DRAFT 2-7-18

Knowing Our Students as Learners: Student Analysis Instrument

Name: \_C\_a\_s\_s\_ie\_P\_e\_t\_e\_rs\_e\_n Mentor:\_R\_u\_th M\_c\_D\_o\_n\_a\_ld Grade Level/Subject Area: \_3\_rd G\_ra\_d\_e

We are focusing on: Individual Student Subgroup \_X Whole Class Talk with your mentor about what you know (or don’t know yet) about your students

Date:\_9\_/2\_6

| Dimension | What I Know | Question I have | What Will I Do Differently |
| --- | --- | --- | --- |
| Biological Traits:  *Include*   * *child's gender* * *age* * *physical development* * *physical disabilities* * *health,* * *motor skills, coordination* * *diagnosed learning disabilities*. | Most students are 8 years old. 16 m, 12 f, all good health w/ 1 student with asthma, 3 IEP for LD. | Not sure about motor or coordination skills of students. | Observe students on playground at recess and in PE, confer with PE teacher to see if any concerns, observe students while writing to check for fine motor skills and provide help for those needed. |
| **Cultural and Societal Factors**  *Include child's*   * *sense of stability, now and in past;* * *economic status;* * *ethnic and racial background; cultural identity;* * *language;* * *religion; norms and values;* * *gender expectations.* | 20% ELL students, 70% of students qualify for Free Lunch, high poverty, 11% homeless students. 90% of students take bus to/from school. 2 Native  Americans, 1 Asian, 6  Latino, 10 White. | Do the ELL students' parents need school communications translated? Not sure who homeless students in my class are or how to accommodate them. | Check with Title I and ELL Coordinator about home-school comm. language. Meet with Homeless Liaison re: how to make sure meeting needs, allow those students to do homework in class. Plan a parent night to meet the families. |
| **Emotional and Social Influences**  *Include*   * *family structure & history,* * *attitude, disposition,* * *peer status,* * *self-esteem* | About half students from single parent homes, many have moved often. Most are positive about school.  Students are social with one another in school. Most play sports outside of school. | Unsure if underrepresented students are social with white students outside of school.  Don't know if any custody issues with single parents. | Attend my students sports and extra curricular events to get a better idea of who socializes with whom. Talk to teachers who have lived in community. |

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| **Academic Performance**  *Includes evidence of child's*   * *reasoning skills,* * *reading skills,* * *attentional focus,* * *past success,* * *oral language development,* * *written language.* | About 50% of class is working at grade level in most subjects, though writing is a struggle for many. 1 student has ADHD and is on a behavior contract.  Academic vocabulary seems low. Struggling readers are 1-2 years below grade level. | How do I differentiate my reading instruction for those students so far below grade level? How do I teach academic vocabulary to all? How to work with ELL students. | My mentor will be showing me to analyze student work in order to differentiate instruction. We will choose a work sample to use for the sort and work on it together. |
| **Learning Preferences**  *Include*   * *interests,* * *intelligence preferences,* * *learning styles,* * *production styles,* * *environmental influences.* | Students are struggling to work in groups or teams and prefer to sit in desks and rows. They like using iPads and Chromebooks. Most are interested in sports and outdoors. Many students like group discussions and also like to draw. | Wondering if I am really getting a picture of all students preferred interests, learning styles and intelligences. How can I teach them to work in groups or teams and use tables instead of desks? | Look at resources for building community and cooperative learning. Observe mu teaching partner doing a lesson where students are working in groups. My mentor will support me in finding interest and learning style surveys to better know my students. |

Other Notes:

Principal asked me to help plan the Title 1 Math night.