

A 1. Teaching and Learning Context - Verdecchia

# Students enrolled: 29	Grade level(s) in class: 10th	Ages in class (list all that apply): 15-17
<p>School and district factors: public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. Non-public schools should include similar data.</p> <p>School Report Card -- our CTBS index is a 61.3 while our accountability index is a 62.1 for the 2001 year. These scores placed BSHS as the lowest achieving high school in Fayette county. Our science academic index in 52.7. In science, we have around a 20-point gap between Caucasian and African American students, compared to 36 in our district and 32 at our state. Our free and reduced lunch vs. non-free and reduced lunch gap is 16 points compared to 36 point for our district and 22 for our state.</p> <p>CSIP -- our CSIP addresses a variety of improvement strategies which include: -- Increasing differentiation instruction PD, so teachers can incorporate new strategies to accommodate the learning style of all students.</p> <p>Re-alignment of science core content at our district level. Re-align our feeder middle schools with the topics covered in High school to avoid overlapping. Also we will re-align our sequence of topics according to the rest of the high schools in the district. This will accomplish some consistency in the material covered by all high schools and give a better sense of flow as students transition from the middle school to high school.</p>		
<p>Place a \checkmark beside the phrase that best describes the classroom setting.</p> <p> <input type="checkbox"/> self-contained <input checked="" type="checkbox"/> lab <input type="checkbox"/> field <input type="checkbox"/> collaborative classroom </p>		
<p>Describe the resources (equipment, technology, and supplies) available to you for this class.</p> <p>We have access to a vast variety of equipment, some new and some old. Equipment is replaced yearly based on priority and significance on student impact.</p> <p>Supplies are available throughout the year for all science classes. The head of the department is in charge of replacing commonly used items such as baking soda, alcohol, etc. The teacher usually supplies items needed in short demand.</p> <p>Technology: every teacher is equipped with a personal computer station. Students have access to personal desktops in computer labs or library. Every student has a personal folder in the school system that allows him or her to work and save his or her assignments. Other technology available: scientific calculators, temperature probes, pH meter, and electronic scales.</p>		
<p>Place a \checkmark beside the phrase that describes the types of help available to you.</p> <p> <input type="checkbox"/> Instructional assistant(s) <input type="checkbox"/> parent volunteers <input type="checkbox"/> peer (student) tutors <input type="checkbox"/> resource teachers <input checked="" type="checkbox"/> classroom teacher <input type="checkbox"/> other (Please specify) </p>		
<p>Indicate the # of students in each category below.</p> <p>0ESL 1 IEPs 1 504 modifications</p> <p>15 Title I 4 Gifted Other</p>		

<p>List types of differences in this box</p> <p>English Languages African American, Caucasian, Hispanic Cultures a wide range from gifted and talented overachievers to non-motivated, low self-esteem students Achievement/Developmental Levels</p> <p>If needed, explain differences:</p>
<p>Indicate the # of students for each pattern of achievement.</p> <p>4 Below grade level 23 At grade level 2 Above grade level</p>
<p>Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom.</p> <p>Student socioeconomic background is diverse. The majority of these students' families are middle-class, working families and some students live in poverty. Some students show a lack of social skills (poor interaction with other students) possibly due to their own prior school experiences.</p>
<p>Implications for instruction: List two or three ways the above factors influence planning and implementing instruction.</p> <p>1. Lesson requiring student participation such as addressing the class or a small group of students must be carefully planned not to embarrass those students with poor social skills.</p> <p>2. Design activities specifically to the level of those students lacking social interactive skills. Allow those students to taste success and gain confidence in their abilities (teachers and peer praising).</p> <p>3. The amount of common knowledge brought to my classroom. Since most of my students come from 3 to 4 different feeder schools, their exposure to material may vary. This problem should be eliminated with the proper realignment of core content among elementary, middle and high school.</p>