

Teacher Work Sample

Gabriel J. Harrison

Department of Curriculum, Instruction, and Leadership, Louisiana Tech University

EDCI 416C: Clinical Residency

Dr. Amy M. Vessel

May 8, 2023

## TABLE OF CONTENTS

CONTEXTUAL FACTORS.....	2
CLASSROOM MANAGEMENT.....	8
LEARNING OBJECTIVES.....	16
ASSESSMENT PLAN.....	18
DESIGN FOR INSTRUCTION.....	21
INSTRUCTIONAL DECISION-MAKING.....	24
REFLECTION AND SELF-EVALUATION.....	31

## Community:



Town of Calhoun, Louisiana, and about fifteen miles west of West Monroe, Louisiana. The physical site of the school is rural, located near Louisiana State Highways 151, 546, 838, 144, and 34. The school is also roughly five miles from Interstate 20, five miles from US Highway 80, and fifteen miles from US Highway 165. These highway routes make the school site accessible from anywhere in the parish. This area of rural Ouachita Parish does not have much going on in the way of businesses, and it has a low population density, meaning that people live spread out and further apart. The nearest city, West Monroe, has a population of 13,103, according to the 2020 U.S. Census. For the demographic breakdown, roughly 57% of the population is white, 40% is black, and 3% identify as Hispanic or



2

**District:**

The Ouachita Parish School District has jurisdiction over the entire parish except for the city of Monroe, which has its own independent school district. The superintendent of the Ouachita Parish School Board is Dr. Don Coker. Coker, a former educator and principal, has been the

<b>List of High Schools in Ouachita Parish</b>	
<b>School</b>	<b>City</b>
Ouachita Parish High	Monroe
Richwood High	Richwood/Monroe
Sterlington High	Sterlington/Monroe
West Ouachita	Cadeville/West Monroe
West Monroe	West Monroe

*Figure CF.3 – List of High Schools in Ouachita Parish*

superintendent of Ouachita Parish Schools since 2015. The Ouachita Parish School District contains five high schools, nine middle schools, twenty-two elementary schools, and an alternative education center. The total population of Ouachita Parish is 160,368. The parish is 59.2% white and 38% black. There are also substantial Asian and Hispanic/Latino populations in the parish, with 1.1% and 2.4%, respectively. The average household median income in the parish is \$44,934, which is higher than West Monroe's median income. However, the parish has a poverty rate of 23.7%, higher than the national average of 11.6%. The Ouachita Parish School Board has seven districts and members. District C Member Scotty Waggoner represents West Ouachita High School. Regarding rankings, the Ouachita Parish School District ranks 39 out of the 193 school districts in Louisiana. This places the district in the top 30% of the state. The high school graduation rate has gradually increased to 86% across the district's five high schools.

During the COVID-19 Pandemic, the Ouachita Parish School Board received money from the CARES Act, which appropriated funds for school districts if they met specific criteria. One of the criteria was that schools within the district must become 1:1, meaning that technology, such as a laptop, must be provided to every student. Joining in with the other approximately 60% of U.S. school districts, Ouachita Parish opted to adopt Chromebooks from

Dell as their technology of choice. The district also provided larger and more powerful Asus Chromebooks to every teacher in the district.

**School:**

West Ouachita High School is one of five high schools in the Ouachita Parish School District. As with the other schools in the parish, West Ouachita houses grades nine through twelve. For the 2020-2021 school year, West Ouachita had an enrollment of 1,112 students, with roughly sixty-four teachers. The previous statistics average out to a student/teacher ratio of 17 students per teacher. 337 students qualify for free or reduced-price lunches on campus. The majority of students in the school are coded as white, making up about ninety-two percent of the total enrollment. The fact that West Ouachita is located very rurally can account for the lopsided ethnic count.

According to the U.S. News and World Report, West Ouachita's school "Scorecard" is 46.19. The outlet determines this score according to six factors: the percentage of students who took at least one AP® Exam, the percentage of students who passed at least one AP® Exam, mathematics proficiency, reading proficiency, science proficiency, and the school's graduation rate. Nineteen percent of students took at least one AP® Exam, while only six percent passed at least one. Proficiency in order of greatest to least is reading, mathematics, and science, which is fifty-nine, thirty-eight, and thirty-four percent, respectively.

West Ouachita High School has one principal, Mr. Rusty Farrar, and four assistant principals, Mr. Bobby Crockett, Mr. Cory Emerson, Mrs. Randa Wigley, who is also the curriculum coordinator, and Mr. Colby Mitchell, who is over the AP® Testing for the school. The school also has a counselor for each grade level. They are Allison Jones, LaWanna Bailey,

Denise Green, and Kristina Morris, ninth through twelfth grade, respectively. The school has two main floors, the 2<sup>nd</sup> and 3<sup>rd</sup> Floors. The school is organized into different wings and halls where certain class types are located together. However, there is an exception to this rule. Our classroom is in the language hall as my mentor teacher, in past years, taught French and Latin. Even though we only teach Social Studies classes this year, we still reside in the language hall. This also means that Spanish is the only foreign language offered for the 2022-2023 school year.

West Ouachita offers various opportunities and extra-curricular activities for students to be their best selves. The school offers Dual-Enrollment and Advanced Placement (AP®) courses in addition to its required offerings set by the State of Louisiana. These advanced courses allow students to be pushed beyond their imagined capabilities. West Ouachita also has various sports, such as football, soccer, baseball, basketball, softball, track and field, tennis, golf, fishing, and more. Other extra-curricular activities include band (marching, concert, jazz, etc.), choir, theatre, cheer, dance, digital media, NJROTC, FCCLA, FFA, Spanish, student council, and more.

### **Classroom Factors:**

The social studies classroom I am located on the main floor, room 240, in the language hall. There are two Spanish classrooms with three Spanish teachers, Mr. Shambro, Ms. Baxter, and Mrs. Higuera. Another social studies classroom to our left is Mr. Marsh's Civics and U.S. History classes. Students only have four minutes between bells to handle their business and get to their next classes.

The classroom desks are currently arranged in seven groups of four and one group of two. We leave our desks in a group configuration all year because it helps foster student autonomy and development. Group work is also a pivotal component of our classroom expectations.

Seating arrangements will change every time we assign a new group activity. This period can range from twice a week to once a month between changes. We believe it is good to change students up; that way, they get a chance to network with all of their peers at least once in a group setting.

### **Student Characteristics:**

We have six total classes that we teach. For 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 7<sup>th</sup> hours, we teach AP Human Geography. Human Geography is an Advanced Placement course that can be taken in place of the regular World Geography course. For 3<sup>rd</sup> and 6<sup>th</sup> hours, we teach AP U.S. History. Unlike regular U.S. History, which starts after the Civil War, AP U.S. History starts the year before Columbus's voyage in 1491. As U.S. History is a LEAP-tested subject for the State of Louisiana, students in AP U.S. History must cover twice as much information as their peers in regular U.S. History.

Our AP classes tend to have a more diverse student makeup than the average class at West Ouachita. Keep in mind that the school is ninety-two percent white.

<b>CLASS</b>	<b>DEMOGRAPHIC COUNT</b>	<b>SEX</b>	<b>TOTAL</b>
<b>1<sup>ST</sup> HOUR AP HUMAN GEOGRAPHY</b>	2 Black, 25 White	14 Male, 13 Female	27 Students
<b>2<sup>ND</sup> HOUR AP HUMAN GEOGRAPHY</b>	1 Black, 24 White	7 Male, 18 Female	25 Students
<b>3<sup>RD</sup> HOUR AP U.S. HISTORY</b>	2 Black, 1 Native American, 10 White	7 Male, 6 Female	13 Students
<b>4<sup>TH</sup> HOUR AP HUMAN GEOGRAPHY</b>	26 White	9 Male, 17 Female	26 Students
<b>6<sup>TH</sup> HOUR AP U.S. HISTORY</b>	13 White	4 Male, 9 Female	13 Students
<b>7<sup>TH</sup> HOUR AP HUMAN GEOGRAPHY</b>	1 Asian, 1 Black, 1 Native American, 23 White	11 Male, 15 Female	26 Students
<b>TOTALS</b>	<b>1 Asian, 6 Black, 2 Native American, 121 White</b>	<b>52 Male, 78 Female</b>	<b>130 Students</b>

For our Human Geography classes, we tend to see the quietest classes early in the morning, such as our 1<sup>st</sup> and 2<sup>nd</sup> hour. 4<sup>th</sup> and 7<sup>th</sup> hours are our most active, speaking and participation-wise, classes, with 4<sup>th</sup> hour greater than 7<sup>th</sup>. Many of our students are in athletics, including basketball, baseball, softball, track and field, cross country, and football. Our students also participate in various extracurricular activities, including the one we sponsor, the student council, and the band, choir, dance, and cheer. Our mix of students with different backgrounds, athletically and academically, contributes to our unique classroom culture.

Out of all of our classes, we only have two Section 504 students. Their plans call for extended time on assignments in the event that they have an outbreak or episode.<sup>1</sup>

---

<sup>1</sup>Sources:

[2020 U.S. Census Data “QuickFacts: West Monroe, LA”](#)

[Ouachita Parish School Board Website](#)

[West Ouachita High School Website](#)

West Ouachita High School 2022-2023 Teacher/Student Handbook

[Ouachita Parish Police Jury Website](#)

[United States Zip Codes: 71292](#)

[Public School Review: Ouachita Parish School District](#)

[West Ouachita High School in West Monroe, LA - US News Best High Schools](#)

[Search for Public Schools - West Ouachita High School \(220120001939\) \(ed.gov\)](#)



## **CLASSROOM MANAGEMENT**

### **Attention Signal:**

In our classroom, we have established multiple attention signals that we regularly practice with our students. One quick one that we use is a simple finger snap, which is usually followed by either “hush,” “quiet,” or “listen.” Using wait time is a key factor in our classroom management. We never move on until all students are actively listening. A verbal check that is unique to our class is based on our hall pass, a pelvis bone. When the teacher says, “Keep Calm,” the students must respond with, “and carry a bone!” until the class has their eyes on the teacher. The “Keep Calm” phrase is based on a propaganda campaign that was put out by the United Kingdom Government during World War II, “Keep Calm and Carry On.”

### **Safety Rules/Accident Procedures:**

At West Ouachita High School, we have safety rules and accident procedures in place for any number of situations that may arise. These can include fire, tornado, lockdown/active shooter, and bomb threat procedures.

**Lock Down (LD) Procedures:** When a lockdown is initiated, an announcement will be made over the intercom of “LOCKDOWN.” If there is gunfire, screaming, or any other loud impact, a lockdown may be initiated without the intercom announcement.

**Classroom Lockdown:** As teachers, the first thing that we do is move students away from doors and windows and away from open spaces. Students are to sit on the floor against a wall out of view from any doors or windows. Students are to remain quiet and SHOULD NOT check their phones or alert anyone inside or outside of the school campus. Teachers will lock the doors (which should already be locked) and close all windows and blinds. Then, we check the roll to

make sure that all students are accounted for. We all are to remain quiet and calm throughout the process. Do not open the door for any reason! When law enforcement arrives, they will announce their presence. The teacher will unlock the door and instruct the students to keep their hands up. Law enforcement will evacuate the room.

**Cafeteria Lockdown:** Should students happen to be in the cafeteria (also called the Commons), have them get underneath tables facing each other in the tucked position. If students are in a serving line, they should get down to the nearest table. If that is impossible, they should get down where they are in the serving line facing the food server in the tucked position. In all other cases, remember to RUN-HIDE-FIGHT.

**Outside Lockdown:** Should students happen to be outside during a lockdown initiation, they should duck under the outside tables in the tucked position facing each other. In all other cases, remember to RUN-HIDE-FIGHT.

**Field House Lockdown:** Should students happen to be at the field house during a lockdown initiation, direct them to the bottom floor of

## **RUN**

Leaving the area quickly is the best option if it is safe to do so.

- Take time now to learn the different ways to leave your area.
- Leave personal items behind.
- Assist those who need help, but consider whether doing so puts you at risk.
- Alert authorities of the emergency when it is safe to do so.

## **HIDE**

When you can't or don't want to run, take shelter indoors.

- Take time now to learn the different ways to seek shelter in your building.
- If severe weather is imminent, proceed to the nearest indoor refuge area.
- If someone is trying to harm you and you cannot evacuate, get to a place where you cannot be seen, LOCK or block your area, silence your phone, DO NOT make any noise and DO NOT come out until you are escorted by staff or police.

## **FIGHT**

You may need to fight to increase your chance of survival.

- Think about what kind of common items are in your area which you can use to defend yourself.
- TEAM UP with others to fight if the situation allows
- Mentally prepare yourself – YOU MAY BE IN A FIGHT FOR YOUR LIFE!

Please be aware of persons with disabilities who may need additional assistance in emergency situations.

the building. Place everyone in the locker room and lock the door. In all other cases, remember to RUN-HIDE-FIGHT.

**Bathroom Lockdown:** Should students be in a restroom during a lockdown initiation, they should stay in the bathroom, get on top of the toilet, and keep the door closed and locked, if possible.

**Evacuation Procedures:** Evacuation Procedures will be established by the principal and their Crisis Team. Only evacuate when told to do so. Maps should be posted in all classrooms indicating both primary and secondary evacuation routes.

**Walking Evacuation:**

- SRO/Principal is notified of the incident and a plan is made
- Principal calls the OPSB Superintendent
- Crisis Team will be called to the front office
- Principal issues evacuation order to site (WOHS Soccer Field)
- Self-contained classrooms should be evacuated first.
- Students and staff will follow fire procedures and routes to evacuate buildings. Students will walk across the side road. A Team member or the first teacher to reach the intersection will act as a crossing guard.
- The Crisis Team ensures that students are out of the building and are not hiding in bathroom stalls or hallways.
- A Crisis Team member takes evacuation supplies to the relocation site.
- Maintenance locks and secures all entrances to the building after reporting all safe.
- The principal will determine whether the evacuation will be moved to the relocation site.

**Bus Evacuation:** Follow the same procedures as a walking evacuation but add these steps:

- The Assistant Principals and Crisis Team Bus Coordinator will coordinate the transportation of students via bus. At least 10 buses will be needed for such evacuation.
- The principal or school board designee will coordinate bus evacuation with the site being determined by the situation.
- The bus evacuation site is First Baptist Church of Calhoun, LA.

**Teacher Duties during Evacuation:** Teachers are to follow the steps listed below.

- Follow fire drill rules unless otherwise stated.
- Check your room for any unusual items. If none, turn off the lights and close the door. If there is an unusual item or package, alert the Crisis Team or SRO on departure from the room.
- Take your Crisis Binders with you, which should contain an up-to-date roster.
- If we are at lunch or any other event/pep rally, report to the evacuation site and your GAP roster will be in the crisis box.
- Once outside, account for all students. Inform the Crisis Team if students are missing.
- When evacuating, teachers should ensure that students are following in a line. Teachers should flank the outside of the line to make sure nothing suspicious is occurring.

At site:

- Once we arrive at the site, sit students in a designated area.
- Call roll and perform a head count.
- Stay together until buses arrive or other directions as given. Keep students together.
- Once buses arrive, you will load as directed, staying with your class.
- Once at the relocation site, call roll again and perform another head count. Keep students together.

Relocation Sites – Depends on Situation:

- Site 1:  
WOHS Band/Soccer Field  
4061 Caples Rd  
West Monroe, LA 71292
- Site 2:  
First Baptist Church Calhoun  
HWY 80  
Calhoun, LA 71292

**Bomb Treat:** Upon receiving a message that a bomb has been planted in the school:

- Do not hang up the phone, use another line to call police/panic button/school radio
- Get all the facts
  - What is it made of?
  - When will it go off?
  - Why did you place it in the school?
  - Where is it located?
  - Is it in a locker?

- o How old are you?
    - Cards will be provided by each landline telephone
- Listen to the caller's voice and speech patterns. Listen for noises in the background.
- Notify the principal or designee. Do not share information about the call with others.

**Fire:** In the event of a fire, follow the guideline for a fire evacuation

- Evacuate the classroom if safe to do so. Make sure the door handles are not warm.
- IF fire is blocking the door, attempt to exit through the windows.
- Take crisis binder with you as you evacuate to the predetermined spot.
- One at the site, call roll and perform a head count.
- Do not reenter the building until a Crisis Team member or Fire/Law enforcement officer gives the all-clear signal.

### **Classroom Rules and Expectations:**

In our classroom, we expect students to act in a way that is respectful to the classroom culture. From day one, teachers have modeled appropriate behaviors and set daily routines so that students always know what is expected of them. Although we don't have any explicit classroom rules, we have certain expectations and norms that have been modeled for students. When students enter the classroom, they are to open their Chromebooks and open Google Classroom for the day's assignment. A typical procedure for our class includes students opening a note-taking document from our Google Classroom page. Students take notes on those documents while teachers provide information both by speaking (auditorily) and visually, most often by using a slide presentation. When we approach the end of the class period, we tell students that we will pick back up tomorrow with material or give them a short formative assessment, most often in the form of a Google Forms exit ticket.

## Room arrangement/Seating Chart:



in a group orientation all the time helps build student agency and accountability. We have thirty desks with either an arrangement of seven groups of four and one group of two or six groups of four and two groups

of three.

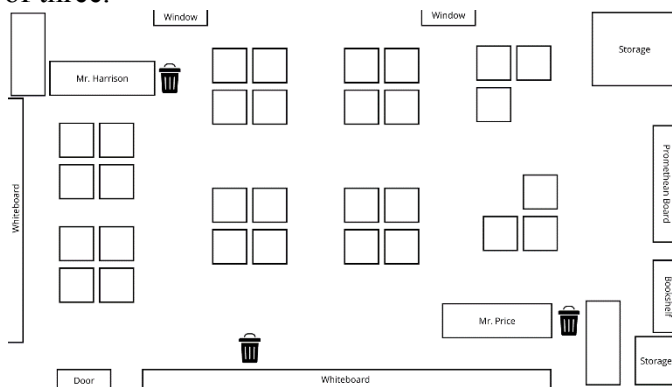


Figure CM. - Classroom Layout 6-4/2-3

In our classroom, we heavily emphasize group work and collaboration with all of our activities. Students stay in group orientation all year long, even when work may not be conducive to group settings such as during lecture activities. In our classroom, we feel that leaving students

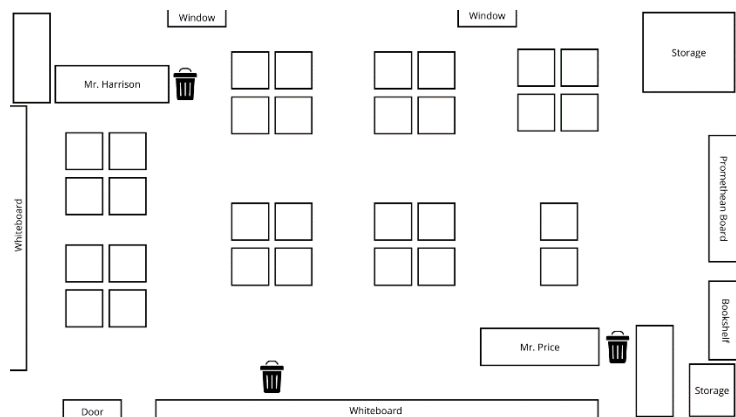


Figure CM. - Classroom Layout 7-4/1-2 Configuration

## Daily Schedule/Routines:

At West Ouachita High School, we have a unique bell schedule. The schedule combines the best of both worlds of a seven-period day with a block schedule.

On Mondays, Tuesdays, and Fridays, we are on seven-period days. On Wednesday and Thursday, we are on block scheduling. Thursdays, we have what is called a GAP period. During GAP, students can read, interact with their peers,

participate in enrichment activities, and catch up on work from other classes. Also, during GAP time, extracurricular activities and clubs such as the student council, National Honor Society, and other clubs can have their meeting time that way no instructional time is lost. The rationale for the GAP class placements is to keep students together with a teacher they've had throughout the day. For that, GAP placements tend to be students from a teacher's first or seventh hours, with consideration for those who are in athletics, band, cheer, etc., as those students have a GAP period with their respective groups.

For our 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 7<sup>th</sup> hours, we teach our AP Human Geography classes. For our 3<sup>rd</sup> and 6<sup>th</sup> hours, we teach AP U.S. History. 5<sup>th</sup> hour is our planning period. On Monday, Tuesday, Wednesday,

and Friday,

lunch occurs

during 5<sup>th</sup>

period. Only

on Thursdays

is lunch based

on a student's

4<sup>th</sup> hour.

Progress Report Cut off	Progress Reports
September 15	September 20
December 1	December 5
February 14	February 16
April 26	April 28



Mon, Tues, Fri
7:50 (1st bell)
7:55-8:50 (1st hour)
8:54-9:49 (2nd Hour)
9:53-10:48 (3rd Hour)
10:52-11:47 (4th Hour)
<b>Lunch A (11:47-12:10)</b>
12:14-1:09 (5th Hour)
11:51-12:13 (5th Hour)
<b>Lunch B (12:13-12:33)</b>
12:36-1:09 (5th Hour)
11:49-12:44 (5th Hour)
<b>Lunch C (12:44-1:09)</b>
1:13-2:08 (6th Hour)
2:12-3:07 (7th Hour)

Wednesday
7:50 (1st bell)
7:55-9:33 (1st Hour)
9:37-11:15 (3rd Hour)
<b>Lunch A (11:15-11:40)</b>
11:44-1:22 (5th Hour)
11:19-12:00 (5th Hour)
<b>Lunch B (12:00-12:25)</b>
12:29-1:22 (5th Hour)
11:19-12:57 (5th Hour)
<b>Lunch C (12:57-1:22)</b>
1:26-3:07 (7th Hour)

Thursday
7:50 (1st bell)
7:55-9:33 (2nd Hour)
9:37-11:15 (GAP)
<b>Lunch A (11:15-11:40)</b>
11:44-1:22 (4th Hour)
11:19-12:00 (4th Hour)
<b>Lunch B (12:00-12:25)</b>
12:29-1:22 (4th Hour)
11:19-12:57 (4th Hour)
<b>Lunch C (12:57-1:22)</b>
1:26-3:07 (6th Hour)

Figure CM. 5 - Bell Schedule

**Encouragement and Correction Procedures:**

A few examples of encouragement procedures for our level of students usually involve praise or positive feedback when they answer questions. We also verbally praise students who participate in class discussions and who are active participants in the learning process. A few examples of correction procedures include a quick snap or verbal disapproval of the action needing correction. If behavioral issues continue to persist after a few quick checks and reminders, students will either be written up (OSS), have a call home, schedule a conference with a parent, or receive an in-school suspension (ISS).



## LEARNING OBJECTIVES

ENDURING UNDERSTANDING	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE	EXPANDED OBJECTIVE	BLOOM'S TAXONOMY LEVEL
<b>PSO-5</b> Availability of resources and cultural practices influence agricultural practices and land-use patterns.	<b>PSO-5.A</b> <b>Explain</b> the connection between physical geography and agricultural practices.	<b>PSO-5.A.1</b> Agricultural practices are influenced by the physical environment and climatic conditions, such as the Mediterranean climate and tropical climates.  <b>PSO-5.A.2</b> Intensive farming practices include market gardening, plantation agriculture, and mixed crop/livestock systems.  <b>PSO-5.A.3</b> Extensive farming practices include shifting cultivation, nomadic herding, and ranching.	By the end of this unit, students will be able to <b>describe</b> the connection between physical geography and agricultural practices and <b>provide</b> examples of real-life application.	<b>UNDERSTAND</b>
	<b>PSO-5.B</b> <b>Identify</b> different rural settlement patterns and methods of surveying rural settlements	<b>PSO-5.B.1</b> Specific agricultural practices shape different rural land-use patterns.  <b>PSO-5.B.2</b> Rural settlement patterns are classified as clustered, dispersed, or linear.  <b>PSO-5.B.3</b> Rural survey methods include metes and bounds, township and range, and long lot.	By the end of this unit, students will be able to <b>identify</b> different rural settlement patterns and will be able to <b>differentiate</b> between them.	<b>ANALYZE</b>
<b>SPS-5</b> Agriculture has changed over time because of cultural diffusion and advances in technology.	<b>SPS-5.A</b> <b>Identify</b> major centers of domestication of plants	<b>SPS-5.A.1</b> Early hearths of domestication of plants and animals arose in the Fertile Crescent	By the end of this unit, students will be able to <b>identify</b> the major centers (or hearths) of the domestication of	<b>REMEMBER</b>

	and animals	and several other regions of the world, including the Indus River Valley, Southeast Asia	plants and animals and be able to <b>name</b> at least three.	
	<b>SPS-5.B</b> <b>Explain</b> how plants and animals diffused globally.	<b>SPS-5.B.1</b> Patterns of diffusion, such as the Columbian Exchange and the agricultural revolutions, resulted in the global spread of various plants and animals.	By the end of this unit, students will be able to <b>explain</b> how plants and animals diffused globally and <b>distinguish</b> between the different cases.	<b>UNDERSTAND</b>

## ASSESSMENT PLAN

LEARNING OUTCOME	ASSESSMENTS		ADAPTATIONS
<b>I</b> By the end of this unit, students will be able to describe the connection between physical geography and agricultural practices and provide examples of a real-life application.	<b>Pre-Assessment</b>	Students will be given a sample short answer question asking them to explain how geography can influence agriculture.	Question will be read aloud to the class. This assessment will be used as pre-assessment data only and will not be graded for correctness.
	<b>Formative</b>	Students will complete a guided note-taking organizer as lecture activities occur.	Questions will be posed out loud to students during the lecture activities to gauge student learning. Students have the option of taking notes on their Chromebooks with the outline provided or taking them in any other way that suits their needs.
	<b>Post-Assessment</b>	Students will complete a guided note-taking organizer and a short quiz on day two.	Questions will be read aloud and available on the Google Forms exit ticket.
<b>II</b> By the end of this unit, students will be able to identify different rural settlement patterns and will be able to differentiate between them.	<b>Pre-Assessment</b>	Students will answer some questions posed by the teacher that will attempt to jog their memory on the previous day's content. The teacher will use this information to guide instruction.	Students will be asked questions verbally with a visual cue on the projector screen. These questions will guide the pacing and structure of the lecture activities. Multiple examples

			will be provided as stimuli.
	<b>Formative</b>	Students will complete a guided note-taking organizer as lecture activities occur.	Questions will be posed out loud to students during the lecture activities to gauge student learning. Students have the option of taking notes on their Chromebooks with the outline provided or taking them in any other way that suits their needs.
	<b>Post-Assessment</b>	Students will complete a guided note-taking organizer and a short quiz on day two.	Questions will be read aloud and available on the Google Forms exit ticket.
<b>III</b> By the end of this unit, students will be able to identify the major centers (or hearths) of the domestication of plants and animals and be able to name at least three.	<b>Pre-Assessment</b>	Students will review Intro to Agriculture materials to prepare them for the group activity.	Questions will be read aloud and available on the board. These questions will serve as a review of the previous day's lessons.
	<b>Formative</b>	Students will complete a small group project with their peers and compare, identify, and examine the agricultural hearths and the major crops and plants found at that hearth.	The group activity is designed in a way where students can benefit from either working with their groups or completing it by themselves in the event that they miss the class date. Teacher will verbally and visually accommodate

			students' individual needs by floating from group to group and monitoring progress.
	<b>Post-Assessment</b>	Students will summarize their results from the group project in the form of a reflection question.	Questions will be read aloud and available on the Google Forms exit ticket.
<b>IV</b> By the end of this unit, students will be able to explain how plants and animals diffused globally and distinguish between the different cases.	<b>Pre-Assessment</b>	Students will review Intro to Agriculture materials to prepare them for the group activity.	Questions will be read aloud and available on the board. These questions will serve as a review of the previous day's lessons.
	<b>Formative</b>	This learning goal will be completed with learning goal III. Students will complete a small group project with their peers and compare, identify, and examine the agricultural hearths and the major crops and plants found at that hearth.	The group activity is designed in a way where students can benefit from either working with their groups or completing it by themselves in the event that they miss the class date. Teacher will verbally and visually accommodate students' individual needs by floating from group to group and monitoring progress.
	<b>Post-Assessment</b>	Students will summarize their results from the group project in the form of a reflection question.	Questions will be read aloud and available on the Google Forms exit ticket.

## DESIGN FOR INSTRUCTION

### PART I - RESULTS OF PRE-ASSESSMENT

The pre-assessment results are reported in the “**Instructional Decision-Making**” section later in this report.

### PART II - UNIT OVERVIEW

This is a brief introductory unit to Unit 5 of the AP Human Geography course, Agricultural Patterns and Processes. Refer to the table below for the specific unit layout and breakdown by day.

Date	Topics	Activities	Enduring Understanding
M	Intro to Agriculture	Bellwork (pre-assessment) Guided Notes Lecture Activities Guided Discussion	<b>PSO-5</b> Availability of resources and cultural practices influence agricultural practices and land-use patterns.
T	Intro to Agriculture (cont.)  Settlement Patterns and Survey Methods	Guided Notes Lecture Activities Guided Discussion	<b>PSO-5</b> Availability of resources and cultural practices influence agricultural practices and land-use patterns.
W/R	Agricultural Origins and Diffusions	Think-Pair-Share Guided Notes Guided Discussion Small Group Project	<b>SPS-5</b> Agriculture has changed over time because of cultural diffusion and advances in technology.
F	Unit Exam	Review Test FRQ	<b>PSO-5</b> <b>SPS-5</b>

### **PART III - ACTIVITIES**

- Guided Notes
  - Students take notes on a guided note-taking guide and follow along with the lecture activities. The note-taking guide presents information to students and is broken down into the same organization as the accompanying lecture activities and the slide show presentation.
- Lecture Activities
  - Lecture activities are a combination of direct instruction via lecture and guided discussion. Instead of just lecturing to the students, they have the opportunity to engage with discussion questions that can lead to a guided discussion.
- Guided Discussion
  - In guided discussion, the teacher poses a question to the students that encourages discussion in the whole-class setting. The purpose of guided discussion is to allow students to take agency and pride in their learning and share their ideas on the given topic. The guided discussion allows students to interface with their fellow peers' ideas in a safe and controlled environment.
- Think-Pair-Share
  - A think-pair-share (TPS) activity is one where students are encouraged to think on their own about a topic or question, pair up with their neighbor or small group, then culminating with a whole-class discussion where each group contributes to the discussion and provides their collective perspective.
- Small Group Project
  - With a small group project, students work in groups of 3-5 either completing a set activity or engaging with a question posed by a classmate or teacher.
- Bellwork
  - The purpose of bellwork is to serve as a means of pre-assessment and formative assessment.
- Test
  - The unit exam will be comprised of multiple choice questions, true/false, fill-in-the-blank, and open-response questions.
- Free Response Question (FRQ)
  - The FRQ will tie in what students have learned in the preliminary stages of the agriculture unit and make connections to the previous four units.

#### **PART IV - TECHNOLOGY INTEGRATION**

Technology will be integrated into this unit in the following ways

- Use of the Promethean Board to display activities.
- Use of the student's school-issued Chromebooks to access materials via the Google Classroom LMS.
- Use of the desktop computer in the classroom to interface with the Promethean Board and display materials.



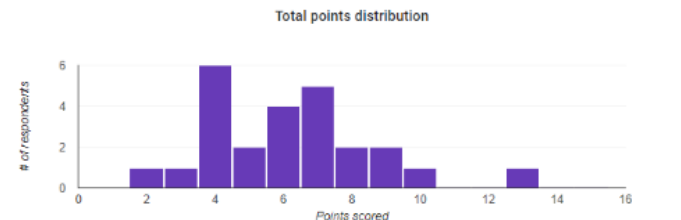
# INSTRUCTIONAL DECISION-MAKING

## I. RESULTS OF PRE-ASSESSMENT

For my pre-assessment, I gave the students a Free-Response Question (FRQ) on agriculture. Specifically, the FRQ covered commercial and subsistence agriculture and how each has its own challenges and implications for the landscape, the economy or operating market, and the humans involved. An FRQ is derived from the Collegeboard's Advanced Placement courses. An FRQ contains either a text prompt, one stimulus, or two stimuli that contain questions about the material presented. The pre-assessment scores are in the table below. In an effort of full disclosure, the names you see reported below are not actual student names.

Name	Pre-Assess Score (out of 15)
Briana	4
Chase	7
Evelyn	7
Jacob	10
Malcolm	7
Brittany	6
Luke	9
Carson	5
Mabel	8
Christy	7
Malroy	4
Beverly	4
Eva	9
Charles	4
Nina	4
De'wit	8
Uphora	6
Laura	5
Marion	3
Kytrina	4
Matthew	2
Harrison	6
Annapolis	13
Marlea	7

Pre-Assessment Averages	
<b>Class Average</b>	6.2/15
<b>Median</b>	6/15
<b>Range</b>	2-13



## **II. TWO EXAMPLES OF INSTRUCTIONAL DECISION-MAKING**

- A. One example was making the decision to adapt the delivery of my lessons. Originally I had planned on going into depth on my lesson sequence. However, I decided to shorten my lessons for reasons I will elaborate on later.
- B. Another example was adapting to Nearpod live and student-paced delivery of lesson content.

## **III. CAUSE OF DECISION/ACTION TAKEN**

- A. The leading cause of making these instructional changes was time. We were quickly approaching the AP Human Geography test, and I wanted to ensure that students got all of the needed material, even if it meant “rushing” through the last few units. The good thing about this is that since we went in-depth on the previous units (especially Unit 3 on Cultural Geography), the scaffolding of the class allowed students to understand the material from different points of view even before we formally and officially discussed the content.

## ANALYSIS OF STUDENT LEARNING

### I. ANALYSIS OF STUDENT LEARNING DATA

Below are the results of the pre-assessment and post-assessment as well the class average, median score, and score range.

<b>Combined Assessment Data for "Agriculture Free-Response Question"</b>		
Name	Pre-Assess Score (out of 15)	Post-Assess Score (out of 15)
Briana	4	15
Chase	7	12
Evelyn	7	15
Jacob	10	11
Malcolm	7	14
Brittany	6	8
Luke	9	15
Carson	5	11
Mabel	8	15
Christy	7	11
Malroy	4	8
Beverly	4	11
Eva	9	15
Charles	4	11
Nina	4	10
De'wit	8	15
Uphora	6	10
Laura	5	15
Marion	3	9
Kytrina	4	11
Matthew	2	8

<b>Pre-Assessment Averages</b>	
<b>Class Average</b>	6.2/15
<b>Median</b>	6/15
<b>Range</b>	2-13

<b>Post-Assessment Averages</b>	
<b>Class Average</b>	11.87/15
<b>Median</b>	11/15
<b>Range</b>	8-15

Harrison	6	8
Annapolis	13	15
Marlea	7	-

## II. ANALYSIS OF STUDENT LEARNING DATA (CONT.)

For the post-test, I used the same FRQ as the pre-test. The test items did not change, so students already knew what to expect from the assessment. Also, we had been working with sample FRQ materials in class during previous units and lessons.

According to the data, the student sample group's (whole-class) scores improved across the board from the pre-assessment to the post-assessment for students who participated. This demonstrates that student learning and comprehension of the lesson material occur between the pre- and post-assessments. We can take that the class average increased from 6.2 to 11.87 out of 15 points for the FRQ as one of the indicators of this comprehension. The increase also throws out the probability that students guessed on the pre-assessment as the increase was gradual across the board. The increase in the score is due more to the quality of instruction, availability of materials, and scaffolding from previous units.

For the pre-test, the highest score obtained by any student was 13 out of 15. The lowest score was 2 out of 15. For the post-test, the highest score was 15 out of 15, of which there were multiple. The lowest score was an 8 out of 15

I did not include this data formally; however, the student-paced Nearpod was also a good indicator of whether a student performed highly on the post-test. Students that provided detailed responses and answered 75% or greater questions on the Nearpod quizzes tended to score better on the post-test FRQ.

### III. AGRICULTURE FRQ PRE/POST TEST ITEMS

**Directions:** Use the images provided to answer the following questions A through F. Make sure when the question asks to explain or describe, it is looking for more than one word. Provide as much detail as you can.

Figure 1



Figure 2



- A. Identify the crop shown in Figure 1 (1pt)
- B. Describe one similarity between Figure 1 and Figure 2 (2 pts)
- C. Identify and Describe the type of agriculture shown in Figure 1 (3 pts)
- D. Identify and Describe the type of agriculture shown in Figure 2 (3 pts)
- E. Explain what might be one challenge for the farm shown in Figure 1 (3 pts)
- F. Explain what might be one challenge for the farm shown in Figure 2 (3 pts)

#### IV. AGRICULTURE FRQ PRE/POST TEST SCORING GUIDE

Question	Skill and Points Set	Possible Answers and Points Set	Total Possible Points
A) Identify the crop shown in Figure 1	<b>IDENTIFY (1 PT)</b>	<b>Wheat (1 PT)</b>	<b>1</b>
B) Describe one similarity between Figure 1 and Figure 2	<b>DESCRIBE (2 PTS)</b>	<p>One similarity between figures one and two is that the land is being used for agricultural production. (2pts)</p> <p>One similarity between Figures One and Two is that crops are being harvested either with machinery or by hand. (2pts)</p>	<b>2</b>
C) Identify and Describe the type of agriculture shown in Figure 1	<b>IDENTIFY (1 PT)</b> <b>DESCRIBE (2 PTS)</b>	Commercial, extensive. Growing a lot of one crop, use of modern machinery. The land is relatively flat.	<b>3</b>
D) Identify and Describe the type of agriculture shown in Figure 2	<b>IDENTIFY (1 PT)</b> <b>DESCRIBE (2 PTS)</b>	<p>Subsistence, extensive. A lot of human labor in collecting one type of crop. Uses a lot of labor.</p> <p>Commercial, extensive. Large amounts of labor harvesting one type of crop (plantation agriculture). It looks like this crop is using a lot of human labor for sale commercially.</p> <p>Subsistence, extensive. It appears to be subsistence farming as there is no agricultural technology such as tractors, harvesters, combines, or other machinery.</p>	<b>3</b>

<b>E)</b> Explain what might be one challenge for the farm shown in Figure 1	<b>EXPLAIN (3 PTS)</b>	One challenge for the farm in Figure One could be overcropping and use of the land. Agricultural runoff pollutes the environment. Soil salinization and desertification by planting only one crop.	<b>3</b>
<b>F)</b> Explain what might be one challenge for the farm shown in Figure 2	<b>EXPLAIN (3 PTS)</b>	One challenge for the farm in Figure two could be labor issues. It may be hard to find people to work the land. The terrain is hilly, so the firm needs to adapt to the landscape. The climate is probably warm, so the workers must adapt to their environment to not dehydrate.	<b>3</b>
<b>TOTAL POINT VALUE</b>			<b>15</b>

<b>1 Point Items</b>	<b>2 Point Items</b>	<b>3 Point Items</b>
<b>0 - No Obtainment</b> <b>1 - Full Obtainment</b>	<b>0 - No Obtainment</b> <b>1 - Partial Obtainment</b> <b>2 - Full Obtainment</b>	<b>0 - No Obtainment</b> <b>1 - Little to No Obtainment</b> <b>2 - Partial Obtainment</b> <b>3 - Full Obtainment</b>

## **REFLECTION AND SELF-EVALUATION**

### **I. MOST SUCCESSFUL GOAL**

- A. By the end of this unit, students will be able to identify different rural settlement patterns and will be able to differentiate between them.

### **II. TWO REASONS FOR SUCCESS**

- A. Previous Scaffolding of Lesson Material
- B. Nearpod Delivery (live and student-paced modes)

### **III. LEAST SUCCESSFUL GOAL**

- A. By the end of this unit, students will be able to explain how plants and animals diffused globally and distinguish between the different cases.

### **IV. TWO REASONS FOR LACK OF SUCCESS**

- A. Brevity of Coverage
- B. No follow-up assessment or progress check

### **V. GENERAL REFLECTION**

I gained a lot of insight from teaching my work sample lessons. My lesson was a one-week-long mini-unit examining agriculture in its introductory form, rural settlement patterns and land surveying methods, and agricultural origins and diffusion. First, let me start off by saying that I did not follow my lesson plans for my unit. Due to various time constraints and the need to adapt to new technologies, I had to change how I originally planned to deliver my lessons. Originally, I had planned on covering the first three topics, 5.1, 5.2, and 5.3 in depth. I had three separate slideshow presentations and note-taking guides prepared for those lessons. I know that not following the lesson plans that I worked so hard on sounds like an irresponsible thing to do, however, I believe that it serves as an example of monitoring and adjusting planning and instruction to best meet the needs of the students at the current time.

I created a sample AP-style free-response question (FRQ) for my pre-test. Free-response questions are similar to questions we may call constructed response or short answer.



With an FRQ, students are presented with either a written prompt or either one to two stimulus material that serves as the prompting material. Then, students are presented with various questions that have any from from five to seven parts (letters A through G). Each question is scaffolded so that the first question is a list or identify task while you build up to an explain or describe the task. My FRQ was on subsistence versus commercial agriculture. It contained two images, one depicting subsistence agriculture and the other depicting commercial. On the first day of my work sample lesson, I used the prepared slideshow and note-taking guide set to give an overarching view of agriculture. After that lesson, my mentor and I decided to embrace a new technology called Nearpod. The good thing about Nearpod is its versatility in and outside of the classroom. While using Nearpod in the classroom, teachers can present information live and have students follow along on their devices. When you embed collaborative features such as a discussion board or quiz, the results display on the classroom display or Smartboard while students can respond on their devices. It is brilliant, and I wish I'd used the service earlier in the year. I had used Nearpod briefly in my EDCI 403 Content Area Literacy course, but I never had the idea to incorporate it into my instruction.

After our debriefing meeting between my mentor teacher and me, we decided to embrace the live presentation and the homework or student-paced aspects of Nearpod. So, I remade all of my resources into Nearpod and used collaborative features such as the live quizzing and the discussion board activities for presenting live in class.

## **VI. WHAT WOULD YOU DO DIFFERENTLY**

I would not do much differently from this lesson. However, the main thing I would change would be the activities for completion. I relied heavily on the FRQs and lecture activities for my unit. I realize that given the timeframe we were working with, I am confident that I made the right instructional choices at the moment that benefited the students in the long run.

## **VII. PROFESSIONAL GOALS FOR THE FUTURE**

As a means of improving my practice, I've identified two areas for future growth:

- I. One goal is questioning as a means of achieving higher-order thought. My questioning skills have improved significantly over the course of the school year. However, I am striving for almost perfection in my journey as an educator. I think that writing down my questions ahead of time allows me to have those questions prepared and ready to go.
- II. My second goal is to plan effective lessons that meet time constraints. A problem I had all year was that I tended to over-plan lessons and have too much material. While this might not seem like a bad thing, you can end up going into too much detail on a given topic which ends up pushing back other topics you need to cover.