

TASK 4: Focus Students

<p>Identify two focus students with diverse learning needs. Provide your reasoning for choosing the 2 students.</p>	<p>Rationale for Focus Student 1 (28):</p> <p>Student one is a senior and this student's learning ability is far more advanced than almost all other students in the class. The majority of students in this class are freshman. This student needs enrichment activities every day and if this student isn't being challenged at his/her full potential he/she tends to interrupt the learning of others, but he/she doesn't know it.</p> <p>The student knows that he/she is far more capable of passing all tests and assignments in this class, so she feels that it is ok to turn around and talk to her friends. The student is always turns assignments in faster and before their due dates. Even when the student is absent one day out of the week he/she is still on task and ready to go back to class time. This student has a 101% A in the class for the first nine weeks.</p> <p><u>Unit Assessment Scores</u></p> <p>Pre-assessment Kahoot: Incorrect 1</p> <p>Summative Assessment Kahoot: Incorrect 0</p> <p>Pre-assessment Unit test: 89%</p> <p>Summative overall unit test: 104</p>
	<p>Rationale for Focus Student 2 (35):</p> <p>This student is very intelligent, but has a hard time in class because he speaks Arabic. He has only been in America for a few short months, but can speak and have conversation in English pretty well. His problem is that he can't understand written text. He is very nervous in class because he doesn't know what is going on. The school apparently can't afford an aide for him. This student misses my class at least twice a</p>

	<p>week for ESL classes, but always works hard, and try's to do his very best. The student always turns in lessons and will come to me during lunch, stays after class, and asks for my help. He always is very anxious for me to tell him that he is doing very well in class.</p> <p><u>Unit Assessment Scores</u></p> <p>Pre-assessment Kahoot: Incorrect 6</p> <p>Summative Assessment Kahoot: Incorrect 1</p> <p>Pre-assessment Unit test: 65</p> <p>Summative overall unit test: 105</p>
<p>Describe what you will do to differentiate instruction for each focus student.</p>	<p>Focus Student 1 (28) This student likes a challenge and I must keep her busy. She is always wanting to help me so I pair her with student 35 a lot. I give this student harder questions to answer when I am doing class discussions. I also have this student to research on different topics we are doing in class to find statistics about her school.</p> <p>For example: she made up and gave her peers surveys based on a unit I did on violence. She collect surveys and created graphs for me to use in all my health classes. In the particular class she is in I let her present the information.</p> <p>I do not give this student more questions, but I do use her for elaboration on topics and she really seems to like it. She loves helping the ESL #35 and he enjoys her company.</p>

	<p>Focus Student 2 (35)</p> <p>I translate and print out as much information as I can for the student. I give the student my lesson plans translated in Arabic, so he can understand what we are doing in class. This also allows him to get help at home or with his ESL teacher.</p> <p>I translate the bell ringers and the word of the day for him before class starts on my cell phone or he will use his cell phone. While giving directions or giving presentation in class I use lots of visuals, speak slow, point and use lots of body language. I also stand close to the student because it makes him feel more comfortable. This way I can point to the paragraphs or pictures in his book.</p> <p>Focus student #1 helps me a lot because she sees and understands that I can't spend every single moment with just focus student 2. I pair them together on many assignments and it works out great.</p>

Assessment Plan Narrative

Planning Instruction:

A2- Eleven of the students in the class barely made a 60% on the pre-assessment and over 20 of the students in the class barely reached a 70%. The data influenced the design of my unit because I felt that all the students needed to reach at least an 80% on the assessment before we could move on. Some of the questions/topics I noticed needed more attention than the others. For example: all the students didn't understand "stress" and the two different types, but they did understand the different types of coping mechanisms.

I needed to spend more time teaching what stress actually is, short term and long term effects, how stress varies according to the individual, and less on coping and managing stress. Once students had a grasp of the pre-requisites for

understanding stress and how it is related to health; they were able to reach well above an 80% on the posttest.

A3a- The contextual factors in task 1 did guide my planning of the unit and daily lessons. The learning styles in my classroom are the most diverse I have ever been a part of. There is a wide range of learning styles, skill levels, behavior differences, and big differences in SES, cultures, race, family structures, and a large number of students who must bring their own children to the school day care.

I had to design lessons that would teach these students as individuals and who are already parents themselves. Teaching this unit and every other unit and lesson is basically teaching health and parenting in one class. I had to take into account that some of the students were only 14 years old, while others were 17 and 18 years old who work and have kids of their own.

A3b- I started teaching at Capital High School on the second day that I was there. The classes were crowded, students were coming in from three different middle schools, and the teacher really needed my help. It didn't take me long to figure out and understand the needs of each student in the classroom. I could tell right away those students who needed more time, alternative assignments, and grouping to be successful in the classroom.

I worked with each student one on one as much as possible. I looked over their IEPs quickly, and I even worked with them during lunch time and on my breaks. One student in particular which is one of my focus students needed a lot of help. This student had only been in America for two months! The school did not offer him an aide, and he followed me around like a puppy because I was the only one who would take the time to help him. I translated as much information that I could using google translate. He speaks English, and he can understand me when I speak with sign language. I do not know a lot of sign language, so I used as many pictures as possible. This student relies on me, and he still does to this day.

I grouped him with my other focus student because they sit across from each other, and she is on a college level. She does a very good job working with him and she always does her work and is finished way before all the other students. It helps me when she works with the other focus student because I can

help other students, but it also benefits the both of them because they are both learning the information while communicating with each other.

A4- I did collaborate with all health/PE teachers at capital high school. They are doing a new program this year. Now that health is an all year round class the health, physical education, nutrition, parenting, etc.....teachers have collaboration meetings during third block. They go over the CSOs, the chapters, topics, and assignments that they will try to collaborate with each other over the next year or so. This way students are getting the best out of each health class and not repeating the same things over each year.

For example: since Mr. Calabrese and I have the majority of freshman we try to get them familiar with the vocabulary terms and the basics that are needed to go further on the blooms taxonomy. So basically, one health teacher tries to teach on lowest part of blooms to get them ready for the next year. When the students move on to 10th grade the 10th grade health teacher moves up on the blooms taxonomy. I'm still learning what they are trying to do, but so far it is working.

Instructional Strategies:

A5-

A6- Think aloud, compare and contrast, graphic organizers, concept maps, large and small group discussions, note taking guides, role plays, create informational pamphlets, create flyers, group and individual presentations for each, and kahoot games.

Rationale for Best Practice:

1. "Stress at School" *CDC*, 18 Sept. BAM Body and Mind 2016,<http://www.cdc.gov/bam/life/kabam/stress-school.html>
2. Pruitt, B. E., John P. Allegrante, and Deborah Prothrow-Stith. *Pearson Health*. Upper Saddle River, NJ: Pearson Education, 2014. Print
3. **PearonSuccessNet.com**
4. **Discovery Education Teens Talk Video Series DVDs**

Resources and MATERIALS: Lap top, projector, Prezi's, power points, class text books, apple TV, DVDs, you tube videos, Pearson online, iPads, cell phones,

kahoot, internet sites (CDC.gov), Engrade, Schoology, Microsoft Word, Microsoft excel, etc..

Differentiated Instruction:

Focus Student 1 This student likes a challenge and I must keep her busy. She is always wanting to help me so I pair her with focus student 2 a lot. I give this student harder questions to answer when I am doing class discussions. I also have this student to research on different topics we are doing in class to find statistics about her school.

For example: she made up and gave her peers surveys based on a unit I did on violence. She collect surveys and created graphs for me to use in all my health classes. In the particular class she is in I let her present the information.

I do not give this student more questions, but I do use her for elaboration on topics and she really seems to like it. She loves helping the ESL #35 and he enjoys her company. I translate and print out as much information as I can for the student. I give the student my lesson plans translated in Arabic, so he can understand what we are doing in class. This also allows him to get help at home or with his ESL teacher.

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