Student Teacher Work Sample

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9th Grade Health
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Contextual Factors

The Valley View School District is an ideal place to send a child to school. In fact, that is why there has been a large increase in student population in this school district. The entire Valley View school population, according to the school website, is 2,608 students. These students are split among the elementary school (676 students), the intermediate school (606 students), the junior high (598 students), and the high school (728 students). This district is located in the western part of Jonesboro, in Craighead County. The school population has been continuously increasing and therefore the population throughout the community has increased. Many people have moved to the district solely because they want their children to go to school at Valley View. This and the level of parental involvement shows that the community strongly supports education. The large majority of students come from middle- to upper-class Caucasian families. Racial minorities and lower-income students are few in this district.

The classroom where my health class is held, is located in the upstairs portion of the school. It is a an oddly shaped long room that is set-up like this:

<table>
<thead>
<tr>
<th>Students Desks</th>
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</thead>
<tbody>
<tr>
<td>X-(front door)</td>
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<tr>
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<tr>
<td>X-(dry erase board)</td>
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<tr>
<td>X-(teacher’s podium)</td>
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<tr>
<td>X-(teacher’s computer that can be projected onto board)</td>
</tr>
<tr>
<td>X-(basket that holds the student’s folders)</td>
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</table>
There is very little technology in this classroom, just the teacher’s computer, a projector, and a projector screen that can be pulled down over the dry erase board. However, there is a computer lab in another part of the school that is available for us to use. The class is usually relaxed and laid back, because the class that I am in there for, is the class right after lunch. It starts at 11:29 and ends at 12:24.

My health class, as well as all of my physical education classes, is unusual in that it is made-up of all freshman boys. At Valley View, freshman girls and boys are split up for their health and physical education classes. I have to take this into consideration when I prepare to teach, because boys typically learn better by participating in activities than by lecture. There is only one minority in the class and I do not know of any of them that have any sort of learning disability. From my observations in class, they all seem to be students capable of doing well and making a good grade in this class.

There are a couple contextual factors that will affect how I plan to teach this class. As mentioned before, an all male class is going to need more activity and something to keep their attention. I have set up games and videos for the lesson each day. Also, I created an online review game for them to complete before they take their post-test. Because this will require each student to have a computer and our classroom does not have that, I will take the class to the computer lab that day.

Learning Goals

The subject I will be teaching in health class is a drug unit. The cooperating teacher will be teaching four drug categories and then I will teach the other four. My four categories include: hallucinogens, methamphetamine, stimulants, and cannabis. My learning goals for this unit are:

1. The students will demonstrate their understanding of the history, intent, dependency, and
effects of stimulants.

2. The students will demonstrate their understanding of the history, intent, dependency, and effects of hallucinogens.

3. The students will demonstrate their understanding of the history, intent, dependency, and effects of cannabis.

4. The students will demonstrate their understanding of the history, intent, dependency, and effects of methamphetamine.

I chose these four learning goals, because it is important for students to realize what they are getting themselves into if they choose to use drugs. I am going to go over different drugs in each category, because sometimes the category a drug falls into tells how it will effect a user. For example, if the drug being offered is an hallucinogen, then it will probably make the user have hallucinations or see crazy things.

Also, I will be teaching about the short-term and long-term effects of each drug. Hopefully, this will make students want to stay away from drugs. Teaching short-term, long-term, psychological, and physiological effects lines up with standard ATOD.5.HW.5 of the Physical Education and Health Framework.

Lastly, these learning goals address how each drug can be used. This is so that students can be informed and know what to look for if they suspect someone to be a user. It is also important for them to know how a drug can be used so that they know what diseases could be associated with using it. If the drug can be injected, they then run the risk of getting HIV or a form of hepatitis. So, this goal could also be tied into the same standard as learning goals two and three, because it can be connected to a long-term effect.

These learning goals align with my cooperating teacher’s long-range instructional goals.
She mapped out how she usually teaches the section that I will be teaching, so that I could make sure and cover all the points that she wanted taught. She pinpointed what specific drugs needed to be emphasized and what details she usually included as far as history, intent, dependency, and effects of the drugs.

**Assessment Plan**

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Assessment Format</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: The students will show their understanding of the history, intent, dependency, &amp; effects of stimulants.</td>
<td>Pre-Assessment</td>
<td>Asking questions over glog</td>
<td>Explain scientific or medical terms to make it simpler. Make information interesting to keep attention.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td>Class discussion over information (using random name generator to get all students involved)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Assessment</td>
<td>Post-test over high points to check for understanding</td>
<td></td>
</tr>
<tr>
<td>#2: The students will show their understanding of the history, intent, dependency, &amp; effects of hallucinogens.</td>
<td>Pre-Assessment</td>
<td>Pre-test over the high points they will be expected to know</td>
<td>Explain scientific or medical terms to make it simpler. Make information interesting to keep attention.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
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<td>Post-Assessment</td>
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</tbody>
</table>
### #3: The students will show their understanding of the history, intent, dependency, & effects of cannabis.

<table>
<thead>
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<th>Pre-Assessment</th>
<th>Pre-test over the high points they will be expected to know</th>
</tr>
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</tbody>
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**Explain scientific or medical terms to make it simpler.** Make information interesting to keep attention.

### #4: The students will show their understanding of the history, intent, dependency, & effects of methamphetamine.

<table>
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</table>

**Explain scientific or medical terms to make it simpler.** Make information interesting to keep attention.

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I will give my students written pre-and post-tests for assessing their knowledge of this unit. I can study the results of the pre-test and see what areas need to be addressed more than others. The post-test will be basically the same, so that I can best judge improvement and learning. A copy of this test, as well as the answers, can be found in the appendix.

I know that the plan is basically the same each day, just different material, but I had to change this whole section up when I started teaching the lessons. I had originally planned to use a glog for my lessons and to do different formative assessment activities each day. However, when I tried to use the glog on the first day, most of the websites I had linked were blocked by
the school computer. Then, when I used the random name generator to check the students’ understanding by asking questions, they absolutely loved it. The students got so excited about seeing who the generator was going to pick. They asked everyday that week if we were going to use it again and so I just kept doing the same activities.

Instructional Plans

I made a pre-test for the health class to take before I start teaching my lessons on the four categories of drugs. These questions addressed the four learning goals to see how well the students learned the main points of each lesson. After they took the test, I graded them and analyzed what they knew about drugs and what they did not know. Overall, the scores were not very good. One student made a B and 14 students failed the test with scores that ranged from 40 to 60. Almost all of the students did not know the classification of most drugs. This helped me to know that I need to emphasize that in my lessons. I taught a category a day and talked about what drugs were in each, so that maybe it helped the students to remember what drugs were in what category.

The history of some drugs was another problem that some students had that were evident on the pre-test. I expected that, because I did not even know much about the background of most of the drugs we are going to discuss. I made sure to include the history of each drug in a way that the students could understand it. Here are my lesson plans and reflections for the five lessons that I taught:

Monday, November 12

Grade: 9th

Subject/Content Area: Health

State Standard: ATOD.5.HW.5
Learning Goal: The students will demonstrate their understanding of the history, intent, dependency, and effects of stimulants.

Materials Needed: computer and projector

Lesson: Give an overview of how the week will go. Explain that each day we will go over a drug category and then on the last day, we will review and take the post-test. I will then introduce the day’s category, which is stimulants. I will show the glog that I made for this category. It has pictures of some stimulants and each picture is linked to a website that has important information that I will then cover. The students will take notes on the information that I tell them is important and that they will need to know. For each of the drugs on the glog, we will go over the history, intent, dependency, short-term, and long-term effects. I will conclude the lesson with a review game that will get all the students involved and also show if they learned the key points.

Tuesday, November 13

Grade: 9th

Subject/Content Area: Health

State Standard: ATOD.5.HW.5

Learning Goal: The students will show their understanding of the history, intent, dependency, and effects of hallucinogens.

Materials Needed: computer and projector

Lesson: I will start off the lesson by introducing hallucinogens and giving a brief description of them. Then, we will go through the PowerPoint that I prepared that outlines the history and intent of hallucinogens. I will also cover the dependency and short and long term effects of hallucinogens which is also included in the PowerPoint presentation. The students will take notes on the key points of the presentation. We will then review and the students will answer questions
to check for understanding.

Wednesday, November 14

Grade: 9th

Subject/Content Area: Health

State Standard: ATOD.5.HW.5

Learning Goal: The students will show their understanding of the history, intent, dependency, and effects of cannabis.

Materials Needed: computer and projector

Lesson: I will introduce today’s lesson on the drug cannabis. We will then go through the PowerPoint presentation that has all of the information about cannabis. It will cover the history, intent, and dependency of the drug, as well as its short- and long-term effects. The students will take notes on the high points of the presentation and then we will go over review questions to check for understanding.

Thursday, November 15

Grade: 9th

Subject/Content Area: Health

State Standard: ATOD.5.HW.5

Learning Goal: The students will show their understanding of the history, intent, dependency, and effects of methamphetamine.

Materials Needed: computer and projector

Lesson: I will introduce the last drug category which is methamphetamine. Then, I will inform the students about the website methproject.org and will use the site to explain how methamphetamine is made and how it affects the body. I will show a video clip from the website
that tells about the history and original intent of the drug. There is an activity that lets students match up pictures of real people before and after using the drug. I will use the random name generator to decide which student can participate. It will be on the projector so that all the students can see the answers. Class will conclude with me asking some review questions to check for understanding.

Friday, November 16

Grade: 9th

Subject/Content Area: Health

State Standard: ATOD.5.HW.5

Learning Goal: The students will show their understanding of the history, intent, dependency, and effects of the four drug categories with 90% accuracy.

Materials Needed: computers for each student and post-test

Lesson: I will take the class to the computer lab, because they will each need their own computer. Then, I will give them the web address to the review game I have set-up to help them review for the post-test. They will complete the review activity and then take the post-test. Once everyone is done with the test, for the remaining time, they will be allowed to work on their group project that had been previously assigned by Mrs. Harmon.

Reflections

Monday, November 12

Today definitely did not go as planned. I had the pictures on my glog linked to websites that had the information for each drug. In the middle of my lesson when I clicked on the first drug that we were talking about, the internet then popped up and informed me that the website was blocked. The school’s internet had blocked all but two of the websites that I had intended on
using, I guess because it had so much information about the drug. I had to just talk about all the different drugs and tell the students what to write down in their notes. It was not an ideal situation, but I just improvised and the students went along with it just fine. I asked some review questions and the students seemed to remember and understand what I had taught, so that was encouraging!

**Tuesday, November 13**

I had already put together a glog for my lesson on hallucinogens today, but since the websites that I tried to use yesterday were blocked, I had to change everything up. I decided to put together a PowerPoint presentation with all of the drug information on it. I chose this option because it is easy to put together and that is what my cooperating teacher uses for her lessons. I am so disappointed that my glog would not really work like I wanted it to, because I was so excited to bring in something new. I tried! I also got a lesson in classroom management today. The students were talkative in the beginning of class and I had to try to get their attention. I am used to being in the gym, where I can just raise my voice and get their attention. I can also threaten my physical education classes with running and exercises instead of fun games if they act up. In a classroom, that is not really possible. During these first couple days of teaching, I have learned just as much as the students have!

**Wednesday, November 14**

Today, the students behaved much better and the lesson went well. There wasn’t as much information to cover since this category was over one specific drug, instead of a group. However, this worked out perfectly because on Wednesdays, the students write progress notes in their journals about how they are progressing toward a goal that they set at the beginning of the semester. After the lessons each day this week, I have been asking review questions and using
the random name generator to give everyone a chance to answer and get everyone involved. It has been so funny because the students have had so much fun with the name generator. They get so excited to see who is going to be picked. I was going to try different review activities each day, but they loved it so much on Monday that I have just kept doing the same activity each day.

Thursday, November 15

I had put together another PowerPoint presentation for this lesson over methamphetamine. However, first thing this morning Mrs. Harmon, my cooperating health teacher, told me about the website that she had just discovered, methproject.org. She said that I did not have to use it for my lesson, but that it could be an awesome resource. I looked it up and played with it to see what information and activities it had and it was awesome. It covered anything you could think of related to methamphetamine. It also had really interesting activities that could hold students’ attention. I decided to use it to go along with the lesson and I think the students enjoyed it. They liked the video clips and the activities and I could tell that they were paying close attention and picking up the information. It was great to be able to do something more entertaining than a PowerPoint and the students aced every review question I asked. I will definitely remember this website for future reference.

Friday, November 16

Today, the class reviewed what we had covered all week and went through an activity I had set-up to help jog their memory. The activity went over important facts and information that would be important to know for the post-test. Once everybody had a chance to review, they took the post-test. There was one student that frustrated me through this process. He came in late and then wanted to talk and cut-up with his neighbors on each side of him. They tried to not pay attention to him and concentrate. I had to correct him two or three times while he was going
through the review activity. I knew he was going to do poorly on the test because I knew he was not focusing on the material. He ended up making by far the lowest grade in the class and scored only five points higher than he did on the pre-test. It made me mad and disappointed, but he got the grade he deserved.

Analysis of Student Learning
The chart above shows the percentage of questions from each category that the class as a whole got incorrect before the teaching started. The students struggled with the questions over stimulants and methamphetamine, but did better (but still not great) on the questions over hallucinogens and cannabis. The post-testing shows great improvement, which can be seen in the chart below on the next page.
I was pleased with the amount of information that the students appear to have learned over the lessons I taught. I was slightly disappointed in how many questions were missed on the post-test over methamphetamine. I felt like that lesson went really well and the students seemed to enjoy it. However, that was the category that the did the poorest on during the pre-test, as well, so there was still large improvement in that area.

In this health class, almost all of them are at a high learning level and do well in class. There is only one minority student and the whole class is made up of freshman males. So, this made it difficult for me to pick out a subgroup. About half of the class are athletes and so this was my only option for a subgroup. I chose to look at how they did over the methamphetamine lesson, and see if they met the learning goal. Below, are two charts: one for their pre-test results and one for their post-test results over the methamphetamine learning goal.
These two charts show that there was some improvement from the athlete subgroup, but there was not as much improvement from this group as there was for the class as a whole. Athletes are typically labeled as not as intelligent, but this group paid attention during this lesson and did better on the post-test. I think that this information about the subgroup is useful, because even though most of these athletes are in season, they are not slacking off on their school work.

The two students that I chose to compare are on two different learning levels. Student 1 is a high achiever who always does well in class and Student 2 is more of an average student who is quiet, but usually makes decent grades. Student 1 made a 60 on the overall pre-test and Student 2 made a 50. I noticed during the formative assessments, that Student 1 is very confident and sure of his answers, while Student 2 is hesitant to answer questions and seems very unsure of himself. Student 1 did very well on the post-assessment and made a 95, while Student 2 also improved, but made an 85. Student 1 appears to have understood most learning goals, except for
the classification of methamphetamine, because he missed a question pertaining to that. Student 2 also missed that question and a question about the history of methamphetamine. Even though both of the students missed a learning goal or two, they still demonstrated great improvement.

Reflection and Self-Evaluation

I prepared this unit with the mindset of someone who does not know much, if anything, about drugs. These students come from an area where drugs are not prevalent and might know nothing but misconceptions. I wanted to make sure that they learned the facts about these four drug categories and could make informed decisions about using or not using a drug. I did not plan much for accommodations for the class because none of my students have learning disabilities, that I know of. They all have shown that they are capable of learning in the setting and format that I taught. One thing that I did take into consideration is the amount of information that I tried to get through each day. Each of these drug categories contained a large amount of good information, so while I was teaching I would try not to go too fast and stop every few minutes to ask if anyone had a question.

This class showed that they knew quite a bit about cannabis during this unit. The learning goal for the third lesson was ‘the students will show their understanding of the history, intent, dependency, and effects of cannabis.’ I think this is because marijuana is so common and the students already have a basic knowledge of what it is and what it does to a person that uses it. Only four students missed a question about cannabis on the pre-test and only one missed a question on the post-test. During my lesson over cannabis, their familiarity of the subject turned out to be a good thing. They were able to participate more in the lesson and add comments into the discussion. The students were also able to ask more intelligent questions about the drug, since they knew more about the topic. The only student who struggled with this learning goal
and lesson is a student who has a history of not paying attention and being the class clown. He never tries to do well or succeed in anything that we do in class, he just tries to be funny. I believe that this is why he did so poorly.

The learning goal that the class as a whole struggled with most was from the second lesson over hallucinogens. The learning goal from that lesson stated, ‘the students will show their understanding of the history, intent, dependency, and effects of hallucinogens.’ I think this could be because hallucinogens are not as common as some of the other drug categories that we talked about, such as methamphetamine and cannabis. The students did not have much basic knowledge of these drugs before we talked about them, like they had the other types. I thought that I was thorough and clear in explaining this section, but maybe it did not go as well as I thought. The review activity that the class participated in went okay, but the students did worse on it than they did on the other lesson reviews. The few students that did well on the assessments that pertained to this category were the ones that always do well and pay close attention in class. With this being said, next time I may have to change up a lesson like this and try to make it more interesting to hold the students’ attention better.

This assignment was an awesome experience and it was great to see how much students can improve and to see what a difference a teacher can make. I feel like I learned just as much as they did. One professional learning goal that was evident to me is that no matter how boring and dull a topic may be, the more I make it interesting, the more students will pay attention and learn. This will be easier to achieve when I have more time to prepare for the lesson and the more resources I have. Another learning goal that I have set for myself is to be more aware of time. There were a couple lessons that ended sooner than I had expected or planned and then when I planned more to avoid this problem, I ran out of class time. I think that this will improve the
more I teach and get more experience.
Appendix

Pre-Test: Stimulants, Hallucinogens, Methamphetamines, & Cannabis

Name: _______________________

Which of these ways can stimulants be used?

A. Snorted in powder form           C. Injected in liquid form
B. Swallowed in pill form           * D. All of these are ways they can be used

*True or False: Cannabis causes your heart rate to increase, while causing your muscles to relax.

Which one of these is NOT a stimulant?

*A. Marijuana                  C. Ecstasy
B. Cocaine                      D. Ritalin

*True or False: Long-term methamphetamine use can cause severe dental problems.

Methamphetamine is a:

A. Depressant                C. Hallucinogen
* B. Stimulant                  D. Date rape drug

True or *False: LSD occurs naturally in certain types of cactus plants, including the peyote cactus.

Which of these stimulants is the most popular among high school students?

A. Adderall                     C. Cocaine
B. Ritalin                        *D. Amphetamines

*True or False: Hallucinogens twist and alter the way your brain processes your senses.

What type of drug elevates a person’s mood, increases someone’s well-being, and increases a person’s energy level?

A. Hallucinogens                           *C. Stimulants
B. Methamphetamines                   D. Cannabis
Which one these is NOT an hallucinogen?

A. Mescaline               C. Mushrooms
*B. Meth                       D. LSD

True or *False: The only way Cannabis can be used is to be smoked.

Which of these are possible after using an hallucinogen?

A. Psychosis               C. Dangerous accidents
B. Panic attacks              *D. All of these are possible

True or *False: In the 1960’s, post-war Japan experiences the first meth epidemic. It then spreads to Guam, the U.S. Marshall Islands and to the U.S. West Coast.

_______________ was the first synthetic hallucinogen.

*A.  LSD                                   C. Meth
B. Mushrooms                        D. Mescaline

Using Cannabis long-term can cause problems in everything but your:

A. Brain                                  C. Lungs
B. Hormones                           *D. All of these are affected by long-term Cannabis use

True or *False: Cocaine can come in three forms.

Which of these usually occurs after methamphetamine use?

A. Sleepiness                        *C. Rapid heart rate
B. Increased appetite              D. Decreased blood pressure

*True or False: Methamphetamine use among teens has dropped in recent years.
Formative Assessment Class Questions

Stimulants Lesson
- Name 3 substances that are classified as stimulants.
- What are some effects of cocaine?
- What ways can cocaine be used?
- Are some prescription drugs stimulants? How should you take them?
- What is the most common stimulant?

Hallucinogens Lesson
- Name 3 substances that are classified as hallucinogens.
- What are some effects of hallucinogens?
- What is the worst part about withdrawals from hallucinogen use?
- Are hallucinogens addictive?
- How can the body be permanently damaged by hallucinogens?

Cannabis Lesson
- How many types of cannabis are there?
- What is the most common type?
- What are some effects of marijuana?
- How does marijuana make the user feel?
- What ways can marijuana be used?

Methamphetamine Lesson
- What are some effects of meth?
- Is meth an addictive drug?
- In what ways can meth be used?
- How did meth make it to the U.S.?
- How can the body be permanently damaged by meth?
References & Credits


I used this website to get the enrollment information in the Contextual Factors section.

http://www.neighborhoodscout.com/ar/jonesboro/valley-view/#desc

I used this website to look up the neighborhood make-up and the exact area of the district for the Contextual Factors section.