



CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate – Stacey Barber	Date – May 22, 2011
Mentor Teacher – Bill and Marci Bowker	School – Kamiak High School
University Coordinator – Paula Martin	Subject / Grade Level – English 10 <sup>th</sup> grade
Lesson Title/Unit Title – Newspaper Unit	Number of Minutes Per Lesson – 55 minute periods

Total Number of Students 106	Females 40	Males 66	Age Range 15-16 years old	Number of students who have limited English proficiency (LEP) 2
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What modifications are made for LEP students?  
They are placed in the front of the classroom and given one-on-one instruction when necessary.

1. Classroom rules and routines that affect the lesson.
  - Being tardy, without a note, results in a detention.
  - During instruction, the computer Netbook screens are put at a 45 degree angle.
  - There are only two people who distribute and collect Netbook computers.
  - Turn assignments in to the drop box
  
2. Describe the range of abilities in the classroom.
  - It seems as though there are not many students in the middle “C” range. Most of the class drifts between “A” through “A-“s and “D” through “F”s. Ability wise most of the students are capable, yet lack motivation when it comes to reading at home and doing homework. When we have classroom discussions most of the students who do not do their homework have the most to say. Yet, the students who do their homework seem to shy away from speaking in class. During in-class assignments all but a few are engaged and capable.
  
3. Describe the range of socio-economic backgrounds of the students.
  - Due to the companies around the school, like Boeing, Microsoft, etc., all but a handful of students come from upper-middle class families. All but a few students come to school well-dressed, they have new materials available, and are able to buy their own lunches and snacks from the student store every day. There are a few students who seem to come from lower-class families. These students are under dressed or wear the same clothes every day, their materials seem to be hand-me-downs, and they have informed me that they do not have computers at home to do their work.
  
4. Describe the racial/ethnic composition of the classroom and how you make your teaching and learning culturally responsive.
  - All but a few of the students in my classroom are Caucasian. There are eight African American students and 10 Asian students. I need to work on making my teaching culturally responsive. I do try to go slow for those students who need extra time understanding due to language barrier, and I repeat myself often. I also try to use real-world examples that are universal and not just cultural. When we are doing in-class activities I walk around the room giving students that need more instruction extra examples and/or try to explain the directions in more than one way. I want the four Asian students to work on speaking in class. So, during classroom discussions I call on those Asian students for answers that are direct or have to do with their opinions. I also pull cards with students’ names on them, then I let the students know who I pulled, then I ask the question, and finally give them “think-time”. This gives my Asian students, who are reluctant speakers, extra time to prepare and process the question.

**Accommodations for Learning Differences**

How many special education and gifted/talented students in your classroom?		
Special Education Category	Number of Students	Accommodations/ IEP Objectives
NA	NA	2
How many 504 Students?	Accommodations made for 504 Students	
NA	<ul style="list-style-type: none"><li>• Homework and daily in-class assignments are posted online on the teacher calendar.</li><li>• Students sit in the front of close to the front</li><li>• Students can go to alternative classroom to take tests, and they get extra time to do assignments and tests/quizzes.</li><li>• Students can have my teacher notes to copy off of if they get behind.</li><li>• While reading a novel they can get the audio MP3 from the library to hear while they follow along in with the novel.</li></ul>	
Additional considerations about the students for whom you need to adapt teaching? (e.g. religious beliefs, family situations, sexual orientation?)		
NA		