

Goal Five: Instruction and Assessment

“Goal 5: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.” ~ UAS School of Education

I have chosen my [Teacher Work Sample \(TWS\)](#) that I created and taught during my student teaching practicum to demonstrate my proficiency in instruction and assessment. This is a science unit taught from both the Anchorage School District curriculum and an [interactive lesson found on Pinterest.com](#)©. My TWS includes self-created handouts to check for background knowledge, lesson plans, lesson artifacts, and pre and post-test results. The collected data and analysis shows an overall Learning Gain Score of 67.05%. The Learning Gain Score is designed to indicate the efficacy of instruction.

The TWS was an excellent opportunity to examine my teaching methods and their impact on student achievement. My [reflection](#) (p. 38) on the process shows clear understanding of student needs and adjustments in instruction accordingly (Sousa, & Tomlinson, 2011). In my practice I rely on differentiation techniques before I even get started. I plan for auditory and visual needs of my students; determine the least distracting desk arrangement and seating chart; coordinate with the special education staff to determine optimal instruction conditions for students with special needs; and anticipate my students’ physical needs and build in remedies (e.g. snack, movement break, bathroom break) (Tomlinson, & McTighe, 2006).

I begin lessons with a hook that ties the content in to something relevant to my students as well as check for background knowledge (Miller, 2008). I make adjustments to my lessons by checking for understanding with several different techniques. I take polls by starting with “Raise your hand if...”. This is highly engaging because students want to participate and they listen for

what comes after the “if” so they can participate. I use and model the thumbs up-thumbs middle-thumbs-down poll.

During math instruction I give students small whiteboards to write their answer down and show me. I give them a “thumbs up” or a “keep trying” depending on their answers. This method of feedback is effective, encourages engagement, and abates blurting (Lemov & Atkins, 2010). I create a safe learning environment so that students know they can give me feedback on their understanding without fear of judgment (Johnston & Allington, 2004). I then modify my lesson based on student feedback and engagement. I use mid-chapter quizzes to check for understanding in math and reteach accordingly.

I respond to students’ reading and writing needs by using assessment information to determine what should be retaught and which students could use extra support (Miller, 2008). I use IEPs, results from spelling tests, and evaluations of writing samples to create an alternate spelling program for students who needed it (Tomlinson, 2005). In my class, we play a spelling game using our spelling lists for the week. Student performance during the spelling game tells me what words need to be retaught.

I constantly gauge student progress and student needs. This informs my practice and guides my work from day to day (kid to kid, year to year).

References

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- UAS School of Education Goals retrieved from: <http://www.uas.alaska.edu/education/index.html>