Missouri Pre-Service Teacher Assessment

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Missouri State University

Nixa, Mathews Elementary

Fourth Grade

September 1, 2014

Task 1

Types of Factors: Community, District, School, Classroom Demographics, and Knowledge of Students	Contextual Factors
General context of your students **(All subcategories listed in this box are required.)** Students' grade and developmental levels; the age range of students; the content area being taught; any other factors that are pertinent to understanding your class assignment	4th grade (ages 9-10) Content Main Focus: Science, Mathematics, Writing/Reading, state of Missouri One student below Reading level, 5 students are at basic reading level, 12 students are at a proficient level, and 5 students are at an advanced level. Two students below Math level, 4 students are at a basic level, 13 students are at a proficient level, and 4 students are at an advanced Math level.
Community (e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)	Suburban/rural area Median Household Income (2012): $51,040 Population (2010): 19,022
District (e.g., enrollment; percent of students receiving free or reduced-price lunches; graduation rates; ethnicities; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures)	2013 Enrollment: 5,738 Asian: 0.7% Black: 0.9% Hispanic: 3% Indian: 0.9% White: 89% Free/Reduced Lunch: 36.3% Graduation Rate: 98% Expenditure per ADA: $7,718.74
School (e.g., enrollment; percent of students receiving free or reduced-price lunches; MAP scores and AYP data; ethnicities; percent of students with IEPs; percent of students who are ELLs; the teacher-to-student ratio)	Enrollment: 447 Teachers: 38 Teacher-to-Student Ratio: 1 teacher to every 12 students AYP data: 100% Map Scores: decreased (All of Missouri Scores Decreased); 4th grade went up 1% FRL: 36% (2013)

Classroom demographics	23 Students
(e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students with physical needs, and those due to cultural characteristics)	8 girls/16 boys Gifted: 4 23 White 1 Mormon Student

Knowledge of students

(in terms of the whole class and individual students)

(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/MAP scores; behavioral differences; areas of interest)

Language Needs: None

One student below Reading level, 5 students are at basic reading level, 12 students are at a proficient level, and 5 students are at an advanced level.

Two students below Math level, 4 students are at a basic level, 13 students are at a proficient level, and 4 students are at an advanced Math level.

Approaches to Learning: Mini-lessons, technology interactive, writing/reading/journals, anchor charts, kinesthetic, independent studies

Behavioral Differences: The behavior among the students varies depending on the day. Some students are shy when it comes to contributing to class discussion. Other students are talkative and love to contribute to discussion.

Areas of Interest: Based on the Student Interest Surveys, the majority of the class like Reading/Writing as their favorite subject, a few students like Math, and then a couple students like Social Studies, Sciences and Physical Education. Many of the students wrote how they want to improve in a specific subject area. The students also shared something they wanted the teacher to know, those varied in answers however many shared about their character as a person.

Type of Resource	One Example and Location
Community	Care to Learn: provides immediate funding to meet emergent health, hunger, and hygiene needs so every child can be successful in school. 301 S Main Street Nixa, Mo 65714
Building/district policies or programs	Girls on the Run (GOTR): Physical activity based on positive development for 3rd-4th Grade girls.
Support staff	Librarian: located in the library most of day. Math Resource Teacher: located to right wing of the building when you walk in the front by the office in the resource room on your right.
Instructional materials	Computers: used during most lessons to facilitate instruction; located in the classroom and in the computer lab, straight down the main hallway on your left, next to the music room.
Curricular programs	ALERT (Active Learning Experiences in Research and Thinking): an educational program that recognizes the unique values, needs, and talents of each individual student. It recognizes, however, that the academically gifted student possesses extraordinary abilities to think creatively and critically, and that his cognitive and affective needs can best be met by provision of a differentiated learning environment. Such an environment will allow gifted students regular opportunities to interact with, and be stimulated by, their intellectual peers without being completely isolated from the regular school program. Located a HighPointe Elementary
Instructional technology	Computers: used during most lessons to facilitate instruction; located in the classroom. SMART Board: Each classroom includes an interactive white board called a SMART Board. This allows teachers' to create an interactive technology based learning environment. Located in the classroom.
Type of Resource	One Example and Location

Access to recorded student data	Power School: Student information system where teachers' record student grades, take attendance and lunch count. It is also parent accessible for grades 3-12 under the "Parents" tab, on the Nixa Public Schools Website.
Other	Google Drive: Files, with student work, created by the teacher are shared with Students and Parents online, Parents and Students can look at work online, at home or at school.
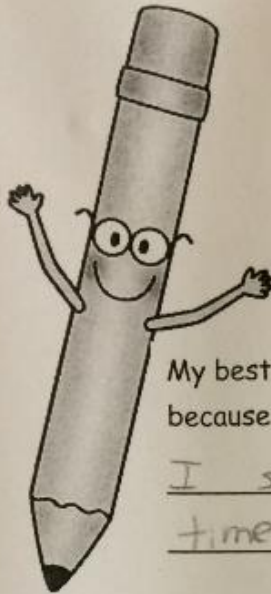
Who are You?

Name: ▓▓▓▓▓▓▓▓▓▓▓

My Best Subject

My best subject in school is Social studies
because I am a history freak.
I study the past all the
time.

Favorites

Food: fried chicken

Book: Judy blue 3's, Stert Sm.ic

Color: blue and green

Sport: volly ball and softball

TV Show: Occupastates

Game: hotfoot/dogeball

Season: spring

Hobby: swimming

My Wish for This Year

This year, I hope that I get better
at math.

At Home

When I am at home, I love to
make brackts and charms
on loom.

My Teacher Should Know

Something my teacher should know about me is I love to learn.
I know you have to graduate colese to get a good
job so I try my best so my grades get high so
sinor year I get a full sollarship.

Hello Fourth Grade Families,

My name is Cindy Fogelbach. I am attending Missouri State University, and I am a student teacher in Mrs. Dick's class this semester.   I am looking forward to getting to know your student and helping further their learning. I feel blessed to have the opportunity to work with these students and with Mrs. Dick to build upon my teaching experience! Having been in the classroom this past week, I can already tell that it is going to be an amazing next few months!

I would like to share with you a little about myself. I have grew up in Saint Louis, MO. I am planning on graduating from MSU in December. I have always wanted to be a teacher and work with kids. I have never doubted my passion of helping children grow to their full potential! When I am not in the classroom I am an Acrobatic Gymnastics coach here in Nixa.

During my time here at Mathews I will be teaching lessons and building relationships with each student. I want to make sure that each student is receiving what he or she needs to be successful in the classroom and in life. I will also be helping with Reading, Writing and Math groups which helps all students receive what they need to learn and be successful. I have started a comment box on my desk for students to write down thoughts, questions or comments they have throughout the day. This allows students to ask the questions anonymously or with their name. I will also be helping put together the weekly News Letter, and keeping the classroom website up to date.

Thank you for allowing me the opportunity to be in your child's classroom these next few months! I know we will all have a lot of fun learning together. If you have any questions or comments for me, please feel free to contact me by e-mail, fogelbach101@live.missouristate.edu.

Sincerely,

Miss Cindy Fogelbach

MISSOURI PRE-SERVICE TEACHER ASSESSMENT

TASK ONE (21,000 characters max – no more than 7 pages)

Guiding Prompts
From the Contextual Factors Chart, choose one factor that you consider will have the most impact on student learning from each of the following: *community, district,* and *school*.
a) Based on your chosen *community* factor, identify one possible instructional strategy <u>and</u> one learning activity that you could use in your classroom to further student learning.
Provide a rationale for choosing that strategy and activity and why it appropriately connects to your chosen factor.

       I have chosen community support as my instructional strategy. From my Contextual Factors Chart, I have noted that the area the school is located in is suburban/rural area. The community is smaller so people in the community rely on each other for help and support. The students can use community resources available to them to help them gain knowledge and further their understanding about where they live. The learning activity would be research. Students would be able to pick something in the community, such as Nixa Parks and Recreation, that they want to learn more about and how they give support and help their community. Nixa Parks and Recreation has sports teams, fitness classes, enrichment for kids and special events in the community. This allows the students to choose what they want to learn about, which engages them and also allows them to learn about where they are from and how the community is connected.

b) Based on your chosen *district* factor, identify one possible instructional strategy <u>and</u> one learning activity that you could use in your classroom to further student learning.
Provide a rationale for choosing that strategy and activity and why it appropriately connects to your chosen factor.

       I have chosen to use discussion as an instructional strategy. As noted on the Contextual Factors Chart, the school district has a high graduation rate of 98%. As a class we would talk about the importance of graduation and moving onto higher education. This is important for students to know that the school district has the best interest of the students and helps them develop into a lifelong learner, but also that they can accomplish their own goals with the tools they are provided with in school. As a learning activity, the students would develop goals for their future. They would write down three or four goals they have for their future and how they are going to get there. Helping students see what it takes to reach their own personal goals will increase motivation in the classroom as well as outside of school. This helps the students to understand the importance of education but also what it is going to take for them to live out their dreams for their own future.

c) Based on your chosen *school* factor, identify one possible instructional strategy <u>and</u> one learning activity that you could use in your classroom to further student learning.
Provide a rationale for choosing that strategy and activity and why it appropriately connects to your chosen factor.

I choose interactive instruction as an instructional strategy. As noted on the contextual factors chart there are some high level, on grade level and low level students in the class and throughout the building. This strategy is about working with groups of peers and teachers. The strategy allows for student be put into a variety of different groups to help foster teaching and learning from peers. This also allows students to learn in a way that they understand and on a level that is similar to their own. I choose to do Classroom Buddies as a learning activity. From my Contextual Factors Chart I have noted that MAP scores decreased throughout the school. Using this data the students could use more practice with test taking skills and increase their reading ability to make MAP testing easier for the students. My classroom students will be able to work as a classroom Buddy with younger students in the school. This will help the students learn responsibility but also help them with their own learning as they work with younger students in a subject area. The students will read with younger students in the building. They will help them with reading strategies such as tracking, questioning, reading between the lines and other strategies for test taking and reading. This helps the students to review and practice for their own self but also gives them a sense of pride by helping out a younger student. The strategies and content that can be used during Classroom Buddy are areas that the students need to improve upon to help increase MAP scores.

Textbox 1.1.2: Classroom Demographics and Knowledge of Students
(Refer to the Contextual Factors Chart in these prompts.)

Guiding Prompts
From the Contextual Factors Chart, choose one factor that you consider will have the most impact on student learning from each of the following: *classroom demographics* and *knowledge of students*.
a) Based on your chosen *classroom demographics* factor, identify one possible instructional strategy <u>and</u> one learning activity that you could use in your classroom to further student learning.
Provide a rationale for choosing that strategy and activity and why it appropriately connects to your chosen factor.

      I chose independent study as an instructional strategy. As noted on the Contextual Factors Chart, the classroom is diverse in learners with 4 gifted students and 19 students scattered across the board. An independent study would allow students to focus on something they want to learn about on their level and at their own pace. Independent study can be applied to any subject area with the right tools. Allowing students to choose a science experiment from a list provided by the teacher and approved for that student to share with the class would be a learning activity to further student learning. The student would choose an experiment that they would want to learn more about. Once they have done the experiment on their own and studied the process and what happens during the experiment and why, they will present it to the class. An example of an experiments the students can choose from would be taking a hex-nut and putting it in a balloon. When you shake the balloon it creates a siren sound. The student would then have to do research and try the experiment to find out why the sound is created. The student would then bring the experiment to school and show the class how the experiment works and teach them about it. This allows the student to choose an

experiment they find interesting to share with the class. These experiments provoke questions. The students themselves can use resources and carry out their experiments to find the answers to their questions. Since the experiment was chosen by the student they will be interested and want to share what they have learned.

b) Based on your chosen *knowledge of students'* factor, identify one possible instructional strategy <u>and</u> one learning activity that you could use in your classroom to further student learning.
Provide a rationale for choosing that strategy and activity and why it appropriately connects to your chosen factor.

   I chose reading groups as an instructional strategy. Using the different level of readers in the classroom, as noted on the Contextual Factors Chart, an instructional strategy would be to create reading groups based on the students reading level. This would allow the students to work with other peers on their level and not feel self-conscious about their reading. A learning activity that can be done with these reading groups would be having students take on roles while reading to gain different knowledge from the book, such as unknown words, learn about setting of the book, the author and the inspiration behind the book, and much more. The strategy can be used with all groups and with any book the students are reading in their group. A role the students could take on while reading a book would be the teacher role. The student who is to be the teacher during that week or meeting time would write questions they had while reading the story to share with group. Another a student in the group would take on the summarizer. The summarizer would give a short description of what was read in the chapter to the group, and another role would be a student who was the definer. The student would find definitions to words that are new to the reader or words that stumped them as they read. There are many more roles the students can do within their group, such as an illustrator, historian, and other at the teacher discretion and level of the students. Having students only focus on one role at a time lets them focus and master the different strategies to use during reading. These roles help students learn what good readers do to help increase their learning and understanding of what was read.

STEP 2: Resources and Procedures

Textbox 1.2.1: Available Resources to Enhance Student Learning
(Refer to the Instructional Support and Resources Factors Chart in these prompts.)

Guiding Prompts
After completing the Instructional and Support Resources Chart, answer the following.
a) Select two resources and describe how you would use each of these in your classroom to support your students' learning.

   The Math Resource Teacher, as noted on the Resource Chart, can be used to support student learning by working with high and low math students. She can pull out specific students and work one-on-one with them to make sure they are getting the tools they need to be successful. While being pulled out they student work on Math on their own level, this will

make sure that the high level students are being challenged and the lower level students are gaining the knowledge to increase their Math skills and hopefully rise to grade level.

The Computers support student learning in the classroom by allowing students to create projects and use other resources available within the computer to gain knowledge about the topics being discussed in class. As students learn they ask questions and begin to think of different way to do things. The computers help the students be able to take their questions and thinking and have a place to explore them. The computers also allow for students to make mistakes and easily correct them, this saves paper but also helps students understand that it is okay to make a mistake, we can always erase.

b) Now select any one resource. Also, from your Contextual Factors Chart, select a particular characteristic that you listed under Knowledge of Students. Describe how this resource could help support the chosen characteristic to enhance student learning.

The Librarian, as noted on the resource chart, and the reading levels of the students, as noted on the Contextual Factors Chart, go hand in hand. To enhance student learning the Librarian can help the students pull books that are on their reading level that interest them. This will help the student gain confidence in reading and keep them wanting to read more since they are interested in the topic they are reading about. Many children pick books they will be interested in however sometimes they are not on their reading level. When a book is not a student's reading level they can either be bored because it is easy or they can become frustrated because the book is too hard. The Librarian is a resource that can also help with pulling books to use within the classroom for instruction and for research purposes.

Textbox 1.2.2: Student Interest Inventory
(Refer to the Student Interest Inventory in these prompts.)

Guiding Prompts
a) Based on the compilation of information from this inventory, provide one example of how this information would influence an instructional decision you make in your classroom.

After looking at the students answers from the Student Interest Survey given, many of them said they liked sports and video games. An instructional tool to use in the classroom would be to provide learning games that mimic video games and sports. This way the students are engaged and having fun while also learning. One game would be Vocabulary/Spelling Baseball. There would be two teams, one team in the field the other at bat. The team at bat would be given a word and they had to spell or give the definition. The words used, based on their difficulty, would be worth so many bases. Harder words would be either double, triple or homerun. If they word was miss spelled or the wrong definition given the outfield team could play the word and try to spell it or give the definition. This game connects to their sports interest but also allows for instruction and review.

b) Select one completed student interest inventory from this class. Analyze how one item from this inventory can be used to promote his or her engagement and learning.

On the student interest survey she wrote that Social Studies was her favorite content area. As a teacher I would use this information to make sure that I am engaging this student

during lessons. I would try to give a little bit of history on what we are learning before the lesson. This will grab the student's attention and help her become engaged during the lesson. For example if we were talking about rounding I would start out by telling the students that in Mesopotamia there were some clay tablets found. The tablets contained rounded values in their number system. This would make rounding an old math concept, possible older then division. This can be done with many different content areas, you can give the class a short summary of who discovered the topic and how. This would give the students a little history lesson before we dug into the real math lesson. Integrating content areas would being something to keep in mind when planning lessons to help engage as many students as possible while learning an area that may not be one of their top picks.

Textbox 1.2.3: Communicating with Students and Families
(Refer to the Communication Method Document in these prompts.)

Guiding Prompts
a) Describe how your introductory communication addresses your awareness of the demographic differences in the classroom.
        In the letter to the parents, I let them know that I want to make sure I have a relationship with each student but also give them the tools they need to be successful. Since no student in the classroom is exactly the same I can help differentiate for each student during lessons, by giving them what he/she needs to be successful during that lesson. As stated in my contextual factors chart there are four gifted student, during lessons to make sure they are learning I want to make sure they are being challenged if they find that the content being taught of ease to them. Differentiation for the rest of the class may look different depending on the student and the subject area. Some students need text that is on a different grade level to help them understand the content. In the letter I also let the parents know that I am helping put together Reading, Writing and Math groups. This allows for individualized lessons and help for gifted, low level student, and the student who are in-between to receive the tools they need to be successful and learn.

b) How does this form of communication foster interactive communication among you, your students, and their families?
        In the letter I let the parents know that I will be helping with the News Letter and keeping the website up to date; this lets me communicate with the parents on a weekly basis of what is happening in the classroom and in the school. I also told them about the comment/question box on my desk for students to anonymously/with their name ask questions, write a comment or write a concern. The box is away for the students to communicate with me. The parents were also given my email address to contact me at their connivance with any questions for me to respond to. The email address fosters communication between the families and myself.

Textbox 1.2.4: Rules and Procedures

a) Describe one example of a classroom rule or procedure. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, <u>or</u> impacting the learning environment.

The students have a "three before me" rule. If the students have a question they are to ask three classmates before asking the teacher. This allows the teacher work with students who may need some one-on-one instruction and not answer the same question over and over. It enhances the student learning by teaching them how to work together to find an answer to a question and problem solve on their own to answer a question they have. Many questions come up throughout the day that have a simple answer to them, have already been answered by the teachers instruction or that a student may have already asked. If a teacher answered the same question twenty-three times the students are not learning to think themselves and be self-sufficient, they are learning that there will be someone to always give you the answer. If a computer problem is to come up while the students are working they are to ask three peers before the teacher, when asking their peers they will learn how to fix the problem if it arises again but also they may not want to ask a peer and try to figure it out on their own. This helps them become independent but also problem solvers.

b) Describe one example of a technology rule or procedure. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, <u>or</u> impacting the learning environment.

The students switch who is working the mouse and who is working the keyboard on a daily basis as a technology rule. This procedure impacts the learning environment by making sure both student are participating in the work not just one student relying on their partner to do the work. It also helps make sure that there is no disagreeing or arguing over who controls the mouse or the keyboard to make sure there is no disruption of the lesson or flow of the day. This procedure makes sure that both students are using the computer equal amounts of time and taking turns using the keyboard and mouse. If one student is always typing or using the mouse the other student would not learn and understand the keyboard or mouse on a computer as well as his/her partner.