

Entry 3, Part 3

Analysis of Student Achievement Presentation of Disaggregated Data Unit Objective #5

	<i>Pre-Assessment/ Diagnostic Assessment</i>	<i>Summative Assessment</i>	<i>Percentage of Students Who Achieved at least Minimum Level (75%)</i>
<i>Whole Class:</i>	32.7%	78.0%	72.7%
<i>Subgroup:</i>			
<i>Male</i>	28.9%	74.5%	66.7%
<i>Female</i>	35.4%	80.5%	76.9%
<i>ELL</i>	0%	73.3%	33.3%
<i>Native Speakers</i>	37.9%	78.8%	78.9%
<i>Black</i>	0%	50.8%	0%
<i>Hispanic</i>	0%	73.3%	33.3%
<i>White</i>	42.4%	82.1%	83.3%
<i>Identified Students (IEP)</i>	0%	51.4%	0%
<i>Non-Identified Students</i>	37.9%	82.2%	84.2%
<i>Focus Students:</i>			
<i>Focus Student A</i>	0%	47.5%	0%
<i>Focus Student B</i>	40%	95.8%	100%

Entry 3, Part 4

Self-Evaluation of the Instructional Unit

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1. Select the learning objectives where your students were the most successful. Provide two or more reasons for this success (Be specific and provide evidence). Consider your objectives, instruction, and assessment along with student characteristics and other contextual information under your control. Were Focus Students A and B successful? Why or Why not?

My students were most successful on objectives 2, 4, and 5. These lessons also contained the most excitement for the students. When asking the students for feedback, some of their favorite class periods were the ones where they were taught the content information for these objectives. These activities had the students engaged in activities and considering the topics for the longest period of time. The instruction in these topics also included more ways to interact with the concept. Students were doing, reading, discussing, watching, and listening with all 3 of these objectives. Students were also held to multiple formative assessments that required them to be at a HOTS level of thinking in order to be fully successful.

Focus Student A was successful, but not to the highest possibility. This was due to my oversight of what his IEP included and how to best meet those needs. Focus Student B was also successful. Her success was not my worry, but rather the level of her success. She could have done much better, which requires motivation and an understanding of the respect in the classroom between teacher and student.

2. Select the learning objectives where your students were least successful. Provide two or more reasons for this lack of success (Be specific and provide evidence). Consider your objectives, instruction, and assessment along with student characteristics and other contextual information under your control. Explain any mid-unit adaptations you made to enhance learning for all students. Discuss what you could do differently or better in the future to improve your students' performance. What would you do differently for Focus Students A and B?

Unit Objectives 1 and 3 were not as successful for the students. Some reasons that these may not have been successful could include the lack of classroom management and discipline those days as well as their interest. The students enjoyed learning about John Williams, but the rest of the composers they really could care less about. When groups were assigned specific composers, the only group that was satisfied was the John Williams group. This was rather sad to see as I had a great interest in the project and had spent quite a bit of preparation time designing the project. The lack of focus and interest resulted in so poor of grades on step 1 of the Jigsaw Activity that I had to give a strong reprimanding before sending them on to step 2. While step 2 was COMPLETED by the groups, they now saw it as simply a hoop to jump through, copied the work from each other without teaching, and therefore turned it into a LOTS level activity. Objective 3 I think was covered too quickly. I essentially taught all of the information for objective 3 in one class period of PowerPoint with examples. While the students enjoyed the movie clips, I don't think they were making quite as strong of connections with the actual concepts.

Students A and B were both less successful in these objectives. I think that improving the learning instruction with more varied activities and true student connection with the concept would improve their success just as much as the rest of the class.