**ASW-Practicum II Practicum II-Spring 2012 Gehring Elementary School**

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**Part A. Classroom Subgroups**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Students Below Grade Level in Reading** | **Male** | **Female** | **Learning Disability** | **Gifted** | **Students Below Grade Level in Math** | **ELL** |
| **Christian T.** | **X** | **X** |  |  |  | **X** |  |
| **Kai H.** | **X** | **X** |  |  |  |  |  |
| **Max A.** |  | **X** |  |  |  |  |  |
| **Ashley A.** |  |  | **X** |  |  |  |  |
| **Valerie B** |  |  | **X** |  |  |  |  |
| **Walesta C** |  |  | **X** |  |  |  |  |
| **Zoey C** | **X** |  | **X** |  |  |  |  |
| **Gisselle G** | **X** |  | **X** |  | **X** | **X** | **X** |
| **Reagan J** |  |  | **X** |  |  |  |  |
| **Madison M** | **X** |  | **X** | **X** |  | **X** |  |
| **Kamilah O** |  |  | **X** |  |  |  |  |
| **Graciella R** |  |  | **X** |  |  |  |  |
| **Dominic C** | **X** | **X** |  |  |  |  |  |
| **Ramiro G** | **X** | **X** |  |  | **X** |  |  |
| **Tysin E** |  | **X** |  |  |  | **X** | **X** |
| **Kai H** |  | **X** |  |  |  |  |  |
| **Carter H** |  | **X** |  | **X** |  |  |  |
| **Jaylan J** |  | **X** |  |  |  | **X** |  |
| **Karim N** |  | **X** |  |  |  | **X** |  |
| **Alex T** |  | **X** |  |  |  |  |  |
| **Nathaniel T** | **X** | **X** |  | **X** |  | **X** |  |
| **Christian T** |  | **X** |  |  |  |  |  |
| **Max U** |  | **X** |  |  |  |  |  |

**Part B. Student Subgroup Strategies**

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| **Students Below Grade Level in Reading** |
| **1. Teacher Read-Alouds**Teacher read-alouds are a great opportunity for students to learn vocabulary, as well as reading skills and strategies (Cunningham, 2006). When working with students reading at emergent levels, teachers need to have a strong comprehension focus while reading aloud (Carnine et. al., 2006). Before reading aloud to students, teachers should choose a few vocabulary words that the students may not understand. Teachers should then focus attention on the vocabulary words during the interactive read-aloud, teaching children to use picture and context clues to figure them out. Following the interactive read-aloud, review the vocabulary words (Cunningham, 2006). |
| **2. Engagement and Motivation to Read**Motivation to read can impact a reader’s persistence in reading. Students with higher amounts of motivation are more likely to apply the use of comprehension strategies while reading (Pardo, 2004). Although there are many motivational factors that are not within the teachers’ control, teachers are able to motivate students to read by providing interesting texts, allowing choices to be made as levels of engagement increase, so does comprehension (Grimes, 2003). |
| **3. Scaffolded Retelling**Research shows that using story mapping with struggling readers is recommended, assuming that the teacher is not using the story mapping as “busy-work” (Balajthy, 2003). Teachers can scaffold retelling instruction by creating fill in the blank retelling forms including forms on: story summary with one character included; important idea or plot; setting; character analysis; and character comparisons (Balajthy, 2003; Ekwall, 1992). Students can be provided with note sheets containing places for: title, setting, characters, problem, important events, outcome/reaction, and theme. Students may fill in these forms while they read to keep track of their reading, not as a form of busy work (Carnine et. al, 2006). |
| **4. Comprehension Checklist**Teachers may use laminated bookmarks showing the strategies, using pictures if necessary (Massey, 2003). They may add new strategies to the bookmark as they are taught (Massey, 2003). This helps students to monitor their own progress. The bookmarks should include pre-reading, during-reading, and post- reading strategies (Massey, 2003). |
| **5. Activation of Prior Knowledge**Activation of prior knowledge makes up a great amount of the process of reading comprehension. Teachers should attempt to activate as much prior knowledge as possible prior to reading the text, allowing students to apply the prior knowledge use while reading (Pardo, 2004). They also need to teach how to decipher useful background knowledge from other background knowledge (Raphael, 2004). Strategies to effectively activate prior knowledge include: brainstorming, predicting, pre-reading questioning, and topic talking (Brooks, 1997). Picture walks before read-alouds, guided and independent reading are also effective (Cunningham, 2006). Reading aloud, thinking aloud, along with teacher modeling activating schema, and making connections enables readers to apply this information while they read (Pardo, 2004). |

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| **Students with Learning Disabilities**  |
| 1. **Minimize potentially distracting stimuli.** Many students with learning disabilities are easily distracted; we should minimize the presence of other stimuli likely to compete for their attention. For example, we might pull down window shades if other classes are working or playing outside, and we might ask students to keep their desks clear of objects and materials they don’t need for the tasks on which they’re working (Buchoff, 1990). |
| 2. **Use multiple modalities to present information.**  Because some students with learning disabilities have trouble learning through a particular modality (e.g., through vision or hearing), we need to be flexible in the modalities we use to communicate information (e.g., Florence, Gentaz, Pascale, & Sprenger-Charolles, 2004; J. W. Wood, 1998). When teaching a student how to read and spell a particular word, for instance, we might write the word, say its letters aloud, and have the student trace or write the word while repeating its letters. And in lectures to secondary students, we might incorporate videos, graphics, and other visual materials, and we might encourage students to audiotape the lectures (J. W. Wood & Rosbe, 1985). |
| 3. **Teach study skills and learning strategies.** Many students with learning disabilities benefit from being taught specific strategies for performing tasks and remembering classroom subject matter (Eilam, 2001; Graham & Harris, 1996; Wilder & Williams, 2001; J. W. Wood & Rosbe, 1985). For example, we might teach them concrete strategies for taking notes and organizing homework assignments. We might give them questions to try to answer as they read a story or textbook passage. And we might teach them certain mnemonics, or memory tricks, to help them remember particular facts. |
| 4. **Provide study aids.**  Students with learning disabilities often study more effectively when they have scaffolding to guide their efforts (Brigham & Scruggs, 1995; Mastropieri & Scruggs, 1992). For instance, we might provide study guides, outlines, or graphics that help students identify and interconnect important concepts and ideas. We might also let students copy (or receive a duplicate of) the class notes of high-achieving classmates. Such strategies are helpful not only for students with learning disabilities, but also for students with attention-deficit hyperactivity disorder. |

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| **Male Students** |
| **1. Males need more space in which to function while learning.**Boys simply take up more space than girls in their daily activities – both indoors and out (Harper and Sanders, 1975). From a teacher’s perspective, they seem to spread out, use the far reaches of the playground, and want to push the limits on field trips. Providing boys with more workspace can help them learn better in the classroom. Allowing the male students in your classroom to work at a larger table rather than a desk is a great way to accommodate for them. |
| **2. Male role models are important for male students.**“Do what you can to provide male role modes for the boys. Older boys may find a mentor outside of school, through a formal program, involvement with sports, or a job” (James, 2007, P.188). Boys need male role models, especially when it comes to reading!  Having a father, a male teacher, or volunteer come into the classroom to talk books and perhaps read aloud could make a huge difference to an incredulous male student.   |
| **3. Males are biologically more attracted to cooler colors than to warmer ones.**The stereotype of pink being a girl color and blue being a boy color actually holds great meaning. “The pathways more active in girls respond to warmer colors such as pink and red and respond to the shape and form of objects. The pathways more active in boys respond cooler colors such as blue and green and respond to motion (Alexander, 2003)…Organization-Use primary colors to organize materials in your classroom. There will be no confusion about which color bin or sheet you are referring to if the colors are simple. If you run out of colors to use, try using stripes-you can use colored tape placed across another color to create a pattern” (James, 2007, p.32). |
| **4. Physical activity helps male students learn more effectively.** Instructors' physical movement increases boys' engagement, and includes the teacher leading students in physical "brain breaks"—quick, one-minute brain-awakening activities—that keep boys' minds engaged. Boys should be allowed to move around as needed in classrooms, and they are taught how to practice self-discipline in their movement. This strategy is especially useful when male students are reading or writing—when certain boys twitch, tap their feet, stand up, or pace, they are often learning better than if they sit still, but teachers are often not trained in innovating *toward* more movement in classrooms. Gurian, M., & Stevens, K. (2010).  |
| **5. Male students will be more likely to read a book that interests them.**" Boys will be more willing to read if the book is one they are interested in. Research shows that boys prefer books that are about real events (or seems as if they were) or scary or violet events. JamesA,.N.(2007). *Teaching the Male Brain: How Boys Think, Feel and Learn in School.* Thousand Oaks, California: Corwin Press. Use **graphics** such as **comic books** and **storyboards** if needed in language arts. Michael Blitz, founder of the Columbia University Teachers College Book Project, recently said, "Educators are increasingly looking toward comic books to encourage children's literacy and English-language skills. Teachers are looking for ways to engage their children, and they're finding some of that in comic books." The Comic Book Project has expanded in six years to 860 U.S. schools. Blitz notes, "For kids who may be struggling and for kids who may be new to the English language, **that visual sequence is a very powerful tool**." (Gurian) |

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| **Below Grade Level in Math** |
| **1.Technology** The National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics acknowledges the important role that technology should play in mathematics education. One fundamental principle states that mathematics instructional programs should use technology to help all students understand mathematics and should prepare them to use mathematics in an increasingly technological world (NCTM, 2000). Research and experience have clearly demonstrated the potential of calculators and computers to enhance students' learning in mathematics. (Heddens, Speer, Brahier, 2009, p.62) |
| **2.Vgotsky's Scaffolding** Lev Semenovich Vgotsky championed the role of collaborative learning. He identified a process he labeled as scaffolding, in which the teacher build learning experiences from a child's cognitive and social development. If a child is challenged, then it is likely that the child will learn more working with a peer or guiding authority than he or she would if the challenge were examined in isolation. With such exposure, the individual will be able to apply this learning to other situations. (Heddens, Speer, Brahier, 2009, p.15) |
| **3. Math Discourse** Communication in the mathematics classroom is vital to students sharing their understanding of concepts and skills, as well as benefiting from each others’ approaches to problem solving. The teacher of mathematics should orchestrate discourse by posing questions and tasks that elicit, engage, and challenge each student's thinking. The discourse of a classroom --the ways of representing, thinking, talking, agreeing, and disagreeing --is central to what and how students learn about mathematics. (Breyfogle, Herbel, 2004, p.97) |
| **4. Slavin's Cooperative learning** Slavin, Hurley, and Chamerlain (2003) stated "Research on cooperative learning is one of the greatest success stories in the history of educational research" (p. 177). Slavin (1995) reviewed that cooperative learning has been demonstrated to increase self-esteem (self confidence) as a learner and to foster intergroup relations including cross-group friendships.  |

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| **Strategies for ELL** |
| **1. Be creative when communicating with ELL students.** Speak naturally uses phrases and gestures when applicable. Instead of depending on transition and verbal cues, use creativity in communicating, speak maturely and use phrases and gestures (Evertson & Emmer, 2009, p. 230). |
| 2. **Reinforcement** Reinforcement with pictures and clear language is helpful for ELL students. Reinforce key points with visual aids and demonstrations when possible. Teacher can also reinforce by repeating in clear and concise words (Evertson & Emmer, 2009, p. 230). |
| 3. **Graphic organizers** Graphic organizers provide a balance between visual and verbal representation for ELL students. Graphic organizers are used to present content visually. They help students focus their thoughts and reactions and provide a balance between visual and verbal representation (Diaz-Rico, 2004, p. 118). |
| 4. **Technology**Technology offers a lot of specialized programs for working with ELL students. There are many computer assisted language learning programs and websites that can be used to reinforce content being taught in various ways. These programs break information down so it is easier for students to learn using repeated practice, slower paced activities, and/or extra vocabulary reinforcement (Diaz-Rico, 2004, p. 143). |

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| **Strategies for Female** |
| **1. Lecturing** Lecturing tends to work well with female students. “Lecture is a teaching style that generally works with girls because they learn well from the spoken word” (James, 2009, p.24). |
| **2. Building Comfort and Alliance** A suitable classroom for female students emphasizes comfort and an alliance between the students and the teacher. “Girls tend to look on the teacher as an ally. Given a little encouragement, they will welcome the teacher’s help. A girl-friendly classroom is a safe, comfortable, welcoming place. Forget hard plastic chairs: put a sofa and some comfortable bean bags. Let the girls address their teacher by her (his) first name” (Sax, 2011). |
| **3. Rubrics** Rubrics work well for female students because they reduce stress by outlining exactly what is expected of them for success. “Provide rubrics so that your students will know exactly what level of work will meet the standards for success. That will help the student who is focused on effort know when she has met the criteria. For very young students, a rubric may be a simple checklist of items or information that is to be included in the final product. Older students will need to have a more extensive understanding of the criteria to determine whether the product meets expectations” (James, 2009, p. 60). |
| **4. Objectifying**It is important to help female students objectify information that they are learning. “Girls tend to take a very personal approach to learning, which can be very effective as we all find information easier to learn as it applies to us. However, anything you can do to help them objectify what they learn, even in a small way, will help girls understand how anything is put together. Encourage young girls to work with building blocks. Generally the boys tend to monopolize those toys, so put some aside for the girls to work with. Have them build a dollhouse or a scale model of the classroom. Have them use titles to follow pictures of patterns. Mosaics are an excellent way to build a whole picture by focusing on details” (James, 2009, p. 48). |

**Part C. Item Analysis/Analysis Graphs**

**Topic: Writing-Spelling Test**

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| --- | --- | --- | --- |
| **Item #:** | **Question:** | **# of errors** | **Students/Subgroups with error** |
| **1** | **Spell Pretty** | **2** | **R.J.; K.O.** |
| **2** | **Spell Survive** | **2** | **G.G.; R.G** |
| **4** | **Spell Blanket** | **3** | **C.T.; C.H.; G.G.** |
| **5** | **Spell Effort** | **1** | **Z.C.** |
| **8** | **Spell Perhaps** | **2** | **G.R.; R.G.** |
| **9** | **Spell Attack** | **3** | **K.H.; G.G; W.C.** |
| **10** | **Spell Entire** | **3** | **K.O.; G.G.; W.C.** |
| **11** | **Spell Chimney** | **4** | **A.T.; G.G.; R.G.; C.H.** |
| **12** | **Spell Tunnel** | **4** | **M.U.; G.G.; W.C.; R.G.** |
| **14** | **Spell Suspended** | **1** | **K.H.** |
| **15** | **Spell Challenge** | **4** | **Z.C.; M.A.; G.G.; W.C.** |
| **16** | **Spell Pretzel** | **4** | **K.O.; G.G.; W.C.; C.H.** |
| **18** | **Spell Pillow** | **1** | **G.G.** |
| **20** | **Spell College** | **4** | **V.B.; G.R.; G.G.; W.C.** |

**Topic: Math-Area of a Triangle Worksheet**

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| **Item #:** | **Question:** | **# of errors** | **Students/Subgroups with error** |
| **1** | **Area of a Triangle (Height=10ft, Base=8 ft)** | **3** | **C.T., K.N.,T.E.,**  |
| **2** | **Area of a Triangle (Height=3.6yd, Base=6yd)** | **12** | **W.C., M.U., A.T., J.J., R.G., M.A., A.A., C.T., K.N., T.E., K.O., G.R.,** |
| **3** | **Area of a Triangle (Height=7ft, Base=13 ft)** | **14** | **W.C., V.B., M.U., A.T., J.J., R.G., R.J., M.A., A.A., C.T., K.N., K.O., G.R., K.H.,** |
| **4** | **What is the base measurement of a triangle with an area of 30m squared and a height of 10 m?** | **15** | **W.C., D.C., D.C., M.U., A.T., J.J., Z.C., M.A., A.A., C.T., K.N., T.E., K.O., G.R., K.H.,** |
| **5** | **Missing measurement A=36 mi squared, b= ?, h=12mi** | **15** | **W.C., V.B., D.C., A.T., J.J., R.G., Z.C., A.A., C.T., K.N., K.O., G.R., K.H.,** |
| **6** | **Missing measurement A=? mm squared, b= 12mm, h=7.5mm** | **16** | **W.C., V.B., D.C., M.U., A.T., J.J., R.G., Z.C., M.A., A.A., C.T., K.N., T.E., K.O., G.R., K.H.,** |
| **7** | **List three sets of base and height measurements for triangles with areas of 30 square units** | **16** | **W.C., V.B., D.C., M.U., A.T., J.J., R.G., Z.C., M.A., A.A., C.T., K.N., T.E., K.O., G.R., K.H.,** |
| **8** | **Which is the height of the triangle A=27ft squared, 12ft** | **9** | **V.B., M.U., Z.C., M.A., C.T., T.E., K.O., G.R., K.H.,** |
| **9** | **Can you find the base and height measurements for a triangle if you know that the area is 22 square units?** | **16** | **W.C., V.B., D.C., M.U., A.T., J.J., R.G., Z.C., M.A., A.A., C.T., K.N., T.E., K.O., G.R., K.H.,** |

**Topic: Reading-Hatchet Project**

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| **Item #:** | **Question:** | **# of errors** | **Students/Subgroups with error** |
| **1** | **Format** | **4** | **K.H., N.T., J.J., C.T.,** |
| **2** | **Cover of Book** | **2** | **R.J., C.T.,** |
| **3** | **Understanding** | **7** | **M.U., N.T., J.J., G.G., M.M., K.O., C.T.,** |
| **4** | **Creativity** | **8** | **A.A., K.H., M.U., C.H., W.C., K.O., R.J., C.T.,** |
| **5** | **Conventions** | **7** | **K.H., N.T., J.J., M.M., K.O., Z.C., C.T.,** |
| **6** | **Skills** | **2** | **G.G., C.T.,** |

**Part C. Item Analysis/Graphs**

**Writing-Spelling**

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| **Spelling Item 11-Chimmney Missed by 4 students** |
| Male: Three students are male. |
| Female: Four students are Female. |
| Below Grade Level Reading: Two students are BGLR |
| ELL: Two are ELL students |
| Below Grade Level Math: One student is BGLM |
| Resource: One students is resource \*out of the three resource students in the class only 1 participated in this assignment |

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| **Spelling Item 12-Tunnel Missed by 4 students** |
| Male: Two students are male. |
| Female: Two students are Female. |
| Below Grade Level Reading: Two students are BGLR |
| ELL: Two are ELL students |
| Below Grade Level Math: One student is BGLM |
| Resource: No resource students missed this question \*out of the three resource students in the class only 1 participated in this assignment |

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| **Spelling Item 15-Tunnel Missed by 4 students** |
| Male: One students are male. |
| Female: Two students are Female. |
| Below Grade Level Reading: Two students are BGLR |
| ELL: One are ELL students |
| Below Grade Level Math: One student is BGLM |
| Resource: No resource students missed this question \*out of the three resource students in the class only 1 participated in this assignment |

**Math-Area of a Triangle**

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| **Math Item #6 Missed by 16 students** |
| Male: Ten students are male. |
| Female: Six students are Female. |
| Below Grade Level Reading: Six students are BGLR |
| ELL: Two are ELL students |
| Below Grade Level Math: Five student is BGLM |
| Resource: \*Resource students didn’t participate in this activity |

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| **Math Item #7 Missed by 16 students** |
| Male: Ten students are male. |
| Female: Six students are Female. |
| Below Grade Level Reading: SFive students are BGLR |
| ELL: One are ELL students |
| Below Grade Level Math: Four student is BGLM |
| Resource: \*Resource students didn’t participate in this activity |

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| **Math Item #9 Missed by 16 students** |
| Male: Ten students are male. |
| Female: Six students are Female. |
| Below Grade Level Reading: Five students are BGLR |
| ELL: One are ELL students |
| Below Grade Level Math: Four student is BGLM |
| Resource: \*Resource students didn’t participate in this activity |

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| **Reading Item #3**  |
| Male: Four students are male. |
| Female: Three students are Female. |
| Below Grade Level Reading: Four students are BGLR |
| ELL: One are ELL students |
| Below Grade Level Math: Five student is BGLM |
| Resource: Two are resource |

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| **Reading Item #4 Creativity** |
| Male: Four students are male. |
| Female: Four students are Female. |
| Below Grade Level Reading: Two students are BGLR |
| ELL: Zero are ELL students |
| Below Grade Level Math: One student is BGLM |
| Resource: One is resource |

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| **Reading Item #5 Conventions** |
| Male: Four students are male. |
| Female: Three students are Female. |
| Below Grade Level Reading: Five students are BGLR |
| ELL: Zero are ELL students |
| Below Grade Level Math: Three student is BGLM |
| Resource: Two are resource |

**Part D. Relearning Assignment**

**Topic: Writing-Spelling Test**

**Item #11** was missed by 4 students. Out of the four students three were male and 1 was female. Two out of the four students who missed this item are also below in grade level reading. Since the number of boys that missed this question is higher than the number of girls it would be ideal to re-teach this question in a male friendly way. Since half of the students that missed this question are also below in reading level it would be beneficial for these students to be exposed to this word in text in order to help them become familiar with how to spell it. In an effort to re-teach this lesson I would incorporate some type of physical activity or movement involving spelling. Studies have shown that physical activity helps male students learn more effectively. (Gurian, Stevens, 2010).

**Item #12** was missed by four students. Out of the four students two of them are male and two are female. Since there was an equal amount of males and females that missed this item, it does not indicate that it was taught to favor one gender over the other. Two of the students that missed this question are below reading level and also missed item 11. Two students are ELL students and 1 is below grade level in math. In an effort to re-teach this item I would focus on the ELL students since they fall under both categories of below grade level in reading and ELL. I would use a form of technology, such as a computer program to help ELL students become more familiar with this word. Studies show that technology offers a lot of specialized programs for working with ELL students. (Diaz-Rico, 2004, p.143).

**Item #15** was missed by four students. Out of the four students three are female and one student is male. Since the number of females that missed this item is much higher than the number of males it should be re-taught in a female friendly way. Two out of the four students that missed this question also missed at least one other question above. In an effort to re-teach this lesson I would use a form of lecturing to help female students better understand the information. Studies have shown that lecturing tends to work well with female students. (James, 2009, p.24.)

**Math-Area of a Triangle**

**Item # 6** was missed by 16 Students. Ten students are male and six students are female. Since there is such a high number of students who are male that didn’t answer this question correctly I would re-teach it in a male friendly manner. I would use manipulatives that are cooler colors to help stimulate the minds of the males in the class. Studies have shown that male students are more attracted to cooler colors than warmer colors. (James, 2007, P.32) Since there is such a large number of students that missed this question as a whole I would also re-teach using math discourse. It is very important to have great communication with your students when discussing the subject of math. Studies have shown that communication in the mathematics classroom is vital to students sharing their understanding of concepts and skills, as well as benefiting from each others’ approaches to problem solving.

**Item #7** was missed by 16 students. Ten students are male and six students are female. Since there is such a high number of students that missed this question I would re-teach this lesson using multiple strategies. I would incorporate the use of movement to help males, lecture to help females, the use of technology to help ELL students, and the use of manipulatives. Using a math enrichment CD while lecturing would be a great way for all sub-categories to learn and be accounted for.

**Item #9** was missed by 16 students. Ten students are male and six students are female. Two students fall into the category of ELL and five are below grade level in math. In order to re-teach this strategy I would implement the use of manipulatives in small group instruction. I would group students together and have them work together with the use of math shapes and blocks. Studies have shown that the use of manipulative can help student’s visualize the problem better and therefore come up with a more accurate solution.

**Topic: Reading-Hatchet**

**Item 3: Understanding Hatchet** Seven students scored a 3 or below on understanding Hatchet. Four of the students are male and three of the students are female. Four of the students are below grade level in reading. In an attempt to re-teach this I would focus on students below grade level reading and incorporate the strategy of a comprehension checklist. Studies have shown that teachers who use laminated bookmarks showing the strategies and using pictures are more effective in aiding students who are struggling. This helps students to monitor their own progress. (Massey, 2003).

**Item #4: Creativity** Eight students scored a 3 or below on creativity. Four students are male and four students are female. In order to re-teach this area to students I would focus on having studying use their comprehension from what they have learned reading the story in order to come up with creative ideas. I would encourage students to use activation of prior knowledge in order to brainstorm creative ideas.

**Item #5 Conventions** Seven students scored a three or lower on conventions. Four of these students are male, three students are female, and two students are resource. In order to re-teach this subject to students I would use both a visual method and a lecturing method to accommodate for all learners. I would aid students in remembering simple conventions wit the use of a note card with common conventions and mistakes that students make. Having this note card will help students remember the various conventions and encourage them to use this on their own.

**Part E. Evaluation Experience Summary**

“A good teacher is like a candle - it consumes itself to light the way for others,” ~Mustafa Kemal Atatürk. The last few months as a student teacher in practicum II have definitely been an adventure. I have seen myself grow so much and expand as an individual. Practicum II has opened my eyes to what it really means to be a teacher and I have never been more appreciative.

This assignment has really made me understand how to better help my students. Really analyzing the work of students helped me see the areas students were struggling in and what the cause might be. Knowing that by just taking the time and effort to sit down and look at the work of your students, you can really help make a difference is amazing. So many teachers just put students work aside, throw it away, or don’t take the time to analyze where students need help. If teachers don’t analyze student work, then what is the point in making students do the work in the first place? This assignment has really made me understand that even though analyzing student work may be repetitive, it really can make a difference and making a difference is what teaching is all about.

Over this semester I have seen the students in my class grow. I have seen them shine, I have seen them make more effort, and I have seen many results. The fifth grade class that I had the pleasure of student teaching for was an extremely low class of students. Many of the students struggled in the areas of math and reading. On many occasions I would take the lowest students in the class in either math or reading into a separate smaller room to teach them the material in a small group setting. At first they struggled with understanding, but by the end of the session, almost always every student walked away with knowing more than they knew when entering the class. It was great realizing that I was able to make a difference, sometimes even more then their actual teacher.

I have had a great semester and I will definitely be walking away with so much knowledge. I am excited for the following semester and I cant wait to continue to make a difference amongst elementary students.

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