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Bringing Reading Back to the Classroom - EDTPA

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**TASK 1: CONTEXT FOR LEARNING INFORMATION**

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

**About the School Where You Are Teaching**

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   - Middle school: __X__
   - High school: ______
   - Other (please describe): ______

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)
   - City: _____
   - Suburb: ______
   - Town: ______
   - Rural: __X__

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
   
   [The class I will be teaching is an Honors English class.]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
   
   [Due to the fact that the school is part of a PLC now, the pacing of classes is decided in frequent grade level team meetings. The Common Core Standards dictate that certain strategies be taught and methods be used in the classroom but do allow for flexibility in the materials that will be used. Common assessments and standardized testing happen throughout the year, including the NAEP test that was most recently used.]

**About the Class Featured in this Learning Segment**

1. How much time is devoted each day to English Language Arts instruction in your classroom?
   
   [Approximately 50 minutes when students have all of their classes (three times a week) and 90 minutes for block schedule periods (once a week) are spent on English-Language Arts instruction as the classes are English classes.]

2. Is there any ability grouping or tracking in English Language Arts? If so, please describe how it affects your class.
   
   [There is Honors English available at the school, which will be the majority of the classes that I will teach. The other two classes I will be in charge of are both Advanced courses in reading or ______]
creative writing. This will greatly impact how quickly students grasp material and view English in general. Typically, Honors students at least have a semblance of desiring to be in the classroom. Students have already in some way shape or form established good academic habits in order to attain entrance into the Honors or Advanced class.

3. Identify any textbook or instructional program you primarily use for English Language Arts instruction. If a textbook, please provide the title, publisher, and date of publication.

[ Lord of the Flies]

4. List other resources (e.g., electronic white board, online resources) you use for English Language Arts instruction in this class.

[ There is a smart board and a chalk board within the classroom used for instructional purposes. My mentor teacher also utilizes a document camera to display student work or demonstrate different practices.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[8]

2. Number of

- students in the class: ___23___
- males: ___8___ females: ___15___

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.

<table>
<thead>
<tr>
<th>Students with IEPs/504 Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IEPs/504 Plans:</strong></td>
</tr>
<tr>
<td><strong>Classifications/Needs</strong></td>
</tr>
<tr>
<td>Example: Visual processing</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

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2 California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
### Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: English language learners with only a few words of English</td>
<td>2</td>
<td>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have students use pre-taught key words and graphic organizers to complete sentence starters</td>
</tr>
<tr>
<td>Example: Students who speak a variety of English other than that used in textbooks</td>
<td>5</td>
<td>Make connections between the language students bring and the language used in the textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Provide oral explanations for directions, extended time, and sentence frames to support written responses</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>