

Pro-Cert Class

Student Learning Context Profile

1) District

- a) The Everett School District stretches from Mill Creek to North Everett. Because the district covers such a large expanse, one word or description cannot accurately describe the whole district.
- b) The south end of the district contains newer homes, apartments, and developments. It is on the higher socio-economic end of the spectrum.
- c) In part because of this socio-economic level, there is what seems to be more of an academic mind frame and importance/value of school. This comes from the parents and is then seen through the students.

2) Community

- a) Urban – heart of downtown Everett
- b) The community is getting older, therefore our population is shrinking
- c) However, specific local community of our school tends to be slightly less involved due to high number of single parent homes, low-income families, and families in transition.
- d) In contrast to the south end of the district the thinking about school that seems to permeate from this community is less stringent. There appears to be more of an attitude that school is a burden, school work is not for the home, and a definite feeling of apathy towards education.
- e) Obviously (and I just want to clarify), this feeling does not describe every North student and family, but rather an overall sense one gets after being here a while.

3) North Middle School

- a) # of Students – about 650
- b) # of free and reduced lunches – about 62%
- c) Culture of the staff is positive and working towards increasing student /parent involvement
 - i) Literacy Night
 - ii) Math Carnival
- d) Support from colleagues and supervisors is positive and willing
 - i) Support for food drive
 - ii) Mentoring of new students
- e) Special circumstances for North
 - i) Title I School
 - ii) Gear Up and Avid programs – college prep
 - iii) Make Your Day (MYD) – school-wide discipline and citizenship program

4) Classroom

- a) 8th grade block – Language Arts, Reading, History
- b) 57 students that I see for 3 periods a day each.
- c) Age – 13ish
- d) Gender - 22 girls/ 35 boys
- e) Ability
 - i) Range from very low 4th grade reading/writing level to very high 12th grade level

Commented [01]: In general - just about there. In the segment on your classroom you want to speak to your arrangement and general practices for your entire class in addition to what you do to meet the special needs of some of your students. You could tie in some of the district and community concepts to this or highlight how you generally structure the environment to handle your students.

Commented [02]: You will want to specify here that you are focused on the community in the north end of the district that feeds your school in the header for clarity.

Commented [03]: I am curious if there is any survey or parent involvement data that would help show this more concretely. Not required, but it would support your statements.

Commented [04]: You could pull in your 9 Characteristics Survey information regarding culture and attitudes of staff. Again, not required.

Commented [05]: Again for clarification - you may want to say "my" classrooms and 2 blocks.

- ii) On average, 6th grade reading/writing ability, which includes comprehension and higher level thinking about the texts
- f) Special Needs
 - i) One visually impaired student (in 3 of 3 classes)
 - (1) Intelligence is high, along with a willingness to learn and function independently
 - (2) High level of support at school for her and her teachers
 - (3) *My actions that meet her needs* –
 - (a) I have to plan enough in advance to get materials brailled ahead of time
 - (b) I think ahead to have her partner with a reliable student when working on “in-class” assignments
 - (c) She has seating next to an easily accessible computer with Java Script so that it can read back what she has written.
 - (d) Most of the accommodations I make for her are in materials and planning ahead, not so much in adjusting assignments (unless it is accepting a brailled interpretation instead of a drawing, for example).
 - ii) One autistic student (in 3 of 3 classes)
 - (1) Intelligence is at or above grade level
 - (2) Motor skills are low – uses an AlphaSmart
 - (3) Trouble following specific and detailed directions
 - (4) Social skills are low, gets irritated easily, trouble dealing with situations
 - (5) *My actions that meet his needs* –
 - (a) For this student there are many everyday accommodations, such as repeating directions, refocusing on tasks, and helping move him along tasks, as well as reminding him of social/behavior expectations such as raising his hand, not interrupting, using a soft voice, etc.
 - (b) He does use an AlphaSmart for bigger writing assignments, but not for handouts and work like that. I have become accustomed to his penmanship and style, but I still hold him to the same ability standard as others because I have seen him produce that quality on his AlphaSmart. Something I do for him often is reminding him what the expectations are simply. For instance, when we are revising papers that does not mean rewriting the same paper, but making the one already written better.
 - iii) Other IEPs and special needs
 - (1) One hearing impaired (in 1 of 3 classes)
 - (2) Five Special Ed students (in 1 of 3 classes)
 - (3) One Special Ed student (in 2 of 3 classes – not Reading)
 - (4) Two IEP students (in 3 of 3), one of which also attends Special Ed.
 - (5) *My actions that meet these needs* –
 - (a) These students require me to be in contact with their other teachers, parents/guardians, and counselors to ask advice for accommodations, adjustments, and behavior engagements.
 - (b) I often give their resource teacher assignments ahead of time so these students have extra time and help.

- (c) For testing, I often provide a list of answers to choose from or give guidance when answering.
- (d) When students are willing to come in, I will give the tests orally.
- (e) I restate task expectations as well as assignment directions and often begin by walking them through the beginning or pointing to a specific paragraph where an answer might be found (History class).
- (f) I often allow students to work with a partner, which ultimately helps more than just my special ed students.