

Running Head: GOALS & OBJECTIVES

Teacher Work Sample

Standard II – Goals & Objectives

Jessica Haight

SEC592: Secondary Student Teaching – Seminar II

Instructor: Linda Pearson

University of Phoenix

March 2, 2009

Abstract

While testing the academic merit of in-class activities, assignments, and assessment materials, it is prudent for educators completing a Teacher Work Sample (TWS) to adhere to specific goals and objectives which "focus on skills to be learned or behaviors to be maintained or changed" (Schoenbauer). As Schoenbauer notes, said goals should be "functional"; they are "broad statements which describe what a student can reasonably be expected to accomplish" in a specified time period (for example, the school year). Teachers should also strive to adhere to standards set forth by their state board or school district. For the purposes of this Teacher Work Sample, student teacher, Jessica Haight, under Master/Cooperating Teacher, Michelle Flores, will describe specific goals and objectives as they pertain to a reading unit on T.H. White's *The Once & Future King* (O&FK), to take place over the course of Spring semester 2009. In addition, said goals and objectives are aligned with the Iowa Department of Education's Standards for Literacy for 10th graders.

Teacher Work Sample

Standard II: Goals & Objectives

- Goal A: Students will successfully read and comprehend T.H. White's novel, *The Once & Future King*, over the course of a five-week period.
 - Standard A1: Students can understand stated information they have read.
 - Standard A2: Students can determine the literal meaning of specific words.
 - Standard A3: Students can determine the main idea, topic, or theme and make generalizations.
 - Standard A4: Students can interpret non-literal language used in a text.
 - Standard A5: Students can recognize aspects of a passage's style and structure and can recognize literary techniques.
- Goal B: Students will draw upon contextual information, supplemental details about the author, and research to write a 3-5 page research paper about the novel of the topic of their choosing over the course of approximately four weeks.
 - Standard B1: Students can draw conclusions, make inferences, and deduce meaning.
 - Standard B2: Students can infer traits, feelings, and motives of characters or individuals.
 - Standard B3: Students can make predictions based on stated information.
 - Standard B4: Students can identify the author's views and purposes.
 - Standard B5: Students can distinguish among facts, opinions, and assumptions.
- Goal C: Students will utilize technology to enhance their reading, understanding, and analysis of the novel.
 - Standard C1: Students will write analytical blog responses on various aspects of O&FK.
 - Standard C2: Students will research an aspect of the novel of their choosing in an on-ground

library, as well as via Internet-based resources.

Justification of Goals & Standards

The O&FK unit is two-fold. For the first five weeks, students will be kept to a fairly rigorous reading schedule, during which they will complete question-and-answer (Q&A) packets for each Book/chapter of the novel. T.H. White's take on Arthurian legend is a typical choice for sophomores – the student teacher recalls reading it herself as a 10th grade student in Washington State – though the 639-page length may be a deterrent. However, the strict reading pace is necessary, in order for students to have time to complete a research paper on an aspect of the novel, a required component of the class set forth by Xavier High School, where Ms. Haight is completing her practicum. The pacing is also justified because both sophomore classes (approximately 25 students in each) are at level 7, Xavier's equivalent of Advanced Placement (AP). As Ms. Haight's Master Teacher, Michelle Flores insists, “Make them work for it!” Nonetheless, the ST will provide daily written and verbal reminders of upcoming due dates, as well as a master reading list which students can place in their binders and refer to as needed. Reading assignments will, likewise, be heftiest over the weekends.

To aid students' understanding of the novel, aforementioned Q&A packets will be due on the same date as each quiz. Since there are four separate “Books” within the novel, quizzes will be the same frequency, a mixture of true-and-false, multiple choice, short answer, quote/character identification, and essay questions, each worth 25 points. Students will earn homework points for successful completion of the Q&A packets, which also includes a master list of characters.

In addition, students' novel comprehension and analyses will be enhanced with technology – blog responses will be required for each Book (i.e.: “As a child, Arthur is turned into several animals by Merlyn, in order to learn about their societies and individual characteristics. If you could spend the day as any animal, which animal would it be and why? What characteristics would you have? What

would you spend your day doing?”). Students will have access to Xavier's computer lab, as well as its library, in order to complete research for their individual papers – they will also receive a briefing on how to effectively utilize each.

In-class discussions are a large component of the unit, as well. Students will be expected to come to class prepared to discuss the day's reading selections. Often, the ST will draw on the Q&A format to aid discussions, both in whole-class and small-group formats. By allowing students to work together, they will perhaps ascertain details and opinions they may not have arrived at on their own – in addition, promoting friendly competition or the notion that peer will criticize one another for not seeming prepared will (hopefully) intrigue students to keep up with their reading. Class discussion will entail discussions of plot points, as well as character motivation and the author's purpose and opinion(s), all of which students will be tested on, in order to prepare them to write their research papers.

Conclusion

Goals and objectives are crucial to the Teacher Work Sample, because it provides a foundation from which all lesson plans can spring forth. By aligning her novel unit to Iowa state standards, Ms. Haight is ensuring that students are learning what their parent school and surrounding districts are expecting them to learn. Specific literacy standards adhere to both aspects of the novel unit: reading of the book in and of itself, and analyzing/synthesizing it into a research paper. Once the framework has been created, the teacher is free to craft related and (hopefully) intriguing lesson plans that get students from Point A to Point B. With strong goals and objectives, the teacher creates and sets students on the most effective path to successful learning.

References

- Iowa Department of Education (2009). Grade 10 state standards: literacy standards. Accessed March 2, 2009, from Web site: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1350&Itemid=2287.
- Schoenbauer, S. Sample goals and objectives in various areas. Accessed March 2, 2009, from Northern Lights Special Education Cooperative (NLSEC) Web site: <http://www.nlsec.k12.mn.us/downloads/Samplegoals.pdf>.