of student learning: All of the students were able to identify the number of ounces in a
pound. The students seemed to understand the concept of converting pounds to ounces but had a
difficult time doing the math required.

Reflection of the lesson: Given the time and resources that I had available, I believe that the
lesson went very well. However, if I could do it over again, I would spend more time working
with them on this concept. I would also play a game with them on the smartboard to reinforce
the new knowledge they gained from the lesson.

Small Group Discussion:

Grade/developmental level: 7th grade

Achievement objectives/outcomes:

- The student will define the role of a consumer. (theory objective/outcome)
- The student will identify the purpose of finding the unit price of a consumer product. (theory
  objective/outcome)

Assessments: Students were able to answer questions posed and answer multiple-choice
questions on post assessment.

Materials and resources: Question and answer that were teacher initiated

Procedure/Timelines: I asked questions about the definition of a consumer and examples. We
also discussed what a unit price was and how it was used. Student input was strongly
encouraged for all. The discussion lasted for about ten minutes.

Modifications of instruction for specific student individual differences and special needs:
None required.
How integration of technology is included in the learning activity: None required.

How outreach to families and/or community outside the classroom is included in the learning activity: The students discussed how to be a responsible consumer in society.

Analysis of student learning: Students were able to answer the questions asked of them and they had good examples. They seemed to have responded well to the discussion.

Reflection on the lesson: The discussion is beneficial to the students and the teacher. It allows the students to understand the community around them and how the information is used in the real world. It benefits the teacher in that it shows exactly what the students know and what they need to improve on. From the post assessment, some of the students might have needed some more help with understanding the purpose of finding the unit price.

Small Group Activity:

Grade/development level: 7th grade

Achievement objectives/outcome:

- The student will identify the number of ounces in one pound. (theory objective/outcome)
- The student will convert pounds to ounces. (process objective/outcome)
- The student will state the equation to find unit price of an item. (theory objective/outcome)
- The student will calculate the unit price of several consumer products. (process objective/outcome)
- The student will choose the better bargain by comparing the unit prices of consumer products. (process objective/outcome)

Assessment: Unit price activity worksheet, my observation and discussions with the students, and questions on the post-assessment.

Materials and resources: Unit price activity worksheet, calculators, and four different consumer items with the price and weight included.
Procedures and timeline: The entire group of students was split into three groups. The other teachers thought that it would be better for the students continue with having stations to keep on the same schedule. I had about six students at a time. After finding the unit prices of two items and comparing them as a large group, I let the students figure out the next with my supervision. Once I made sure the students understood the concept, I broke the group of six into two different stations. There were two items (with the weight and price) at each station. The students were to find the unit prices of the items and find the better bargain. During this time, I circulated the stations to check on student understanding and answers. Students could also help each other during this time. The students were given about 20 minutes to complete both stations.

Modifications of instruction for specific student individual differences and special needs: Students were given calculators to complete the worksheet and I circulated and helped students when needed.

How integration of technology is included in the learning activity: Calculators were provided.

How outreach to families and/or community outside the classroom is included in the learning activity: The students were learning strategies to become better consumers through the comparison-shopping experience.

Analysis of student learning: Most of the students did far better than I would have expected. Some had some difficulty understanding the math concepts when multiple steps were involved. However, most of the students could do the process by themselves. The hardest part of the process seemed to be converting pounds to ounces. When the students did not have to do that portion of the test, all were able to find the unit price of the item. Therefore, this activity worked very well because they were able to repeat the process a few times.
Reflections on the lesson: I believe the lesson went very smoothly and the students learned a great deal. Most of the students did very well finding the unit price of the item and identifying the better bargain. I don’t believe I would change much about this lesson since they did so well on this portion.

Analysis of Student Learning with Examples of Student Work

Whole Class Analysis

As shown on the chart, I had a lot of success in Objectives: Given the topic of weights, the student will identify the number of ounces in one pound with 100% accuracy. (theory objective/outcome)

Given a worksheet with different weights in pounds, TSW convert pounds to ounces with 80% accuracy. (process objective/outcome)

I seemed to have the best outcome with this question. As shown from the chart, none of the students could identify the number of ounces in one pound on the pre-test. However, by the end of my instructional sequence, all nineteen students got that question correct. I believe this had to do with the way I tried to associate the number sixteen with something in their lives, the
worksheet we did together on the first day, and the stations they were to complete the following day that incorporated that skill into it. This was drilled into their heads while they were with me and it seemed to work very well.

However, the students seemed to have a little more trouble with question two on the pre and post assessment, which was to convert 2 pounds 1 ounce into ounces. I think this had to do with the low mathematics skill level of the students in the class. The students were given calculators to help them with the conversion but from looking at the post assessments, there were a couple students who did not add the one-ounce to the equation. Seven of the nineteen students did not get number two correct. However, after looking at the mathematics skills level of the students, eight students had extremely low mathematics skills and many others still weren’t at the level they should be for their grade level. The students also had trouble with question seven because the students were having trouble converting pounds to ounces and therefore, could not correctly get the unit price of the item. Getting the students to work on their mathematics would help to improve those scores.
### Subgroup Analysis

#### PRE/POST TEST SCORE SUMMARY ANALYSIS

Total number of questions on the test: \( Q = 8 \)

Total number of students who took the test: \( N = 19 \)

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Mean Scores: 1.1052614%  5.89474%  74%  4.789474%  60%
The most noticeable distinction I made between the groups was that both the male and female groups with IEPs ended up with slightly lower correct answers than the mean. Group three and four (males and females without IEPs) had correct answers over the mean on the post-test. The females without IEPs seemed to get the most out of the instructional sequence than the rest (with a difference of 5.7 correct answers). However, the females with IEPs had the least amount of change in their scores with only a difference of 3.3 correct answers. This was a bit lower than the other three groups. The females with IEPs seemed to have had more difficulty with the problems involving math skills than the questions that required them to memorize facts. Those students will need more help getting their math skills level up to where it should be.
Evaluation and Reflection

The passing grade for my post assessment was a 75%. Eight of the nineteen students did not meet that requirement. However, I did find myself to be successful in my instructional sequence. Many of these students were at such a low reading and math skills level. I only had a limited amount of time to do these lessons. I had about 15 minutes to teach the students how to convert pounds to ounces on the first day. Twelve students got that correct. I wish I had more time to go over that concept before moving on to unit prices. Half of the test was doing math problems. I gave the students calculators but since all of the students got question six correct, it is clear that they understood how to calculate unit price. The students also seemed to have trouble with number four (only 9 of the students got it correct). This question concerned the purpose of finding the unit price. I discussed this in the beginning of the lesson and should have stressed that concept more during the activity.

I had to make a few changes throughout my lessons. For both of my lessons (converting pounds to ounces and finding unit price) I was planning on using the smartboard and having the students come up to write their answers to some of the problems. However, I also needed to let the students use their calculators and in order for them to work, they needed the lights on. With the lights, the students were unable to see the smartboard. I regrettably did not have a smartboard, whiteboard, or chalkboard to use throughout my lessons. The whiteboard and chalkboard already had information on them from the other teachers. This changed my lesson because I spent more time walking around to check for student understanding throughout the lesson. I circled the room a lot to make sure that each student was following along and doing the work. I also had to cut my first lesson short because I was only given about 15 minutes to teach the students to convert pounds to ounces. I had a game on the smartboard that I would have liked for the students to play but did not have the time.
From what I have learned from the three teachers of the classroom and all the information that I have gathered, these students have a very difficult time in school and they need a lot more time learning concepts, especially when reading and math are involved. I believe that I helped with the reading portion of the pre and post assessments but I believe many students needed more time to practice their math skills that were needed for this lesson. However, since none of the students dropped below 50% on the post assessment, the students got a lot out of my lessons. I originally was just going to focus my lessons on calculating unit price without converting pounds to ounces. I thought that it would have been too much for them. However, since I needed my lesson to go along with what the students were doing in class, I included converting pounds to ounces. I did not think that the students would do this well with the amount of content they needed to learn in such a small amount of time but most of them seemed to have done a wonderful job.

Many of the students come from very low-income families and I heard many students in the class saying they were excited to turn sixteen so that they could drop out of school. However, regardless of economic status, it is important for people to understand the concept of unit price in order to be good comparison shoppers. I thought this would be good activity for them to learn a couple of the basic skills in being a good consumer. This was also preparing them for the content that they will be learning in the seventh grade.

The stations for the unit price activity seemed to have gone extremely well considering I could not use the smartboard for the lesson. All of the students got number six right, which proves to me that they understood how to calculate unit price. I also believe that I helped to develop their math skills by doing this lesson. I also think that by asking the students to connect the number sixteen to something in their lives made sixteen ounces in a pound to be easy to remember. All of the students got that question correct. The students seemed to respond well
when one part of the material was connected to them in some way. I had them make the
collection and it seemed to work for them. The teacher observing me said that I have very good
classroom management skills as well. I was very engaged with the students and kept them on
task throughout the lessons and activities. I also did not allow much transition time for the
students so they were unable to get off task during that time. By being involved and having the
students occupied at all times, classroom management was very easy.

If I were to teach this again, I would probably make sure there was a whiteboard or
smartboard that I could use in conjunction with the calculators. I also would have spent more
time focusing on converting pounds to ounces. Playing a game would help to reinforce the
concept in their minds and hopefully help them do better when using it to find unit prices.

I believe that I did well teaching the students the topics given the time and resources I
had available. I would have changed a few aspects of my instructional sequence if I were to do it
over or if I had my own classroom. I believe this is how it is going to be when teaching. In the
classroom, you need to try new lessons and activities and at the end of it, evaluate how it went
and what the students gained. I am looking forward to trying new things and adjusting them to
make them better throughout the years.