

Type and print your responses to these prompts. Spelling and grammar will be evaluated for a possible 10 points, so edit carefully. This section of the test must be submitted at the **beginning** of the exam period on **Tuesday, May 18 @ 1:00**. No late submissions will be accepted. Staple this prompt sheet to the **BACK** of your typed responses.

1. Describe two examples of how values and culture may conflict with classroom practices. Explain how you will appropriately respond to these conflicts in your classroom, giving special attention to the content you plan to teach and the age of the learners. Make sure you state what age and content you are planning to teach in your response. (9 points possible for a maximum of 2 paragraphs)
2. Read through the student assessment results provided. Select one student to focus on for the in-class portion of this final assessment.

Secondary and All-Grade (art, p.e. and music) majors- You will select from one of the 10th grade students, A, B, C, or D. *Remember, even though you may not be teaching the skills tested in standardized testing, you will be responsible for helping your students pass these tests as part of a school-wide plan and/or as an obligation to your school's improvement plan.*

Elementary and Mild Intervention majors- You will select from one of the 3rd grade students, F or G.

Using the information you have on the student, identify 1 academic standard that you would use to address the learning needs of that student. For question #2-Type that academic standard as question #2 and justify your selection using the data provided about that student. To demonstrate ability to use data to drive instruction you will probably need a good paragraph of evidence.

(i.e. 2. Student XXX

6.2.3 Multiply and divide decimals.

This standard would address the students' deficit in computing decimals as indicated by the non-mastery of these items on the ISTEP exam.)

This information will be crucial to your successful completion of the final examination.

In Class Final Exam Preparation:

Have in your mind the type of lesson you would need to provide to help this student gain skills that s/he needs. You will be writing a lesson plan in class pertaining to the standard/benchmark you indicated on #2 of the take home exam. You may not bring this lesson plan to class already written, but you should have your ideas ready in your head. You should bring your Gardner and Bloom flip charts to assist you in writing your lesson plans. You will not have to create a full test/quiz/worksheet if that is part of your plan, but you should be ready to give 1-2 example questions.

42
48

Stephanie Hofer

Educational Psychology

May 18, 2010

EDUC 230: Take Home Portion of Final

1. Two examples of how values and culture may conflict with classroom practices are:
one's ethnic group and socio-economic status. These two categories are clearly defined in the textbook, *Psychology Applied to Teaching*. First, one must understand what culture means. Culture is defined as is how a group of people perceives, believes, thinks, and behaves, according to the textbook. Similarly, an ethnic group is a collection of people who identify with one another on the basis of one or more of the following characteristics: country from which one's ancestors came, race, religion, language, values, political interests, economic interests, and behavior problems, according to the textbook. An example of how a student's self-identified ethnic group could conflict with my future high school Spanish classroom is when discussing holidays in Spanish-speaking countries. It is well-known that not all religions celebrate the same holidays. For example, I remember learning in one of my previous Spanish courses how the inhabitants of Mexico celebrate Christmas. Their primary religion in Mexico is a form of Catholicism, so a central part of the Mexican Christmas celebration is to decorate an altar or area in one's house dedicated to either the Virgin Mother, or Guadalupe, or the family's ancestors. If there were to be a student in my future classroom that did not celebrate Christmas, I would have to watch how I explain the lesson. For example, it would be very inappropriate to ask my students, "What are some items that you place on your Christmas tree that are similar to those that are placed on an altar in Mexico at Christmas time?" Not everyone in my classroom will have a Christmas tree or know what

a Christmas tree is! Religion is a very sore subject with some students, especially at the high school or middle school level, where students are trying to identify with peers while dealing with identity confusion, according to the theorist Erickson. One's ethnic group could bring about many issues in the classroom, so religion is just one of many. I must explain to my students carefully while talking about other countries, so as to not offend anyone's traditions, beliefs, etc.

Also defined in the textbook, *Psychology Applied to Teaching*, is the idea of socio-economic class. However, one must first understand what social class means; social class is an indicator of an individual's or a family's relative standing in society. Social class can have an effect on the behavior of a given student. This idea also may relate to Erickson's thought of Identity versus Role Confusion. If students are expected to purchase many materials for a class project, the better projects will be those from higher socio-economic statuses. One's socio-economic status is similar to one's social class, but is defined as a quantifiable level of social standing, determined by the federal government on the basis of a person's income, occupation, and education (according the textbook). This concept could greatly affect my future classroom practices as a Spanish teacher at the secondary age level. A disheartening, yet very true story to support this was an experience I had while in high school. I knew a student who, during the school year, actually lived in the locker room because her socio-economic status was very low and her parents could not afford a house. Therefore, this student was technically homeless over the summer. How could I expect a student in her situation to be expected to buy materials for class projects in my future classroom or to make sure that she has something as simple as a pencil and paper every day? This student would be in need of some definite

help in acquiring the correct class materials. Granted this is an extreme case/example, but it is a good way to show that not all students will have time to worry about homework or getting school supplies before school starts. Instead, that student would be worrying about how her parents are doing, where she will live during winter and spring breaks, when and where she could find food, etc. It is imperative for every future and current teacher to understand that not all students come from the same social class or socio-economic class before entering his or her classroom.

very detailed
+9

2. Student: C

- Standard for 10th Grade English:

10.1.1 - Vocabulary and Concept Development: Understand technical vocabulary in subject area reading. (Core Standard) *Example: While using a word-processing program on the computer, learn new terms and special meanings for words from the manual and online help feature: control, enter, insert, format, font, template, page break, file, and folder.*

- Standard for 10th Grade Spanish:

MH10.5.2 - Integrate content area concepts and skills through relevant activities.

According to the Class Academic Standards Report, Student C is a tenth grade student that struggles primarily in Reading/Language Arts. In this category, Student C mastered two out of six sections. The English standard that I chose for this student would help to improve his or her reading Vocabulary(MC) score. This standard is appropriate because it is titled "Vocabulary and Concept Development: Understand technical vocabulary in subject area reading." Even though I will be primarily

working within my subject area, secondary Spanish, I will still be responsible for helping to raise students' standardized testing scores. If I were to have Student C as a student, I could still stick to my subject area, while teaching that student reading and/or vocabulary skills. Therefore, my chosen Spanish standard is called "Integrate content area concepts and skills through relevant activities." This standard relates to interdisciplinary instruction. Spanish and English are often closely related anyways, so this student would receive help in both areas. For example, if I were to have Student C in my future classroom and I choose to help improve his or her Reading Vocabulary(MC) score, I would do a Spanish vocabulary lesson in which students are acting out the definitions of the verbs in order to help Student C with vocabulary recognition. Perhaps that student is a bodily/kinesthetic learner and does not learn by just looking at the vocabulary list in the textbook or by note cards. With this type of lesson, the student would have a more hands-on approach to learning the required vocabulary and would be more engaged. Hopefully, this will show that student a different, yet helpful way to learn vocabulary.

+1
+ 10 Spelling +
Grammar

EDUC 230- Final Exam

Name Stephanie Haber

Using the information you have recorded on question #2 of the take-home section of this test, complete the following lesson plan. You are writing this lesson plan as a result of the scores of the student you selected, but this lesson will be designed for a third grade or secondary (10th grade) student. You will submit it under the ANGEL artifacts folder-Assessment Driven Instruction dropbox. Please name this document when saved and submitted following this guideline: GUSTKM230ADI

Part A = 24 points possible as evaluated using the same lesson plan rubric we have used throughout the rest of the semester.

Academic Standard- already typed on take home exam.

Performance Objectives:

Assessment: Explain how you will assess the learning objective you have identified above, and embed this process into your lesson plan's procedure.

Advance Preparation:

Procedure: You must address at least **3 different** Intelligences as identified by Howard Gardner and write questions that you would ask your student from at least 2 different levels of Bloom's Taxonomy—not including Knowledge or Comprehension.

Introduction/Motivation:

Step-by-Step Directions:

Closure:

Adaptations/Enrichment:

Student with a Learning Disability in Reading:
Student with ADHD and Emotional Disabilities:
Student with Gifts/Talents in Math and Reading:

20
—
24

Part B: Self-Reflection: (For this assessment you only need to answer the following questions- you do not need to write out additional questions for self-reflection.)

1. How does your lesson engage students? (2 points)
2. How will it allow students to use higher-order thinking skills? (2 points)

2
2
0
2