

Teacher Candidate: Brianna Larmore **Subject:** Mathematics **Grade:** 8

Standard I: Classroom Contextual Factors (DM1)- Narrative-suggested length (2 pages-typed-double-space).

1. Demographics: Identify the gender, race, language proficiency, exceptionalities, and number of students.

a. **Students:** Total # 34 Males: 21 Females: 13

b. **Ethnicity:**

White: 24 Hispanic/Mexican: 7 African American: 1

Asian: 0 Native American: 1 Other: 1

2. Language Proficiency: Identify the number of English Language Learners and languages in your classroom.

There are several students the class which speak Spanish fluently, though all are adept with English as well.

3. Exceptionalities: Identify the number and type of exceptionalities in the class.

There are five students in this class with IEPs.

4. Social Economic Status (SES)

5. Academic Knowledge (If available): Describe the academic data results of the students thus far (grades, attendance, discipline factors, core tests. etc.).

All of the students in this class have improved upon their benchmark score from Fall to Winter. Though several are still well behind where they should be overall. The last mid-chapter quiz was failed by many, with the average grade being 65%. It took several students over three days to finish it, and 17 signed up to retake the exam during interventions.

6. English Language Learners: Describe ways you can incorporate tools of language development and reading content into planning and instruction for these students.

Example: ELED- SIOP/ WIDA; SCED-reading content.

In class, we can incorporate words that have the same or similar conjugates in both English and Spanish. Often, we use Spanish to count or for numerical terms. (ie. 1 is uno) Pictures, graphics, color coding and references to the students prior knowledge and outside lives can be used to help students associate our content information to their lives and personal perspectives.

7. Multicultural Perspectives: Identify ways you can use culturally responsive curricula and teaching that meets the needs of all students.

8. Prior Knowledge: Secondary- Review the prior knowledge needed of students to be successful in learning the content knowledge for the TWS unit and how you will implement content reading into your unit (Ex. Common Core Strategies, etc.).

Student will have to be able to know the definition of parallel lines, what a triangle is and how its angles add to equal 180° . It would also be helpful to be able to show students regular polygons that they are more familiar with so that these shapes are not completely foreign to them.

9. Exceptionalities: These exceptionalities can include; (a) development of physical, social, and emotional needs; (b) special education; (c) ethnicity; (d) gifted/talented; (e) ability differences, etc. Briefly describe ways to make modification/ differentiation for planning, instruction, and assessments.

A) Two of the students with IEP, while struggling with the content, are also more socially awkward and less accepted by their peers. I encourage them to interact with others positively, point out their strengths to the class, and allow them to sit near other students whom are more accepting of personal differences.

B) All five of the students with IEPs have learning disabilities. They are all taking a study skills class with teachers trained in helping students with each of their particular needs. I try to work closely with the study skills teachers to find ways to incorporate more of the learning styles into my everyday teaching. I give the students brain breaks by separating my lessons into smaller more manageable chunks and letting the students have a moment to transition between them.

C) One of my three quietest students is Native American. She does not like to look teachers in the eye. Several are Hispanic and much more vocal. I never ask my Native American student to look me in the eye, and allow my Spanish speaking students to converse in Spanish (of which I know a little) when they are working in small groups.

D) I have no gifted or talented students. Though I do have student that knows all the answers, can figure out all the problems, and yet fails every test. He has an IEP, and I am still inquiring for further information about his circumstance.

E) One of the students that I have has an extreme fear of getting in front of the class to present, though she is fine to ask questions when she is seated at her desk. Several of the students, particularly the girls, lack confidence and find it difficult to trust their own knowledge when faced with a test or even a homework problem.

10. Identify sub-groups of students:

My subgroups will be separated by race (white, Hispanic/Mexican, Other) and by Gender. [White Males, White Females, Hispanic/Mexican Males, Hispanic/Mexican Females, Other Males, Other Females.] I am interested to see how female students are faring with against their male counterparts in a subject that has been dominated by males for years.