Opportunity Task #1 – Learning About Students

OPPORTUNITY TASK:	TPE 1, 4, & 6

20 Points

PURPOSE:
The intent of this project is to provide you with guided experience in becoming an astute observer of student learning. You will have the opportunity to observe one student and uncover evidence of that student's learning. You will focus on one student who is not having much academic success, looking for how that student learns and what the student's strengths and needs are. You will then use this assessment data to make instructional decisions about what would be helpful for the child.

OVERVIEW:
You will select one student who is ethnically, culturally or linguistically different from you and who is having little academic success. During the coming weeks you will talk with, observe, collect data and, if possible, conference with an adult family member. You will meet with the student several times to find out about his/her literacy and language learning and his/her mathematical learning. Throughout the project you will reflect on what you are finding, make connections among the data you are collecting, and decide ways for moving the student toward more complex academic knowledge and toward a better understanding of learning strengths and needs. A final paper, including back-up material and data, is due toward the end of the semester. Please check the course calendar for the specific date due.

Preparation
Pre-Service Credential Candidates. Tell your cooperating teacher that you need to select **one student** who is having little academic success and who is ethnically, culturally or linguistically different from you. Explain that you will need to spend some time on a one-to-one basis with the student, but that much of the project will be observation or helping the student with work.
I*n-Service Credential Candidates*. Select **one student** in your class who is having little academic success and who is ethnically, culturally or linguistically different from you.

Collecting the Data (see Student Learning Record form)
You will use several different forms of data collection in order to gain an understanding of the student's complex learning needs. Keep all of your data, including observation notes and turn them in with the final report. Date all observations and conferences. **Discussions/Conferences**
- with parent(s) or other adult family member (required for In-Service candidates; optional for preservice candidates, but strongly encouraged if it is feasible to do)
- with teacher(s) who have had interaction with the student • with the student
about interests; about language, literacy, learning and habits; about mathematics learning

Observations of student
1. You'll keep <u>anecdotal records</u> of the student's learning engagement across the curriculum. These will be recorded either during each observation time or immediately afterward. They will be part of your general classroom observation notes, but will be turned in (highlighted) with

this Opportunity Task. Take into consideration the following questions from *Elementary Makes the Grade!* (California Department of Education, 2000):
• Is the student actively engaged?
• Is the student able to describe what is expected of him/her? describe what he/she is doing? demonstrate the habits of rehearsals and revisions? discuss work in progress in terms of quality?
 describe what assistance he/she needs?
2. <u>Learning Context Observation</u>. Using the prompts in Student Learning Record – Observational Data Collection to guide you, observe the contexts in which the student seems to learn. Record evidence to support your observations and conclusions. Please include your name in the footer of this document and edit the date regularly to show when it was last revised.

Reflecting
Each week, as you observe and collect data, write reflections about what you are learning about the student. This evidence should be in your notes or included with the Learning Context on the Student Learning Record when you turn it in. As you reflect, you should also include questions you have about the student's learning and insights you are gaining. **Your final project must include at least 4 type-written reflections**. Date your reflections. The first one, First Impression Reflection, will be turned in, word processed, before the final project is due in order to help monitor progress.

OPPORTUNITY TASK FINAL SUBMISSION:
<u>Written Report and Supporting Material</u> The following need to be included, clearly organized and labeled:
1. The completed **Student Learning Record**.
2. **School-site Observational Notes** of your classroom observations, dated. (You may turn them in in their original form.) Highlight or, in another way, indicate parts related to the student.
3. Four type-written **reflections** describing what you are learning about the student.
4. Samples, copies, or photos of the **student's work**, with your written observations and insights about the work exhibited in these samples. Student's name and identifiers must be removed.
5. Your **Final Student Summary** and analysis about the students' strengths and interests, areas of success and need, your suggestions for future learning and interventions. This summary and analysis should be about 3-4 pages long. Include why you focused on the student, what his/her strengths and interests are, what the student's needs are (especially academic needs), and your suggestions for future learning interventions.
6. **Final Personal Learning Reflection**. This reflection needs to address what you have learned from this project about yourself as a teacher and about the on-going assessment of children in about 2-3 pages.

Student Engagement (TPE 1)
Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom.

Designing Learning Experiences for All Students (TPE 4)

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Developing as a Professional Educator (TPE 6)
Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

STUDENT LEARNING RECORD

BACKGROUND
Why did you decide to observe/interview this student?

What do you already know about this student even before you conduct interviews with the teacher/guardian or student?

_____
OBSERVATIONAL DATA COLLECTION. Besides meeting with the student and teacher/guardian you will observe work and interactions in class in different learning contexts, language/ literacy, mathematics, and other subjects and activities. **Attach your observation notes to your final report with all references to your focus student highlighted.** Following are areas to help focus your observations.
_____

1. **Learning Contexts**
   In what contexts does the student seem to learn best? What evidence do you have for these observations and conclusions? Please use the following prompts to focus your observations. As you observe your student, keep these questions in mind and jot down notes regarding what you see in the evidence section. Go back later to make interpretations regarding what the evidence means.

What do you notice about the student's interactions with the teacher?

How does the student react when working in pairs?

How does the student react when working in small groups?

What types of activities does the student appear to engage in most readily?

During what types of activities does the student appear to disengage?

What do your observations tell you about the students' preferred learning styles and contexts?

2. Language/Literacy

<u>Talking and Listening</u>: Observe for evidence of talk for learning and thinking; for the range and variety of talk for particular purposes in English and/or other languages; and confidence in talking and listening in different contexts.

<u>Reading</u>: Observations and work samples might include your own observations and comments about the student's progress and development of reading in English and/or other languages; the range, quantity and variety of reading in all areas of the curriculum; the student's pleasure and involvement and reading, alone or with others; and the student's ability to reflect critically on what is read.

<u>Writing</u>: Observations and work samples might include the student's progress and development as a writer in English and/or other languages; the degree of confidence and independence as a writer; the range, quantity and variety of writing in all areas of the curriculum; the student's pleasure in writing, both narrative and non-narrative, alone and in collaboration with others.

3. Mathematics

Observations and/or work samples and explanations should include evidence of the following:
- •conceptual understanding
- • procedural skills and fluency
- • application

Observations and work samples might include evidence of the student's understanding and development in several of these concept areas; evidence of a willingness to pursue a solution or a mathematical idea; examples of a willingness to communicate about mathematical concepts; and enjoyment in doing mathematical work.

4. Other Content Areas

Observations and/or work samples and explanations should include evidence of the student learning and progress toward content standards in the subject area.

<u>Remember to record your observations/evidence and then complete your analysis or what you think this evidence is telling you on the right column of your Fieldwork Observation notes.</u>

INTERVIEW DATA & INFORMATION COLLECTION. You will talk with the student, the teacher and/or parent, and other significant people at the school who interact with your focus student. *__Use codes after each notation to indicate the source(s) of your information.)__* Following are areas to help focus your interviews.

Focus student pseudonym:	
Age:	
Grade level:	
Multilingual or Monolingual Primary Language:	
Primary Language proficiency (reading, writing, listening comprehension, and speaking)	
For English Learners:	
CELDT/ELPAC initial assessment year Or other assessment of ELD	
English Language Development level (emerging entry, emerging exit, expanding entry, expanding exit, bridging entry, bridging exit, reclassified)	
Information from Home Language Survey	
Prior schooling	
Current academic achievement level (exceeding, meeting, nearly meeting, or not	

meeting state standards) in each core content area	
For Exceptional Learners:	
IEP/504 plan/GATE (category/ies):	
Learning challenge	
Assistive technologies (as appropriate)	
Student's strengths:	
Academic	
ELD Domains	
General	
Student's areas of need:	
Academic	
ELD Domains	
General	
Culture (particular food, music, art, dress, community/family activities, directness of speech, patterns of listening, customs, traditions, religious beliefs)	
Socio-economic, -political, - historical background of the student and family	
Community resources near the student's home	

Linguistic resources (books in home, read to or being read to, visits to library, English language TV)	
Prior experiences and interests of the student	
Multiple-Intelligences (from an MI assessment)	
Social identity at school and outside of school	
Social-emotional development	
Developmental considerations (typical and atypical)	
Life experiences (inside or outside the classroom that may result in a need for additional academic and/or emotional support)	
Other Relevant Information	

List for sources of information noted above:

FS – Focus Student
FST – Focus Student's Current Teacher
FSM – Focus Student's Mother
FSF – Focus Student's Father
(You will add more appropriate codes for other sources here. Use these codes after each notation to indicate the source(s) of your information.)

EDU 150/250 – Elementary Instruction: Theory and Practice
Opportunity Task #1 – Student Learning Project
Task Rubric

Total Points Possible = 20

Candidate Learning Outcome	Where Demonstrated	*Comprehensive Evidence*	*Appropriate Evidence*	*Adequate Evidence*	*Limited Evidence*	*Little or No Evidence*
TPE 4.1: Locate Information about student's current academic status, academic learning needs & goals, assessment data, lang. proficiency	Student Learning Record ☐ Significant Adult ☐ Student ☐ Other ☐ Assessments Observation ☐ Notes ☐ Student Work	Sources of information are multiple and appropriate; information is detailed; inferences drawn from information are relevant, clear, appropriate, & detailed	Sources of information are appropriate; information is included; inferences drawn from information are clear & appropriate	Sources of information are appropriate; some information requires greater detail; inferences drawn from information are appropriate	Singular source of information; information may require greater detail; inferences drawn from information are somewhat appropriate or vague	Inappropriate or missing sources of information; missing information; inferences drawn from information is irrelevant, unclear, or inappropriate
TPE 1.1: Locate Information about student's prior experiences, interests, social-emotional needs; funds of knowledge and cultural, language, and socioeconomic backgrounds	Student Learning Record ☐ Significant Adult ☐ Student ☐ Other Observation ☐ Notes ☐ Student Work	Sources of information are multiple and appropriate; information is detailed; inferences drawn from information are relevant, clear, appropriate, & detailed	Source(s) of information is appropriate; information is included; inferences drawn from information are clear & appropriate	Source of information is appropriate; some information requires greater detail; inferences drawn from information are appropriate	Source of information is appropriate; information requires greater detail; inferences drawn from information are somewhat appropriate or vague	Inappropriate or missing sources of information; missing information; inferences drawn from information is irrelevant, unclear, or inappropriate

TPE1.1 & 4.1: Apply knowledge of student to engage him/her in learning.	☐ Student Learning Record ☐ Reflections ☐ Final Student Summary	Goals for future learning and intervention are relevant, clear, appropriate, and detailed for this initial task; instructional adaptations for OT #2 are detailed, relevant, clear, & appropriate	Goals for future learning and intervention are clear and appropriate for this initial task; instructional adaptations for OT #2 are clear and appropriate	Goals for future learning and intervention are appropriate for this initial task; instructional adaptations for OT #2 are somewhat appropriate or vague	Goals for future learning and intervention are somewhat appropriate or vague for this initial task; instructional adaptation for OT #2 is somewhat appropriate or vague	Goals for future learning and unclear, or intervention are irrelevant, inappropriate for this initial task instructional adaptations for OT #2 are irrelevant, unclear, or inappropriate
TPE 6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	☐ Final Reflection	Reflection on assignment re: learning about students is detailed, relevant, clear, and appropriate for this initial task	Reflection on assignment re: learning about students is clear and appropriate for this initial task	Reflection on assignment re: learning about students is appropriate for this initial task	Reflection on assignment re: learning about students is somewhat appropriate or vague for this initial task	Reflection on assignment re: learning about students is irrelevant, unclear, or inappropriate for this initial task

Total Points Earned: _____

Requirements Checklist

1. _____ Student Learning Record
2. _____ Type-Written Reflections about the Student (4)
3. _____ School and Classroom Observation Log & Notes (Initialed by Cooperating Teacher(s) and signed by Candidate)
4. _____ Student Work Samples with Written Insights
5. _____ Final Student Summary
6. _____ Final Personal Learning Reflection

Point Deductions

_____ Missing School and Classroom Observation Log (-2)
_____ Professional Work Quality (0 – 5)