

Round Rock Independent School District

"all children will learn...whatever it takes!"



Fern Bluff Elementary School

2nd grade

Deidra Floyd, Cooperating Teacher

Dr. Elizabeth Wilson, School Principal

Fall 2009

Prairie View A&M University

Prairie view A&M university Whitlowe R Green College of Education

December 7th 2009

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EC-4

Dr. Patricia A. Smith

Grade level/subject

I. Learning Context

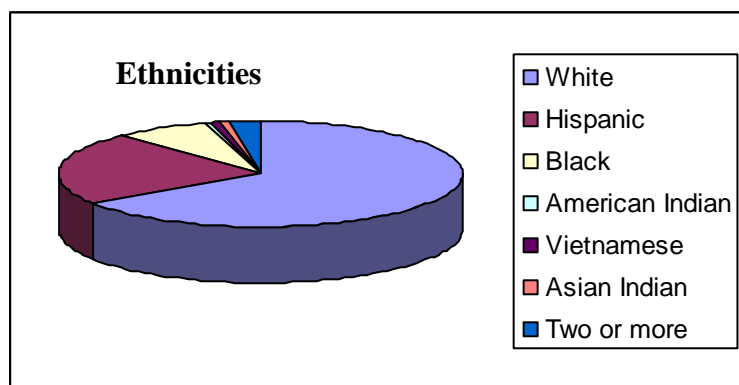
Round Rock, Texas is the second fastest growing city in the entire United States. It is currently home to approximately 104,000 people. It is the 19th safest city in the country and is still considered a suburb of Austin Texas, though its population is rapidly catching up. Dell™ Headquarters are located in Round Rock and this brings a large diverse population to the city. Also, Round Rock is home to the Dell Diamond which houses the Round Rock Express, a top tiered Minor League Baseball Team and the Triple A affiliate of the Houston Astros. Since the opening of the Dell Diamond in 2000, this stadium/conference center has drawn record crowds as well as income. (roundrocktexas.gov/about)

Round Rock is a beautiful suburban city and is well known for being a family town. Round Rock ISD is an award winning school district and has greatly increased in population within the past few years. Many parents that move their families to this city are recruited by Dell™ and other large companies that are based or branched in the Austin area. The population of Round Rock is very diverse. The average income in a Round Rock household is \$66,792 which is nearly \$20,000 more than the average household income for the state of Texas.

RRISD Statistics:

Physical Size	26.1 square miles	3996 people per square mile
Average age	30.1 years old	
Gender	Males: 49.8% (51,978)	Females: 50.2% (52,468)
Total Population	104,446	

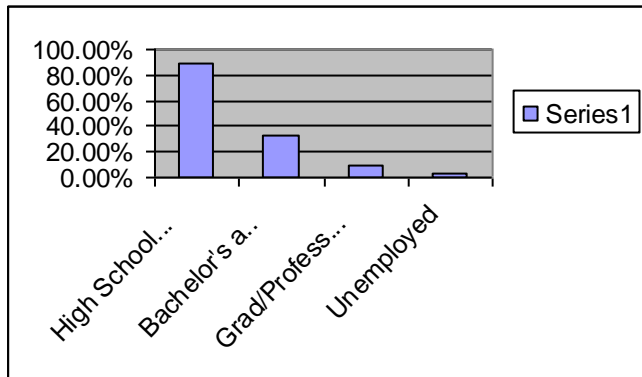
(most current information from www.city-data.com)



White: 65.6%
 Hispanic: 22.1%
 Black: 7.7%
 American Indian: .6%
 Vietnamese: .7%
 Asian Indian: .6%

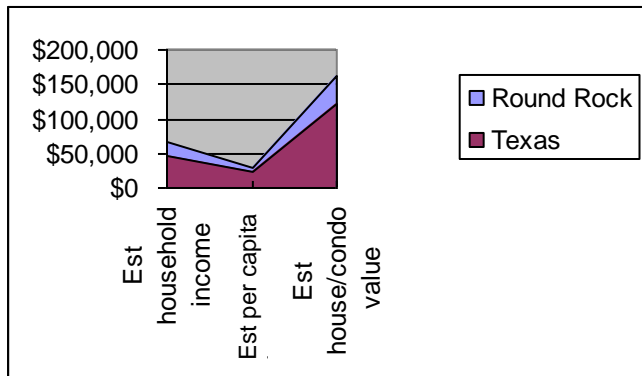
Two or more races: 2.6%

Education percentages:



High School and above: 89.6%
Bachelor's and above: 32.9%
Grad/Professional: 9.1%
Unemployed: 3.4%

Socioeconomic Profile:



Estimated Household income: \$66,792
Estimated per capita income: \$27,665
Estimated house/condo value: \$163,200
Percentage of residents living in poverty: 4.1%

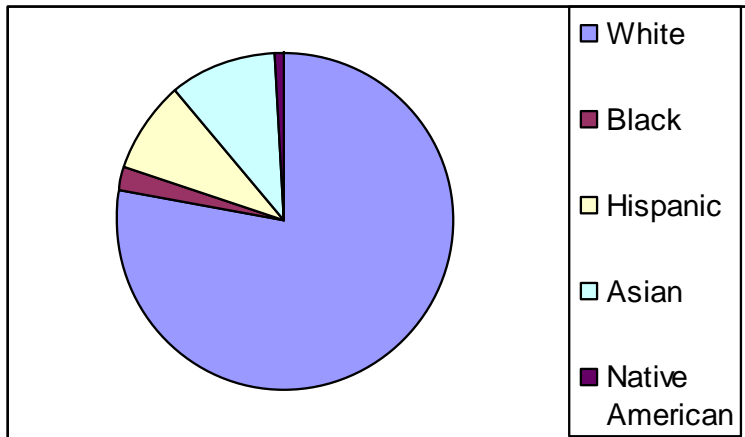
School Factors

Fern Bluff Elementary School is a TEA Exemplary School. In a district that contains 23 public elementary schools, Fern Bluff is one of the largest with an enrollment 904 and is also one of the highest rated. Fern Bluff was recognized as a state and national Blue Ribbon School during the 2000-2001 school year. In regards to TAKS scores, Fern Bluff has a 94% pass rate while the state average is 68%. Fern Bluff Elementary has extensive parent and community support and truly portrays the image of an ideal school.

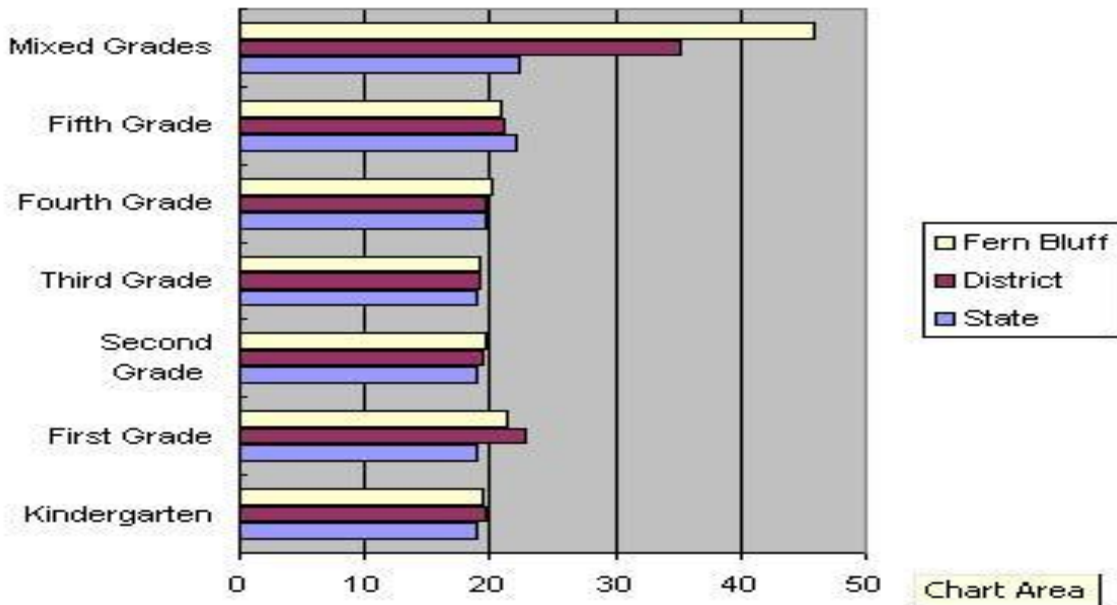
Parents usually volunteer for workroom duty, Tuesday folders, PTA functions, and many of the substitutes in the building are parents of the students. The teachers, parents, and staff all get along very well which contributes to a positive and enriching learning environment.

School Ethnic Distribution

(most current information gathered from www.schools-data.com, updated 2007)



Average Class Size



Instructional Implications of the School



- Physical Appearance: Fern Bluff Elementary School is located in a beautiful wooded area surrounded by subdivisions. The area may be considered upper middle class and is composed of several different housing subdivisions. Many of the kids walk to school because of the very close proximity. The campus is composed of grades K-5, but the enrollment has gotten so large that 4th grade, 5th grade, GT, and upper grade life skills classes are in outside portables. In Fall 2010, the district will be opening up its fourth elementary school in two years. The city of Round Rock is growing so fast that the demand for schools and education is increasing rapidly.
- Size: The current student count at Fern Bluff Elementary is 904. There are approximately 60 teachers on staff including the Support team. The approximate student to teacher ratio is 20:1. There are about seven people in administration including the principal and vice principal, office staff, and technology support.
- School-wide activities: Fern Bluff offers a variety of activities and organizations not only for students, but for parents as well. These organizations include:

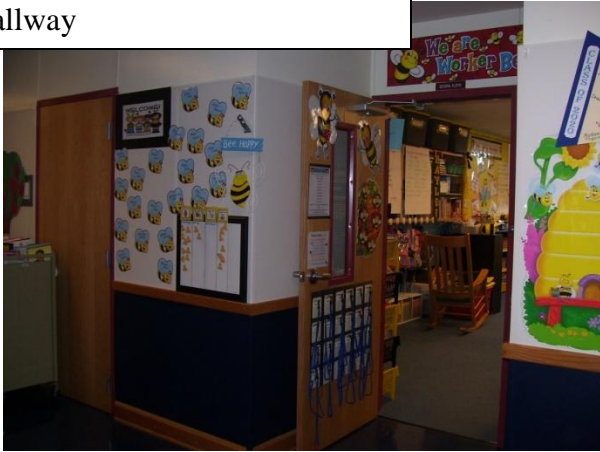
1. *Watch D.O.G.S. (Dads of Great Students)* is a program that allows the fathers of the students to come volunteer at the school for one full day. There is usually a watch dog on duty every day.
2. *Moms in Touch* is an organization for the mothers to come in a chair events and activities such as field day, holiday parties, and field trips.
3. *YMCA* has a daily afterschool program for enrolled students.
4. *Mad Science* is a twice monthly event that students attend after school and learn different things by performing various experiments. This provides opportunity for the students to become more interested in math and science activities.
5. *Playgroup* is one of the most rewarding and even inspirational activities they have at the school. Playgroup is for those students who have been diagnosed with ailments such as autism and Asperger's. The groups meet every other Thursday after school and they are split up by age range, K-2 and 2-5. The severity of disability varies in each child. There are three students in my class that attend playgroup regularly. Students and teachers both volunteer to work with the members of playgroup. I have volunteered for every play group so far and I must say, it is loads of fun! It is especially rewarding to see how the kids help each other and grow in their social skills and how happy they feel to receive so much positive reinforcement.
6. *Tutorials* are done at the teacher's or grade level's discretion. Second grade does not usually have tutoring sessions although some teachers have pulled students afterschool for extra enrichment.

Instructional Implications of the Classroom

The classroom is located at the end of the second grade hall. It's actually a nice size.

There two meeting areas, a classroom library, an area for backpacks, the round meeting table, and of course the teacher's desk area.

Classroom Entrance from the hallway



Backpack and storage area



Classroom Library and meeting area



Morning meeting area, round table, and computer station



Front of classroom



Teacher's desk area, storage area, finished work bin





Busy Bee Classroom Schedule:

Class begins	7:45
Intervention	7:45-8:05
Language Arts/Spelling	8:30-9:50
Recess	9:50-10:15
Language Arts/ Spelling	10:15-11:00
Lunch	11:00-11:30
Math	12:00-1:00
Science/Social Studies	1:00-1:50
Specials	1:50-2:40

Mon/Wed/ Fri -P.E., Tues-Art, Thurs-Music

Dismissal	2:40-2:45
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Ms. Floyd's personal website:

<http://teacherweb.com/TX/FernBluffElementary/FloydD/apt7.aspx>

Instructional Implications of the Cooperating Teacher and Student Teacher

My teacher's name is Deidra Floyd. She has been absolutely wonderful and patient with me. She is 31 years old and a native of Orange, Texas. She was recruited by Dr. Patricia Lyons, the RRISD Director of Staffing who happens to be the same person that recruited me! Ms. Floyd has been at Fern Bluff for about six years. In that time she has grown into a master teacher. Ms. Floyd has an autism inclusion classroom with different levels of autism. She is so patient with the wide variety of students and learners in her classroom. She has really been an awesome role

model. Ms. Floyd graduated from Baylor in 2001 with a degree in health science. She initially wanted to be an anchor for the travel channel and move to New York but plans were changed in September 2001 when the World Trade Center was



graduated from a degree in health science. She initially wanted to be an anchor for the travel channel and move to New York but plans were changed in September 2001 when the World Trade Center was

college, she began to substitute and soon received her alternative certification. She met Dr. Patricia Lyons at a job fair that she attended only because her friend asked to her to. She ended up finding the perfect spot at Fern Bluff Elementary School in Round Rock ISD.

Ms. Floyd is currently enduring the process of receiving certification from the national board. Just from my observations, this process is rigorous. She is also a role model for her colleagues. As team leader, Ms. Floyd does a wonderful job finding the balance between leadership and friendship. The entire second grade team gets along very well which obviously contributes to a positive environment for the teachers and students. Ms. Floyd and I get along great. She has welcomed me into her classroom and had so much patience with me.

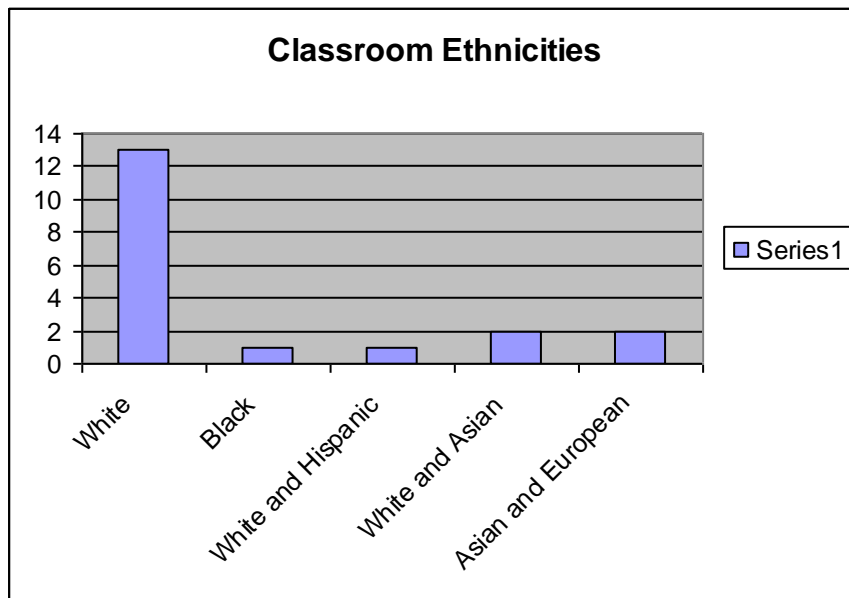
Instructional Implications of the Students

Number of Students: 19

□ 11 girls

□ 8 boys

Ethnicities in the Classroom:



White: 13

Black: 1

White and Hispanic: 1

White and Asian: 1

Asian and European: 1

Age Range: 7-9 years

Retained: 1

GT: 1 (possibly 2)

Low Level Learners: 4

Dyslexic: 1

Dysgraphic: 1

Autistic (mainstreamed): 1

Asperger's syndrome: 1

Early Onset Bipolar Disorder: 2

This class has such a wide variety of learners. Aside from the above facts, Ms. Floyd has two students that come in for 'structure teach'. At the beginning of the year, there were three students assigned to her classroom, but during the semester, one child was moved to another classroom because of the conflicts between her and a fellow student. One thing that I have noticed was the difficulty in working with the low level learners. Rick* has been diagnosed with Asperger's syndrome and early onset bipolar disorder. Although he has this label on him, he is definitely one of the brightest and hardest working kids in the entire class.

Ivan's* combination of autism and bipolar disorder initially made it difficult to work with him. His attitude and reluctance to learn or even try would push his teachers and support staff away from him. He is on a Kindergarten reading level and he simply would not cooperate when anyone tried to assist him. He often complained about touching the paper, not being able to read, and not wanting to hear music. Today, Ivan* has changed his attitude for the better which has drastically increased the quality of his work. He has a case worker/interventionist that comes in to work with him exclusively during language arts, math, and science. Ivan* has also started asking for help with out-of-school projects which truly amazes myself, Ms. Floyd, and even his mother!

Dillon* is one of the most challenging students I have met, not to mention the most challenging in the class. He is still seven years old in the second grade and Fern Bluff is the third school that he has been enrolled in since Kindergarten. Dillon* is illiterate. He has not been tested for anything because he has not had an "optimum learning environment". Dillon* is by far the lowest student in second grade all around. It is honestly an everyday challenge. Since Dillon knows that he cannot do what his classmates are able to do, he tries to compensate by acting out, (i.e. stealing, lying, pushing and shoving, annoying his classmates, not following

instructions, etc.). We have little to no home support for Dillon's* lack of academic ability. He rarely turns in his homework, his parents do not check and sign his behavior folder (which he usually has a discrepancy). Dillon* has been the biggest challenge that I have faced since I've been at this placement. His parents simply will not retain him. They think that he will make enough improvement within the year to be promoted to third grade and they want him to be able to play football. I feel like I am at a loss with him simply because there's nothing that I can say or do that will allow him to realize the error of his ways. I feel that he does things intentionally to get negative attention. Dillon* is not able to read or write. His reading level is on an entry Kindergarten level; his writing is hard to understand. He's unable to form complete words or sentences and if he writes something down he is not able to read it back to me. There are so many things about Dillon* that I have found surprising and difficult, but I continue to try with him and continue to encourage my teacher. We both get discouraged when dealing with Dillon's* many issues.

Lauryn* is nine years old and has been retained once. Last year when she first came to Fern Bluff, she struggled in second grade. She was tested for special education and scored so low that they had to retain her. Now that she has progressed, she has improved. She is still very low in mathematics. Every morning, I take Lauryn*, Dillon*, and Ivan* to the round table to work with them as a small group for the daily math warm up. I personally think that although Lauryn* struggles greatly in math, her biggest enemy is herself. Her most popular phrases are, "I just can't!" or "I just don't know!" Her attitude changes drastically within moments but hopefully she will work harder instead of doubting herself so that she can progress even more.

Giselle* has dyslexia. She gets a lot of help from home and from school. She is the youngest of three and it is my impression that dyslexia runs in her family. Her parents do

everything they can to make sure that she is successful and she does work hard but now there is a concern about her attention. Adam* has been diagnosed with dysgraphia. He is a very slow processor. Socially, he has been a bit difficult. He is very sensitive and will cry or whine over small things, especially when the class is ready to move on and he is behind. Adam* can sometimes be a pain because of his sensitivity, but he is a sweet kid.

Most of the students in the class are so eager about reading. Anytime they complete their work in before the allotted amount of time they always want to go get a good book! The class took a standardized test in order to formulate an IQ average. Mark* scored the highest and is being tested for GT. Dillon* scored the lowest. The test scores were nothing but reinforcement of everything we see in the classroom and with the class work.

Class Photos: Superhero Field Day 10/16/09



Love these Kids!!!



II. Learning Goals and Objectives

The objectives for the unit of time study are as follows:

(12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

- (A) identify the mathematics in everyday situations;
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
- (D) use tools such as real objects, manipulatives, and technology to solve problems.

(13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:

- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
- (B) relate informal language to mathematical language and symbols.

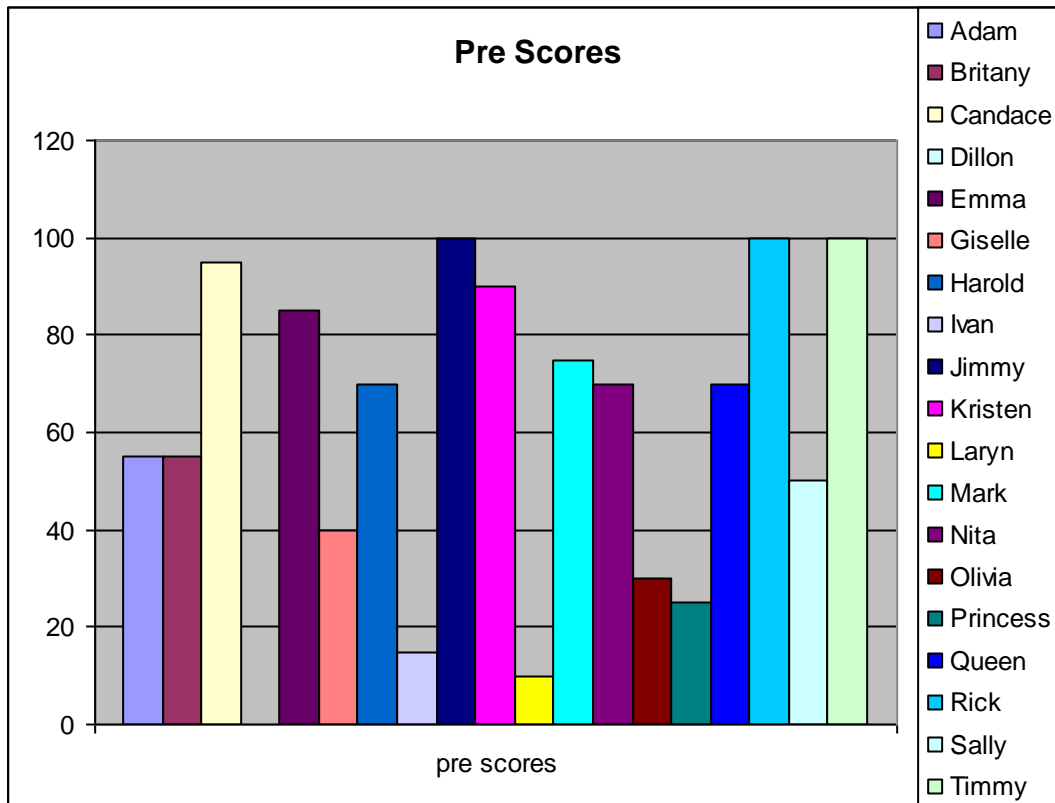
For our lower level learners, the following objective was used as a goal and adapted to their needs during Money Math group.

(5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:

- (A) find patterns in numbers such as in a 100s chart;

III. Assessment Plan

The pre-assessment was in mathematics. The second grade team was about to enter the unit of time. Everyone gave the same test to every student in the second grade. After the pre-assessment, the teachers came together to group the kids. Because there are eight teachers, there was plenty of room to put the kids in classes where they could benefit the most. The initial grouping process began by using the scores from the assessment. The pretest scores are shown on the graph below.



The problem with this assessment was that I was unable to know what all the teachers did in their classrooms. The pre-assessment was composed of coin value and recognition problems, adding coins, comparing prices, and 2 problem solving questions.

Assessment Plan Overview:

Learning Objective	The students will recognize, differentiate, and use coins to add and subtract whole values.
Type of Assessment	Formative Assessments are used for pre and post tests. The students receive privacy folders and take the test individually.
Assessment Format	The assessment is composed of different problems that will help determine grouping.
Adaptations	Ivan* has help from his interventionist to finish his pre-test. He didn't finish but he had enough information to be grouped.

Reliable Assessment:

This assessment was reliable because it was straight and to the point. It allowed all the teachers to see exactly where each student needed the most help because the test was separated into small sections.

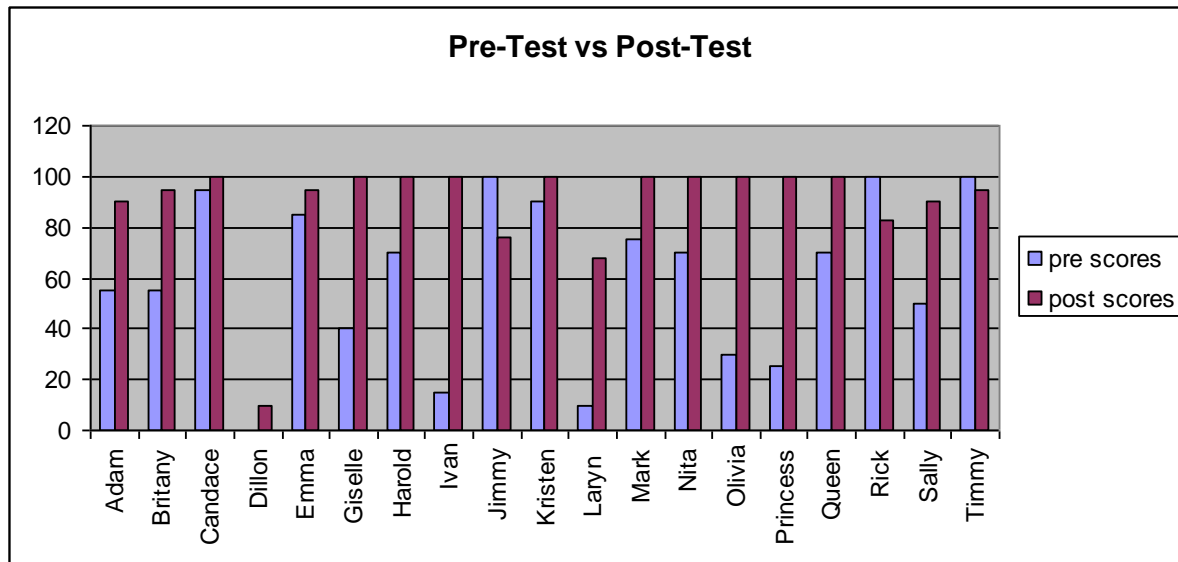
Valid Assessment and Scoring Procedure:

During the two week span of this math group, I spent my time across the hall with the second lowest math group. Ivan*, Giselle*, Princess*, Olivia*, and Lauryn* were all a part of this group. Each teacher had their own assessment because they each had different learning levels. Across the hall in Mrs. Layton's class, I worked closely with Lauryn* and Ms. Elva (part of the support team) worked closely with Ivan*. The other girls that were placed in this group all received 100% scores on the post-test. They each progressed greatly during the course of math group. Lauryn's* progress was slow.

Adaptation in Assessment Administration Procedures:

By the end of the two weeks, Mrs. Layton has two modified assessment for her particular math group: Ivan* and Lauryn*. For the rest of the group, the post test was the same as the pre-test. They were able to use privacy folders and sit alone to take the test. For Ivan* and Lauryn*, Mrs. Layton created a coin recognition post-test. Because Ivan* can't read, Ms. Elva worked with him in the hall. Because Lauryn* gets so deterred and distracted, I was assigned to make sure that she stayed on track and completed the test. In this test, they were supposed to recognize the types of coin, how much they are worth, and how much a group of the same coin would be worth altogether. Ivan* made 100% with minimal guidance from Ms. Elva. Lauryn* made 68% with minimal guidance from me. Ms. Floyd is still pushing for extra reinforcement in math with her.

The Graph below shows the comparison of scores from both assessments.



The graph shows that many of the students made a vast improvement from their first assessment. Some students who had higher grades on the pretest took a more challenging post assessment which made a big difference in their pre and post scores.

IV. Design for Instruction

Interpretation and Application of Pre-Assessment Data and Plan for Instruction:

The pre-assessment was able to show exactly what the children knew from what the learning objectives were. Only six students scored 80% and above. These scores showed that many students did not know as much as the teachers expected. Each teacher adjusted their lessons to the needs of their particular math group. This allowed students to at least meet the initial learner objectives.

Use of Technology:

There were no computers used in Mrs. Layton's math group. At times, some of the other teachers went to the computer lab. Unfortunately, I don't know which math groups went and what they worked on.

V. Instructional Decisions

Instructional Decisions Informed by Student Performance:

As a student teacher, I have had to work independently with a select group of students. For my higher level learners, I will usually start encouraging them to do more on their assignments or creatively journal write in their notebooks. Finding extra work to do in spare time is usually not a big problem. The students know the different things that they could be working on.

1. *Keep it Neat*: The folder where they put any and all assignments that they have not finished during past class times.
2. *Journal Writing*: Journal writing is always an easy outlet for the kids. I always encourage them to be extra creative and write about things that

wouldn't normally happen. They always love standing in line just to read me their stories.

3. *READ!* : The last and perhaps most popular option is to read. The kids love to read. They will always sit quietly and enjoy a good job. Unfortunately, we cannot say the same for any other time in the classroom!

Modifications:

- *Instructional strategy:* While I was working with Lauryn*, I had to differentiate my strategies. The other children in the math group that were a part of my class would come to me and ask simple questions that related directly to the problem. Approximately 90% or more of my time was spent working directly with Lauryn* alone. From my observation, her brain simply cannot work with numbers well. My solution was to take a 100 chart, some plastic coins, and a worksheet and go over it with her. First we took the biggest coin (quarter) and reviewed that it was 25 cents. I made her count to 25 on her chart and place the coin there. Then if the problem called for a dime, I made her count ten from her stopping point and place the dime there. We proceeded to do all the problems like this until we completed certain worksheets. For other worksheets, after I felt that she could work without her 100 chart, we simply used manipulative coins and worked together to find the solution. Sometimes it was hard for her to recognize coins and/or remember their value. My one-on-one time with her was the biggest modification that I made.
- *Content modification:* Although we used the same worksheets as the rest of the class, I had to work with her on different aspects of counting money. We worked mainly on coin

recognition and then progressed from that point. Also, the fact that she was placed in a group for her learning level is another form of content modification.

Instructional Decisions and Learning Goals:

The decisions that I made for all the students I worked with were in their best interest. In order for them all to meet their learning goals and objectives, I had to modify the lesson. Although I spent a lot of my time with one student, I also worked with a number of other students in two classes. There were times when I was unable to focus on that one student because I had to work with a whole class. I feel that all the decisions I made worked out in the best way possible.

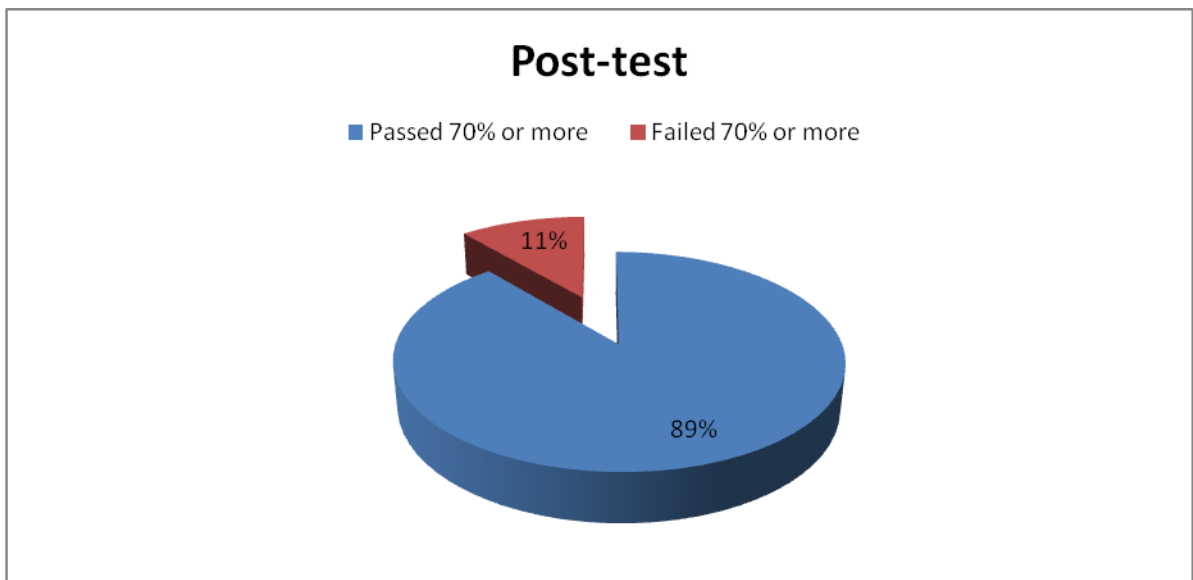
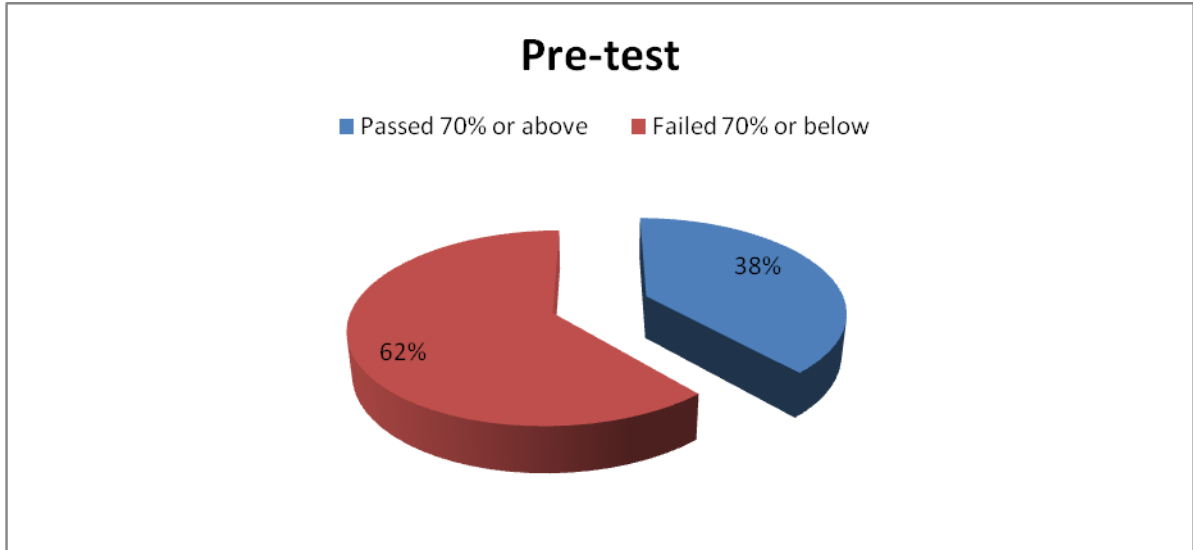
Instructional Impact on Student Attitudes and Behavior:

When working one-on-one with Lauryn, I had to stop many times. She would constantly give an “I can’t, I don’t want to” attitude. At times, she was very noncompliant. I cannot help to think that it was because of her lack of ability in the subject matter. For the most part, I just had to keep her on track and remind her that she just has to work harder and that we have to get through the assignment.

When I was teaching whole class activities, there were only a few times that I would have to stop what I was doing and remind the students that they have a test to pass. When I taught whole class, it was one of the higher level groups that my teacher was assigned to. I didn’t have many behavioral problems except that of one child diagnosed with ADHD.

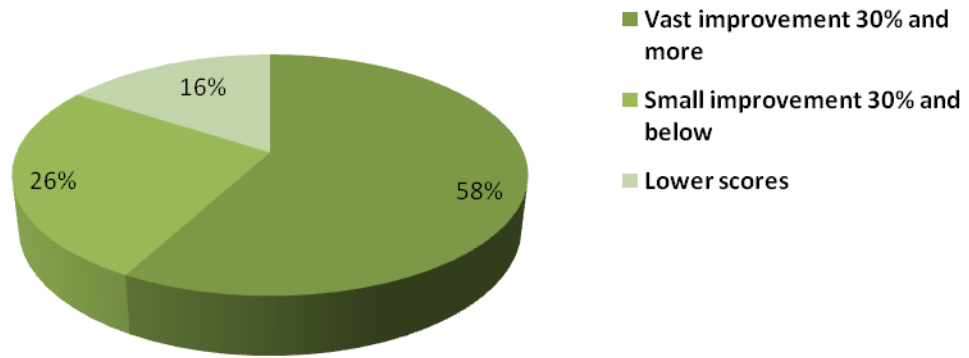
VI. Analysis of Student Learning

Assessment Results:

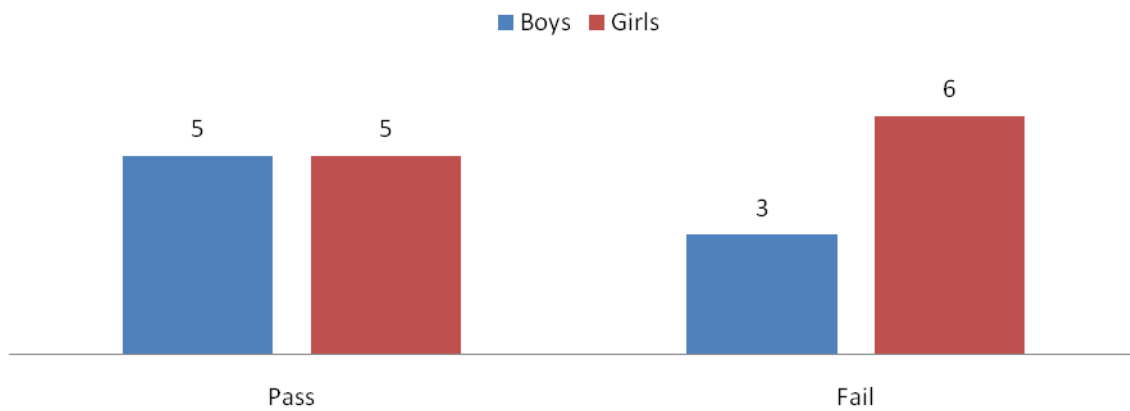


The graphs above show the difference in pre-test and post-test scores for the math unit. The scores show that the teachers and the children worked hard during the two week span and the students were able to display knowledge about the subject matter. The two students who did not pass the post-test are low level learners and will need extra enrichment.

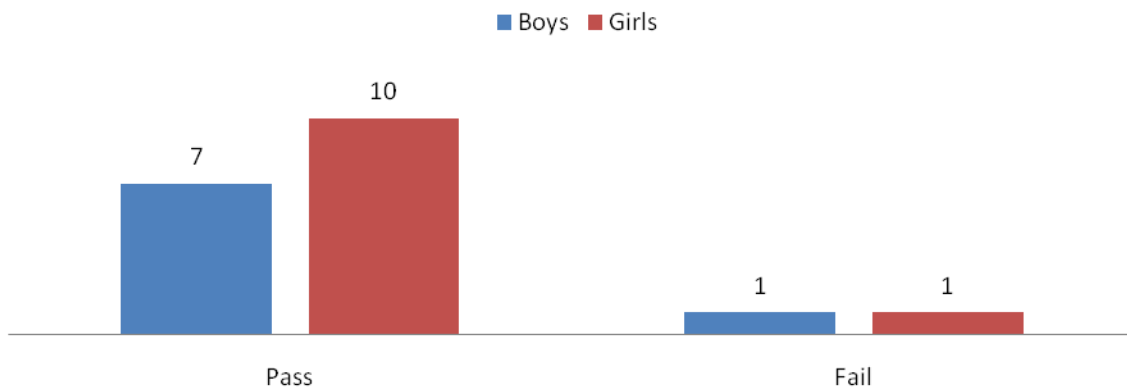
Improvements



Pre-test: Boys v. Girls



Post-test: Boys v. Girls



VII. Reflections and Self Observations:

During the experience of the first math group, I feel like I did very well. The teachers that I worked with complimented me and praised me for my work with the students. Although I wish I could have had a little more whole class instruction throughout the duration of the unit, I feel that my services were much needed elsewhere. Partially due to my hard work with Lauryn*, she made some improvement with her recognition of coins. By the end of the unit, she could not distinguish how much each was worth, but based on my work with her, she did make improvements. As far as whole class instruction, I was only able to teach two lessons. They each went very well but I wish that I had more time to spend with them so that I could monitor their progress as a whole.

As it relates to my entire student teaching experience, I have had a wonderful time. Working with the kids has been such a worthwhile experience and getting to know the staff has been such a pleasure. My teacher has embraced me, helped me, guided me, and made me feel comfortable. In the beginning, I was nervous about entering a whole new territory. Round Rock is a very diverse environment. Fern Bluff is not as diverse. The campus staff is mostly White and my teacher is the only Black female teacher. Dr. Wilson, the principal, and Lance Bradley, a third grade teacher, are the only other Black people on campus. I initially thought that I would feel uncomfortable in this situation because I have always been raised in a majority Black environment. To my surprise, most of the staff, all of the parents, and especially the kids were very welcoming! They greeted me with open arms and treated me as a teacher; not as a young college student and not as a Black woman.

Everyone was elated that I was able to finish out the semester in Ms. Floyd's classroom. Before my University Supervisor came, my kids were practicing sad faces to show him so that he

would let me stay. As I sit here typing my reflections, I realize just how much I am going to miss Fern Bluff and my class. There were so many personalities in this one room and I have enjoyed them.

There was one student that honestly made me question my desire for the profession. It broke my heart to see a child that does not care about anything, unable to read or write, that lies, steals, and behaves badly. Even during the times that I would try to reason with him, he would not respond. Even those times that I tried to show my severe disappointment, he would not respond. I tried to tell him that Ms. Floyd has been patient with his behavior all year only because I was there to help out. When I leave, she will not be so patient and willing to work with him. I guess he didn't understand because he continues to perform malicious acts in and out of our classroom. There is absolutely no support at home. One day, he began stealing special supplies from Ivan*, our student who is mainstreamed for Autism and Bipolar disorder. Ivan* had been doing increasingly well with these supplies that the school occupational therapists gave him. Unfortunately, Dillon* took away some of his things and lost his weighted wristband that enables him to hold the paper and write at the same time. It saddens me to say this, and I never thought I would feel this way, but Dillon* is the one student that I will not miss. As far as I can see, he is headed down the wrong path. All we can do is continue to encourage him and pray that he will one day change his attitude.

I wish that I could have stayed longer. My teacher jokes around by saying, "Please don't go! Come back and volunteer next semester! Do I need to hire you as my personal teacher's aide?" I wish I could stay but I know that it's time to move on to bigger and better things. I'm excited about using all the things that I have learned at PVAMU and during my student teaching experience to become a dynamic educator!

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