

**YR 5 PB PRE-LEARNING ASSESSMENT (PLA) ELEMENTARY
PART THREE (B.) CLASS REVIEW**

Class Review

Teacher:

Class:

Classroom Strengths: What are the strengths of the class? What are the positive things about this group as a whole?

- Demographically diverse. Students from Nigeria, Korea, Ireland, South Africa
- Generally well behaved as a class. Teacher and students have a respectful understanding.
- Class is very inquisitive.
- Students often volunteer to help out.

Classroom Needs: What are your concerns about the class as a whole? What do you wonder?

- Some students have specific needs and considerations. (Motivation, self-confidence, noise triggers)
- Some students have difficulty working in groups.
- Many students are quick to say that they understand when they do not actually understand fully.
- Some students are resistant to help in front of others and need to be approached discreetly.

- Some students with sensitive emotions.
- Some students need constant support while others are very independent.

- Many different levels of numeracy. Some are great with operations but weak at problem solving. Others are having basic counting problems when counting without fingers.
- Reading levels vary greatly from above grade level to 3 or 4 years below.
- Some students require scribing to complete tasks within the required time due to penmanship difficulties, perfectionism, or lack of confidence.
- Some students will not ask questions when they don't understand. Circulation and observation of students is essential.

Goals: What are your main goals this year? (These goals may be based on the strengths and/or concerns, or on an area of interest, or a new grade level or new curriculum. Each teacher may have three or four.)

- Explore and refine classroom management techniques.
- Develop Teacher/Student relationship with each student.
- Improve my knowledge of teaching in the elementary classroom.
- Reach challenging students so that they may have more confidence and take more ownership of their learning.

Decisions: What decisions will you make based on the information gathered?:

- I will continuously model, reinforce, and recognize appropriate behavior.
- I will, as often as possible, share classroom responsibilities equitably so that each student gets to be a part of the community.
- I will give students clear criteria so that students know what is expected of them.

- I will show compassion and patience toward students having difficulty with their learning or understanding.
- I will give students as much support as I can when needed.

- I will do my best to provide level appropriate material that addresses student strengths and weaknesses.
- I will try to group students with varying abilities together when appropriate to encourage peer support.

Individual Concerns

What are the individual needs in your classroom?

M = Medical	La = Language	Le = Learning	S-E = Socio-Emotional	O = Other
Student 7	S-E – Has tendencies of perfectionism/low self-esteem. Will not move on until each word is spelled correctly and each step is confirmed correct. This results in work not getting done because the student stops focusing on the rest of the lesson until they are done what is in front of them. Needs consistent prompting and encouragement to complete tasks.			
Student 10	S-E – Often absent from class. Has troubles catching up with missed work.			
Student 11	Le, S-E – Autism Spectrum – Dislikes excessive noise. Gets frustrated when help is offered without request. Has earmuffs for noise and is allowed to leave for body breaks when feeling frustrated. Mostly self-regulated for this but need to watch for signs of meltdowns.			
Student 14	Le, M – Diagnosed with ADHD – has medication and is normally well behaved. Very intelligent but easily distracted. Needs reminders to stay on task and get work finished.			
Student 27	Le, S-E – Significant difficulty staying on task and organized.			

YR 5 PB PRE-LEARNING ASSESSMENT (PLA) ELEMENTARY PART FOUR - IMPLICATIONS FOR PLANNING

1. SUMMARIZE THE MOST IMPORTANT IMPLICATIONS THAT YOU DRAW FROM THIS ASSESSMENT THAT WILL BE OF CRITICAL IMPORTANCE TO YOUR PLANNING AND TEACHING.
-

Part One –

Knowing about the school community and the school makeup is an extremely important part of this assessment. Going into a practicum situation where I will be taking over most of the teaching responsibilities for over a month, it is important that I know who is who and what resources are available to me. It is also important to know all the safety and emergency procedures to be prepared in the event of an accident or disaster. Knowing about the school demographic in terms of community socio-economic trends and classroom composition is also important in building a strong community of understanding and respect. Knowledge of the facilities and resources is also very important in developing effective and engaging lesson plans without having to reinvent the wheel. It is also important to get to know and understand the teaching as well as support and admin staff as they will be invaluable resources during the practicum.

I will use the information gained in this section to help me plan using the school's resources to their fullest and to foster good working relationships with the school staff.

Part Two –

Observation goes a long way toward learning about the class. Being able to know and understand the classroom routines, classroom management strategies, and how the sponsor teacher disciplines, goes a long way toward student teaching success. Students who go from one style to another over and over because of a student teacher and main teacher situation are not easily able to adjust to one or the other fully. As a student teacher, it is important to model and maintain some of the major classroom routines for consistency. This could be attendance procedures, morning or end of day routines, or transition strategies.

In addition to classroom routines, the way the teacher assesses student work is also important. Students value feedback, both summative and formative, and it is important to know how the sponsor teacher uses these.

Finally, it is imperative that I am well aware of the timetable, especially at my school. At Valley View, the timetable changes every week on a three-timetable A-C-B-C rotation. There are also many events and last minute changes that take place which will affect my planning. Valley View is also part of a school district that has PLC meetings once every two weeks on week C.

Part Three –

While the learning profiles of each student was a difficult task due to the here again gone again nature of the practicum, it was a very important part of the Pre-Learning Assessment. After the February practicum, I felt confident that I knew my students well enough to make an assessment regarding their learning. This was done with the help of diagnostic tests from the beginning of the year, first term report cards, and my observations during previous practicums. It was nice to see some surprising improvements over this time that I could reflect on when creating their profiles. Knowing about your students' strengths and weaknesses, likes and dislikes, and learning abilities goes a long way toward developing level-appropriate lessons and activities.

I will use the information gained in this part to try and plan engaging and appropriate activities that all students will want to take part in and enjoy.

Overall, the Pre-Learning Assessment was a very in depth and detailed assignment that was necessary to have completed to fully understand the class I am in. I learned many things about the class and students by doing this that I may have missed if I had tried to do my own unguided assessment in preparation for the long practicum. This, combined with my short practicum experiences, has shown me what I need to focus on to succeed in April-May. In my case, I know I need to use clear and effective classroom management techniques with this class. I also need to be conscious of the diverse abilities and learning styles present as I plan my lessons and units.