Case Study Signature Assignment

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June 28, 2019

Abstract

This following information is divided into three parts. The first section focuses on the student, Ray. We explore in-depth facts and data, comprehensive identification, assessments, planning, and recommendations for Ray. In the second portion, we examine the rest of the students with the same discerning evaluations. Finally, in the third section, we discuss the entire classroom as a whole.

Introduction

Collectively, we have examined the academic circumstances surrounding Mr. Jones, a middle-school Algebra instructor teaching within a low socioeconomic community, and his collection of students. Evaluations of his classroom and professional structure include—recommended methodology to achieve student success, Social Psychology Model of Teaching to boost student interaction, social and academic goals for students, as well as inter/intrapersonal assessments to benchmark and graph the progress of those set goals. Recommendations have been provided on how Mr. Jones can improve professionally, how he can supply a more suitable learning environment, and achieve better academic outcomes for the children in his charge. Our recommendations are supported by Common Core Standards, Universal Design for Learning (UDL), and Social Emotional Learning (SEL) goals to help assist students with more positive instruction, provide professional feedback, and boost self-efficacy within the classroom community. We conclude by offering comprehensive explanations for effective classroom management strategies which Mr. Jones can implement in his classroom, as well as thoughtful student pairings to elevate student interaction and learning goals.

Part I. Ray: Questions 1-4

1.Data: Given the information from the case study profile for Ray, provided over the span of Weeks 1 – 3, identify the following: Strengths, Needs, Interests, and preferred Way of Learning (SNIWL). Using the table below to list all relevant data in appropriate columns,

including the student's name/grade and disability designation. List as modeled during your Collaborate Session.

Student	Strengths	Needs	Interests	Preferred way of Learning
Ray: 7th/8th grader, has an IEP, considered ELL	-Responsible -Good Attendance -Respectful * -Polite *	-SPED services (TBI) # -ESL services # -RSP teacher check-in # -IEP with collaboration # -Encouragement	-Working on his motorcycle *	-Kinesthetic -Visual
Marta: 7th/8th grader, considered ELL	-Excellent math skills -Hard worker: assists in taking care of her siblings -Assists Aracely with math	-ESL services Gifted and Talented services -Follow class directions -Communicate with Mr. Jones and advocate for herself	-Dance -Culture -Family -Math	-Visual
Dillion: 7th/8th grader	-Good listening skills -Friendly -Parental support -Mom is a teacher -Completes classwork -Note taking	-Motivation: he appears to try but not concerned about doing above average work -Needs have review time before test or moving on to new information	-School wrestling team -Socializing	-Auditory -Visual -Kinesthetic
Bill: 7th/8th grader	-Excellent math skills -Leader -World traveler -Strong work ethic -Mom is a math teacher -Goal oriented	-Aptitude testing (Is Bill slated for the Military? Is he under pressure to follow the family legacy?) -Mentor others (Ray?)	-School swim team -Navy Seals -Camping/hunting -Working on cars	-Visual learner -Kinesthetic

Gina: 7th/8th grader	-Excellent math skills -Academics come effortlessly -Speaking up for herself	-Intervention for sexual abuse at home (CPS and counseling) -Support for channeling her frustrations appropriately (respectful toward others) -Support for appropriate in class behavior and age appropriate social skills (Behavior Intervention Plan)	-Cosmetology and esthetician	-Visual -Kinesthetic
Rukhsana: 7th/8th grader	-Multi -Multi language (Greek, Arabic, and English) -Completes homework regularly -Polite and respectful -Good attendance -Mom is supportive	-Support for improving math skills and understanding -Ask questions when she lacks understanding -Support for trauma due to refugee experience and the atrocities she witnessed	-Love for her family and homeland -Art/drawing	-Visual
Steven: 7th/8th grader, has an IEP, has Cerebral Palsy	-Excellent math skills -Extremely bright and gifted -Great with technology/computer skills -Support from parents	-Assistance with mobility (electric wheelchair) -Assistance in class and with basic needs/self-care -Support from school admin/no bullying policy -Acceptance from his peers and human understanding of what it is like to have physical challenges	-Science -Stephen Hawking -Technology	-Visual -Auditory

a. What about these data points will be salient in the selection of the methodology?

(150 words)

When educators select the type of methodology for each student, it is crucial to examine the areas of strengths, areas needing support, student interest and their preferred way of learning. This data is important during the assessment process to understand the learning needs of a student. “Once the assessment data has been gathered it is reviewed and analyzed to determine what it tells us about the student, the student’s learning process and the student’s learning needs” (Ferguson, 2018, p. 3). In Ray’s case, the data shows he is a visual learner and retains information through visuals. Ray learns best when information is displayed and worked out ahead of time for him to see. As his teacher, Mr. Jones needs to implement this form of correspondence with Ray because it will assist him in absorbing information learned (Ferguson, 2018, p. 4), in this case, Algebra I. In addition, if Ray has behavioral issues, they must be addressed immediately, as this may be impairing his learning abilities and therefore, measures must be put into place prior to meeting his academic needs (Ferguson, 2018, p. 7). Moreover, a student’s interest is important, as well. If an educator is able to tap into the interest of his/her students, motivation will increase bringing an excitement into the learning process.

2. Model of Teaching: Match student needs to theory and instruction. You have been provided information about various theories of learning and models of teaching: (Maximum 75 words)

a. **Briefly describe each of these 4 models highlighting the salient features of each which it different from the other three models. Note the page number from your text (Slavin) as well as any additional information presentations (such as video or PowerPoint) from which you are getting your information.**

i. Behavioral Family of Models of Teaching (Behavioral Psychology): Models in this family deal with consequences based on behavior, both positive and negative reinforcements including grades, praise, and tangible rewards. “Behavioral learning theory has its own language to describe how consequences of behavior shape later behavior” (Slavin, 2018, p. 98).

ii. Information Processing Family of Models of Teaching (Cognitive Psychology): Models in this family deals with cognitive processing which is the process of information learned and information stored. When information is being learned or remembered it must reach the learners senses, dealt with, and then transferred to short-term memory, processed again before arriving in long term memory (Slavin, 2018, p. 123).

iii. Personal Family of Models of Teaching (Humanistic Psychology): Models found in this family are student centered and gives the student an active role in their own learning. The Humanistic approach focuses on the individual and emphasizes self, empowerment, and maximizing one’s potential (Ferguson, 2011, Lecture 3). The teacher acts as a guide or coach, assisting students when the need arises.

iv. Social Family of Models of Teaching (Social Psychology): Models found in this family acts as the heart of social interaction. It brings focus to the central idea “ to carefully structure small learning groups” supporting teacher to student and student to student learning relationships (Ferguson, 2011, Lecture 1). Moreover, this interdependence opens up the potential for learning through others. It allows

> students to be exposed to their peers learning process, as well as a platform for group problem solving (Slavin, 2018, p. 189).

b. Given the data provided about Ray, which you summarized in the table in the first prompt, which of the 4 family of models of teaching would you primarily draw upon for Ray's instruction? Why did you select this model? Why did you not select the other models? Support your ideas with citations from your text, Class Packet, and from other videos and lectures for SPD604. Be sure to select only from the Models of Teaching introduced in the PowerPoints.

After reviewing the Models of Teaching, we would choose Social Family or Social Psychology. This theory gives understanding to interactions between people, specifically large and small groups (Ferguson, 2011, Lecture 5). Because Ray is isolated from his peers, in part because English is his second language, and has difficulty with social interactions, this model is best. His interaction with his peers will assist Ray with his confidence and language development which will spill over into his academics. "Positive social interactions among students are key to cognitive, social, and language development" (Bruce & Hansson, 2010). We did not choose the Behavioral Psychology approach, as Ray does not need to have his behavior reinforced or "punished" but instead, needs to focus on self-efficacy and motivation in order to have the best learning outcomes (Slavin, 2018, p. 12). Furthermore, we did not select the Cognitive Psychology since it is geared toward a more independent learner with the ability to process information into short-term memory and then into long-term memory (Salvin, 2018, p. 122). This will not work well with Ray since he has had a traumatic brain injury and struggles with

memory loss. In addition, he needs greater support with teacher to student and student to student interactions. Lastly, we did not select Humanistic Psychology because this model is for the independent learner who directs their own learning with the teaching acting as the coach (Ferguson, 2011, Lecture 3). Ray learns best when he can model after another and needs more personal interaction in his learning process.

3. Methodology: You have had the opportunity to examine some representative methodologies from each model. You may want to read about others noted below. (Maximum 75 words)

Once you have selected a model of teaching, read about and then discuss with your work group, the various teaching methodologies presented within this model that might be effective for Ray. Now come to consensus and select the one you think is the BEST for Ray. (Be sure the methodology you select is from the Model of Teaching you noted in the previous response.) Which methodology would you select? Why? Why did you not select other methodologies from this model? Support your ideas with citations from your text, Class Packet and from other videos and lectures for ITL 606, and other sources you identify.

Considering Ray's needs, we believe the most effective methodology would be Partners in Learning (Cooperative Learning) method. This method encompasses "positive interdependence" and leads to "improved academics and attitudes" in the classroom. "This promotive interaction, or help, leads to improved academics, attitudes, and self-concepts" (Ferguson, 2011, Lecture 1). This methodology works best for Ray for two reasons. First, Ray's

learning styles are met in this learning method. Visually, he is given access to the ideas of other learners and kinesthetically, he is "doing" learning in a group setting. In other words, Ray is not sitting still while listening to a lecture, but capitalizing on visually accessing information and kinesthetically moving into groups. Second, Ray is tapping into his social inadequacies by being allowed a social learning experience with other classmates. This social experience will allow Ray to make connections with his peers and add to his self-confidence in the area of friendships. We chose this method over the others because the others were geared more toward individualistic or opportunistic approaches where students are competing against one another (Ferguson, 2018). These other approaches may leave Ray with an even lower confidence, since he already vocalized he is "stupid" compared to his peers.

4. Objectives: Identify both social and academic goals for Ray. Given that we want students to improve in their area of need and that we also structure our teaching around state standards, analyze the needs of the student, Ray. (Maximum 150 words). Examine the content of the column from Step 1 above, under "Needs". Discuss with your work group, come to consensus and select one item from the "needs" you believe to be most important for improving student social behavior. Identify that need. Based on this identified NEED, write one thing you want Ray to know or be able to do that he did not know or was not able to do before your instruction, related to his social behavior. Examine the column from Step 1 above, under "Needs". Discuss, come to consensus and select another one of the "needs" you believe to be the most important for improving academic acquisition. Identify that need. Based on this identified NEED, write one thing you want Ray to know or be able to

do that he did not know or was not able to do before your instruction, related to academics for algebra and identified in the Common Core Standards, that would be relevant and essential. Think of each of these two as being informal learning objectives. List each informal learning objective and tell why you selected it.

1. Social: The social goals for Ray include interactions with peers/classmates within the classroom and overall school environment. In order to improve Rays social interactions, he will need support with language through the ESL program offered. Once he makes progress with his English skills, friendships and interactions in school will broaden Ray's circle of support. In addition, the improvement of his English skills will provide more confidence when seeking academic assistance in the classroom. Ray will display this confidence by raising his hand and speaking up in his Algebra class when he needs clarification.
2. Academic: The academic goals for Ray will include visual representations through props, graphs, and examples. The goal is to bring comprehension of basic Algebra skills so he has a strong foundation to build upon, resulting in improving his grade from a "D" to at least a "C" or better. In keeping with Common Core Standards for 7th grade Algebra, Ray would benefit greatly by mastering: CCSS.MATH.CONTENT.7.NS.A.1 – Apply and extend previous understandings of operations with fractions including adding and subtracting rational numbers; represent addition and subtraction on a number line diagram (Common Core, 2019). This standard encompasses the basic foundations and allows for scaffolding and building upon previous information. Revisiting the foundations of Algebra will assist Ray's brain function and comprehension skills, while

mastering his math skills through graphs and diagrams, will give him the visuals he needs to support his visual learning style. These concepts will not only improve Ray's comprehension and grades in Algebra, but give him the confidence he needs by teaching to his style of learning.

Part I. Questions 5-8

5. Assessment & Evaluation: Apply assessment knowledge. For each informal learning objective you identified in #4 above for Ray, how would you determine if that objective was achieved or not? In other words, for each objective, what type of assessment measurement(s) would you employ to determine if your objective was met? (Maximum 150 words each).

1. Social Assessment: Our collective goal would be to improve Ray's SEL (social and emotional learning) so that he would adopt more of a positive attitude toward school, be more accepted by his peers, be better assisted with positive instruction and feedback by his teachers, and boost his overall involvement with his education. Without SEL skills, young children are more likely to dislike school and perform poorly on academic tasks, and later experience grade retention and dropout (Raver & Knitzer, 2002). We would help implement an SEL program that not only included evidence-based curriculum but also clear goals, benchmarks, and tools for progress monitoring. These benchmarks/goals would include both interpersonal and intrapersonal domains for Ray.
    A. Interpersonal Goals for Ray: We would assess Ray's social progress by creating a benchmark that showed improvements in these key areas.

a. Teamwork participation and/or collaborative efforts with other students
b. Develops friendships with peers- improvement in relationship skills
c. Optimistic thinking
d. Social awareness
e. Stronger self awareness & self efficacy

B. Intrapersonal Goals for Ray: We would assess Ray's social progress by creating a benchmark that showed improvements in these key areas.

a. Intellectual openness- We would assess whether Ray has developed better self-awareness and self-management skills to achieve school and life success.
b. Work ethic/conscientiousness- We would evaluate whether or not Ray is demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts.
c. Demonstrating strong leadership abilities within groups and during individual seatwork. (raising his hands to ask questions, class participation, etc…)
d. Self-management
e. Goal-directed behavior
f. Personal responsibility
g. Decision making
h. Positive self-evaluation

2. Academic Assessment: Since Ray is s a visual/kinesthetic learner, with emotional, physiological, and psychiatric impairments due to his accident, Ray should be assessed in a variety of ways that allow him to demonstrate his knowledge. Varying the assessment format ensures that differing student learning preferences and intelligences are accommodated (Powell, 2019, p. 121).

A. Summative Assessment- At the end of each chapter/unit of study, Ray should be given a test or quiz that demonstrates his content knowledge. These tests, aside from paper-and-pencil tests, should include projects, graphs, charts, or real world situations whereby Ray has an opportunity to apply his knowledge in a physical or visual way.

B. Performance Tasks- Constructed responses or brief explanations of what he's learned would be implemented and used as a benchmark for progress and/or content knowledge.

C. Teacher Observation- We request that Mr. Jones conduct informal observation, jotting down his notes for later recall, to assess Ray's progress (interaction with classmates, quality of work, participation efforts, etc…). This form of informal assessment would be best for "process-oriented and non achievement factors" (Powell, 2019, p. 122). This information would be useful when parent conferences, IEP/SPED resources.

D. Student Self-Assessment- In an effort to boost Ray's confidence and build up his self-efficacy, it would be a great idea to allow him to monitor his own progress as well. He can keep progress charts to monitor his improvements.

6. Classroom management: Apply classroom management knowledge. Think about the class as a whole. Based on the strengths, needs, interests and preferred ways of learning of the class, Mr. Jones' information about his class, and what you have studied regarding classroom management, identify 3-5 ideas you would implement to improve Mr. Jones' classroom management, and provide a valid rationale for each. (Maximum 300 words)

1. Create Effective Lesson Plans- First and foremost, we would recommend that Mr. Jones take the time to create effective lesson plans and instruction that better suits the needs of his students. As opposed to teaching his lessons by simply creating examples on the board, a better approach would be creating hands-on assignments that allowed his children to interact with Algebra in more creative ways. As an example, he could have the children build math models or diagrams to stimulate the needs of his kinesthetic learners. Also, he could explain how Algebra is useful in real world scenarios. These valuable examples may offer effective tie-ins that help his students understand the relevance of numbers/math concepts in relation to modern life. Students who are participating in well-structured activities that engage their interests, who are highly motivated to learn, and who are working on tasks that are challenging yet within their capabilities rarely pose any serious management problems (Slavin, 2018, p. 272).
2. Implement Team and/or Group Activities- Since many of his students, including Ray, would benefit from positive social interaction and contact with their peers, Mr. Jones should create more group and/or team activities. His classroom should be a place that

embraces social interaction while learning math concepts. This effective/interactive learning environment may help stimulate participation and promote better understanding of the course content. Creating an effective learning environment involves organizing classroom activities, instruction, and materials to provide for effective use of time; to create a happy, productive classroom; and to minimize disruptions (Bluestein, 2014).

3. Maintain Group Focus During Seatwork- Mr. Jones should monitor activities and provide help when necessary by constantly circulating around the room. He needs to check in with his students to assess where they are at regarding the lesson and offer assistance to keep them moving in a forward direction. This will enable him to "identify any problems students are having before they waste seatwork time practicing errors or giving up in frustration (Slavin, 2018, p. 277)." Also, by circulating, he'll be able to better connect with his students and stop bullying or other abusive student interactions from happening.

7. Communication and collaboration: Apply knowledge of collaboration. When teachers have concerns about students and want to improve the interventions they implement, it is important to include relevant individuals in the discussion and planning. For this case study, with which individuals would you want to conference, in relation to Ray, as you are planning, and why would you want to conference with each? Provide a rationale for each. (Maximum 150 words)

1. School Psychologist- First and foremost, since Ray has undergone such trauma due to his accident, he has become quite withdrawn and is in a depressive state. Having been

held back, grade-level wise, has altered his feelings of self-efficacy and is impeding on his ability to reach his learning goals and/or his potential. His lack of a proper hearing aid is also making it impossible for him to achieve in class. Ray desperately needs a professional to offer guidance, support, love, and understanding. He needs to learn coping mechanisms to deal with his trauma on an internal level. Brain Injury Association of America cites that children are not little adults; the brain of a child is still developing. The cognitive impairments of children with brain injury may not be immediately obvious after the injury, but may become apparent as the child gets older. These implications can create lifetime challenges for living and learning for children, their families, schools, and communities (2019).

2. SPED Director- The Special Education Director of Ray's school needs to be consulted with immediately, so that the initial logistics of assessing him for an appropriate IEP can be implemented. Together with Ray's parents, Mr. Jones, the school psychologist, an interpreter, and likely a community social worker should all be in attendance to offer support, suggestions, and immediate plans of attack for Ray's special needs. The parents also need to know that community help and assistance is available to them regarding caring for Ray and for helping them gather the resources needed to live better, more fulfilled lives. Since social workers respond to crises in the classroom, assess and counsel children who are experiencing stress, their attendance would be beneficial.

3. Parents- After all professional opinions have been gathered and documented, our group recommends that Mr. Jones take that key information and schedule a meeting with Ray's parents. A face-to-face meeting, with a designated interpreter, would be best. If that

wasn't possible, an immediate phone call should be scheduled amongst Mr. Jones and Ray's family. After that initial phone call stating his concerns for Ray's mental/emotional/physical well being, we would suggest a follow-up meeting or phone call that included a school psychologist, SPED director, and a traumatic brain injury specialist. What the research suggests is that building positive relations with parents and giving parents practical means of helping their children succeed in school are important in improving the achievement and adjustment of all children (Slavin, 2018, p. 72).

8. Parent notification: Demonstrate understanding and consideration. Parent perspective and feelings should be considered when we communicate and in making decisions. Parents of children in special education may be cycling through grief at the loss of the child they had or had dreamed about. Parents need to be kept informed of progress and needs of their child, and about plans to address concerns.

a. Given Ray's brain damage, what feelings might his parents be experiencing? Why do you think so? What considerations should be given to the parent(s)' / guardians' perspective and feelings? (Maximum 75 words).

Undoubtedly, Ray's family is likely feeling sadness, grief, remorse, frustration, and possibly a bit of denial regarding the short and long-term effects of Ray's accident. Surely, they must see a difference in the way he is behaving, interacting, and achieving now in comparison to how he was before his accident. Coming to terms that your child has disabilities is very difficult for families to accept. Since most people have visions of what they had hoped for their child's future, it is very difficult for them to accept this new reality. Another coping mechanism of some

people is to ignore the obvious and pretend like the accident didn't cause any impairment at all. In this scenario, it is imperative for Ray's future health to see exactly how Ray's family is coping and/or dealing with his trauma. His parents should be offered family counseling by the school or district to help them cope with the trauma and learn how to support each other through this process.

b. When, how and why would you communicate with Ray's parent(s)? (Maximum 150 words)

A face-to-face meeting, with a designated interpreter, would be best and should be immediately scheduled. If that wasn't possible, an immediate phone call should be scheduled amongst Mr. Jones and Ray's family. After that initial phone call stating his concerns for Ray's mental/emotional/physical well being, we would suggest a follow-up meeting or phone call that included a school psychologist, SPED director, and a community social worker. Parents play a key role in helping others understand their child. They will be able to provide professionals with valuable information and insight regarding their child. During the rehabilitation process, parents' involvement and commitment are often seen as pivotal to their child's recovery and return to home and school (Bonner, 2019). Everyone needs to be on the same page when attempting to help Ray. The more information gathered and the more support given, the better the chances are at getting Ray on the road to mental/emotional/physical/spiritual recovery. Mr. Jones should also provide feedback to Ray's parents regarding his progress.

c. Identify multiple ways you would communicate with Ray's parent(s). (Maximum 50 words)

1. Face-to-face communication would be our preferred method of interaction.
2. Phone- A scheduled phone call would also be valuable to make initial contact and to stay in constant communication with them.
3. Email- Since we live in the digital age, reaching out via email might be an alternative way of communicating and sending relevant documents, tips, support, and information that they can then investigate on their own.

Part II, Other Six Students: Questions 1-4

1. Given the Needs identified for Marta, which need to do think should be addressed first by Mr. Jones? Why do you think so? (Maximum 75 words)

Marta has proven to be a gifted, respectful, and well-behaved student in Mr. Jones' class, with a major barrier regarding her understanding of the English language. In efforts to get her up to speed with her language barriers, we would first like to recommend English Language Services to Marta. Slavin discusses the two principles that help English Learners succeed in the classroom. Slavin states, "don't just say it - show it.", in this case, Marta would highly benefit from this style as she is a visual learning. Secondly, Slavin states, "use cooperative learning to provide safe opportunities to use academic English", for example, when asked a question in class, allow the student to first discuss with a partner prior to discussing with the classroom and teacher (Slavin, 2018, p. 82). This would allow her to become proficient in reading, writing, listening, and therefore successful at understanding Mr. Jones' instruction, and the overall content of the work she is expected to complete.

Which teaching Model and Methodology would most help Marta with this need within Mr. Jones' class? What is your rationale for this answer? (Use citations to support your answer.) (Maximum 75 words)

Marta is identified as a visual learner, and is utilizing her peers to help her with her understanding of learning. As a student that is doing well, although struggling with language barriers, Marta would be best suited in Social Family of Models of Teaching (Social Psychology). In this family, it brings the heart of social interaction, and supports teacher to student and student to student learning (Ferguson, 2011, Lecture 1). The promotion of small group interaction helps improve academic, and self-learning concepts. Marta demonstrates herself to be very hardworking, and motivated to learn, this type of learning environment would provide her positive interdependence and enhanced learning abilities.

If you were to have Marta work with a partner, who would you choose and why? (Maximum 50 words)

When evaluating the needs of Marta, we believe that we would like to see her collaborate and work with a new classmate, and recommend that she be partnered with Ray. Both Marta and Ray are excellent students that need assistance in English Language, in addition, they are both visual learners. Ray, who feels isolated, may be able to connect and thrive with Marta who may be able to assist Ray in some of his shortcomings, including math. Pairing students that have similarities with some differences can allow the opportunity for growth. Slavin discusses the "think-pair-share" method, which has students sit in pairs, therefore when students are asked questions, together they can discuss with their partners (Slavin, 2018, p. 201). Marta and Ray

have the opportunity to collaboratively work together and they can assist each other with language barriers, and the understanding of the classwork.

2. Given Dillon's interests in computers, how could Mr. Jones incorporate Dillon's interests in computers into his instructional plan for the class? Why do you think so? (Maximum 50 words)

Dillion is overall a great student who needs to be challenged, and given the opportunity to explore his interests. In reference to Dillion, we believe that this can be a great opportunity to work with Mr. Jones to implement some technological advances, and visual learning aids for the classroom by using the computer to create visual presentations of the classwork Mr. Jones is discussing. In reviewing the seven students within the case study, five students are visual learners and could benefit from a representation that caters to their learning style. Activating Dillion's curiosity for learning will continue to allow his motivation to learn. "...Surprising students with a problem they can't solve with current knowledge can arouse curiosity" (Slavin, 2018, p. 262). In this case, Dillion would be able to utilize his skills, benefit the classroom, and challenge himself to be creative with his technological skills with computers.

If you were to have Dillon work with a partner, who would you choose and why? (Maximum 50 words)

Dillion is an overall great student, and would work well with any student. Although, we believe that he would work particularly well with Steve. Both Dillion and Steve have a great interest in technology, and computer sciences. Dillion would be able to connect with Steve,

giving him the opportunity to develop a friendship while simultaneously stretching both of their skill sets in areas that they are interested in. Again, as Slavin discusses, the "think-pair-share" method would allow both students to stretch their skill set in an environment where they are currently complacent. Additionally, another method that can be utilized for these talented students is the Peer-Assisted Learning Strategies (PALS), in which Dillion and Steve can work in pairs, taking turns as teacher and learner (Slavin, 2018, p. 201). This method of learning can open opportunities for growth to both students.

3. Given that one of the Strengths identified for Bill is that he is social and makes friends easily, how could Mr. Jones capitalize on this to support others in the class? What is your rationale? (Maximum 75 words)

Bill has great leadership qualities, and the ability to relate well with others given his background and diversity. A role that would be suitable and beneficial to both Bill and his classmates would be a system of possible peer counseling, or a buddy system that would allow Bill to meet and greet new students to acclimate them to the school campus. As Slavin mentions, during the middle childhood age, their is a growing importance for the role of having peers. "(Peers)... serve as important emotional resources by providing children with a sense of security in new situations and when family or other problems arise" (Slavin, 2018, p. 55). Outside of a peer counseling or supportive role, Bill could also serve as a social chair of his class, getting students together for gatherings, and allowing students to share their cultural and family background; he would serve as someone that creates a platform for inclusion.

If you were to utilize one of Bill's strengths to help others in the class, do you think this would have a negative impact on Bill? What is your rationale for your statement?(Maximum 75 words)

At this point, Bill does not seem to demonstrate himself as a student that would be affected by the role of responsibility of an additional task or project. While Bill may be following in the footsteps of his family members, he does maintain a great work ethic, and does well in the classroom. To capitalize on the ability for him to become more independent, and flourish his natural skills, Bill would be a great asset to the classroom as a leader. It would also benefit Bill in becoming more aware of his own desires and interests. This role for Bill will create inclusion for himself, and others, ultimately allowing him to build friendships - a fundamental part of his childhood and development (Slavin, 2018, p. 55).

If you were to have Bill work with a partner, who would you choose and why? (Maximum 50 words)

Similar to Dillion, Bill is a great student and would work well with any student. In this case, we believe that Bill would be best partnered with Rukhsana. As their stories have developed, both Bill and Rukhsana have traveled to multiple locations and have various knowledge of cultural backgrounds. Bill and Rukhsana could lean on each other and have similar understandings of what it is like to relocate and move into a new school, and making new friends. Additionally, both Bill and Rukhsana are good students that would help and support each other with any challenges they may face regarding their classwork.

4. What must Mr. Jones do, now that one of the students has told him Gina is being molested by her mother's boyfriend? When should he do this? Why? Identify at least 2 things that would likely happen if he does not do this? (Maximum 75 words)

Mr. Jones is a mandated reporter, and must report the information to Child Protective Services (CPS), the police, and the school administration immediately. Upon learning this information, Mr. Jones is failing to adhere to his legal requirements, and could be jeopardizing his career, but more importantly, allowing Gina to potentially continue to be sexually assaulted in her home. Mr. Jones' actions are unacceptable and must be addressed immediately.

Do you think Gina's molest has any impact on her attitude? Discuss. (Maximum 125 words)

I believe it goes without saying that trauma in the home will affect a student's performance. Gina, unfortunately, is crying for help and the information she is sharing is falling on deaf ears. Gina is provocative, dislikes males, craves attention, and is disrespectful to her peers and Mr. Jones. While we cannot change her reality, we can clearly see that it is affecting her classroom behavior, and her outlook on life. This will ultimately carry into her adulthood if an intervention does not take place. Following Mr. Jones' report to CPS and administration, Gina should immediately start seeing the school psychologist for services. In addition, it would be appropriate to place Gina on a Behavior Plan to guide her in the right direction. Slavin also discusses behavior management strategies and a systematic approach that can be implemented in Mr. Jones' classroom with all students (Slavin, 2018, p. 285).

Applied Behavior Analysis as follows:

a. Identify target behavior(s) and reinforcer(s).

b. Establish baseline for the target behavior.
c. Choose a reinforcer and criteria for reinforcement.
d. If necessary, choose a punisher and criteria for punishment.
e. Observe behavior during program implementation, and compare it to baseline.
f. When the behavior management program is working, reduce the frequency of reinforcement.

In the case of Gina, we believe it is imperative to have her start working with a counselor and enter into a behavior plan to give her guided structure and the ultimate goal of being a successful student.

If you were to have Gina work with a partner, who would you choose and why? (Maximum 50 words)

While Gina has struggles that she will need to overcome, we believe that having her work with like minded students that are bright and have a positive influence on her will be most effective. Therefore, we see that she would be best paired with Dillion and Steve, to make a group of 3. Again, this would be an act of the "think-pair-share" methodology in which Gina can participate and collaborate in a positive learning environment (Slavin, 2018, p. 201). Both Dillion and Steve are excellent students, respectful, and very talented. Gina, similar in academic skills, will be likely challenged and able to engage with Dillion and Steve on an intellectual level. In addition, the relationship with both Dillion and Steve, can provide Gina with a positive experience with males.

Part II, Other Six Students: Questions 5-6

5. What are some of the experiences that set Rukhsana apart from others in the class? How do you think they set her apart? How might these experiences be in Mr. Jones' class? (Maximum 150 words)

Rukhsana has witnessed a lot of violence from a very early age in her life. By the age of six, her family had moved from the middle east to Greece in order to flee from all of the violence. She was then forced to learn Greek in order to attend school and comprehend the lessons that were being presented. By the age of ten, her family moved again to the United States. Although Rukhsana is falling behind in Mr. Jones' class, the first way to get her back on track is by showing her that she is safe and supported. It would also be strongly advised to get the school psychologist involved in meeting with Rukhsana and communicating with her parents about her emotional needs.

Which teaching Model and Methodology would ameliorate the effects of Rukhsana's experiences? What is your rationale for this answer? Would this type of instruction be inappropriate for other students in the class? Why? (Use citations to support your answer.) (Maximum 75 words)

Rukhsana needs to feel like she is safe and supported in Mr. Jones' class. In fact, all students need to feel like they are safe and supported at school. One teaching model and methodology that could benefit both Rukhsana and the entire class is Cooperative Learning. Slavin explains that Cooperative Learning gets students to work together in small groups to help each other learn (Slavin, 2018, p. 198). Not only are students able to work together on a particular task, but also they are able to develop stronger relationships with one another. One particular method that is highlighted is called, Think-Pair-Share (Slavin, 2018, p. 201). This

method works in the following way. First, Mr. Jones presents a question or some type of scenario that relates to the concept, which requires the students to think independently. Second, the students get put in pairs and discuss their thoughts. Third, the students get the opportunity to share their thoughts with the class and with their partner by their side. For a student like Rukhsana, she would feel supported and free to express her ideas. Cooperative Learning models would not only benefit Rukhsana but the entire class as well.

If you were to have Rukhsana work with a partner, who would you choose and why? (Maximum 50 words)

The best partner to work with Rukhsana would be Bill. He has been able to continue to excel even though he has travelled many times from various locations to various schools because of his father's military background. Bill has learned how to adapt to any environment. Together, they would be able to share their stories of fear and shine light on each other's accomplishments. The importance of self-concept and self-esteem are strongly influenced at this age, and the way that these students perceive strengths, weaknesses, abilities, and values will be shaped by their experiences (Slavin, 2018, p. 53). There, the Rukhsana and Bill can continue to motivate each other, and this could help Rukhsana improve tremendously.

6. Given the Needs identified for Steven, which need to do think should be addressed first by Mr. Jones? Why do you think so? How does this relate to Steven's IEP? (Maximum 150 words)

Mr. Jones should address the importance of equality and respect first. Steven is a very gifted student who easily outshines many of his peers. However, his outer appearance has caused

many of his classmates to treat him poorly. A way to address equality and respect is by doing some peer and group collaborating. Slavin suggests a method where students are put in groups, presented a concept a concept by their teacher, and responsible for making sure each student has mastered the concept (Slavin, 2018, p. 198). Students should be held accountable to work together and treat one another equally in order to successfully complete this task. This would relate to Steven's IEP by allowing him to be in an environment where he feels encouraged and makes more friends who will continue to develop with him.

Which teaching Model and Methodology would most help Steven with this need, within Mr. Jones' class? What is your rationale for this answer? Would this type of instruction be inappropriate for other students in the class? Why? (Use citations to support your answer.) (Maximum 75 words)

Steven is a very gifted student who is bound to a wheelchair due to Cerebral Palsy. One way to really help Steven in Mr. Jones' class is to get the other students to see him as their equals. Steven's condition does not make him inept to learning. In fact, he is able to retain many of the math concepts a lot better than some of his classmates. Mr. Jones could benefit both Steven and the students with Cooperative Learning methods as well. One in particular is called Numbered Heads (or Random Reporter) (Slavin, 2018, p. 201). In this method, the students are put in groups and are required to make sure that everyone understands the concept. At random, Mr. Jones would choose one of the students to explain the concept to the rest of the class. Steven is accepted and loved by his family, and he wants to feel the same from his classmates. Mr. Jones' could benefit by having the students work together and this will help them get a much better understanding of each other.

If you were to have Steven work with a partner, who would you choose and why? (Maximum 50 words)

Steven would work really well with Dillion. Although Steven has Cerebral Palsy, he is very motivated and very gifted. Whereas, Dillon is not very motivated but gifted as well. Together, they could challenge each other and come up with new strategies to tackle challenging math problems.

Part III, The Class as a Whole: Questions 1-2

In this final section you and your partners will consider the class as a whole, given the information you have been provided.

1. You have been asked to read and learn about Universal Design for Learning. The three basic principles focus on multiple means of (a) representation, (b) expression, and (c) engagement. Discuss with your partners.

Write a brief persuasive paragraph advocating for the adoption and use of the principles of Universal Design for Learning. (Maximum 150 words)

Every student is gifted even though they may learn differently. The Universal Design for Learning could be a very helpful resource for the students in Mr. Jones' class. This design allows students to use their visual, auditory, and kinesthetic skills (Slavin, 2018, p. 330). The best way to get a group of students to retain any information is to target the best way they learn the information and show them how it is relevant. The Universal Design for Learning supports the various learning modalities and helps students to make temporary information permanent.

Write a brief persuasive paragraph advocating against the adoption and use of the principles of Universal Design for Learning. (Maximum 150 words)

Students in a math class learn best by repetition and time. The Universal Design for Learning encourages short-term ideas to be retained by using a learning modality – visual, auditory, or kinesthetic that best meet the needs of each student. However, it is much harder to get a student's interest after you have lost it. For example, a visual student is not going to care about the way a lesson is being taught for an auditory student, so they find a way to entertain themselves which is most likely disruptive and against the classroom rules. Students need to be taught one way and given lots of repetition to mastery that concept. Long gone are the days where students would get fifty math problems for homework, but those days should return since it has worked for so many years in the past.

2. Discuss each of these principles in connection with each of the following Models and Methodologies. Identify ways you could structure multiple means of (a) representation, (b) expression, and (c) engagement within each model/methodology. Fill in the table. (next page) Be specific. For example, for a means of representation don't write "provide visuals" instead write "diagram the process on the smart board."

Model and Methodology	2 Ways You Could Have Multiple Means of Representation Within This Methodology	2 Ways You Could Have Multiple Means of Expression Within This Methodology	2 Ways You Could Have Multiple Means of Engagement Within This Methodology
Behavioral Family of Models of Teaching: Elements of Effective Instruction (Hunter)	1. Keep the activity short and provide visuals. 2. Be the example. That way students could see exactly how to model a task.	1. Get the students involved by having them work with you through a problem. 2. Make sure that the students feel encouraged when	1. Be sure that students see you model a concept enough times before they are assessed. 2. Get students to work in pairs and independently to get

		they are working through problems.	a better idea of their understanding.
Information Processing Family of Models of Teaching: Advance Organizers (Ausubel)	1. Get the students to relate to the topic by discussing it with one another. 2. Show students how their ideas relate to the topic and therefore important to learn.	1. Make sure that students know what they need to learn, and demonstrate how prior knowledge could further their understandings. 2. Allow students to read the new information and connect it with their prior understandings.	1. Students should get the opportunity to work in pairs and groups to discuss what they have learned. 2. Have students demonstrate their understanding of the new material by connecting to what they previously knew.
Personal Family of Models of Teaching: Non-Directive Teaching (Tenenbaum)	1. Give the students the course materials without any direction. 2. Allow students to work independently with outside resources like articles and visuals.	1. Students are given the opportunity to discuss the information without any guidance. 2. Let the students guide their own discussion without feelings of being wrong – no commentary from the teacher.	1. Give the students a more formal assessment to see if they have understood the concept. 2. Students should be given homework to show their independent understanding.
Social Family of Models of Teaching: Cooperative Learning (Johnson & Johnson)	1. Put the students in groups, but do not factor in each of their abilities. 2. Give the students instructions on how to be successful as a group.	1. Allow the students to work together to problem solve without minimal instruction. 2. Look for active participation from each group member.	1. Give the students their assessment as a group. 2. Allow students to take individualized test to make sure that everyone has comprehended the concept.

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