

ITL 606 Week Four Collaboration:

Mr. Jones & Ray: Case Study Signature Assignment

Group G

Kaitlin Burns, Sarah Shirey, and Amber Urlie

National University

February 24, 2019

## ITL 606 Week Four Collaboration:

## Mr. Jones &amp; Ray: Case Study Signature Assignment

**Part I - Ray:****1. Data**

| <b>DATA SUMMARY</b><br><br><b>Student Name/Grade: Ray - 7th grade</b><br><br><b>Disability Designations: EL and Hearing Impaired</b>   |   |  |   |
|--|---|--|---|
| <b>STRENGTHS</b>   | <b>NEEDS</b>  | <b>INTERESTS</b>   | <b>PREFERRED<br/>WAYS OF<br/>LEARNING</b>   |
| <ul style="list-style-type: none"> <li>• Good attendance</li> <li>• Responsible*</li> <li>• Polite</li> <li>• Respectful</li> <li>• Good problem solver*. He is able to deduce what is need to be done.</li> </ul> | <ul style="list-style-type: none"> <li>• Hearing assistance.</li> <li>• More visual instruction due to hearing impairment.</li> <li>• Change in his mindset or attitude about his work#.</li> <li>• To perform</li> </ul> | <ul style="list-style-type: none"> <li>• Mechanically skilled</li> </ul> | <ul style="list-style-type: none"> <li>• Visual learner</li> <li>• Kinesthetic learner</li> <li>• Does well on homework, but not tests#.</li> </ul> |

|   |  |  |  |
|---|--|--|--|
|   | better on tests.   |  |  |
| What about these data points will be salient in the selection of methodology? | The fact that Ray has a negative mindset regarding his math abilities, and the possibility that it is negatively impacting his test scores will be salient in the selection of the methodology to use to help Ray. |  |  |

## 2. Model of Teaching

| Psychological Theory                 | Model of Teaching                                   | Brief Summary  |
|--------------------------------------|---|--|
| Behavioral Psychology                | Behavioral Family Model of Teaching                 | Behavioral Learning Theories focus on studying the relationship between behaviors and consequences (Slavin, 2018, p. 98).        |
| Cognitive / Developmental Psychology | Information Processing Family of Models of Teaching | Cognitive/Developmental Psychology theories focus on the way that information is stored in the brain (Slavin, 2018, p. 122-123). |
| Humanistic Psychology                | Personal Family Models of                           | Humanistic psychology states   |

|                   |                                     |   |
|-------------------|-------------------------------------|---|
|                   | Teaching                            | the importance in studying the 'whole person' and focusing on the uniqueness of each person (McLeod, 2015).   |
| Social Psychology | Social Family of Models of Teaching | Social Psychology theories are much like behavioral psychology, with the differences being that there is an emphasis on the effects that thoughts have on actions and that actions have on thoughts (Slavin, 2018, p. 112). |

#### Model of Teaching for Ray:

The Social Family of Models of Teaching would be the best to use for Ray. We chose this model to use for Ray because we believe that he needs to change his negative thoughts, as they are having a negative effect on his learning. When Ray gets frustrated he often gives up and thinks it is hopeless (Slavin, 2018, p. 112). We need to stop these thoughts in order for him to be more successful on assessments in class. We chose this model instead of the others because Ray

does not seem to have trouble completing homework, or understanding the concepts, but rather that his attitude is affecting his ability to succeed.

### 3. Methodology

|                                     |   |
|-------------------------------------|---|
| Social Family of Models of Teaching | Partners in Learning (Cooperative Learning)<br><br>Teams, Games Tournaments<br><br>Jigsaw |
|-------------------------------------|---|

#### Methodology for Ray

The Partners in Learning, or Cooperative Learning technique would be the most beneficial for Ray. We believe this to be the case because it would provide Ray the opportunity to lean on another classmate for help when he did not understand a concept, and the opportunity for him to help someone else when they need it. This would take some of the negative pressure from Ray so that his attitude toward his ability to succeed might change. Also, helping another student might give him the confidence to believe in his own abilities (Slavin, 2018, p. 201).

### 4. Objectives

| Social Need  | Social Goal   | Needs to improve academics  | Goals to improve   |
|--|---|---|--|
| His mindset and attitude about his work and abilities. | Knowing when to ask for help instead of becoming easily frustrated and giving | Ray needs to improve his performance on tests to match his success on his | He needs to begin goal setting for himself regarding test/quiz scores. |

|  |     |           |  |
|--|-----|-----------|--|
|  | up. | homework. |  |
|--|-----|-----------|--|

### 5. Assessment & Evaluation

| Assessment for Social Goal   | Assessment for Academic Goal   |
|--|--|
| To assess whether or not Ray has met his social goal of asking for help instead of getting frustrated and giving up, Mr. Jones needs to observe if he does this behavior during class. | Ray should write his weekly test/quiz score goal in his planner. Then, Ray and Mr. Jones can cross-examine his actual test score with his set goal. Mr. Jones can help encourage Ray to set challenging yet realistic goals. |

### 6. Classroom Management

| Ideas to Improve Classroom Management  | Rationale  |
|--|--|
| Be mindful with seating arrangements.<br>Preferential seating for students who have specific needs or concerns (IEPs). | It would be beneficial for any of the students who have specific needs to be seated towards the front of the classroom. Students like Ray who have specific concerns like hearing would benefit from being towards the front of the room so that they could hear better. |
| Set up small groups/partners for students to work together.  | Small groups provide students with opportunities to work together to solve   |

|   |   |
|---|---|
|   | <p>problems. This provides students a chance to get help from their peers, and to help their peers with things that they understanding. Helping and getting help from peers can provide a boost in self-confidence.</p>   |
| <p>Regularly ask for feedback from the students. For example, create an exit ticket that asks the students what they did or did not like from the day, what was helpful, etc.</p> | <p>Mrs. Jones should check in with his students each day after class by having them write down one thing they feel helped them that day, and one thing that he could do in the future to help their understanding of the material (Lynch, 2018).</p>                        |
| <p>Check to be sure you have the students attention before starting the lesson.</p>   | <p>For a student like Ray who has a hearing need, it can be important to ensure that they are listening before the lesson begins. Making eye contact with specific students can make sure everyone is on the same page and does not miss out on material (Lynch, 2018).</p> |
| <p>Have a positive affect and give regular positive feedback to students.</p>   | <p>If Mr. Jones had a consistent positive affect in his classroom and towards his students it would be more motivating for his students. Also, regular positive feedback his highly</p>   |

|  |  |
|--|--|
|  | motivating where as negative feedback can lower student's self-esteem (Lynch, 2018). |
|--|--|

## 7. Communication and Collaboration

It is important Mr. Jones to to conference with the Special Education teacher, the English Language Learner advisor, and Ray's parents. A conference with the Special Education teacher would be beneficial to get an idea of Ray's educational goals, to get more information regarding Ray's injury and ways to support him, and to get an idea of any other teaching methods that he could use to support Ray. Meeting with the Special Education teacher should be a priority for a General Education teacher, whenever they have a student with an IEP. Meeting with the English Language Learner advisor would also be important for Mr. Ray because he would be able to glean a better understanding of Ray's English abilities from his score on the language assessments. Lastly, Mr. Ray should have a conference with Ray's parents so that he can discuss the possibility of Ray getting a better hearing aid (whether they can afford one, or if they qualify for assistance for getting one), and to discuss options for Ray to get extra help with math (through tutoring, or some kind of homework club).

## 8. Parent Notification

- a. Ray's parents are most likely experiencing feelings of loss. They are may be grieving their son because of the profound impact that this brain injury has had on him. Things like school may have come more easily to Ray before. Now, his parents are having to make significant changes in their life to accommodate Ray. It is also affecting them financially. They want to be able to provide hearing



assistance for Ray, but it is difficult for them to afford the best services for him.

The teachers and support staff need to keep things, like the family's finances, in mind when going through helpful recommendations for Ray.

- b. The most important time that you would have contact with parents would be during his IEP meeting. During that time you would want to discuss with them how Ray is doing in his classes and maybe even discuss what options would be out there to improve his experiences in class. Another time Ray's parents could be contacted would be when Mr. Jones notices that his grades are slipping. Mr. Jones could reach out to his parents and let them know that Ray's grades are in danger. Then, they could work together to come up with a plan for ensuring that he is getting the help at home and at school that he needs to improve his grades.
- c. Parents would be contacted on the phone and via email in order to set up the IEP meeting. Communication would then take place during the meeting. Mr. Jones would also be able to contact the parents on the phone or through email when any daily concerns may arise.

### **Part II - The Other Six Students:**

#### **1. Marta**

Marta needs to improve her language barrier in relation to her ability to follow directions and participate during class lectures and activities. This should Mr. Jones' first priority when considering how to help Marta because it is inhibiting her ability to access the curriculum, as she can understand diagrams but not the spoken information.

Mr. Jones should use the Social Family Models of teaching to best support Marta. He should use Cooperative Learning methodology. Cooperative Learning would give Marta more opportunities to practice her English and get more comfortable speaking out loud. The more comfortable she becomes speaking in her small group, the more likely she will be to speak up during whole group discussions in class.

Marta would work well with Ray. Both students are working on their language acquisition skills. They are also both visual learners and have a lot in common with the way that they learn. This could be a good opportunity for both students to practice their language skills.

## 2. Dillon

Mr. Jones can incorporate Dillon's interest in computers into his instructional plan for the class by creating opportunities for students to play math games on computers. He could also use in-class examples regarding computer coding to keep Dillon interested. These ideas would provide learning opportunities that are engaging, for not only Dillon, but the class as a whole.

We would have Dillon work with Rukhsana because they are both visual learners and are at a similar success level, which would encourage a healthy collaboration. This partnership could also provide each student with a peer to get help from when they are struggling.

## 3. Bill

Because of Bills strengths in leadership it may be beneficial for Mr. Jones to use those strengths in improving the classroom environment. Mr. Jones could use Bill a classroom leader to help other students when needed, or even to use him to lead students through examples on the board. Using Bill to lead discussions might make other students feel more comfortable, as they

already have rapport with him. This would most likely have a positive impact on Bill, as he enjoys being a leader and it would give him opportunities to build his leadership skills further.

If Bill were to be partnered with another student in class, we believe that Steven would be the best choice. Bill has advanced social skills and is great at making friends. This would be so good for Steven because he is struggling to make friends and feels the other students are afraid of him. For Bill, Steven is an equal in regards to mathematical ability so they would be a good match to help further each other, and not hold the other one back.

#### 4. Gina

As a teacher, Mr. Jones is a mandated reporter. When he hears something like what he heard about Gina being molested by her mother's boyfriend, he is obligated, by law, to say something about the situation. Mr. Jones needs to say something right away so that the situation can be addressed for Gina's sake. Telling an administrator as well as the school counselor would be a first step. They would then be able to communicate with the appropriate people like children's services. They would most likely then speak with Gina and intervene in the situation. If Mr. Jones does not say anything about the situation, Gina will continue to be in the situation where she is being molested. Secondly, if Mr. Jones does not say anything, the student who Gina confided in could talk to another teacher or staff member. They could then potentially let the other staff member know that they had previously told Mr. Jones. In a situation like this, Mr. Jones could be fined or potentially lose his job due to lack of reporting on the situation.

Gina's negative experience of being molested has definitely impacted her attitude in a detrimental way. Her promiscuous behavior towards other boys at school could potentially be a defense mechanism for some of the deeper emotions she is trying to suppress about the situation

at home. This could cause her to harbor little respect for male authority figures due to her experiences with this abuser. This could be part of the reason it is hard for her to actually talk to Mr. Jones about what has happened to her.

The best partner for Gina to work with would be another female student leader in the class. This would be an opportunity for her to have a positive role model considering some of the behaviors she has been exhibiting. Given her history with her male abuser and her promiscuous behavior, she may be more comfortable working with another girl in the class.

#### 5. Ruksana

Rukhsana is set apart from some of the other students in the class as she has faced religious persecution that forced her and her family to flee to two different countries. She has learned to speak both Greek and English. This is an experience that presumably none of her other classmates have gone through or will even understand. Because of this, Mr. Jones should keep her experiences private. If an opportunity arose to discuss different cultures, especially of the other students in the class as well, Mr. Jones could use that time to help Ruksana reflect positively on her culture without reminding her of the difficulties she has faced. He should also understand and keep in mind that the trauma she experienced may impact her academically.

While her trauma cannot be completely rectified by a specific teaching model and methodology, she may benefit from the personal family models of teaching under the humanistic approach to psychology. Working with her to develop a positive self concept could teach her that she does not need to be a product of her trauma (McLeod, 2018). She can instead realize she is more and can do more than her trauma suggests. This instructional method would be appropriate for not only Rukhsana, but all of the other students in the class as well. The method focuses on

prioritizing the students as a whole person, rather than thinking of them only as an algebra student. When teachers consider students in terms of the 'whole person' they are able to create stronger relationships with them, and develop a deeper understanding of where the students come from. This could have a beneficial impact on Mr. Jones' teaching, as he would have a better understanding of how to help each student individually.

Dillon would be a good partner for Ruksana because of their similarities in their learning styles. They are both also consistent with completing their work. Pairing her with someone like Dillon who is a higher achieving student than her will provide her with an opportunity to receive help that she cannot get at home regarding her assignments.

#### 6. Steven

The first thing that needs to be addressed, for Steven, is his social need. His inability to make friends is really holding him back emotionally. He feels lonely and isolated. If this is not addressed it could lead to a mental health problem. This relates to his IEP because he has an IEP goal to make and keep friends.

Mr. Jones should use the Personal Family models of teaching to help Steven. Focusing on Steven as a whole person would help Mr. Jones keep in mind Steven's social needs and the importance that those needs have on his overall success. The methodology of developing a positive self-concept could help Steven's feelings toward himself in a way that also helps him with his ability to form, and keep friendships. This instructional method would be appropriate for not only Steven, but the other students in the class as well. The method focuses on prioritizing the students as a whole person, rather than thinking of them as just another student. When teachers consider students in terms of the 'whole person' they are able to create stronger

relationships with them, and develop a deeper understanding of where the students come from. This could have a positive impact on Steven and Mr. Jones' relationship due to the strain there and the difficulty they have both had in interpreting each other's attitude towards one another.

Bill would be a good partner choice for Steven. This is because Bill is well liked by peers and is extremely sociable. If Bill and Steven become friends it may open the eyes of the other students in class that Steven is just like them in many ways. This could help put an end to Steven's bullying if he built a positive relationship with someone well-admired like Bill. They are also very well matched academically which could provide a healthy competition.

### **Part III - The Class as a Whole:**

#### **1. UDL**

The Universal Design for Learning, or UDL, is a method of teaching that allows all students to be successful at their own ability level. UDL promotes inclusion and available opportunities for diverse and struggling students (Pros and Cons of Universal Design, 2018). Adopting UDL in the classroom would be beneficial for not only Mr. Jones, but all teachers alike. Mr. Jones should incorporate UDL into his classroom so that student's strengths are highlighted. If he switches to a UDL style of teaching his tests will cater to a larger range of student needs, and his teaching would be supported by evidence-based practices.

While UDL is a useful method of teaching that can be beneficial for the students, there are some downsides when it comes to the stress that having this approach can have on a teacher. When a teacher is taking each of their students into consideration due to their unique needs, this can create a large workload for the teacher due to creating lessons that cater to all learning styles. A second concern would be teachers' willingness to change their method of teaching. Often

when a teacher has had a specific design for their lessons and their classrooms, they can be resistant to change by incorporating UDL principles, if they were not using them before. Another potential negative about UDL is the pressure that a teacher would experience to simply be preparing students to be successful on standardized tests. Lastly, there has been little research regarding the effective implementation of UDL. This can make planning, implementation, and providing professional development difficult for teachers, as well as administrators (Anstead, 2016).

## 2. Model and Methodology

| <b>Model and Methodology</b>   | <b>2 Ways you could have Multiple Means of Representations within this Methodology</b>   | <b>2 Ways you could have Multiple Means of Engagement within this Methodology</b>  | <b>2 Ways you could have Multiple Means of Action and Expression within this Methodology</b>                                  |
|--|--|--|---|
| <b>Behavioral Family of Models of Teaching: <i>Elements of Effective Instruction</i></b> | 1. Present lesson clearly and explicitly.<br>2. Make sure lessons have a simple structure and that you stick to that structure throughout (Hunter, | 1. Make sure students are ready to learn before starting lesson<br>2. Make sure to utilize the time at the beginning of the lesson as that is when | 1. Ask questions to the whole class make sure students are paying attention and comprehending the lesson.<br>2. Ask a student |

|   |   |   |  |
|---|---|---|--|
|   | 2016).  | they are most focused<br>(Hunter, 2016).  | questions that<br>demonstrate their<br>individual<br>understanding<br>(Hunter, 2016).  |
| <b>Information<br/>Processing Family<br/>of Models of<br/>Teaching: <i>Advance<br/>Organizers</i></b> | 1. Shows how old<br>information is linked<br>to new information.<br><br>2. This approach uses<br>diagrams to represent<br>material in a concise<br>way (Long-Crowell,<br>2019). | 1. Students can be<br>engaged through<br>them helping teachers<br>fill out the diagrams.<br><br>2. Students are<br>involved by helping<br>make the connections<br>from the old<br>information to new<br>information<br>(Long-Crowell,<br>2019). | 1. After a lesson,<br>students can fill out a<br>diagram<br>independently<br>regarding new<br>concepts learned in<br>class. Then they<br>would turn it in to<br>check for<br>understanding.<br><br>2. Students can be<br>asked to chorally<br>respond regarding the<br>completeness of a<br>diagram that was<br>completed as a whole |



|  |  |   |  |
|--|--|---|--|
|  |  |   | class (ie. Do you feel like we have thoroughly connected the new information to the old, yes or no?) (Long-Crowell, 2019).   |
| <b>Personal Family of Models of Teaching:</b><br><i>Non-Directive Teaching</i> | 1. Information is provided through multiple means.<br><br>2. Students are encouraged to explore the information and be creative in order to learn (Tenenbaum, 1959). | 1. This approach is contingent upon student interests.<br><br>2. Because of the opportunities for autonomy students are self-motivated (Tenenbaum, 1959). | 1. The class has open discussion to discuss what they have learned.<br><br>2. No formal assessments but rather a subliminal consensus that something has been learned (Tenenbaum, 1959). |
| <b>Social Family of Models of Teaching:</b><br><i>Cooperative</i>              | 1. Assignments are fully explained to students.  | 1. Students are encouraged to share answers and   | 1. Students can be randomly selected to give a summary of  |

|                        |   |  |   |
|------------------------|---|--|---|
| <b><i>Learning</i></b> | 2. Expectations are clearly defined (Johnson & Johnson, 2016,). | information with a partner.<br>2. Students are involved by asking them to relate new information to old information into frameworks (Johnson & Johnson, 2016). | what was discussed.<br>2. Check to be sure that students have completed assignments based on the explicit instructions (Johnson & Johnson, 2016). |
|------------------------|---|--|---|

## References

- Anstead, M.E.J. (2016). Teachers perceptions of barriers to universal design for learning. *Walden Dissertations and Doctoral Studies*. Walden University. Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3002&context=dissertations>
- Cast (2011). *Universal design for learning guidelines version 2.0*. Retrieved from <https://sites.google.com/site/udlguidelinesexamples/home/>
- Hunter, M. (2016). Madeline hunter's effective teaching model. *Open Textbooks for Hong Kong*. Retrieved from <http://www.opentextbooks.org.hk/ditatopic/6397>
- Johnson, D.W. & Johnson, R.T. (2016). An overview of cooperative learning. *Cooperative Learning*. Retrieved from <http://www.co-operation.org/what-is-cooperative-learning/>
- Long-Crowell, E. (2019). Advance organizers in the classroom: Teaching strategies & advantages. Study.com. Retrieved from <https://study.com/academy/lesson/advanced-organizers-in-the-classroom-teaching-strategies-advantages.html>
- Lynch, M. (2018). 6 Ways to improve classroom management. *The Advocate*. Retrieved from <https://www.theedadvocate.org/6-ways-to-improve-classroom-management/>
- McLeod, S. (2015). Humanism. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/humanistic.html>
- McLeod, S. (2018). Maslow's hierarchy of needs. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/maslow.html>

Pros and Cons of Universal Design, (2018). Retrieved from

<https://sites.google.com/site/udvsacc/home/the-project/pros-and-cons-of-universal-design>

Slavin, R. (2018). *Educational psychology: Theory and practice (12<sup>th</sup> edition)*.

Tenenbaum, S. (1959). Carl r. Rogers and non-directive teaching. *Educational Leadership*.

Retrieved from [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_195902\\_tenenbaum.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195902_tenenbaum.pdf)