

Focus Student Selection (C-4)

DIRECTIONS: For this lesson series, use the entry-level assessment data to select students representing the range of learners in your instructional environment. Identify three focus students for each inquiry.

 Clear Education Specialist candidates select focus students based on their caseload.

- Focus student 1: English learner
- Focus student 2: Special populations
- Focus student 3: Teacher's choice

In the boxes below, record first (last initial, if necessary) names of selected students.

Include	Below Grade Level or IEP Expectancies		At or Above Grade Level or IEP Expectancies	
	Minimal Understanding	Partial Understanding	Adequate Understanding	Thorough Understanding
Focus Student 1: English Learner	Kevin			
<i>Alternate</i>		Carlos		
Focus Student 2: Special Populations		Johnny		
<i>Alternate</i>			Isaiah	
Focus Student 3: Choice			Emmanuel	
<i>Alternate</i>	Jeannette			

Describe instructional or behavioral considerations for each focus student. Additional considerations may include work habits, social skills, social emotional/behavior and practical abilities, academic abilities, personal interests, etc.

Focus Student 1: English Learner	Kevin
<p>What support/resources (e.g., EL coach, translation materials, primary language textbook, etc.) do you anticipate this student will need? What differentiation strategies will you employ? What might be indicators of success?</p>	
<p>Kevin is classified as a level 5 on the CELDT of English Language Proficiency. Kevin has been provided with plenty of ELD support. In speaking with his EL Coordinator, he could very easily be re-classified. Since 2014, he's passed his CELDT tests with scores of 4 or higher in every category. He passed both the Language Arts and Math sections of the CAHSEE with a 355 and a 357 respectively (a 350 is passing). The only thing holding Kevin back right now, is his GPA. He currently has a 1.6 GPA, and he needs to have above a 2.0, and have a letter grade of a C or higher in his Language Arts class. He is sitting at a 41% in my class, because he simply does not turn in his homework and does not apply himself on a regular basis.</p> <p>Kevin is also a special education student. He doesn't have much in his IEP other than it says he should have "Extra-time on assignments, Preferential Seating, and small group setting". All of which I try to do on a daily basis. I operate my class in a very fair manner, and my deadlines for homework are the duration of the unit. The students have access to the homework packet for the entire unit, I allow a reasonable amount of class-time to work on homework assignments, using phones and the research computers to answer assignments on their own, or even in small groups.</p> <p>I spoke with his case carrier, and he and I both agreed that it's a matter of "motivation" for this student. I spoke with the EL coordinator that I work with on the Sheltered team and she stated that he could have been out of the EL program over a year ago, but that he doesn't do his work, he's behind in credits and because his GPA is continually south of the 2.0 threshold, he'll be starting his senior year at Lee Pollard High School. Knowing this about Kevin, and that it's a motivation issue, I think I will utilize the use of Charades and Kahoot and make sure that Kevin participates and that he's engaged. He scored the lowest in his class on the pre-assessment and, hopefully, playing these vocab learning games in small group circles, and even pairing him with stronger students should help increase his motivation and make his post assessment results better and above the 80% goal.</p>	

Focus Student 2: Special Populations	Johnny
<p>What support/resources (e.g., paraprofessional, designated instructional support, adaptive technologies, etc.) do you anticipate this student will need? What differentiation strategies will you employ? What might be indicators of success?</p>	
<p>Johnny is high functioning, and in talking with his case carrier, he very well could be reclassified and graduate out of the Special Ed. Program. This is his first year within CNUSD, as he was a transfer from Walnut Valley USD, and has received special education services since 2007. His IEP indicates that he has auditory processing problems, and oftentimes needs information repeated to him. He struggles with reading and language comprehension/writing and was recently pulled from his College Prep class and put into a special education language arts class, with the hope that it would lessen his workload and he'd be able to pull the rest of his grades up. It seems to be working in my class as he's currently sitting at a B- in my class.</p> <p>It was discussed and mutually agreed that Johnny simply wasn't applying himself. He has the ability to perform well, but the motivation isn't there and oftentimes it's just a matter of doing the work and turning it in. His parents are very supportive, but between his case carrier and myself, she doesn't know if there is a lot of follow-through at home in terms of his parents saying one thing, and then following-through with the consequences.</p> <p>I will accommodate Johnny in the following ways, as per his IEP, it states that he needs extra time for tests, homework and projects. He is allowed to take his exam in an alternative environment, and would most likely benefit from having the exam read to him. He is allowed to retake quizzes and exams when he has a score lower than 60%. What Johnny needs to do is care more about his grades and find the motivation to do well and turn his work in. Test corrections/retakes are a learning tool that I employ on a regular basis, and I have no issues with giving him more time to work through the exams. I will remind him that per his IEP, it states that he is allowed to have test questions read aloud, and that if he wants, I would be willing to provide this accommodation, or his case carrier/ SPED Aide could fulfill this accommodation as well.</p>	

Focus Student 3: Choice	Emmanuel
<p>What support/resources (e.g., paraprofessional, designated instructional support, adaptive technologies, etc.) do you anticipate this student will need? What differentiation strategies will you employ? What might be indicators of success?</p>	
<p>Emmanuel is a smart student. He's a very interesting student, as most teachers and students dislike what he brings the classroom environment. He was my headache student first semester, always off task, always attempting to bring up off topic nonsense into the discussion, causing lectures to derail and students to become less engaged. He was a real distraction to the learning environment. And I had to call security on him on the last day of the exam because he kept whispering, asking students what grades they got while he still had the exam, he wrote on my test, took the staple out and was fiddling around with it on the edge of the desk in front of him. He had the audacity to beg me to raise his grade from a 76% to an 80% a few hours after the final. He was the only student to receive an "N" in citizenship.</p> <p>However now I am pleased to report that he has really improved his attitude and I've witnessed a big change in his overall class behavior second semester. With the exception of setting off the fire extinguisher during passing period and right before a reading quiz, causing me to evacuate all the students out because of the fumes caused by the fire extinguisher, he received a two-day school suspension and came back the following Monday a little apologetic.</p> <p>For this student, not only does he have preferential front row seating next to my desk and podium, but I'm monitoring the groups he's a part of because he can be a little disruptive. He has a B in my class as of now, and he's smart enough to earn an A in my class, but he'll have to work for it. Overall though, he's improved tremendously since first semester and I'll continue to monitor his in-class behavior.</p>	