

Student: *Elena Cunha*

Structure Project Revision Grading Rubric Fall 2010

SPED 310-03

Student	Score
Knowledge of School (5 points)	5
Setting and Students (5 points)	4
Physical Arrangements (5 points)	4
Temporal Arrangements (5 points)	3
Rules (5 points)	5
Group Composition Group Process (5 points)	3
Summary (5 points)	3
Writing Style (5 points)	5
total	32

Comments: *Meets the Standard*

Specific Feedback notes on project

*[Signature]*

Date: *12/26/10*

## **Knowledge of the School:**

Waddington Elementary school is located in East Providence, RI and serves grades K-5<sup>th</sup> grade. It has a total of 443 students, and 33 teachers. The student population is made up of 94 percent White students, 3 percent African American, and 3 percent Hispanic. There aren't any students at Waddington receiving ESL bilingual education services. The percent of students receiving special education services are 13 percent general education with supports, 8 percent self-contained, and **79 percent of the students are nonrecipients**. Twenty two percent of the students are eligible for free or reduced price lunch, and 78 percent are not eligible.

The academic performance of Waddington Elementary according to the 2008-09 NECAP testing scores is as follows. The 3<sup>rd</sup> grade classes in Math 8 percent of the students are proficient with distinction, 54 percent are proficient, 18 percent are partially proficient, and 20 percent are substantially below proficient. For reading 8 percent of the students are proficient with distinction, 57 percent are proficient, 17 percent are partially proficient, and 17 percent are substantially below proficient. The scores for the 4<sup>th</sup> grade class in Math are 35 percent of the students are proficient with distinction, 29 percent are proficient, 18 percent are partially proficient, and 18 percent are substantially below proficient. For reading 35 percent of the students are proficient with distinction, 35 percent are proficient, 16 percent are partially proficient, and 14 percent are substantially below proficient. The scores for the 5<sup>th</sup> grade class in Math are 21 percent of the students are proficient with distinction, 53 percent are proficient,

13 percent are partially proficient, and 14 percent are substantially below proficient. For reading 10 percent of the students are proficient with distinction, 70 percent are proficient, 13 percent are partially proficient, and 7 percent are substantially below proficient. 5<sup>th</sup> grade also gets testing on their writing abilities and those **scores** are 20 percent of the students are proficient with distinction, 38 percent proficient, 32 are partially proficient, and 10 percent are substantially below proficient.

Waddington Elementary school is a PBIS school. They are called the "Waddington Wizards" and the Wizards practices are being safe, kind, and responsible. The school has signs posted in the classrooms and in the hallways to be a constant reminder to the students these are the practices that the school goes by.

## Setting and Students

The fourth grade classroom that I observe in at Waddington Elementary school is a regular education classroom with four inclusion students, to protect the children's identity I will change the names of these four students.

The first student, we will call him Cameron is a ten year old little boy. He has a speech and language impairment, and has an FM system. His academic functioning strengths are that he is at a reading level of 14 according to a running record completed on 2/6/09 with an accuracy score of 93 percent, and a comprehension score of 75 percent. On his report card Cameron had scored

two's in reading, writing, and math. He also scored three's in Social Studies,

*means what?*

*What grade equivalent is that?*

Science, and Health. He has mastered his dolce words. Cameron scored lower in oral reading and fluency compared to other students at his grade level, according to the Trophies Oral Reading Assessment given on March of 2009. He can write simple sentences. And he has neat penmanship when he is writing sentences. Cameron is much more successful when he is able to take his time, and has guidance and assurance.

Cameron's academic functioning needs are strategies to help and guide him during his reading. He needs to improve his fluency, and accuracy with oral reading. He needs to improve his reading skills by learning to decode and blend text that is unfamiliar to him. When he is answering questions both verbally and written Cameron needs to practice correct grammar, and sentence structure. He also has difficulty with his language and encoding skills. Cameron has trouble gathering his thoughts to put them on paper; he needs support to organize his thoughts so he can then put them on paper in correct sentence and grammatical structure. He needs support to add more detail to his writing.

Cameron's personal and social skills are very positive; he enjoys receiving tickets, and finishing his work. He is polite to the teachers and students. He likes to be helpful, and enjoys playing with the other children. He is not a disruptive child and is mostly quiet. He has a good attendance record, and completes his work independently. During class and group time he exhibits good focus and attention skills. I haven't noticed any unique individual characteristics. And his involvement in setting specific programs he exhibits a positive behavior.

The second boy that I will discuss we will call him Tim, is a ten year old little boy with a Learning Disability. Tim's strength is that his can produce the work given to him if it's at his level and also combined with one on one instruction. He is successful if he is given supplementary aides, reminders to use different learning strategies that were taught to him and he needs tons of positive reinforcement.

Tim's academic needs are in all academic areas, **but he performs below grade level mostly in reading and language arts.** He needs a phonemic based teacher directed multisensory reading instruction. He often forgets what he has done, learned, and heard so he needs repeated practice to apply different decoding strategies. He needs reminders both visually and verbally to apply strategies that he has learned while doing his reading. Tim needs supplementary aides whenever he is asked to complete his work independently. He also needs modifications and visual aids to help him during math. Tim needs movement breaks when he gets tired or after he put a lot of work into something.

Tim is a friendly boy; he has a very positive attitude. He is friendly to adults and to the other students. He does well on his work when he is given the one on one instruction, supplementary aids and lots of positive reinforcement that he needs to be successful.

Tim has ADHD and in order for him to have a successful day in school he needs to make sure that he gets his medicine prior to coming to school. When he misses his morning medicine it is impossible for him to function normally throughout the school day. Tim needs all of his class work modified, and he

needs constant positive reinforcement and redirection throughout the day when he feels like he wants to give up. While in a specific group setting Tim seems to exhibit positive behavior.

The third student that will discuss is a nine year old boy with a learning disability, we will call him Max. Max's academic strength's are that he can solve simple addition and subtraction problems. He can recognize all the dolce words up until third grade. And he can write three to four sentences on a given topic. He has also made great progress in his formation of letters, numbers, and spacing while working with the occupational therapist.

Max's academic needs are to work on telling time, and counting coins up to one dollar. He needs to be able to write up to five to six sentences on a topic in paragraph form, and he needs to be able to write about a variety of different audiences and purposes. Max also needs to read between levels twenty four to twenty five on the Rigby Benchmark Assessments. In March of 2010 he was at a second grade reading level.

Max is a kind and respectful boy to the teachers and the students. He completes his work willingly and to the best of his ability. He enjoys participating in class discussions, and class activities. While in setting specific programs he exhibits positive behavior. There are no functional performance needs listed at this time.

The fourth and final student is a nine year old boy with a learning disability, we will call him Josh. Josh's academic strengths are that he participates in lessons and activities. He works better in groups of three or less.

In order to maintain focus Josh responds well to verbal prompts and rewards to keep him on task. He can read sight words with mastery up to grade three, after reading or hearing a story he can state the main idea, setting, characters, and give you a brief summary of what the story was about. He can find the answers to the comprehension questions with a great deal of guidance and support. He can write simple and compound sentences, and can use a graphic organizer to help aid him in organizing his thoughts. In Math, Josh can solve addition, subtraction, and multiplication problems with a great deal of support. Josh scored a six out of ten for consonant blends on the Trophies Phonics Inventory given on December 14, 2009. And on the SRA Mastery Test 1 (lessons 1-20) administered on April 1, 2010 he passed all subtests.

*skill is not helpful unless it is put in the context of where this falls relative to his grade level*

Josh has a PLP, and on his report card he scored a two for reading, math music, and respectful citizenship. He scored a 1 on writing, science, social studies, health, and Work Habits. On the Mid-year Trophies Reading and Language Skills testing he scored 13 out of 44, which is below grade level. On the Trophies Phonics Inventory Josh scored 15 out of 60 in December of 09, and 17 out of 60 in March of 2010. Josh is in the SRA Corrective Reading Program for decoding also known as SRA which is small group instruction for reading. On other standardized tests or classroom based tests Josh received during the 2009/2010 school year he was either partially proficient, or below proficient.

Josh is a polite student. He is usually polite and respectful to adults and students. He is able to follow school rules and daily routines with reminders and prompts during the school day. He will sometimes respond to rewards, verbal

praise, and encouragement. He will also sometimes respond to redirection to stay on task from the teacher. **Josh** is organized with his materials, it is important to him to write neatly and he enjoys writing in cursive. With one on one instruction and guidance throughout the day Josh is able to stay on task and complete assignments.

Josh needs to improve with his focus and attention, following directions, sitting in his seat properly, work completion, raising his hand, transitions between lessons, and homework. He needs modeling of daily tasks, and he also needs multi- step tasks broken down into smaller steps. Josh is easily distracted by his own thoughts or environment.

**During my observations, having time to speak with the classroom teacher, and reviewing the children's IEP's the children referenced above are all performing below grade level, they are very good students who work hard, and have strengths in many different areas.**

*a Blanket statement does not suffice for describing each individually*

## **Physical Arrangements**

The student's desks are arranged in the center of that classroom. They are grouped together in clusters. The student's desks have been moved three times since I started my observations. They are moved because students in a particular cluster may be chatty or to change the structure of the room. The classroom has a Science learning center, and a table where the computers sit on. There are no recreation centers, room dividers or study carrels in this classroom. In the classroom next door, which is for the most part empty except



for SRA group time there are study carrels, but they are not used. There are plenty of storage areas for library books, extra supplies, the teachers and student's work. There are windows at the back of the room which brings in natural light into the classroom. However I feel the room is still sometimes dark compared to the other classrooms that I have walked by which are really bright. The teachers have the students work posted in different places all over the room which I think it's encouraging to have. **According to the book "an effective classroom is planned and organized to facilitate instruction and behavior management."** It also states that **"A teacher must take into consideration a broad range of factors to enhance the probability that learning will occur in the classroom. Among these factors that must be given consideration are space utilization and storage, facilities, materials and equipment."** There is plenty of room to move about the class, which allows good flow of the room the way the teachers have it set up. Everything is easy to access for the teachers and the students which also keeps with the flow of everything. Students have a homework folder, and planner that go home with them every night so they know what is required of them for the next day **the planner and homework folder are kept in their desks during the school day.** The teacher has a calendar posted on the board which lists the home work for that day, and by the end of the week the calendar is full. The only time the students use task cards is when they are rotating between reading groups. The teacher puts a list of tasks on the board of things that need to be completed while the student<sup>s</sup> are not in their group and are working independently. **During reading group time there are three**

**different reading groups that are separated in different areas of the classroom. The first group is at the back wall near the computers, the second group is located at the front of the room near the science center, and the third group is in the empty room next door working with the teacher's assistant. While the students are broken up into groups the students that are not in reading groups are seated quietly at their desks waiting for their group to go.** The students have a schedule of computer time. The teacher has a schedule of who goes on the computer and when. The students use Scholastic Fast Tracker, this program teaches math frequency. The students have also used in the past in other grades Study Island, and Gizmos.com. The noise level in the classroom can sometimes get a little loud, but for the most part it is kept at a minimum. **The teachers are respectful toward each other and aware that there are no doors to prohibit any noise so they all try to keep the volume of their classes to a minimum.** There is no classroom that is used to the left of this class, and the class to the right is also a fourth grade class and the noise level is also kept to a minimum, so there is little distraction to the teachers and students while in the class that I could see. In our class notes Physical space is visual auditory and tactile. I believe that in the physical environment that Mrs. Murray and Mrs. Sullivan have created for their student's supports a positive learning experience. There is enough space for the children to move around, and there are enough supplies and equipment for all the children. **All of the supplies and materials are located in different areas of the classroom. They are either in cubbies, bookcases, file cabinets, or in**

*Explain more*

**the children's desks.** It's simple with not too many things all over the place to distract the students. And there is always continuous change in the arrangement of the student's desks to support student engagement, keep the flow of the class continuously moving, and to keep the turbulence of the class at a minimum. **The four students that I observed were moved around with the rest of the class.** But for purposes of the sketch that was provided the three of four students were seated at one group of desks together, and one was at another group of desks seated with other children. I don't believe there was any specific arrangement for this one particular student other than it's just the way desks were arranged. I have attached a sketch of the classroom to this document.

## **Temporal Arrangement**

In Chapter 9 of our book there is a section that discusses schedules, to develop an effective schedule two important things must be considered allocated time, and engaged time. Allocated time is the amount scheduled for a specific subject or activity. During my observations before looking at the schedule Mrs. Murray had given me I felt that the children were given sufficient time to complete either individual work or class work that the teacher had given them. Sometimes the children had completed the class work that was given before time was up and read quietly until it was time to review the work as a group. I don't feel that the children are rushed in any way. There are plenty of cues that are given to the students by the teachers to know when time is almost up and a transition is going

to happen. Engaged time is defined as the amount of time the students are actually participating in the subject or activity. Again during my observations in Mrs. Murray's classroom I felt there was always sufficient time for the students to engage in participating in whole group instruction. **A typical day in the fourth grade class that I observed would look like this, when the students arrive they hand up their belongings, hand in their homework. They start their day with Math, the students sit at their desks while attendance is being taken and complete Math problems that are written on the board independently. The teacher will start her lesson by going over those problems and then will start her Math lesson for the day. Next the students will go to Physical Education, Library, Music, or Art class. The students then come back and finish the Math lesson that was started in the morning. Around 11:05 the students will begin the Reading Language Arts part of their day where they go over vocabulary words that are given in a story that they ~~are~~ hear on tape, or have heard on tape, then the students ~~will~~ break up into their reading groups. At 12:10 the students go to lunch. When they come back from lunch they continue their Reading Language Arts or they will work on writing, depending on what day of the week it is. At 1:25 they go out for recess. At 1:45 they come in from recess and work on Science or Social Studies, ~~a gain~~ depending on the day of the week. At 2:15 they will either work on Math, Writing or on Friday's they have Book Buddies with the first grade. At 2:45 the children get ready to end their day and be dismissed.**

*you have added a description of the day however adding it to the end of the section without any closing or summarizing statements makes the paper choppy to read.*

*repeat errors confusing possessive "students'" w/ plural "students"*

## Rules

A rule as defined in our book as the specification of a relation between two events and make take the form of instruction, direction, or principle. In the 4<sup>th</sup> grade class the class rules are posted above the chalkboard at the front of the classroom. There is also a binder in the back of the room near one of the windows which has the Waddington Wizards PBIS protocol. "Waddington Wizards" are Safe, Kind, and Responsible this is their motto, and you see this posted all over the school. The rules for the class are developmentally appropriate; they were collaboratively developed by the students and the teachers. There are 5 classroom rules. They are 1.) We will show respect for others and possessions 2.) We will keep our hands and feet and other objects to ourselves 3.) We will use acceptable language 4.) We will follow directions, and 5.) We will not prevent the teacher from teaching or other students from learning. The rules of the class are periodically reviewed along with the PBIS matrix of what is expected of the students when they are in different settings within the school. Attached is a copy of the matrix, and tickets. When speaking to Mrs. Murray I asked if the rules were positively reinforced and she told me that the rules are positively reinforced by tickets. The tickets are a reward system that the school uses to reward good behavior. Every day the students receive tickets for different things they may do, for example staying on task, following directions, or displaying a positive attitude. The tickets are then collected and then every ~~Thursday~~ **Thursday** the teachers pick one ticket from the ticket bag, and the student

whose ticket is picked is the student of the week. Once a month, a student is picked from that grade level for the student of the month. This name comes from the fourth grade weekly winners. I also asked her how they handled violation of the rules, and she told me that the procedures for breaking rules are the children are redirected, and they reteach the expectations to the children, and then PBIS protocol is followed. The students in the class are fully aware of what is expected of them, the teachers are consistently rewarding good behavior and redirecting bad behavior. This is a very good class, and I wouldn't recommend changing anything that I have seen exhibited so far.

## **Group Composition**

Group composition in our notes refers to the way groups are constructed in order to achieve specific goals. They are grouped by age, gender, ability, disability, diversity, and size. In the 4<sup>th</sup> grade class that I am in I believe that Mrs. Murray and Mrs. Sullivan group the children together very well. They are all pretty much the same age range; there are no students with any severe disabilities. The gender of the class is pretty much split evenly with 12 girls, and 13 boys. After speaking with Mrs. Murray she said that there are no real behavior issues in her class that she can speak of that would cause her to group the children differently. I think this being an inclusion class I don't feel that group composition should be done any differently than it would be if it was strictly a regular education class with no inclusion students. The only time the children are grouped together by ability is in **their** reading groups. In another one of my **Special Education** classes I had

observed a self contained classroom, and in that class because of the different grade levels, personalities, disabilities, genders and ages I believe the teacher could have had a better group composition. In this class I don't believe this to be the case, the children all seem to work, and get along with each other very well. The teachers are very on top of everything in this class. **As discussed in class and in the book there are 3 stages. The first stage is where the students main focus is satisfying physiological needs. The second stages focuses on belonging, and the third stage focuses on developing self respect and respect for others. While in my observation classroom I would say I had observed stages two and three. Stages two was more at the beginning of the school year, and stage three toward the end of my observation.**

✓  
Could use more details to support your conclusions. eg. of children working together to solve problems or to maintain group belonging

## Summary

In my observation class I had a very positive experience. The teachers are very knowledgeable about the students and their learning. I observed very good structure of the class, with very little turbulence, and very good flow. **The rules of the class were posted in an appropriate space, the children were very well aware of their expectations in the class. There was plenty of space to move about the classroom and storage of materials and books was very well thought about by the teachers.** I wish that I could add to my paper that I could have seen some more turbulent behavior and could have added things that I could have changed. I can't do that. After speaking with Mrs. Murray on several different occasions she even said that she felt bad that there

wasn't more behavior that I could observe. Both teachers feel very fortunate of the class and group of students that have this year. The students are in a caring classroom where there are many opportunities for learning, communication, and a positive learning environment all together. Being a parent myself I have often said to Mrs. Murray and Mrs. Sullivan this classroom is a dream classroom for any parent or student. I hope the students and their parents realize how fortunate they truly are. I know that I as an aspiring teacher was very fortunate to have experienced such a positive classroom experience.

### **Reference Page:**

1. Sped 310 classroom/teacher notes
2. Conversations with the teachers
3. Children's IEP's
4. Behavior Management: A Practical Approach for Educators text book



## Knowledge of the School:

**Comment [1]:**  
10/31/10 2:06 PM

November 3, 2010 1:02 PM

Overall well written. Some information is missing.

Waddington Elementary school is located in East Providence, RI and serves grades K-5<sup>th</sup> grade. It has a total of 443 students, and 33 teachers. The student population is made up of 94 percent White students, 3 percent African American, and 3 percent Hispanic. There aren't any students at Waddington receiving ESL bilingual education services. The percent of students receiving special education services are 13 percent general education with supports, 8 percent self-contained, and 79 percent of the students are nonresidents. Twenty two percent of the students are eligible for free or reduced price lunch, and 78 percent are not eligible.

**Comment [2]:**  
10/31/10 2:06 PM

November 3, 2010 1:02 PM

What does this mean?

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percent of the students are proficient with distinction, 53 percent are proficient, 13 percent are partially proficient, and 14 percent are substantially below proficient. For reading 10 percent of the students are proficient with distinction, 70 percent are proficient, 13 percent are partially proficient, and 7 percent are substantially below proficient. 5<sup>th</sup> grade also gets testing on their writing abilities and those score are 20 percent of the students are proficient with distinction, 38 percent proficient, 32 are partially proficient, and 10 percent are substantially below proficient.

**Comment [3]:**  
10/31/10 2:06 PM  
November 3, 2010 1:02 PM  
scores

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## **Setting and Students**

The fourth grade classroom that I observe in at Waddington Elementary school is a regular education classroom with four inclusion students, to protect the children's identity I will change the names of these four students.

The first student, we will call him Cameron is a ten year old little boy. He has a speech and language impairment, and has an FM system. His academic functioning strengths are that he is at a reading level of 14 according to a running record completed on 2/6/09 with an accuracy score of 93 percent, and a comprehension score of 75 percent. On his report card Cameron had scored

two's in reading, writing, and math. He also scored three's in Social Studies, Science, and health. He has mastered his dolce words. Cameron scored lower in oral reading and fluency compared to other students at his grade level, according to the Trophies Oral Reading Assessment given on March of 2009. He can write simple sentences. And he has neat penmanship when he is writing sentences. Cameron is much more successful when he is able to take his time, and has guidance and assurance.

Cameron's academic functioning needs are strategies to help and guide him during his reading. He needs to improve his fluency, and accuracy with oral reading. He needs to improve his reading skills by learning to decode and blend text that is unfamiliar to him. When he is answering questions both verbally and written Cameron needs to practice correct grammar, and sentence structure. He also has difficulty with his language and encoding skills. Cameron has trouble gathering his thoughts to put them on paper; he needs support to organize his thoughts so he can then put them on paper in correct sentence and grammatical structure. He needs support to add more detail to his writing.

Cameron's personal and social skills are very positive; he enjoys receiving tickets, and finishing his work. He is polite to the teachers and students. He likes to be helpful, and enjoys playing with the other children. He is not a disruptive child and is mostly quiet. He has a good attendance record, and completes his work independently. During class and group time he exhibits good focus and attention skills. I haven't noticed any unique individual characteristics. And his involvement in setting specific programs he exhibits a positive behavior.

**Comment [4]:**  
10/31/10 2:06 PM

November 3, 2010 1:02 PM

If you are providing scores or reading levels, you should be stating what they mean (meets the standard, exceeds the standard). What does a reading level of 14 mean? Is that on grade level or below?

The second boy that I will discuss we will call him Tim, is a ten year old little boy with a Learning Disability. Tim's strength is that his can produce the work given to him if it's at his level and also combined with one on one instruction. He is successful if he is given supplementary aides, reminders to use different learning strategies that were taught to him and he needs tons of positive reinforcement.

Tim's academic needs are in all academic areas, but mostly reading and language arts. He needs a phonemic based teacher directed multisensory reading instruction. He often forgets what he has done, learned, and heard so he needs repeated practice to apply different decoding strategies. He needs reminders both visually and verbally to apply strategies that he has learned while doing his reading. Tim needs supplementary aides whenever he is asked to complete his work independently. He also needs modifications and visual aids to help him during math. Tim needs movement breaks when he gets tired or after he put a lot of work into something.

Tim is a friendly boy; he has a very positive attitude. He is friendly to adults and to the other students. He does well on his work when he is given the one on one instruction, supplementary aids and lots of positive reinforcement that he needs to be successful.

Tim has ADHD and in order for him to have a successful day in school he needs to make sure that he gets his medicine prior to coming to school. When he misses his morning medicine it is impossible for him to function normally throughout the school day. Tim needs all of his class work modified, and he

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10/31/10 2:06 PM

November 3, 2010 1:02 PM

You should state that he is performing below grade level in ...

needs constant positive reinforcement and redirection throughout the day when he feels like he wants to give up. While in a specific group setting Tim seems to exhibit positive behavior.

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Max's academic needs are to work on telling time, and counting coins up to one dollar. He needs to be able to write up to five to six sentences on a topic in paragraph form, and he needs to be able to write about a variety of different audiences and purposes. Max also needs to read between levels twenty four to twenty five on the Rigby Benchmark Assessments. In March of 2010 he was at a second grade reading level.

**Comment [6]:**  
10/31/10 2:06 PM  
November 3, 2010 1:02 PM  
That is information that is useful to a reader.

Max is a kind and respectful boy to the teachers and the students. He completes his work willingly and to the best of his ability. He enjoys participating in class discussions, and class activities. While in setting specific programs he exhibits positive behavior. There are no functional performance needs listed at this time.

The fourth and final student is a nine year old boy with a learning disability, we will call him Josh. Josh's academic strengths are that he participates in lessons and activities. He works better in groups of three or less. In order to maintain focus Josh responds well to verbal prompts and rewards to keep him on task. He can read sight words with mastery up to grade three, after reading or hearing a story he can state the main idea, setting, characters, and give you a brief summary of what the story was about. He can find the answers to the comprehension questions with a great deal of guidance and support. He can write simple and compound sentences, and can use a graphic organizer to help aid him in organizing his thoughts. In Math, Josh can solve addition, subtraction, and multiplication problems with a great deal of support. Josh scored a six out of ten for consonant blends on the Trophies Phonics Inventory given on December 14, 2009. And on the SRA Mastery Test 1 (lessons 1-20) administered on April 1, 2010 he passed all subtests.

Josh has a PLP, and on his report card he scored a two for reading, math music, and respectful citizenship. He scored a 1 on writing, science, social studies, health, and Work Habits. On the Mid-year Trophies Reading and Language Skills testing he scored 13 out of 44, which is below grade level. On the Trophies Phonics Inventory Josh scored 15 out of 60 in December of 09, and 17 out of 60 in March of 2010. Josh is in the SRA Corrective Reading Program for decoding also known as SRA which is small group instruction for reading. On

**Comment [7]:**  
10/31/10 2:06 PM

November 3, 2010 1:02 PM

These were likely at a lower grade level. Information about how he scored that is not translated into grade level performance is not useful to anyone who is not using that specific curriculum or assessment tool.

other standardized tests or classroom based tests Josh received during the 2009/2010 school year he was either partially proficient, or below proficient.

Josh is a polite student. He is usually polite and respectful to adults and students. He is able to follow school rules and daily routines with reminders and prompts during the school day. He will sometimes respond to rewards, verbal praise, and encouragement. He will also sometimes respond to redirection to stay on task from the teacher. Jacob is organized with his materials, it is important to him to write neatly and he enjoys writing in cursive. With one on one instruction and guidance throughout the day Josh is able to stay on task and complete assignments.

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10/31/10 2:06 PM

November 3, 2010 1:02 PM

You mean Josh

classroom. In the classroom next door, which is for the most part empty except for SRA group time there are study carrels, but they are not used. There are plenty of storage areas for library books, extra supplies, the teachers and student's work. There are windows at the back of the room which brings in natural light into the classroom. However I feel the room is still sometimes dark compared to the other classrooms that I have walked by which are really bright. The teachers have the students work posted in different places all over the room which I think it's encouraging to have. There is plenty of room to move about the class, which allows good flow of the room the way the teachers have it set up. Everything is easy to access for the teachers and the students which also keeps with the flow of everything. Students have a homework folder, and planner that goes home with them every night so they know what is required of them for the next day. The teacher has a calendar posted on the board which lists the home work for that day, and by the end of the week the calendar is full. The only time the students use task cards is when they are rotating between reading groups. The teacher puts a list of tasks on the board of things that need to be completed while the student's are not in their group and are working independently. The students have a schedule of computer time. The teacher has a schedule of who goes on the computer and when. The students use Scholastic Fast Tracker, this program teaches math frequency. The students have also used in the past in other grades Study Island, and Gizmos.com. The noise level in the classroom can sometimes get a little loud, but for the most part it is kept at a minimum. There is no classroom that is used to the left of this class, and the class to the

**Comment [9]:**

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Refence the text on this

**Comment [10]:**

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This is physical arrangements. Where is it located?

**Comment [11]:**

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Where are they located

**Comment [12]:**

10/31/10 2:06 PM

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The fact that this class is open to the hall should be noted here. Also, how excatly do they keep the noise at a minimum?



right is also a fourth grade class and the noise level is also kept to a minimum, so there is little distraction to the teachers and students while in the class that I could see. In our class notes Physical space is visual auditory and tactile. I believe that in the physical environment that Mrs. Murray and Mrs. Sullivan have created for their student's supports a positive learning experience. There is enough space for the children to move around, and there are enough supplies and equipment for all the children. It's simple with not too many things all over the place to distract the students. And there is always continuous change in the arrangement of the student's desks to support student engagement, keep the flow of the class continuously moving, and to keep the turbulence of the class at a minimum. I have attached a sketch of the classroom to this document.

**Comment [13]:**  
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Your description includes many things that are present in the room but does not give detail as to where things are located. Student assignment to desks is not in your floor plan. Good reference to the book/notes.

## Temporal Arrangement

In Chapter 9 of our book there is a section that discusses schedules, to develop an effective schedule two important things must be considered allocated time, and engaged time. Allocated time is the amount scheduled for a specific subject or activity. During my observations before looking at the schedule Mrs. Murray had given me I felt that the children were given sufficient time to complete either individual work or class work that the teacher had given them. Sometimes the children had completed the class work that was given before time was up and read quietly until it was time to review the work as a group. I don't fee that the

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Excellent reference to the text!

children are rushed in any way. There are plenty of cues that are given to the students by the teachers to know when time is almost up and a transition is going to happen. Engaged time is defined as the amount of time the students are actually participating in the subject or activity. Again during my observations in Mrs. Murray's classroom I felt there was always sufficient time for the students to engage in participating in whole group instruction.

**Comment [15]:**

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What you have here is excellent analysis but this section is missing some important parts. You should describe a typical day (when the students arrive...next they, then...) and use the attached schedules to supplement that discussion.

## Rules

A rule as defined in our book as the specification of a relation between two events and make take the form of instruction, direction, or principle. In the 4<sup>th</sup> grade class the class rules are posted above the chalkboard at the front of the classroom. There is also a binder in the back of the room near one of the windows which has the Waddington Wizards PBIS protocol. "Waddington Wizards" are Safe, Kind, and Responsible this is their motto, and you see this posted all over the school. The rules for the class are developmentally appropriate; they were collaboratively developed by the students and the teachers. There are 5 classroom rules. They are 1.) We will show respect for others and possessions 2.) We will keep our hands and feet and other objects to ourselves 3.) We will use acceptable language 4.) We will follow directions, and 5.) We will not prevent the teacher from teaching or other students from learning. The rules of the class are periodically reviewed along with the PBIS matrix of

what is expected of the students when they are in different settings within the school. Attached is a copy of the matrix, and tickets. When speaking to Mrs. Murray I asked if the rules were positively reinforced and she told me that the rules are positively reinforced by tickets. The tickets are a reward system that the school uses to reward good behavior. Every day the students receive tickets for different things they may do, for example staying on task, following directions, or displaying a positive attitude. The tickets are then collected and then every Thurs the teachers pick one ticket from the ticket bag, and the student whose ticket is picked is the student of the week. Once a month, a student is picked from that grade level for the student of the month. This name comes from the fourth grade weekly winners. I also asked her how they handled violation of the rules, and she told me that the procedures for breaking rules are the children are redirected, and they reteach the expectations to the children, and then PBIS protocol is followed. The students in the class are fully aware of what is expected of them, the teachers are consistently rewarding good behavior and redirecting bad behavior. This is a very good class, and I wouldn't recommend changing anything that I have seen exhibited so far.

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Do not abbreviate

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Excellent section! It was wise to state that the class is well behaved at therefore you have no suggestions.

## Group Composition

Group composition in our notes refers to the way groups are constructed in order to achieve specific goals. They are grouped by age, gender, ability,

disability, diversity, and size. In the 4<sup>th</sup> grade class that I am in I believe that Mrs. Murray and Mrs. Sullivan group the children together very well. They are all pretty much the same age range; there are no students with any severe disabilities. The gender of the class is pretty much split evenly with 12 girls, and 13 boys. After speaking with Mrs. Murray she said that there are no real behavior issues in her class that she can speak of that would cause her to group the children differently. I think this being an inclusion class I don't feel that group composition should be done any differently than it would be if it was strictly a regular education class with no inclusion students. The only time the children are grouped together by ability is in their reading groups. In another one of my SPED classes I had observed a self contained classroom, and in that class because of the different grade levels, personalities, disabilities, genders and ages I believe the teacher could have had a better group composition. In this class I don't believe this to be the case, the children all seem to work, and get along with each other very well. The teachers are very on top of everything in this class.

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their

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Do not abbreviate

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Nice attention to how groups of students are assigned to the class but the section is missing the discussion of stages of group development.

## Summary

In my observation class I had a very positive experience. The teachers are very knowledgeable about the students and their learning. I observed very good structure of the class, with very little turbulence, and very good flow. I wish

that I could add to my paper that I could have seen some more turbulent behavior and could have added things that I could have changed. I can't do that. After speaking with Mrs. Murray on several different occasions she even said that she felt bad that there wasn't more behavior that I could observe. Both teachers feel very fortunate of the class and group of students that have this year. The students are in a caring classroom where there are many opportunities for learning, communication, and a positive learning environment all together. Being a parent myself I have often said to Mrs. Murray and Mrs. Sullivan this classroom is a dream classroom for any parent or student. I hope the students and their parents realize how fortunate they truly are. I know that I as an aspiring teacher was very fortunate to have experienced such a positive classroom experience.

**Comment [21]:**  
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This section should capture the overall major points about the physical, temporal, rules, group structure that have produced such a great class.

## Reference Page:

1. Sped 310 classroom/teacher notes
2. Conversations with the teachers
3. Children's IEP's
4. Behavior Management: A Practical Approach for Educators text book

## TEACHING MATRIX

		SETTING				
		LIBRARY	ART	PHYSICAL EDUCATION	MUSIC	ASSEMBLIES
<b>EXPECTATIONS</b>	<b>KIND</b>	Being quiet when asked Keeping your eyes on the adult	Using low voices and kind words when speaking and sharing materials	Being positive Be a good sport	Use quiet voices Raise your hand to speak	Sitting quietly on your bottom
	<b>SAFE</b>	Hands and feet to self Managing tools and materials	Staying in your seat Sitting when using scissors "Tools are not toys"	Running and playing appropriately	Hands and feet to self Sit properly	Remaining seated in your spot
	<b>RESPONSIBLE</b>	Demonstrate good book care Respect property	Use materials properly Name on work Push chair in Raise hand to speak	Stop, look, and listen when whistle blows Wear appropriate clothes for being active	Do your best Use instruments properly Follow directions	Being a good listener

PLANBOOK

MONDAY	TUESDAY	WEDNESDAY
8:55-9:15 attendance, 9:15-9:50 MATH	lunch count, pledge, 9:15-9:50 MATH	morning math, 9:15-9:50 MATH
9:55-10:35 <i>Library</i> 10:50-11:15 MATH	9:55-10:55 <i>Phys. Ed</i> 10:50-11:15 MATH	9:55-10:55 <i>Phys. Ed</i> 10:50-11:15 MATH
11:15-12:05 RLA	11:15-12:05 RLA	11:15-12:05 RLA
12:10-12:35 LUNCH 12:40-1:25	12:10-12:35 LUNCH 12:40-1:25 <i>RLA</i>	12:10-12:35 LUNCH 12:35-1:05 CHORUS
1:25-1:40 recess 1:45-2:15 <i>Science</i>	1:25-1:40 recess 1:45-2:15 <i>Social</i>	1:25-1:40 recess 1:45-2:15 <i>Science</i>
2:15-2:45 RTI MATH	2:15-2:45 RTI MATH	2:15-2:45 <i>Writing</i>
2:45-3:00 Hw, planners bus dismissal, walkers dismissed out back door		

PLANBOOK

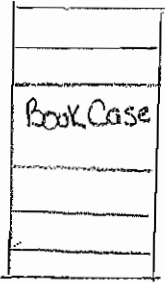
THURSDAY	FRIDAY
morning RLA, announcements, etc.	
9:15-9:50 MATH	9:15-9:50 MATH
9:55-10:35 Art	9:55-10:35 Music
10:50-11:15 MATH	10:50-11:15 MATH
11:15-12:05 RLA	11:15-12:05 RLA
12:10-12:35 LUNCH	12:10-12:35 LUNCH
12:40-1:25 RLA	12:40-1:25 Writing
1:25-1:40 recess	1:25-1:40 recess
1:45-2:15 Science	1:45-2:15 Social
2:15-2:45 RTI MATH	2:15-2:45 Book Buddies
	w/ Gr. 1



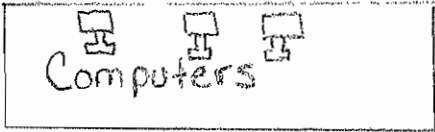
Chalk Board

Bulletin Board

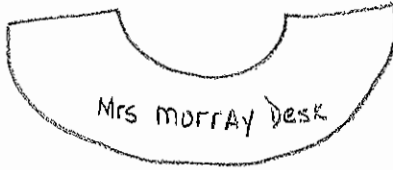
Doorway



Book Case

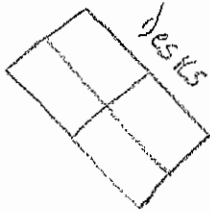


Computers



Mrs MORRAY Desk

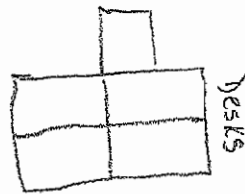
Where are your four students' desks?



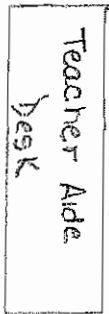
desks



desks



desks



Teacher Aide Desk

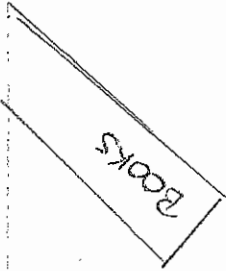


desks

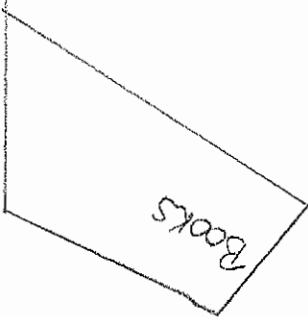
Supply Cabinet

File Cabinet

Childrens Slats



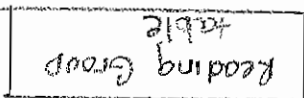
Books



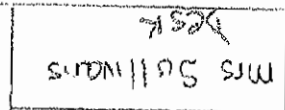
Books

Heater

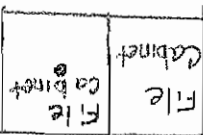
Sink



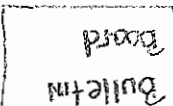
Reading Group table



Mrs SULLIVANS desk



File Cabinet  
File Cabinet



Bulletin Board

Chalk Board

Doorway

CLASS RULES