

Student Assessment:
Test Administration, Progress Monitoring, and Record Keeping

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Abstract

Student assessment requires monitoring students who fall into an “at-risk” category, knowledge and ability to implement valid and reliable assessment tools, accurate means for recording data, and a system to develop educational plans based upon that data. Through an internship in Kettle Moraine Lutheran High School’s Learning Center, I designed and implemented lessons for students that had already received academic and environmental modifications. I also administered the *KeyMath 3*, *Woodcock Johnson-III Tests of Achievement (WJ-III, ToA)*, and *Qualitative Reading Inventory-3 (QRI-3)* to four students in grades 9-11. Using Student Records, Individual Educational Plans, data collected from the assessments, and samples of student work, I developed instructional goals and progress monitoring portfolios to track growth through learning objectives. The *KeyMath 3* and *WJ-II, ToA* assessments provided an overall evaluation of the current level for the student tested. The *QRI-3* provided an initial reading level which guided instructional decisions and subsequent decisions after test was administered at intervals throughout the internship. The progress monitoring portfolio was an efficient way to collect data and track student growth.

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Chapter I: Introduction

Purpose of the Internship/Goals of the Internship

My first years of teaching in a third and fourth grade classroom challenged me with students that had significant learning difficulties and behavioral issues. I knew I needed more information and understanding about these children's unique perspectives on school and life. I needed tools to help me differentiate my instruction and management styles, as well as, the know-how to record progress and setbacks in academics and behaviors. I began the master's program to further understand characteristics of learning disabilities and behavior disorders. This included performing diagnostic assessments, keeping formal and anecdotal records of student progress, altering education plans for emergent students, and creating behavioral plans for students with emotional and behavioral issues.

As my understanding of learning disabilities and behavior disorders deepened, I was encouraged to pursue more ways to work with and learn from students with special needs. I felt an internship in a special education setting would provide the most authentic learning. My husband received a call to teach at Kettle Moraine Lutheran (KML) High School, and I was presented with the opportunity to serve in the Learning Center as tutor and one-to-one core teacher. With this part-time position in the Learning Center, I proposed an internship to the principal and Learning Center coordinator that would last 20 consecutive weeks of half days. The special education program at KML is still young and in the developing stages, but is making progress on identifying students that need help and on providing individual lesson plans or classes. The program's goals are to

improve and increase the administrations of diagnostic tests--specifically, within the math and English content courses--to effectively monitor students' progress, and to keep efficient student portfolios. By focusing on the assessment of individual students, I hoped to improve my understanding of students with special needs and my ability to teach them.

Throughout the internship, I focused on three main goals:

Goal One: to become familiar with assessment tools such as Key Math-3 diagnostic testing, the Qualitative Reading Inventory (4th Edition), and the Woodcock Johnson-II test by administering them to students, recording/analyzing the data collected, and using the results to adjust student learning plans.

Goal Two: to monitor student progress by building individual portfolios that will include any formal or informal tests administered, completed assignments representing areas of strengths and weaknesses, and Powerschool reports reflecting these students' growth and identify areas of difficulty.

Goal Three: to provide resources for students with varying learning and emotional disabilities (e.g. dyslexia, ADHD, anxiety) as to help them track their coursework over the quarter or semester.

In fulfilling these goals, I hoped to create an accurate portfolio that was easily used and added to over the course of the student's academic career at Kettle Moraine Lutheran High School.

Importance of the Internship

Students with special needs require extra resources to help them succeed at their unique level of learning. This internship provided hands-on experience in administering diagnostic assessments and record keeping of students with special needs. Portfolios containing accurate diagnostic assessments and student records can be used to construct individual learning plans that may entail simple accommodation in the general classroom or more formal special education resources.

Working in the Learning Center under the supervision of the Special Education Coordinator Sheila Krause provided me a better understanding of assessment tools and how to use them in determining learning goals for students. Kettle Moraine makes use of KeyMath-3 and the Woodcock Johnson tests. I gained experience conducting these tests and other informal assessments, as well as gathering and analyzing the resulting data. I discussed the data with Mrs. Krause to determine what the results showed about the student's strengths and weaknesses and whether special resources were needed.

Portfolio style student records track which assessments the student has been given, the results of the tests, and the progress the student has made over a term, semester, or year. Working with the Learning Center Coordinator, I compiled the diagnostic assessments, student histories, grade reports, and sample assignments into individual student portfolios. Portfolios monitor student progress and provide concrete evidence of student strengths and weaknesses in order to establish learning goals or determining strategies for reaching those goals.

Connection to Standards

These goals align with the Minnesota General Special Education Standard B (7-8), “Referral, evaluation, planning, and programming: A teacher of special education understands and applies principles of prevention and intervening early and procedure for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to: (7) select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose; (8) communicate the results of assessments and the evaluation process to students, families, teachers, and other professionals.”

Chapter II: Literature Review

Introduction

Special Education tops many lists for points of discussion in the educational world and even at the political level. The answer to whether students with special needs should be taught in an inclusive setting versus in a special education classroom has been heavily debated and researched. While current research trends toward inclusive classrooms as the least restrictive environment (LRE), not all schools and teachers are readily equipped or trained to effectively teach students with learning disabilities or behavior disorders. Having special education teachers as a resource for assessing, aiding in diagnosis, and monitoring student progress benefits both the student and the general education teacher. Special education teachers can determine accommodations or remediation for the student in the general classroom or make the decision that further special services are needed outside the general classroom.

Assessments

Assessments help the special education teacher and general classroom teacher personalize instruction to best fit the student's particular needs (Cornelius, 2013). Assessments can be formative or summative: formative assessments can take the form of observations, interviews, and reading inventories, while summative assessments can be a more formal published test such as Key Math—3. Grigorenko and Sternberg have coined the term “dynamic testing” which is a “collection of testing procedures designed to quantify not only the products and processes of learning but also individuals’ potential to learn” (Gillies, 2014, p. 2). Dynamic testing allows teachers to use assessment information to adapt instruction to help guide student learning.

Published assessments can only benefit the student and teacher if they are valid, practical for use in the school setting, and assess the needs intended. Connely (1985) examined which tests special education teachers in the United States perceive as beneficial assessments. He randomly selected four school districts from every state and Washington D.C. to answer a questionnaire survey with open ended questions. Of those who responded (398 teachers from 42 states) 63% perceived the Key Math Test as a beneficial assessment for student who are emotionally disturbed (ED), mentally retarded (MR), learning disabled (LD), or “multicategorical” (Connelly, 1985). Respondents discussed the test’s ease of use, ease of calculating and analyzing results, and the practicality for curriculum applications. While the argument could be made against the age of this study, the assessment continues to be used in schools and has undergone revisions for making it better.

Qualitative Reading Inventory-4 (QRI-4) is a second published assessment that takes on the summative role of informing teachers of strengths and weaknesses. The QRI-4 provides information about the student’s oral and silent reading skills (fluency and accuracy) as well as comprehension of the leveled narrative or expository passages. This type of assessment can provide the special education teacher with an informal understanding of reading difficulties that may be creating problems for students in reading class or other subject areas. According to Spector (2005), “...informal Reading Inventories are intuitively appealing instruments for assessing student performance in reading. They engage students in instructionally relevant, oral reading and comprehension tasks, and they yield scores that are readily understood by classroom teachers and parents” (p. 601).

But assessing students through formal and informal tests goes beyond scores and notations. Assessments are designed to discover the student's strengths and weaknesses in order to make adjustments to his/her learning plan. Using valid formative and summative assessment tools, appropriate accommodations can be determined for students with learning difficulties and behavioral issues. Through these diagnostic assessments, the special education teacher can help set up learning plans to benefit the student while providing individualized goals in order to help the student achieve success in the curriculum. Accommodations can be made to the amount of time given for a test or assignment, the method of taking a test (i.e. oral, written, computer based), or abbreviated learning objectives that push quality and not just quantity. In some cases, accommodations may need to be made to the assessment itself (i.e. more time, read orally, chunked, etc.) (Rieck & Dugger Wadsworth, 2005, p. 109). The goal of accommodations is to allow these students to demonstrate measurable progress and comprehension despite their disability.

Teachers can build classroom activities and structure lessons to help scaffold student learning. In order to make effective adjustments, students should be tested over the course of the year, documenting results to show areas of improvement and areas requiring more practice or guidance. Assessment results must be recorded and repeated in order to monitor progress.

“Teachers need to explain to students that these measures test what students should be able to do by the end of the year, not what they know at the current time. Assessing students on material that reflects the year-end goal is a critical feature of progress-monitoring methods” (Stecker, Lembke, & Foegen, 2008).

Progress Monitoring

Using a system of progress monitoring, a school can efficiently assess the students and continue to evaluate learning based on the data collected. Progress monitoring is intended to help special education teachers evaluate where the student started, where he/she needs to go, and how best to get there. Progress monitoring can take on a large role, such as a full school Response to Intervention (RTI) program, or a small scale role, just for those who utilize the special resources. Typically, schools have used progress monitoring at a small scale to keep track of the students deemed to be at-risk. This is usually due to the number of students and the time needed to assess them versus limited resources for special education. Students with special needs who are considered at-risk benefit from adequate time with special education teachers. However, Deno, Reschly, Lembke, Magnussen, Callender, & Windram (2009) researched the implementation of a whole school progress-monitoring program. The advantages of a full scale system include assessments of all students for making instructional decisions and for comparing students at-risk with students at level. The type of RTI program creates tiers—three or four, depending on definition—in which the majority of students stay in Tier I, while Tiers II-III(IV) are considered at risk and may require accommodations or qualify for special education.

Portfolios for Record Keeping

Different measures can be used in the facilitation of progress monitoring. The data acquired from the assessments listed before can be used as benchmarks throughout the year. Portfolios can also be created for each student that requires extra resources. Creating student portfolios enables special education teachers to look back at the initial

assessment to help establish learning goals. (These learning goals can also directly reference any IEPs or 504 Plans that accompany a student.) Activities and assessments performed by the student are added to the portfolio in order to determine which goals are achieved and which need more scaffolding. Portfolios can also be used to evaluate whether further services are required. Special education teachers use the portfolios for their own instructional decisions while relaying effective strategies to the general education teachers. The special education teacher also uses the portfolios to provide information to the parents on progress over the school year.

Specific progress monitoring tools have been created in order to expedite record keeping and limit the time and amount of paperwork. Teachers have utilized Daily Behavior Report Cards (DBRCs) to track progress of student behavior. DBRCs help teachers keep track of daily on/off task behaviors and encourage parents to reinforce the positive behaviors that happened at school. Forms and templates make this type of monitoring easy and online versions reduce the amount of paperwork and allow immediate communication with parents. Vannest, Burke, Payne, Davis, & Soares (2011) researched the use of electronic DBRCs and discuss the ease and accessibility of these online programs. They also stressed the importance of home-school collaboration required when using DBRCs (Vannest, Burke, Payne, Davis, & Soares, 2011).

A second progress monitoring tool is the Check in/Check out (CICO) system. The five steps in this system are check in, receive feedback, check out, home component, and return to school (Boden, Ennis, & Jolivet, 2012). With this program, the student and teacher start the day by discussing daily goals and conference at the end of the day what progress or setbacks occurred. It also allows communication between parent and

teacher. This tool has templates and charts to use that can be designed with each student and his/her needs in mind. The documentation for both of these tools, can be added to the portfolio to monitor progress over an extended period of time.

Summary

Assessments, progress monitoring, and effective portfolios aid in the instruction of students with learning disabilities and behavioral issues. The assessments signal which students may require extra resources while establishing a baseline of knowledge and skills. Progress monitoring allows teachers to determine academic and behavioral and to routinely check in with the student to see which goals have been achieved and provide further strategies to reach goals not yet achieved. Portfolios create a concrete artifact that is used to not only keep the results but to help facilitate communication of goals and progress between the teacher and student, parents, or other general classroom teachers. These items help establish effective and personalized education plans for students with special needs.

Chapter III: Journal

I have divided my daily journal into two main sections. The first section, entitled “Activities” lists the lessons I planned for my cored English classes. It also lists out other activities that I completed with the Learning Center Team and students that utilized the Learning Center. The second sections, entitled “Reflection” provides more detail about what was accomplished or worked on as well as my personal comments about students’ needs or reflections on how to help them further. My cored English students were given an alternate name along with their accurate grade level: Augie (11) and Violet (11). Typically all other students I worked with are referred to by his/her initials and grade level (i.e. DOW (10), SL(11), etc.).

My journal typically reflects a schedule of 7:40-10:20 am for cored English classes and 12:20-2:45/3:30 for afternoons and after school in the Learning Center. It occurs September 6, 2016-January 13, 2017 which is primarily during the first semester of the school year, with a few weeks into the second semester.

Chapter IV: Reflective Essay

Introduction

Beginning my internship at Kettle Moraine Lutheran High School, I had my project goals set to complete: learning and administering new forms of assessments, creating student portfolios for progress monitoring, and accumulating effective resources for students with learning disabilities. I also had specific duties laid out by KML: teaching two cored English classes and helping monitor and tutor the Learning Center study halls. Beyond those set goals and duties, I was not given many other guidelines except for “help students as they come into work.” Students brought different assignments each day which brought new challenges both academically and behaviorally.

In many ways, the LC tried to be proactive reaching out to students we knew struggled and needed extra guidance. We developed lists to help us reach those in need and met to discuss how we can best help each one at their own level. I tried to help each student as best I could during their study hall and planned lessons for my core students that would utilize the time we had to the fullest. At “down-times” when student needs were light, I tried to fill my time researching useful tools and resources. In all, I tried to prepare myself as much as possible to be able to react when different situations and student struggles arose.

Standard One

By observing and implementing the *KeyMath 3* (Appendix-3) and *Woodcock Johnson III Tests of Achievement* (Appendix-4) assessments on two different students, I demonstrated the ability to use valid and reliable norm-referenced assessments. Both of

these tests claim that tests were developed to reduce testing bias due to gender or race (CEC Standard 1.1). I followed testing protocol as given within each test's manuals, and utilized the computer software for scoring procedures which minimized any bias caused through personal observations. While I was not able to conduct these assessments on multiple students, Sheila Krause and I designed educational plans for both students based upon the data collected from the tests (CEC Standard 1.2).

KeyMath 3: Based on an internal-consistency reliability rating, most subtests fall within the .80s and .90s with some subtest reliabilities in the .70s "found at grade or age levels where the variability of scores was restricted by content difficulty....at the lowest grades and ages and for several at Grades 10 through 12" (Connolly, 2007, p. 72). The *KeyMath 3* assessment studies have shown moderate positive correlations between subtests and Total Test standard scores--most exceeding .60. Many of the subtests focus on number concepts and skills to inform scores for students. The assessment shows a correlation between numeration ability and general math proficiency.

Student DOW(10) started KML this year as a sophomore coming from a academic background of multiple other schools as well as homeschooling. The Algebra teacher at KML was concerned with DOW's math skills, and approached the Learning Center for direction. Sheila Krause setup the *Key Math 3* assessment to be completed over four days--she would administer the first two days while I observed and I would take over the last two days of assessment. During our general observations of DOW during the assessment, Mrs. Krause and I observed him struggling to look at the assessment booklet: favoring one eye, rubbing his eyes, blinking heavily to refocus, and stating a feeling of being dizzy when looking at the graphs or numbers. During our

meeting with DOW's mother, we suggested having his eyes checked by a doctor to see if his vision could be affecting his academic abilities. Because DOW struggled with vision and focus during the assessment, we recommended that he be retested after his vision had been checked. His scores on the assessment showed he was below average in all but two categories ranging from three to five grades below level. DOW was placed into a "cored" math class that could be individualized to build gaps in his math concepts as well as adjusted to help him visualize his work better until his vision could be examined by a professional.

Woodcock Johnson-III (WJ III): Test reliabilities fall at a level of .80 or higher--of the 42 median test reliabilities reported, 38 are .80 or higher and 11 are .90 or higher (McGrew & Woodcock, 2001). The authors, however, state that cluster scores, combinations of two or more tests, show more consistently higher reliability scores. A review of the median reliabilities show .90 or higher for each cluster. This assessment measure was studied in comparison with other assessment measures to show correlations between patterns of academic skills and abilities. The *WJ III* had a correlation of .65 with the *Wechsler Individual Achievement Test* and .79 with the *Kaufman Test of Educational Achievement* battery composite (McGrew and Woodcock, 2001).

Student BG(9) transferred into KML as a freshman in October. Because he transferred during the middle of semester, his initial struggles were attributed to adjusting to a new school while "jumping" into subject units/topics at various points. As the semester continued, he began to show more struggles in Math and English. BG was placed into the PreAlgebra course to help him build his math skills. Krause and I began discussions with his English teacher to determine what may be causing BG to struggle in

English 9--if the struggles were coming from picking up *To Kill a Mockingbird* halfway through or if his struggles stemmed from deeper academic concerns. We decided that I would use the Woodcock-Johnson III Test of Achievements to assess his overall academic strengths and weaknesses. This assessment showed that BG was slightly below grade level in reading (story recall and reading vocabulary) and had difficulties in following verbal directions. His writing was slightly above level. After completing these assessments, Krause and I decided that BG would continue in English 9 for second semester but would receive individual instruction of *To Kill a Mockingbird* with me in order to complete the major paper that accompanied the novel. (The KML English Department established that this paper be required of all English 9 students.)

Standard Two

One of my primary responsibilities at Kettle Moraine Lutheran was the instruction of two individualized (“cored”) English classes for two different students. Within these classes, I used the student's’ previous academic information, past reading and writing assignments, a *Qualitative Reading Inventory-4 (QRI-4)* informal reading assessments, and personal interviews/observations to create a baseline for developing an individualized plan for each student that would align with the Wisconsin Department of Public Instruction’s Common Core Essential Elements of English Language Arts. These standards break down the Common Core State Standards into essential parts of the standard that are adapted for students with learning disabilities. Through creating curricula for Violet(11) and Augie(11) (names changed for confidentiality), I was able to specifically target academic areas that needed support while keeping their studies rigorous. In line with my second internship goal, I created portfolios for each student to

compile past and current work, the QRI assessments, and a set of standards. These artifacts were used to show progress over the semester and serve to demonstrate how I aligned education standards to support students through specialized curricula (Standard 2.1-3).

Violet(11) struggled with reading comprehension and writing skills. Krause had tested her between her freshman and sophomore year using the *KeyMath 3* and *Woodcock-Johnson III* Test of achievements. She had failed her second semester of English 10 the previous year. Because of this, our primary focus was completing the required reading of *All Quiet on the Western Front* and the analytical essay that accompanied the novel. From observations during the *Qualitative Reading Inventory* passages that Violet read for me and from her student file, I discerned that she had a stronger oral reading comprehension than silent reading comprehension. We would take turns reading the novel aloud, stopping to discuss terms and concepts that I had determined should be pointed out or when she stopped us to ask questions for understanding. After this major requirement was completed, we continued to work on strategies to help Violet's reading comprehension (narrative and expository) along with activities to help build her writing skills. I also conducted reading passages from the *QRI-4* with Violet at 3 different intervals over the semester to help track her progress.

Augie(11) had been formally diagnosed via a Neuropsychological Evaluation with Attention Deficit/Hyperactivity Disorder (predominantly inattentive type), Developmental Coordination Disorder (to characterize his fine motor impairments) and being "moderate" on the Autism Spectrum. Augie had been placed in "cored" English classes when he started KML. Previously, Krause had worked with him and a second

student, working through novels of interest, writing activities, and the Jamestown Education *Signature Reading* workbook series. I used the *QRI-4* passages to help determine a baseline for reading comprehension and to observe any reading strategies and tools that he might utilize when given a reading passage. I set up various reading activities that would utilize short stories and novels, along with differing forms of assessments that would show comprehension through questions, vocabulary work, and short writing assessments. While Augie primarily used his laptop to complete assignments because of his Developmental Coordination Disorder (DCD), I used some handwriting pages to encourage Augie to write in a legible manner if other teachers would ask him to handwrite an assignment. Augie also completed three rounds of the *QRI-4* reading passages, both narrative and expository, over the semester to track progress.

Standard Three

My second responsibility during my internship at Kettle Moraine Lutheran was to work with students that utilized the Learning Center throughout the day (during my non-teaching hours). These students were either assigned to the Learning Center for Study Hall or came in seeking help with their work. I worked with freshman through senior students with work across all subject areas based on my ability/knowledge of the course. Many students needed support working through Algebra, Geometry and Algebra 2 concepts, Physical Science and Biology units, and understanding eras of in World and American History. Others needed help understanding literary concepts from the novels they were reading and how to apply that understanding to their writing assignments. Word of God students came to recite Bible passages that had been assigned as memory

work--some needed more time writing passages, others were successful when given the opportunity to orally recite, and some came for help in the memorization process. With each new day and hour, the students that I worked with and the subject areas being focused on changed. I had to know and understand each student's learning styles and difficulties, and find ways to help them understand the concepts they were work toward mastering.

Within my Internship Journal, I have documented working with students across grades, subject areas, and learning difficulties (CEC Standard 3.2). My journal lists online resources and literature that I gathered and used to help students who struggled with reading, memorization, and writing skills (CEC Standard 3.4). I located online tools for students to use as flashcards when studying for tests, as "fill-in-the-blank" tools when learning memory passages, and document readers for students that struggled with reading and were more successful hearing the text orally. In the case of SL(11), a student with dyslexia and dysgraphia, I read texts and primary documents aloud to her, breaking down the content, as she followed along. I would also write down her thoughts as she verbally developed her thoughts so that we could go back and turn those spoken thoughts into complete written answers and essays. Krause and I worked to find online tools for SL(11) to help her work with her dyslexia and dysgraphia to be successful, while encouraging her to advocate for herself with her teacher if she felt she needed more time with writing assignments or for the assignment to be broken into simpler steps. My journal reflects other students that I have worked to find tools for and teach strategies to help with reading, writing, and general studies (CEC Standard 3.1-5).

Standard Four

Sheila Krause, the Learning Center Coordinator, selected *Smart But Scattered Teens*, by Richard Guare, Phd., Peg Dawson, EdD, and Colin Guare as a professional literature book study. We were to read the book and the accompanying *Work-Smart Academic Planner*, view the video presentation by Peg Dawson, and discuss how we could potentially incorporate the concepts into the Learning Center environment. I created a Google Document to help us collaborate our reflections of the book (CEC Standard 4.1). The author's focused on 11 executive skills that teens need in order to be successful academically and socially. While the book's audience was intended to be the "smart but scattered" teen and his/her parent, our goal was to apply those concepts to the students we worked with in the Learning Center (CEC Standard 4.2). The authors provided explanations of the executive skills and made connections between the skills that could explain why some teens have specific strong and weak executive functions. The authors gave checklists and tools to help determine strengths and weakness, along with how to reinforce the strengths and build up the weaknesses. As a Learning Center Team, we focused on how to use those tools and, especially, implement the idea of "coaching" that was set up by the *Academic Planner*. We decided to begin use of the *Academic Planner* with the student groups we already had in place. This planner would help us guide student conversations for goal setting and progress monitoring (CEC Standard 4.3).

Standard Five

The Learning Center Team made communication a priority. With the Learning Center (LC) spread between two classrooms and Sheila Krause's office that doubled as a mini classroom, communication of responsibilities, duties, and student information was critical. Krause had divided the whole group of LC students between the three of us (then four with the additional LC instructor second semester). We would meet at least twice a month to provide updates about student progress--positive growths, continuing struggles, and new struggles. We also used a Google Docs Team Drive and specifically an LC log where we could all collaborate information about students work during each day. We often had face-to-face communications as we had chances to discuss different situations throughout the day. Within my internship journal, I recorded and reflected most of the meetings we held, along with the "checking of student planners and conferencing as needed." Checking of planners allowed me to record work or tests the students were completing during that hour in the LC log and the conferencing would provide me with information about upcoming tests or projects that I could record for the other teachers to see. This was especially important if the student had multiple study halls during the day in one of the other LC locations. In this way, I was able to demonstrate CEC Standard 5.1-5 by working in a productive team-oriented environment that set high expectations for students.

Standard Six

Throughout my entire internship at KML (and reflected in my journal), I was able to acquire new knowledge of Special Education laws, procedures, and assessments, as

well as gaining various experiences through this field work. I was able to observe Krause administer assessments and conduct parent meetings. I observed her hold student conferences discussing the student's future academic goals, past struggles and current successes. I sat in on a Individualized Education Plan team meeting for a KML student receiving services from a public school district. I observed the different roles of public school Special Education Administrator, the resources teacher from that district, Sheila Krause, and the parent. I was given access to student files, assessment evaluations, and neuropsych evaluations in order to discuss ways to help students be successful at KML. With all of these experiences, I was able to gain foundational knowledge of the field and professional standards that will help me to promote Special Education in my own teaching practices and future schools (CEC Standard 6.1-7)

Standard Seven

Learning Center Instructor Julie Stoltz developed an At-Risk Report that would be sent out every Monday to all KML teachers. Within this report, she used grades reports from the school-wide grading system PowerSchool to create a list of students that were currently receiving three or more D's or F's for the term. The At-Risk Report listed the student, the class and instructor, and the grade (whether a D or F). The report intended to help all KML teachers recognize students who the LC recognized as At-Risk for failing in order for those teachers to reach out with more support in their courses. The report would also help the LC communicate with Guidance Team Leaders (GTLs) who serve as student advisors and could acknowledge any students who belonged to them (CEC Standard 7.1-3).

Stoltz walked me through the different areas on PowerSchool that she used to generate her list to create an Excel spreadsheet. I was then able to generate the list on my own and send it out to the faculty several weeks in a row before turning the At-Risk Report back to Stoltz. Emailing the list out allowed me to receive the teacher replies to the report. I was able to communicate with teachers about work that was missing for students on the list or other reasons a particular student was on the list for a certain course. I gained knowledge of what some students could be doing to improve their grades. I could also inform teachers whether a student was working on a particular course in the LC based on reports from the LC Daily Log.

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Appendix

- A. [CEC Special Education Specialist Advance Preparation Standards](#)
- B. [KML Internship Daily Journal](#)
- C. Table of Contents for Augie(11)'s Working Portfolio

Appendix A CEC Special Education Specialist Advanced Preparation Standards**1. Special education specialists use valid and reliable assessment practices to minimize bias.**

- 1.1. Special Education specialists minimize bias in assessment.
- 1.2. Special Education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Evidence: KML Internship Journal

2. Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

- 2.1. Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
- 2.2. Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies to support access to and learning of challenging content.
- 2.3. Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Evidence: Student Portfolio: Augie(11)
KML Internship Journal

3. Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

- 3.1. Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.2. Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- 3.3. Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.4. Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

- 3.5. Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Evidence: KML Internship Journal

4. Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

- 4.1. Special education specialists evaluate research and inquiry to identify effective practices.
- 4.2. Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
- 4.3. Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquire.

Evidence: *Smart But Scattered Teens* Learning Center Book Study

5. Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

- 5.1. Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.2. Special education specialists support and use linguistically and culturally responsive practices.
- 5.3. Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4. Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5. Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Evidence: KML Internship Journal (Learning Center Team Meetings)

6. Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

- 6.1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
- 6.2. Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
- 6.3. Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- 6.4. Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- 6.5. Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- 6.6. Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- 6.7. Special education specialists actively promote the advancement of the profession.

Evidence: KML Internship Journal

7. Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

- 7.1. Special education specialists use culturally responsive practices to enhance collaboration.
- 7.2. Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
- 7.3. Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services and outcomes for individuals with exceptionalities.

Evidence: KML Internship Journal (At-Risk Reports)

Internship Journal
Angela Livingston
Kettle Moraine Lutheran High School
Supervisor Sheila Krause
September 6, 2016--January 13, 2017

Internship Goals

- 1) Familiarity with Assessment Tools
- 2) Create and Use Progress Monitoring Portfolios
- 3) Provide Resources for different types of Learners

Week 1

September 6, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 6, 2016 (7:40-10:20; 12:20-2:45)	Week 1 (5/400 hours)
Activities:	<p>1st Hour--English Core 11--Augie(11) --Mini Grammar Lesson: discussion on uses of apostrophes, semicolons, and colons --Writing Lesson: Final editing of a modified essay (thesis plus three main idea paragraphs) Discussion of using the semicolons to add complex sentence structures; discussion titles being italicised v. quotations</p> <p>2nd Hour--English Core 10--Violet(11) --Edited Myth, "How the Flamingo Became Pink"- -helped to proofread and add colorful language as well as write in a Native American Style --Read chapter 4 of <i>All Quiet on the Western Front</i>--take turns reading aloud going through vocabulary, idioms, cultural terms</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conferences on accomplish and future tasks --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	<p>Did you observe this lesson or teach it?</p> <p>(AL) 1st and 2nd hours are classes that I teach. Each is one student. Arthur has ADHD, ODD and Auditory Processing/ Recently diagnosed with hearing loss and being on the Spectrum. Victoria is repeating second semester of English 10 because of failure of course. She struggles with reading comprehension and processing</p> <p>If you could be a bit more specific on what you did, that would be helpful. A general summary like this is sometimes okay.</p>
Reflection:	<p>1st Hour--English Core 11--Augie(11) --Augie(11) was cooperative and ready to participate during work. He had valid arguments</p>	

	<p>for use of grammar/mechanics and good questions; --At the use of italics, he did make comment of "I was never taught that before..." (this statement has come up before when it appears he does not understand or when he feels he was right) --While going through the proofreading, Augie(11) tended to say "I meant to put that there" or "I thought I typed that"</p> <p>2nd Hour--English Core 10--Violet(11) -Violet(11) seemed anxious about work load building up, especially the need to turn in her Myth for English 11--we spent time going over her essay, checking for consistent use of past tense, strengthening of verbs and descriptive language, and a discussion on how to stick with Native American style of writing --Violet(11) seemed to relax after the Myth was more polished --Reading aloud from "<i>All Quiet</i>" I reminded Violet(11) of using punctuation to help fluency; we discussed the quiet/calm theme of the men getting closer to the front line to help with comprehension</p> <p>3rd Hour--Specific students needed help to focus on tasks needing to be accomplished in near future --DB(9) has tendency to make excuses for not getting work accomplished; simply sitting next to him providing reminders of what task he was on and what he could do next helped him to focus on task.</p> <p>6th Hour--Helped student make email contact with teacher over a "0" test grade and what can be done to bring that grade up/retake test.</p> <p>7th Hour--Helped SL(11) with dyslexia read through a speech for US History--I physically highlighted and underlined the text to help her visually; we read through questions and orally talked through answers so that she could write them down. --Helped student understand angle bisectors for Geometry by reviewing terms and demonstrating construction of angle bisectors through examples</p> <p>8th Hour--Continued to help student with US History(from 7th hour)--She struggled comprehending the broken English used in the speech as well as the critical thinking questions</p>	<p>Good observation.</p> <p>How did you provide this focus? What did you do when you noticed it was a concern?</p> <p>This is a good description of what you did.</p> <p>"Helped understand" is a bit too general.</p> <p>Good activities.</p>
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	<p>(wording of questions was frustrating to her)</p> <p>Other Events: I was able to have a conversation about the reporting that Mrs. Krause does at intervals that update teachers on student accommodations or information about disabilities that may be helpful for their classrooms. I was also able to read through many of the information "one-sheets" on students that use the Learning Center, have known diagnosis, or require accommodations.</p>	
Standards	2.1. 2.3, 3.2, 3.3, 7.1, 7.3	

September 7, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 7, 2016 (7:40-10:20; 12:20-2:45)	Week 1 (10/400 hours)
Activities:	<p>1st Hour--English Core 11--Arthur Guse --Mini Grammar Lesson: Subjects and Predicates (Simple and Complete) --Qualitative Reading Inventory: HS Literature "Where the Ashes Are" Part 1--prediction questions, oral reading of passage, comprehension questions</p> <p>2nd Hour--English Core 10--Victoria Smith --Read ch. 4 of <i>All Quiet on the Western Front</i>: discussion of symbolism with 1)screaming horse being put down; 2)taking cover in the cemetery</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conferences on accomplish and future tasks --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	<p>It this a standing expectation when needed during this time or did you do it again like yesterday?</p>
Reflection:	<p>1st Hour--English Core 11--Arthur Guse --Arthur did well when asked to find complete subjects and predicates. When asked to look for</p>	

	<p>simple subjects or predicates, he often picked other nouns or adjectives. Today he repeated the expression "Yeah, I know" when prompted to look again for simple subjects and to think of them as the "who or what is doing something in the sentence"</p> <p>--Reading through the QRI passage, Arthur would mumble and rush, read more clearly when prompted, and then go back to mumbling and rushing. We were in the large LC and not at our usual table in the smaller office. During prediction questions, Arthur was able to provide accurate information about the topic, however, during the comprehension questions, he would only answer with minimal answers that did not always answer the question completely.</p> <p>2nd Hour--English Core 10--Victoria Smith Victoria seemed very engaged in the reading for today. Her rate of reading can be quick at times and may hinder her comprehension. She is becoming stronger and more confident in decoding words she does not know.</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall -Helped Geometry and Algebra students diagram and set up word problems so that they could visualize what was being asked of them. -Provided reading support for student with dyslexia. She is working on an English assignment using an excerpt about William Bradford. We discussed reading strategies that would help her to check for comprehension and accuracy as she completed her task.</p> <p>Other Events: Looked over Common Core Essential Elements Standards for Language Arts to help facilitate my English Core Students.</p>	<p>Good observation.</p> <p>Good activity.</p>
Standards	1.0, 1.1, 2.1, 6.1-7	

September 8, 2016

	Intern Comments	Field/College Supervisor Comments
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Date:	September 8, 2016 (7:40-10:20; 12:20-2:45)	Week 1 (15/400 hours)
Activities:	<p>1st Hour--English Core 11--Augie(11) --Taught mini lesson on finding and using compound subjects and predicates --Conducted <i>Qualitative Reading Inventory</i> "Where the Ashes Are" Part 2: prediction questions, oral reading, and comprehension questions</p> <p>2nd Hour--English Core 10--Violet(11) --Begin reading <i>All Quiet</i> chapter 5 discussing vocabulary terms to help comprehension</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conferences on accomplish and future tasks --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	
Reflection:	<p>1st Hour--English Core 11--Augie (11) --Augie(11) seemed ready to argue right from the beginning of class. I discussed the items he needed to work on for the day which included studying for his US History quiz. I, however, called it an American History quiz and he was adamant that he did not have to do that. I will take this into practice as I carefully and specifically word my discussions with him. -During the mini lesson, he struggles to see words that could be used in different functions (i.e. "rescue" was used as a noun but he insisted it is a verb--we will practice words that can be used as different parts of sentences) -Reading through the QRI was also challenge because Augie(11) would only mumble or read at a rate that was not decipherable. We will attempt this part of the QRI again tomorrow.</p> <p>2nd Hour--English Core 10--Violet(11) -Violet was ready to read and seems to be understanding the lives of the young men in the story better by reflecting how her life is similar and different from hers. -She continues to struggle with comprehension, but is growing more willing and confident to stop</p>	<p>It looks like you are getting a good idea of what approaches will be best with him.</p> <p>If he reads like this again, you will need a plan.</p> <p>Excellent! Good to</p>

	<p>and ask about what she did not understand while reading.</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall</p> <p>-Worked with DB(9) again today. He was working in Algebra using number lines to add and subtract integers. To help him visualize, I printed off multiple number lines for him to work use. He is an auditory learning, and so I read the word problems to him which helped him comprehend what he needed to do.</p> <p>-Geometry students came to take their quiz in the LC (which is one of their accommodations). I provided leading questions for the students to help them think through the steps of finding bisectors of segments and angles.</p> <p>-Working with SL(11) again reading with her through her history primary documents so that she can focus on finding the main ideas while not struggling through decoding and comprehending at the same time.</p>	<p>encourage this.</p> <p>Very good.</p>
Standards	1.0, 1.1, 1.2, 2.1, 2.3	

September 9, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 9, 2016 (8:45-10:50; 12:45-2:45) Pastors' Visitation day (special schedule)	Week 1 (19/400 hours)
Activities:	<p>1st Hour--English Core 11--Augie(11) -Grammar mini lesson: Subject-verb agreement in sentences. -QR/ "Where the Ashes Are" Part 2 (second attempt) with oral reading and comprehension questions.</p> <p>2nd Hour--English Core--Violet(11) -Finish reading <i>All Quiet</i> chapter 5 and use discussion questions to discuss the relationship between Paul and Kat in the story.</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conferences on accomplish and future tasks --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	
Reflection:	<p>1st Hour--English Core 11--Augie(11) -Augie(11) was cooperative today and ready to answer questions and participate with the activities. He offered complete sentences with accurate subject-verb agreement. -The second attempt at the QR/ Part 2 was much more successful. He read with 151 CWPM; this passage was in the Instructional range.</p> <p>2nd Hour--English Core 10--Violet(11) -As she grows more confident in her reading, I will begin to have Violet(11) take a leading role in picking out themes and symbolism during our readings.</p> <p>3rd, 6th-8th hrs--Learning Center Study Hall -Worked with DB(9) using his device to locate timeline information. Breaking the work down into smaller tasks and sitting with him helps him to stay on task. (DB has a diagnosis of ADHD)</p>	I'm happy to hear you didn't need to go to "Plan B" with him.

	<p>and anxiety. He also has focusing issues and lack of organization.</p> <p>-Worked with HG(10): she needed to write a fictional story that included 8 different types of figurative language samples. HG(10) did not know how to start the assignment. I helped her think up setting and characters as well as a problem and a solution. We then used her ideas to brainstorm how we could incorporate the figurative language samples.</p> <p>-Worked with SL(11) with US History, reading the primary document and discussing the intent behind the teacher's prompts and questions to help her understand what was asked of her.</p>	Good coaching.
Standards	1.0, 1.1, 2.1	

Week 2

September 12, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 12, 2016 (7:40-10:20; 12:20-2:45)	Week 2 (24/400 hours)
Activities:	<p>1st Hour--English Core 11--Augie(11) --Taught grammar lesson about the use of prepositions and prepositional phrases. Worked with finding the proposition and its object, then looked at its use of an adjective or adverb in the sentence.</p> <p>2nd Hour--English Core 10--Violet(11) --<i>All Quiet on the Western Front</i> discussion of chapter 6 vocabulary terms, introduction of a 5 Senses Chart for imagery during trench warfare, and read part of chapter 6.</p> <p>3rd Hour--Learning the <i>At-Risk Report</i> --Worked with second Learning Center teacher to learn how to use the school grading program to run the <i>At-Risk Report</i> that is sent out to teachers every Monday. This report shows any student at KML that has 3 or more <i>Ds</i> or <i>Fs</i> on assignments.</p> <p>6th-8th Hours--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conference with students about missing work, current work, and upcoming assignments/projects --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	
Reflection:	<p>1st Hour--English Core 11--Augie(11) --Augie(11) caught on to identifying prepositions quickly--he did have a list of most commonly used prepositions. He was able to identify the objects of the preposition in the phrase. --Augie(11) struggled with identifying the prepositional phrase as adjective/adverb. Some of this frustration was due to struggle in</p>	

	<p>identifying nouns/pronouns v. verbs. Augie(11) would seemingly guess by saying any word to answer “prompting” questions. Sometimes it seems he is purposely not trying to answer correctly, and yet this may be response mechanism when he is not understanding but does not want to show that.</p> <p>---I would like to get an interactive grammar journal going with Augie(11) as a “ready-reference” tool when we need to go back quickly to grammar items previously discussed.</p> <p>2nd Hour--English Core 10--Violet(11) --We are getting to the part of the book where Violet(11) has said she stopped reading last year and began skimming. Her lack of interest in the book is becoming more and more apparent. --My goal, along with helping her through the work that resulting in failing the course last year, is to help her see the overall theme of the book and help her to find small elements that she can relate to/enjoy that can help her stay on task for class novels. Learning this skill will hopefully help her when she comes to other class assigned novels that she does not like but needs to read for credit.</p> <p>3rd Hour--Learning the <i>At-Risk Report</i> .--The <i>At-Risk Report</i> is a beneficial tool for the LC teachers and general classroom teachers for identifying students with low grades. ---The intent for the LC teachers is to talk with students already in the LC about why the grade is low (didn't do the work, didn't study, hard to focus when testing, didn't comprehend lesson, etc). The LC teachers encourage the student to talk/email their teacher about how they can make up the work and we note that this student may require accommodations for testing. ---The intent for the general classroom teachers is to see if students in their classes are on the report and may be able to make accommodations within their classroom.</p> <p>6th-8th Hours--Learning Center Study Hall --HG(10) came with a Composition assignment: create a short story using specific sentences from a story that they read in class. HG(10) tends to seek reassurance that she is completing the task correctly--this can be after each item she</p>	<p>Good thinking on this!</p>
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	<p>completes. We go through the directions and requirements together, then I have been encouraging her to keep her focus on the storyline and I will check when she is “finished” or help her if she gets stuck. My intent is to help her build confidence in her own abilities as a writer and to be the supporting figure during writing and editing.</p> <p>---We also discussed the need for her to complete writing assignments before this study period (her english class is 8th hour and her assignments have been due at class). Switching this mindset will allow her more time to work on writing creativity and not be rushed to complete task.</p> <p>--SL(11) come in with US History test review to complete. I help guide her to the previous chapter guides she work on to help her complete the test review with work she already accomplished.</p> <p>--Helped student with US History propaganda poster assignments. Student needed more guidance on examples of propaganda posters and help narrowing down what information she wanted to use to create her position/slogan/image.</p> <p>Other Activities: --Discussion with Mrs. Krause about upcoming IEP meeting for a student.--She will request permission from West Bend School IEP Team and Student’s Parents for my ability to observe.</p>	<p>Good strategy. I hope it makes sense to her.</p> <p>Excellent! This will be a great experience for you.</p>
Standards	2.1, 2.3, 7.1-3	

September 13, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 13, 2016 (7:40-10:20; 12:20-2:45)	Week 2 (29/400 hours)
Activities	1st Hour--English Core 11--Augie(11) --QRI: Finish reading Part 3 with “stop and summarize”	

	<p>--Grammar Lesson: Direct and Indirect Objects</p> <p>2nd Hour--English Core 10--Violet(11) --Violet was absent today.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conference with students about missing work, current work, and upcoming assignments/projects --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie's summaries are initially short and non-descriptive. He is able to provide more information when prompted. I am also reminding him through prompts to avoid starting summaries with "they" but to be more specific with subjects. He responds more automatically as the summaries continue. This QRI passage was in the instructional level. We will continue our reading work with the Jamestown "Signature Reading" program picking up where he left off last year in Level J at lesson 13. --Augie(11) caught on quickly to using asking words in order to identify the direct and indirect objects. He was also able to complete sentences that either used or did not use IOs and DOs.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --Prompting a student to begin Algebra assignment lead to removal of phone and device because these items were distractions. He continued to sit and do nothing. Mrs Krause then initiated encouragement to get work done leading student to negatively and inappropriately respond to her verbally. She first removed student to her office to try and calm him down privately. When this only escalated the student, she had to remove him to the Office for our Dean of Students or Principal to step in. I remained in the LC working with students on various homework assignments. --Worked with an International Student from China--our focus was his quiz in Religion Class. I helped him break down terms and concepts that he was not so familiar with because of his limited</p>	<p>It's nice to be able to see changes in student performance when the right prompts/intervention is used!</p> <p>It will be interesting to note anything that shifts with his behavior over time.</p>

	<p>Christian background. He shared his family situation of mother wanting to be Christian but grandmother pushed Buddhism. (He shared that in China-you do want Grandmother wants and that's it.)</p> <p>--Worked again with SL(11) on her US History reviews. She now needed to take the section summary notes that we have been working on and transfer that information into completing this review. The teacher had switched the format slightly (section notes gave the vocab term or person and the student gave descriptions; chapter review gave the description and student needed to provide the vocab term or person). SL(11) needed help connecting what information she already had to what was being asked of her. SL(11) tends to have "perfectionist" tendencies and would become frustrated that things did not line up identically between products. I reassured her that her information was accurate even though it was not identical and that in history, we can get overwhelmed in the little details, but typically we need to know broad concepts and themes.</p>	<p>It sounds like you're really jumping in and taking initiative with many and varied tasks.</p>
Standards	1.0, 1.1, 2.1	

September 14, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 14, 2016 (7:40-10:20; 12:20-4:15)	Week 2 (35.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) -Grammar Lesson: Dependent and Independent Clauses --Jamestown Signature Reading Level J Lesson 13: Building Background about the African Slave Trade, vocabulary, and introduction of a Problem-Solution Frame as a reading strategy.</p> <p>2nd Hour--English Core 10--Violet(11) --<i>All Quiet on the Western Front</i>: Continue Chapter 6 and trench warfare imagery.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall</p>	

	<p>--Check on students' current work and help as needed</p> <p>--Check student planners and conference with students about missing work, current work, and upcoming assignments/projects</p> <p>--Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p> <p>Other Activities:</p> <p>--Service Meeting Plan with the West Bend School District for a Sophomore Boy at KML (2:45-4:15)</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Augie seemed to really comprehend the use of dependent and independent clauses and their structure in sentences. He even took the initiative to read directions on his own and complete his work without much teacher direction or modeling.</p> <p>--Augie's background information about the African Slave trade was very accurate. Knowing they recently discussed the slave trade in US History, I was able to help him pull out key points that would help us understand the leveled story that we would read. He had a good knowledge of the vocabulary words and understand the example Problem-Solution Frame.</p> <p>2nd Hour--English Core 10--Violet (11)</p> <p>--Violet continues to grow more confident in her reading. We take turns reading aloud to each other. She likes when I read and she follows along--she talk about how it is easier to understand the story without having to think of how to read all of the words, especially the difficult ones.</p> <p>--We discussed important quotes in the story and how they can help us see where the plotline of the story may go--reading strategy of predicting.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall</p> <p>--Reinforcement Geometry concepts with AB(10)</p> <p>--Worked with MR(11) and SL(11) find evidence in their literature story to prove the viewpoints that they needed to discuss</p> <p>After School--Service Plan Meeting--Observation</p>	<p>Great!</p> <p>Great observation on her part. She knows what helps.</p> <p>Excellent opportunity for you, Angie. I'm a little unsure from this, where the services are going to be provided, however.</p>

	<p>--I was able to sit in and observe a Service Plan Meeting discussion the IEP of a Sophomore Boy at KML. This student struggles with social settings, organizational skills, and self-advocating.</p> <p>--In this meeting, I observed the roles of each team member: 1)Speech & Language therapist that conducted the meeting, 2)Special Education Teacher that would be taking over the paperwork for this student who provided advice and input about different tendencies of the student, 3)KML Learning Center Coordinator who was able to provide insight into student's personality and behavior at school, as well as, the accommodations provided by KML 4) KML Classroom Teacher who provided information about the student in a classroom setting--this was the P.E. teacher who could discuss the student's social skills and ability to adjust from individual activities (strength) to group activities (weakness), 5) Parents, who provided insight into behaviors at home as well as strengths and weaknesses that they see,</p> <p>--I also recorded the general flow of the meeting, which opened with the strengths, weaknesses, and growth of the student after services had been provided. It continued with concerns that the parents were seeing/having, and finished with establishing which goals would continue and what needed to be added along with opportunities for accomplishing those goals.</p> <p>--This was the first Service Plan Meeting that I have sat in on. It was encouraging to know the structure of the setting and to see how each member truly acts as a team with the student's best interest in mind.</p>	<p>(AL) This particular student does not come to the learning center during the day. He does have his planner checked after school. His accommodations are made in the general classroom. Because I do not have direct contact with this student, I focused my attention of the process of the IEP meeting itself and less on what services that would be provided.</p> <p>Okay!</p>
Standards	2.1, 5.07.2	

September 15, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 15, 2016 (7:40-10:20; 12:20-2:45)	Week 2 (41/400 hours)
Activities	1st Hour--English Core 11--Augie(11)	

	<p>--Grammar Lesson: 1)Building Sentences with complete subjects and predicates, direct and indirect objects, and prepositional phrases 2) Expanding Sentences by adding adjectives, adverbs, DO/IO, prepositional phrases, appositives, etc.</p> <p>2nd Hour--English Core 10--Violet(11) --Scheduled activities were to continue chapter 6 of <i>All Quiet on the Western Front</i> with reading and picking out imagery.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conference with students about missing work, current work, and upcoming assignments/projects --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie began well with building sentences and following all instructions. --While expanding sentences, Augie struggled with the task of adding this into the sentence to be more descriptive. He wanted to make a compound subject but did not add detail to the original statement. I went back to an example to work on together. Augie seemed to hit his frustration level based on my impression that he was not understanding what was asked but felt it did it correctly. Augie then went into "argue" mode and would not provide details when prompted (i.e. "What kind of window is it? Is it big, small, stained-glass, house, car?" His response, "a window is just a window" This was repeated over and over). I paused the lesson and gave Augie time to settle and re attempted the example. He was more responsive after this break.</p> <p>2nd Hour--English Core 10--Violet(11) --This morning began with a simple conversation about friendships. This lead into a deeper, personal conversation that was not easy to cut-off. She shared some of her struggles at KML with classes, friends, and students in general, as well as, some family history and struggles. We encouraged each other to stay strong in the</p>	<p>You probably have this reaction evaluated correctly.</p>

	<p>LORD and to focus on our many blessings.</p> <p>--We did bring up some of the themes from <i>All Quiet</i> and the struggles they man had to face during war.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall</p> <p>--Helped DB(9) break apart Bible Passages to help his memorization.</p> <p>--Help HU(11) pick out main ideas to prepare an opinion paper about the Sons of Liberty and whether they were terrorists or not. She needed helped sticking to her opinion that they were and not get off topic with other information that disproved her stance.</p>	
Standards	2.1	

September 16, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 16, 2016 (7:40-10:20; 12:20-2:45)	Week 2 (46/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Signature Reading: 1) Read "The Amistad Africans" aloud, 2) found problems and solutions using the reading strategy taught yesterday, 3) completed a self evaluation of personal comprehension 4) answers vocabulary and comprehension questions from the story</p> <p>--Grammar Lesson: 1) Types of sentences 2) Correcting run-on sentences 3) Completing sentence fragments</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Finished reading chapter 6</p> <p>--Discussion questions</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall</p> <p>--Check on students' current work and help as needed</p> <p>--Check student planners and conference with students about missing work, current work, and upcoming assignments/projects</p> <p>--Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	

Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie read aloud with a clear voice. He was able to pick out the problems, solutions, and results using the reading strategy. --Augie's personal reflection of comprehension was a 13 out of 15 and his actual comprehension based on vocabulary, strategy, and comprehension check was a 14 out of 15. (This is being recorded in a graph at the back of his workbook to show progress). --He was quick to provide background knowledge of types of sentences--this was clearly a review for him. Some confusion between declarative and imperative sentences. --He provided accurate and complete sentences for correct run-ons and fragments.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet struggled with this section's war terms, we paused often to discuss the scene so that she could visualize what was happening in the story. I read more in this section so that she could listen for the intense war sections and somber deaths scenes through my rate. We had a discussion about rate of reading and how it can help comprehend emotions behind words. --Discussion of the main characters walking past a school building with coffins outside and how that is a reflection of their relationship--once schoolmates and not battle mates that have to face death instead of "innocent" times</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --Worked through Geometry assignment to fix a quiz. Explained concepts that needed review for correcting errors. --Helped students review and study for Memory Work Passages--encouragement to picture the bible lesson context to help image the speaker/words in order to understand sequence of the passage. --Worked with SL(11) by reading her primary documents aloud so that she could focus on finding main points about the colonists oppositions to Sugar Act. SI has dyslexia.</p>	Looks pretty good!
Standards	2.1, 2.3	

Week 3 (Homecoming Week)

September 19, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 19, 2016 (7:40-10:05; 11:55-2:00)	Week 3 (50.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Grammar Lesson: Active and Passive Voice in sentences; Idioms --Signature Reading: Building Background and Vocabulary for Passage to Mishima; Reading Comprehension Strategy: Drawing Conclusions.</p> <p>2nd Hour--English Core 10--Violet(11) --<i>All Quiet</i>: Chapter 7 Vocabulary and reading</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --Check on students' current work and help as needed --Check student planners and conference with students about missing work, current work, and upcoming assignments/projects --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --General conversation about weekend--Augie was forthcoming in bringing up his weekend and what the plans are for Homecoming Week. --Lesson on Active and Passive sentences started well. Augie was able to pick out the active and passive verbs, restructuring sentences to have the alternate voice. --His obstinence started to show itself when asked to correct his verb phrase from "got" to "was." He rewrote the sentence the same way twice and then changed it to "had gotten" when directly told not to use the word "got". We backed away from the lesson and into independent work with his Signature Reading.</p> <p>2nd Hour--English Core 10--Violet (11) --This section of the book describes a poster that peaks the interest of the soldiers and spurs them</p>	Wise decision.

	<p>to clean up and feel like they are back home. Violet and I discussed the imagery of this poster that affected the men's emotions.</p> <p>--This section also uses French phrases which need to be looked up for translations. The idea behind the phrase shows pity toward the poor soldier as a boy in a bad situation. We discussed how this builds on the theme that these young boys are charged to men by war.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall</p> <p>--Helped various freshman and juniors with developing memorization strategies for Memory Work Passages (putting the passage to pictures, chunking the passage, repetition)</p> <p>--Worked with SL(11) break down a "blog" for US History. She needed help setting up her main points in order to add more supporting detail.</p>	
Standards	2.1, 2.2	

September 20, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 20, 2016 (7:40-10:05; 11:55-2:00)	Week 3 (55/400 hours)
Activities	<p>This mornings planned activities were not accomplished due to a behavior issue with Augie(11). The following is a report I wrote up for Mrs. Krause to use in her discussion with his therapist today and to provide an account of what happened to the Principal:</p> <p>A was asked to enter the Office/Small Classroom. We started with discussing his assignment from yesterday. The grammar lesson page was done correctly. I asked him to read aloud the final sentence he had written because it was difficult to read. We then began discussing his answers in the Signature Reading workbook for "Building Background." The task was to write what you would have to do to gain respect for different groups of people. I asked him to read his first answer because I could not</p>	

	<p>read his writing. His verbal answer did not match with what his written answer looked like. We moved on to parents which said “ummmmm”. We discussed this orally. A’s answer was that he was confused because you just have parents’ respect always. His tone was becoming on edge. When we talked about gaining teacher respect, he started with “by doing work.” I prompted how else students earn teacher’s respect; his response was “I don’t respect you.” When I asked why and for him to watch his tone of voice, his response was that he knew more than me. With the way the situation was going, I called in Mrs. Krause to help mediate the situation.</p> <p>During Second hour, meetings with Mrs. Krause, Principal Luehring, Arthur and myself were held.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --Check on students’ current work and help as needed --Check student planners and conference with students about missing work, current work, and upcoming assignments/projects --Facilitate make-up tests/quizzes or tests/quizzes for students that require extended time/quieter environment</p>	<p>Good decision. I can imagine he may not consider you his “teacher” yet. Probably a lot going on there that we may not be aware of.</p>
Reflection	<p>Morning Incident--the discussion and “push back” from Augie his morning seems to have been an escalations I was hoping to prevent by building a rapport with him. While this obstinance is not necessarily a direct reflection on our relationship but a result of some of his challenges and disabilities, I know I need to pursue more strategies to help him verbalize his emotions/feelings in ways that are positive and respectful.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall --B.Schef(9) struggles with memorization. He has a tendency to look to the next line and mix up his phrasing. We practice seeing the words in a “mind picture,” repeating smaller phrases, and finally, reformatting the verse to have more space between the lines.</p>	<p>The rapport-building was a very appropriate approach. Augie has things going on which just happen to result in inappropriate behavior toward you. I suspect it is a symptom, but I’m not sure of what.</p>
Standards	4.1	

September 21, 2016: Field Trip opportunity to enhance my my Environmental/Earth Science Class. I am not in the Learning Center on this day, and therefore, I am not able to participate in any activities that directly relate to my capstone internship.

September 22, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 22, 2016 (7:40-10:05; 11:55-2:00)	Week 3 (59.5/400 hours)
Activities	1st Hour--English Core 11--Augie(11) --Review Sequence of Events Timeline Strategy given yesterday. He was not getting the correct dates and events. --Learning New Words: Compounds, Multiple-Meaning Words and Words with Suffixes	
Reflection	1st Hour--English Core 11--Augie(10) --Instead of erasing the incorrect answers for Augie, I had him relook at his work and erase as we went back through the passage and correct his work by writing what should have been listed on the timeline. It was my goal to avoid a frustration trigger and for him to see his errors to avoid any argumentation over what he thought/felt he had written. --Augie was cooperative and participative in his reading and work with the strategies and new word concepts.	Good plan, to partly take you out of the "correcting." Good!
Standards	2.1, 4.3	

September 23, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 23, 2016	Week 3 (64/400 hours)

	(7:40-10:05; 11:55-2:00)	
Activities	<p>1st Hour--English Core 11--Augie(11) --Personal Reading Interview to choose book for reading together.</p> <p>2nd Hour--English Core 10--Violet(11) --Finish Chapter 7 of <i>All Quiet</i> and discussion questions.</p> <p>3rd, 6th-8th Hour--Learning Center --3rd and 8th hours are switched due to Homecoming Activities</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie did not like to answer the questions I provided that would help me create a list of books that may be of interest to him. He wanted me to "just make a list and he will choose". I tried to show him that I could simply make a list but that it was a list of my interests and not his. This did not work out how I had hoped and he did not help in choosing a book for us to study. Instead I have located some short stories that have High Interest for High School Students and are at an appropriate reading level for him.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet continues to struggle with reading confidence and motivation when given independent reading time. Reading Aloud together has had the most success in helping her understand the story line.</p> <p>3rd, 6th-8th Hour--Learning Center --Because of Homecoming excitement and teacher awareness to not assign much homework, work in the LC was light. --Worked with SL(11) composing an email to her teacher discussing politely her frustration with her group and their seemingly small contributions to group assignments.. She also needed to fill in a group critique--SL(11) needed help choosing words/ideas that would accurately reflect positive and negative constructive feedback.</p>	That is understandable.
Standards	2.1, 3.3	

Week 4

September 26, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 26, 2016 (7:40-10:20; 12:20-2:45)	Week 4 (69/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Read "Harrison Bergeron" By Kurt Vonnegut Jr. Discuss the technologies used for "equality" and how it affected society --Signature Reading Lesson 15 (Independent Work) Develop background about a job you would be passionate doing; vocabulary, Reading Strategy: "Ask Questions while Reading"</p> <p>2nd Hour--English Core 10--Violet(11) --<i>All Quiet</i> chapter 8 vocabulary --Read chapter 8 and assign discussion questions</p> <p>3rd, 6th-8th Hours--Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Started the day with conversation about Homecoming Banquet and Dance: 1)he was able to share that he did not like the music and was able to validly argue that it was songs that are overplayed 2) he also shared how he did not enjoy the food and insisted the food was "unsafe and probably from the dumpster". With this, I ended our discussion and told him that we would not continue conversations that went into the "area of unreasonably/non-logically negative tone"</p> <p>--Read through "Harrison Bergeron"; Augie read aloud well, he began mumbling at one point but returned to a clear reading voice after a simple prompt. He was able to identify parts of setting, and the technologies used as handicaps in the story. He was able to pull out the idea that technologies can be used to help and they can be used to hinder society.</p> <p>2nd Hour--English Core 10--Violet(11)</p>	

	<p>--While reading today, I encouraged Violet to work on using punctuation to help control her fluency. She tends to rush over periods and commas which may prevent her from understanding the emotions behind the text. In my oral reading, I try to put strong emphasis on changing my reading rate to help her hear how that can help comprehension and reading enjoyment.</p> <p>3rd, 6th-8th Hours--Learning Center --Worked with SL(11) with the new assignment format for US History that the teacher prepared for her to help with her dyslexia. She was encouraged and confident in working independently for most of the task.</p>	
Standards	2.1, 2.3	

September 27, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 27, 2016 (7:00-10:20; 12:20-2:45)	Week 4 (74.5/400 hours)
Activities	<p>Departmental Meeting: Discussion with LC Coordinator and other LC Teacher about the Low Grade Report and which students to monitor/encourage work completion for the week. Also discussed a resource person that we can schedule a meeting with to learn about Apps/Internet resources that would help students with dyslexia.</p> <p>1st Hour--English Core 11-Augie(11) --Signature Reading: L. 16 "The Woman Who Loves Bones"; development of background; Reading Strategy-Questioning while reading; Read Article and Comprehension Questions</p> <p>2nd Hour--English Core 10--Violet(11) --<i>All Quiet on the Western Front</i> chapter 9 vocabulary and reading</p> <p>3rd, 6th-8th Hour: Learning Center Study Hall</p>	I'd really like that list, too!
Reflection	<p>1st Hour--English Core 11-Augie(11) --Augie was in a very cooperative mood this morning. He was more talkative than usual while discussing the Background Development of "What is your dream job". Augie struggled at first with the Reading Strategy which was to underline possible information that could be a question needing to be answered while reading. Talking the task out loud helped him to apply the strategy to the second part of the passage and to "Harrison Bergeron".</p> <p>2nd Hour--English Core 10--Violet(11) --Violet is continuing to practice changing up her reading rate to reflect the emotion/excitement/tone of the story. She is having difficulty with this task based on her frustration with decoding and comprehending of this novel. While this novel is a requirement for course completion based on the teacher's syllabus, it is at a frustration level for her</p>	

	<p>independently.</p> <p>3rd, 6th-8th Hour: Learning Center --From this morning Departmental Meeting, I am keeping a closer watch on DOW(10) as he completes tasks during his two study periods in the LC. He has had a tendency to appear to be working but not actually finishing. --Discussion with US History Teacher and Mrs. Krause about new assignments for SL(11). These will be monitored to watch her ability to complete independently before any further plans need to be made.</p>	
Standards	2.1, 5.1, 7.2	

September 28, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 28, 2016 (7:40-10:20; 12:20-2:45)	Week 3 (79.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Read "The Veldt" by Ray Bradbury; Look for concepts that show how technology affects society (these will be used in a 5-paragraph informational essay) --Signature Reading Independent Work: L. 17 Riding the Raptor Building Background, Vocabulary, and Strategy Builder (Drawing Conclusions about Characters from the narrator's point of view)</p> <p>-2nd Hour--English Core 10--Violet(11) --Finish Chapter 9 and discussion questions --Chapter 10 Vocabulary--begin reading if time.</p> <p>3rd, 6th-8th Hour: Learning Center --Listen to and help with Memory Work Strategies used: Chunking, Picturing, Repeated Writing/typing, Repeat-After-Me</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie's oral reading voice tends to come and go as an indicator of his interest of what he is</p>	

	<p>reading (i.e. if he is interested he reads clearly, if he appears disinterested then he tends to mumble)</p> <p>--Augie and I had a discussion about the main themes of the "Veldt"--he was able to discuss the positives and negatives of the technology in the house and how it was affecting the characters</p> <p>--Augie used background knowledge of a similar story he knew of when asked to predict what may happen in the story</p> <p>3rd, 6th-8th Hour: Learning Center</p> <p>--Listen to and help with Memory Work⇒ I took the opportunity of some "down time" to search for online memorization tools:</p> <p>Memorize Now http://www.memorizenow.com/index.html</p> <p>Memorizer http://memorizer.me/</p> <p>iMemorize http://www.imemorize.org/</p> <p>Scripture Typer (need to type well also) https://scripturetyper.com/Import-Memory-Verses/</p> <p>--A proactive adjustment for students who struggle with memorization would be to have the passages in advance and encourage those students to look the passages over each day leading up to the test. 10</p> <p>--Worked with Algebra student to break down equations with fractions with uncommon denominators. We took the equations step by step review the multiple phases that needed to be work through.</p>	Good use of "downtime."
Standards	2.1, 2.2, 3.4, 5.5	

September 29, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 29, 2016 (7:40-10:20; 12:20-2:45)	Week 4 (84.5/400 hours)
Activities	1st Hour--English Core 11--Augie(11) --Finish reading "The Veldt" and discuss the effects of technologies on the characters, both positive and negative	

	<p>--Signature Reading: Finish Lesson 17 reading and comprehension questions, checking in with reading strategy: Draw Conclusions.</p> <p>2nd Hour--English Core 10--Violet(11) --Read Chapter 10 <i>All Quiet on the Western Front</i> discussing the camaraderie between Paul and Albert and their willingness to stick together even if that does not get them home right away</p> <p>3rd, 6th-8th Hours: Learning Center Study Hall --HG(10) needed help constructing an SAR essay (summarize, analyze, react) based on "The Hills were like White Elephants" by Ernest Hemingway--we used a "plot pyramid" to outline the main points of the summary--we discussed the theme of "talking v. communicating" to help her analyze the short story.</p>	
Reflection	<p>3rd, 6th-8th Hours: Learning Center Study Hall --HG(10) needed help constructing an SAR essay (summarize, analyze, react) based on "The Hills were like White Elephants" by Ernest Hemingway--we used a "plot pyramid" to outline the main points of the summary--we discussed the theme of "talking v. communicating" to help her analyze the short story.</p>	
Standards	2.1	

September 30, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	September 30, 2016 (7:40-12:00)	Week 4 (87.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie (11) --Review Lesson 17 and discuss the strategy builder: Draw Conclusions --Independently work through Lesson 18 with vocab, predictions reading strategy, and comprehension questions --Review "The Veldt" skimming and underlining specific examples of technologies and how they affect the characters</p> <p>2nd Hour--English Core 10--Violet(11) --Finish reading Chapter 10 --Discussion questions and set up vocab for Ch. 11</p> <p>3rd, 6th-8th Hour Learning Center Study Hall</p>	
Reflection	<p>1st Hour--English Core 11-- Augie(11) --He seemed ready to argue right away. To prevent this, I allowed him to work mostly independently today--he enjoys being able to work on his own--he has less opportunity to inappropriately question/argue with things we are discussing (i.e.--"I don't need to underline, I can keep it in my head just fine"; "What book? [referring to our Signature Reading book] this isn't a book--it's all different stories so it can't be a book")</p> <p>2nd Hour--English Core 10--Violet(11) --As Violet and I alternate reading aloud, I am increasing the length that she reads at one time. I have noticed that the longer she reads the more she stumbles over words and then begins to rush even more. Two full pages has seemed to be an appropriate length for her to read aloud while preventing this frustration.</p> <p>3rd, 6th-8th Hour Learning Center Study Hall</p>	
Standards	2.1	

Week 5

October 3, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 3, 2016 (7:40-10:20; 12:20-2:45)	Week 5 (92.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) Writing Lesson: Begin 5-Paragraph Informational Essay about effects of technology on society-- Brainstorm using Main Idea and Supporting Idea Web Reading Lesson: Signature Reading L. 19--Build Background, Vocabulary, and Reading Strategy</p> <p>2nd Hour--English Core 10--Violet(11) Change of original Lesson Plan for today, Violet needed time to get caught up with an English 11 Essay. We worked through completing this assignment so that it could be turned in on time</p> <p>3rd, 6th-8th Hour: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie continues to have insightful thoughts when we hold conversations about the topic. When transferring those thoughts to written/typed form, he tends to abbreviate his thought which eliminates the "meaty-ness" of his content--this may be that he does not want to take the time to write down all that he said. I am having him hand write the brainstorming process and he will then type the first and following drafts. His handwriting is poor and we will be adding handwriting practice to our routine. While we live in an age that views technology more highly than handwriting, I want to instill in Augie that legibility is a reflection on work ethic, especially when he CAN write well when he CHOOSES.</p> <p>2nd Hour--English Core 10--Violet(11) Because Violet failed second semester of English 10 and is retaking it with me while concurrently taking English 11, I am trying to keep "eyes" on her so that she stays on task and successfully completes English 11. Violet struggles with</p>	Good. I know you will reinforce this with him.

	<p>putting all thoughts into writing along with hitting due-dates.</p> <p>3rd, 6th-8th Hour: Learning Center</p> <p>--Observed Mrs. Krause conduct individual meetings with students about the "Low-Grade Report" that she prepares. In these meetings, she discusses what is missing according to PowerSchool, what the student feels has been turned in, and plans to either get work completed or contact teacher to make sure work is turned in and awaiting grading.</p> <p>--Worked with DB(9) preparing the outline for his speech--needed help changing run-ons and fragments into complete sentences while keeping the talking points he needed.</p> <p>--Worked with HG(10) finalizing her Summarize/Analyze/React Essay (SAR)--she needed help completing her thoughts for the reaction, as well as, proofreading.</p> <p>--Worked with JS(10) on his SAR Essay--he needed help proofreading and keeping to one main theme in his analysis.</p>	
Standards	2.1	

October 4, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 4, 2016 (7:40-10:20; 12:20-2:45)	Week 5 (97.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Signature Reading: Lesson 19--all completed independently --Handwriting Practice using "Dumpy Proverbs" by Honor C. Appleton (1903) --Writing Lesson: Thesis and Topic Sentences</p> <p>2nd Hour--English Core 10--Violet(11) --Check-in on missing work for English 11 and game plan for talking with teacher about make-up work --<i>All Quiet on the Western Front</i> Chapter 11 Vocabulary and reading</p> <p>3rd, 6th-8th Hours: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --I have been letting Augie complete his reading lessons on his own and graphing his progress. I will begin having him read aloud and continuing to graph his progress to see if his comprehension improves. My goal is to see how well he is reading silently, or if he is skimming/rushing through so that he can get done. The lessons that were read orally have tended to result in higher accuracy in comprehension checks than have the silent reading lessons.</p> <p>2nd Hour--English Core 10--Violet(11) --As we near the end of the book, Violet actually seems eager to not just finish the novel but find out (again...) what happens to the characters. She seems to have a better recognition of who the characters were during the story as the author brings many of them to a "close".</p> <p>3rd, 6th-8th Hours: Learning Center --Helped HU(11) with presentation for Environmental Science--looking for examples of inter-species relationships. --Helped DOW(10) worked through the major summary points for <i>Legend of Sleepy Hollow</i> in</p>	Good observation.

	order to work on his SAR essay.	
Standards	2.1	

October 5, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 5, 2016 (7:40-10:20; 12:20-2:45)	Week 5 (102.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Handwriting Practice--two "proverbs". --Signature Reading: Lesson 20--Building Background, Vocabulary, and Strategy ("Mapping elements of a short story"). --Informational Essay: Finish building Topic Sentences to support thesis. Begin adding supporting sentences to build each topic's paragraph.</p> <p>2nd Hour--English Core 10--Violet(11) --Monitoring Progress in English 11: Has received missing work and new due date; meeting after school for essay with teacher as well as "sharing" with me for editing. --Finish <i>All Quiet!!</i> With vocabulary and discussion questions.</p> <p>3rd, 5th-8th Hours--Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Struggle with his handwriting practice--some struggles come from rushing, some come from not wanting to break old habits ("This is how I have always written; this is how I was taught to write"), and some come from not fully developed fine motor skills. --Signature Reading: this lesson we will do orally together in discussing the reading strategy and passage--My goal is to see if comprehension is affected by silent or oral work. --Writing: We continue to break down the parts of a 5-paragraph informative essay. Augie has a thesis and 3 topic sentences. Today we took the</p>	I can just hear him!

	<p>first topic and broke it down into 3 supporting details.</p> <p>2nd-Hour--English Core 10--Violet(11) --While Violet shared this book was still not her favorite, she did understand it better and could see why others feel it is a good book. --Violet shared her original essay from the the course last year--She did not receive a passing grade--Our goal is to take what she has and improve on her essay structure with proper grammar mechanics and stronger connections to the theme.</p> <p>3rd, 5th-8th Hours--Learning Center --Freshman Religion Memory Work: helping students break passages into chunks and think through the concepts behind the passages to help with flow or recitations. --Breaking down Physical Science Test so that testers see all the question groupings and areas for demonstrating skills. Some questions are found within paragraphs and some skills required steps to be read orally to testers for understanding. --Worked with MR(11) problem solve her Algebra 2 graphing activity. This also had multiple steps that she benefited from by breaking down into smaller steps and having directions read verbally.</p>	
Standards	2.1	

October 6, 2015

	Intern Comments	Field/College Supervisor Comments
Date:	October 6, 2016 (7:40-10:20; 12:20-2:45)	Week 5 (107.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Handwriting Practice--2 "proverbs --Signature Reading: L.20 Oral Reading and comprehension questions</p> <p>2nd Hour--English Core 10--Violet(11) --Monitor Progress of Violet's English 11 Class work --Writing--Thematic Essay on <i>All Quiet</i></p> <p>3rd, 6th-8th Hour: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was very cooperative and participative today. He even offered his own additional corrections to the ones I asked for during his handwriting practice. --Augie's comprehension was greater on this lesson than previous lessons. This lesson was read entirely out loud. I will continue to watch and set up opportunities to observe if oral always helps his comprehension or if it just on certain lessons. I will then provide strategies for Augie to strengthen his comprehension when reading to self.</p> <p>2nd Hour--English Core 10--Violet(11) --Reviewing her original thematic essay, Violet struggles with creating an arguable thesis which then did not allow her to have strong supporting sentences but, instead, sentences that do not always flow in idea together.--We worked specifically on making a strong arguable thesis that can connect to the three themes chosen for the essay.</p> <p>3rd, 6th-8th Hour Learning Center --Aided SL(11) and MR(11) with Algebra 2 "Real Life" Wage Activity --Working with students practicing speeches --</p>	Wow!

Standards	2.1	
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October 7, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 7, 2016 (7:40-10:20; 12:20-2:45)	Week 5 (112.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Handwriting Practice --5-Paragraph Informational Essay on Effects of Technology</p> <p>2nd Hour --English Core 10--Violet(11) --Monitor Progress in English 11 --Continue work on <i>All Quit</i> Thematic Essay</p> <p>3rd, 6th-8th Hours: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie chose to argue this morning about a period that he drew in that filled the whole line and that I asked him to erase and make correctly. He told me it was his OCD that makes him do this. I tried to show him his other written work with periods from his portfolio that show he knows how to make a period and has not done this before--this was not necessarily the best approach because this lead him to become more argumentative and shut down the remainder of our lesson.</p> <p>2nd Hour--English Core 10--Violet(11) --Working with Violet on thematic essays, she seeks to talk and write about what is concrete. She does not grasp the broad concepts of the story. During her writing process, she does a great job of trying to connect to the actual story, but gets bogged down by trying to find words from the story and use quotes but struggles with putting her own thoughts and explanations/analysis into the essay.</p> <p>3rd, 6th-8th Hours: Learning Center --Read a Reader's Theatre with SL(11) about the creation of the constitution in order to help her</p>	This is valuable insight into what to do and what to try not to do.

	<p>hear the characters in order to see the symbolism between the characters and the Federalists/Anti-Federalists.</p> <p>--Sat with DB(9) while he worked through Algebra. His attention was very limited and unfocused. He said he had taken his medication but did not sleep or eat much before coming to school. Simply sitting with him helped him to stay on task better.</p> <p>--Met with Mrs. Krause to discuss a possible seminar on High-Functioning Autism that would take the place of this year's teachers conference. The seminar is on dvd and textbook-driven. Mrs. Krause, Mrs. Stoltz and I would collaborate on this October 27th and after if more time is needed.</p>	<p>Sounds like a very interesting and valuable activity.</p>
Standards	2.1, 2.3, 7.2	

Week 6

October 10, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 10, 2016 (7:40-10:20; 12:20-2:45)	Week 6 (117.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) ----Augie is Absent Today</p> <p>2nd Hour--English Core 10--Violet(11) Thematic Essay for <i>All Quiet</i>--build topic sentences and support with quotes from text</p> <p>3rd, 6th-8th Hours: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Principal Luehring informed me during third hour that Augie will not be returning to KML. His parents are pursuing placing him in Germantown HS in order for Augie to receive more specialized services.</p> <p>2nd Hour--English Core 10--Violet(11) --For construction of the essay, Violet and I set up the topic sentences to mimic the three part thesis. We then began gathering quotes from the novel that will support our theme and argument. The intention will be to take the topic sentences at the end and make them varied/more interesting.</p> <p>3rd, 6th-8th Hours: Learning Center --Discussion with Mrs. Krause about possible assessments in the grade schools due to "losing" Augie first hour. There may be some known possibilities or an option to seek any if needed.</p> <p>--Ran "At Risk" report on students with 3 or more Ds and Fs in classes and sent the report to faculty via email.</p> <p>--Worked with two chemistry students working on conversion analysis: both girls needed to see how the conversion rates needed to be placed in order to cancel out known labels to find the</p>	<p>Did this just "come out of the blue," or was there talk of this before? It sounded like you were getting along okay with him, all things considered.</p> <p>(AL) Out of the blue for me. He has many cored classes, and the Principal's comment was that this was for the best, leading me to think that I may not have all the information. Sheila has talked about struggles with working with him and making accommodations for him when the parents have just recently gotten him tested but KML has worked with him the past two years.</p> <p>I'm glad you have some options.</p>

	<p>unknown information.</p> <p>--Attempted to help DB(9) get motivated to work and stay on task. He comes in 3rd and 7th hour. 3rd hour he was avoiding practicing his speech for 8th hour today--he forgot to dress up or bring his 2nd visual aid--I helped him email his teacher asking what other options he had for giving speech tomorrow or using another prop. 7th Hour, he simply laid his head down and would not do anything. I tried getting him to work on algebra, I gave him the opportunity to walk to the drinking fountain in order to boost his energy. I was unable to prompt him to any work and needed to send him into Mrs. Krause.</p>	
Standards	2.1	

October 11, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 11, 2016 (7:40-10:20; 12:20-2:45)	Week 6 (122.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Augie was present today! --Handwriting practice --Continued work on 5 paragraph essay: focus on completing Topic Sentence 3 paragraph and discussion of Transitional Statements --Homework assignment: Write Restatement of Thesis for Conclusion Paragraph</p> <p>2nd Hour--English Core 10--Violet(11) --Work on Thematic Essay for <i>All Quiet</i> with focus on finding quotes and scenes from the novel that will support thesis and themes</p> <p>3rd, 6th-8th Hour: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was more cooperative and self-correcting during handwriting practice. --He struggles with transitional statements and</p>	

	<p>with seeing why they are needed in an essay--again with comments such as "I've never been taught to use those"</p> <p>Quick discussion after first hour with Mrs. Krause, who was just as surprised as I was for Augie's presence. She spoke with Principal Luehring and Pastor Hughes (Dean of Students) who informed her that Augie will be with us until Germantown HS and Augie's Parents complete testing and IEP. An official exit date is not set. I am to continue working with him up until that point. I was instructed not to push too hard.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet is doing well with finding direct links to the text that will help support her thesis and fit the themes she has chosen. This is one of her strengths--it is concrete and she does not have to create her own sentences--tomorrow may be more difficult when she has to come up with her own statements to connect text to analysis.</p> <p>3rd, 6h-8th Hour: Learning Center --Worked with DB(9) preparing for his speech that he gives 8th hour today. He ran through the speech aloud twice--first time two minutes over and second time was within the time frame. I gave feedback about vocalized pauses and repeating similar thoughts over and over. I told him to focus on his simple and clear points written on his index card that he is allowed to use--the second run through was succinct and on target.</p> <p>--Aided in getting SL(11) set up with Read&Write for Google Chrome which is a technology assisting aid for people with dyslexia--also read through a "reader's theatre" on Federalists v. Anti Federalists to help hear voices and tones.</p>	<p>This may result in some awkward situations, but I'm sure you under</p>
Standards	2.1	

October 12, 2016

	Intern Comments	Field/College Supervisor Comments
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Date:	October 12, 2016 (7:40-10:20; 12:20-2:45)	Week 6 (127.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Did not have restatement of thesis completed- began class with this --Handwriting Practice: "Dumpy Proverbs" --Class ended before the hour was over----</p> <p>2nd Hour--English Core 10--Violet(11) --Mrs. Krause had informed me that Violet's mother is going into surgery today for a biopsy to check for Breast Cancer. Violet had come late to school because a friend took her for coffee--she was confronted by Pastor Hughes (Dean of Students) and was upset even more because she "got yelled at" --I began with a devotion entitled "Why" from wels.net based on Psalm 41 and dealing with God's promise to be with us through struggles in life --I continued with talking about needing to fulfill our responsibilities even when we are having difficulties/struggles in life--which is what Pastor Hughes was talking with her about. --We continued into our essay focusing on the first topic paragraph and creating sentence that support the thesis, fit the theme, and utilize the direct quotes</p> <p>Homeroom Day: --Observed Mrs Krause meet with her students on a Guidance Team Leader Role (GTL) --Sample Meeting with student: How do you feel the year is going? What is going well in your year? What struggles do you feel you are having? --Checks PowerSchool for grades/work--- Which class do you have the most trouble with? ---discussion on how to improve that grade-- Discusses changes for next semester classes. Any concerns do you think I need to know about? What are some goals we can make?</p> <p>3rd, 6th-8th Hours: Learning Center</p>	<p>Very nice!</p> <p>Great way to check in with students.</p>

Reflection	<p>1st Hour--English Core 11--Augie(11) --When asked why his work was not done, his response was "I didn't want to do it" --When given time to complete the task at the beginning of class, his response was "You never taught me what to do" --I reviewed with him what we talked about yesterday on how to take the thesis and use the same ideas to create a new but similar sentence. He was then able to complete his restatement. --I asked him to leave his Chromebook open because we will be coming back to it shortly--he looked at me and closed it. Asking him if he heard my direction, he said "you're going to waste my battery". With my frustration rising, we moved on to the handwriting lesson. --While practicing his handwriting, he was rushing, sloppy, and was adamant that "the sentence is wrong and no one talks like that"--I reminded him that these are older English Proverbs and that they may sound different but the grammar is correct.--He told me "I should not have to write something that's wrong." --Looking at his actual work, I asked him to fix his "o"s which were not closed and so looked like "u"s and his response was "My writing is fine" in a sharp tone. --My frustration level was high and my patience gone, I asked Augie to return to the Learning Center and ended class. --I spoke with Mrs Krause about Augie's lack of participation. She is recommending that I add a daily/weekly participation grade that could help reflect class periods in which he is participative and those in which he is not and we do not accomplish our tasks.</p> <p>2nd Hour--English Core 10--Violet (11) --See Activities Above---</p> <p>3rd, 6th-8th Hour: Learning Center --Read a Chemistry test aloud to help accommodate for a student with reading difficulties</p> <p>Other Activity: Read article given to me by Mrs. Krause; "Three Strategies for a Smooth IEP Meeting" from <i>Special Needs Parenting</i>--article is written from Christian perspective and is an</p>	<p>Sounds like you handled this very appropriately.</p> <p>**My Opinion** I think Augie knows that he is leaving and is pushing so that he does not have to accomplish tasks and work in class. However, he does not realize that his class grades will transfer and this is a class that he needs toward graduation.</p> <p>You are most likely right about that. When he lets you know he is not likely to cooperate it might be good to switch to a task which won't allow him the opportunity to argue or disagree with you. This should not happen often or he will be able to use it as a way to get out of work. Once he digs in his heels, you may not get far with instruction.</p>
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	encouragement for parents as they may feel anxiety during the whole process.	
Standards	2.1, 7.2	

October 13, 2016

Grandparents' Day

	Intern Comments	Field/College Supervisor Comments
Date:	October 13, 2016 (7:40-10:20; 12:20-2:45)	Week 6 (132.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie (11) --Augie Read Aloud: <i>I Survived: The Battle of Gettysburg, 1863</i> (Scholastic Reading Level Grade 4--Augie helped select the book for high interest) --Handwriting Practice --Informational Essay Work</p> <p>2nd Hour--English Core 10--Violet(11) --Continue developing topic paragraphs for thematic essay</p> <p>3rd, 6th-8th Hours: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie (11) --Handwriting Practice: trouble with "s" and run words too close together--focus on adding more space between words. --Information Essay: Work on Introductory "Hook" and transition sentence; check over restatement of thesis and finish conclusion paragraph; proofread/edit and turn in</p> <p>Augie was cooperative today. He participated in all tasks asked of him. He erased and made corrections when needed--some teacher directed and some self-initiated.</p> <p>Augie sees a therapist on Wednesdays. I have noted a pattern on my lesson plans in which Wednesdays tend to be more challenging or when issues occur.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet struggles with keeping in the same tense</p>	<p>Did the "participation" grade have anything to do with this, or didn't it start yet?</p> <p>Interesting observation.</p>

	<p>while writing. --She also loses focus quickly from what was brainstormed to what she wants to put into writing (i.e. She chose direct quotes and themes that would support her thesis but when getting to the writing stage, she wants to write about other scenes and runs off on other tangents)</p> <p>3rd, 6th-8th Hours: Learning Center --Worked with freshman completing test study guides--they will have a major test tomorrow --Helped find correlation coefficients with Algebra 2 students</p> <p>Other Activity: In preparation for giving second round of assessments from the <i>Qualitative Reading Inventory</i> for Augie and Violet, I reread the assessment information on purpose and procedure. I looked over the first round of assessments from the beginning of the year and focused on how I can improve my testing skills: better documentation of any word mispronunciations, add retelling of story to the assessment, eliminate "half" points from scores--either right or wrong.</p>	Good plan!
Standards	2.1	

October 14, 2016

Grandparents' Day

	Intern Comments	Field/College Supervisor Comments
Date:	October 14, 2016 (7:40-10:20; 12:20-2:45)	Week 6 (137.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie (11) --Augie is absent. We are not sure if the reason for the absence is sickness or part of his transition to Germantown. --I am using the time to make sure his portfolio is up-to-date.</p> <p>2nd Hour English Core 10--Violet(11) --Thematic Essay</p>	
Reflection	1st Hour--English Core 11--Augie (11)	

	<p>2nd Hour English Core 10--Violet(11)</p> <p>--Violet is gaining confidence and independence with connecting her thesis to the direct quotes and applying her own analysis. She still struggles as an independent writer and struggles to complete work on her own. She is more successful with a teacher present to help keep her focus on the task.</p> <p>3rd, 6th-8th Learning Center:</p> <p>--Working with students to prep for English Test</p> <p>--Working on Progress Monitoring Portfolio for Augie(11)</p>	
Standards	2.1	

Week 7

October 17, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 17, 2016 (7:40-10:20; 12:20-2:45)	Week 7 (142.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Read Aloud: <i>I Survived: The Battle of Gettysburg</i> chapters 2-3 --Handwriting Practice--focus on "s" and "p" --Make corrections to 1st draft of essay --Begin second round of <i>QRI</i> Assessment: WWI</p> <p>2nd Hour--English Core 10--Violet(11) --Build paragraph 3--connecting quotes to themes and thesis --Check over English 11 work to stay caught up</p> <p>3rd, 6th-8th Hour Learning Center --Run "At-Risk" Report --Help accommodate students that need extended time for Religion Tests --Help accommodate students that have oral memory work instead of written work.</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --His fluency and accuracy are good during read aloud. His voice will get loud and soft but does not reflect any reaction to the story (i.e. excitement or calmness)</p> <p>2nd Hour--English Core 10--Violet(11) --Violet is "all over the place" and it is reflected in her lack of organization skills for school work and in her thoughts when writing. --She was more successful staying on task when encouraged to reread the thesis, topic sentence, and supporting quotes.</p>	It's good that you were able to note this.
Standards	1.0, 1.1, 2.1	

October 18, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 18, 2016 (7:40-10:20; 12:20-2:45)	Week 7 (147.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie 11 --Oral Reading: <i>I Survived the Battle of Gettysburg</i> chapters 4-5 --Handwriting practice: focus on “s”, complete circles for “d” “b” “p”, and leaving sufficient space between words --QRI passages “WWI” part 1 and 2 with retelling and comprehension questions</p> <p>2nd Hour--English Core 10--Violet 11 --Thematic Essay: intro and conclusion</p>	
Reflection	<p>1st Hour--English Core 11--Augie 11 --Better with creation of letters. He still rushes with his formation, especially “s”s which tend to look like lines. --Augie does not provide many details with his retelling. He may hit one main idea and a couple details but then he feels that is all he read about. --Today he was more successful with implicit questions. However, when asked to look back for information he reached a point where he was insistent that his answers were correct and would not go back into the text to find correct or complete answers--I am not sure if this was a defiance issue or if it was frustration with not understanding the text. Augie can be hard “to read” at times because it may be a little of both.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet is excited to see the end in sight! --Today’s struggles was finding “right words”. Especially in using accurate prepositions to gain the meaning she intended (i.e. “during” instead of “in” or “of”</p> <p>“Construction Work” on a working progress portfolio for Violet(11)--to be designed similarly to Augie(11)’s but to also include a section for Grade Reports and Missing Work as a necessity to help keep her up to date with assignments.</p>	I agree that it is likely a bit of both.

Standards	2.1	
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October 19, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 19, 2016 (7:40-10:20; 12:20-2:45)	Week 7 (152.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Oral Reading: <i>I Survived the Battle of Gettysburg</i> chapters 6-7 --Finish editing Informational Essay --Handwriting Practice --QRI "WWI" Part 3</p> <p>2nd Hour--English Core 10--Violet(11) --Final edits to Thematic Essay</p> <p>Continued work on Violet's portfolio.</p> <p>Began reading <i>Smart but Scattered Teens</i> by Richard Guare, PhD, Peg Dawson, EdD, and Colin Guare. This book , along with <i>The Work-Smart Academic Planner</i>, will serve as the professional development I and the other to LC teachers will work through in place of Teachers' Conference.</p>	
Reflection	<p><i>Smart but Scattered Teens</i>: Introduction pp. 1-6 --Establishes the premise of the book which defines 11 executive skills that all people need to function but specifically how teens develop and use them and how parents(teachers) also use them in guiding their child(student) to better use of executive skills.</p>	
Standards	1.1	

October 20, 2016

	Intern Comments	Field/College
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		Supervisor Comments
Date:	October 20, 2016 (7:40-10:20; 12:20-2:45)	Week 7 (157.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Oral Reading: <i>I Survived the Battle of Gettysburg</i> --Handwriting Practice --QRI "WWI" Part 3--Finish Stop and Retell and comprehension questions</p> <p>2nd Hour--English Core 10--Violet(11) --ORI "Where the Ashes Are" Parts 1 and 2</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was patient with his writing today and did not need much coaching to fix or to adjust letters. He took his time and made his letters carefully yet "fluently"</p> <p>2nd Hour--English Core 10--Violet(11) --Violet read appropriately slowly and carefully for the first part. She was able to recall many details. She was also accurate with both implicit and explicit comprehension questions. --The second passage was longer. There was a significant increase in her rate of reading halfway through the passage. She had more difficulty staying on track with retelling details--she would skip ahead to parts and then back track. She also had some more difficulty with the comprehension questions--This is most likely due to the length of the second passage compared to the first. -----Violet struggles with finding main ideas. She talks around the details until she almost hits the main idea-----This will be our next learning target.</p> <p><i>Smart but Scattered Teens</i>, Part I, pp. 8-20 --Executive Skills: "brain-based skills required for humans to effectively execute, or perform, tasks and solve problems" (11) --11 Executive Skills: [Cognitive] 1) Working Memory, 2) Planning/prioritization, 3) Organization, 4) Time management, 5) Metacognition, [Behavior] 6) Response inhibition, 7) Emotional Control, 8) Sustained attention, 9)</p>	Any clue about why that was?

	Task initiation, 10) Goal-directed persistence, 11) Flexibility	
Standards	1.1, 1.2, 2.1, 2.3	

October 21, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 21, 2016 (7:40-10:20; 12:20-2:45)	Week 7 (162.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Oral Reading: <i>I Survived the Battle of Gettysburg</i> chapters 10-11 --Hand Writing Practice --QRI: "Where the Ashes Are" Part 1</p> <p>2nd Hour--English Core 10--Violet(11) --ORI: "Where the Ashes Are" Part 3--Stop and Think Aloud</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie began getting very brief with his information during questions, even after many prompts to provide specific detail. I needed to push harder on him and keep expectations high for quality and quantity of answers. Holding him two minutes after class to complete his answer seemed to get him to provide a higher level of answer. (He goes right into the Learning Center for Study Hall, keeping him two minutes longer only takes "his time" and not time from another class or teacher)</p> <p>2nd Hour--English Core 10--Violet(11) --Violet is able to summarize. Her summaries tend to get wordy and out of order. We are working on trying to be more concise especially when choosing a main theme for the section--my prompt to her is "Using one sentence"--she knows then to try to be brief and pick one thing--however, she will try to speak in compound sentences to get around this.</p>	

	<p><i>Smart but Scattered Teens</i> Part I pp. 20-28</p> <p>--"Teeneagerrrs who practice executive skills are not only learning self-management and independence, but in the process are also developing brain structures that will support their executive skills into later adolescence and adulthood." p23</p> <p>--Prefrontal Brain: 1) directs behavior--what to pay attention to and what action to take; 2) links behaviors together with experience of past to guide future behavior; 3) helps control emotions and behavior using external and internal constraints to satisfy needs and desires; 4) helps observe, assess, and fine-tune allowing correction of behavior based on feedback.</p>	<p>This is exactly what I'm teaching in Psych of Human Growth and Development, now!</p>
Standards	1.1, 1.2, 2.1, 2.3	

Week 8

October 24, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 24, 2016 (7:40-10:20; 12:20-2:45)	Week 8 (167.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Oral Reading: <i>I Survived the Battle of Gettysburg</i> ch 12-13 --QRI "Where the Ashes Are" Part 2 --Handwriting Practice</p> <p>2nd Hour--English Core 10--Violet(11) --QRI: "WWI" Part 1 and 2</p> <p>Learning Center 3rd, 6th-8th Hours --Worked with SL(11) developing essay for US History --Read a test aloud for MR(11) as an accommodation</p> <p>--Read section of <i>Smart but Scattered Teens</i> in preparation for the Learning Center Group study --Began Reading through KeyMath 3 Diagnostic Assessment manual in preparation of administering the test</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Retelling after reading a passage is a difficult task for Augie. It seems like he only wants to tell the very minimal amount that he can get away with talking about. This makes it very difficult to assess if he is capable of retelling more. He does also appear to have some troubles with retelling or answering comprehension from what he just read but his stubbornness and minimal work make it hard to tell for certain.</p> <p>--As Augie continues to read passages to me aloud, I am observing that he repeats words or phrases, typically as he tries to increase his reading rate. His rate suggests that he is reading the words just to read but not to "take in" and comprehend. (Which his lack of retelling may also suggest as well)</p>	<p>I'm not sure what you mean. He repeats when he is trying to increase his rate? (AL) I have developed a sense of when he wants to start rushing through his reading--he</p>

	<p>2nd Hour--English Core 10--Violet(11) --Violet's orally reading rate, fluency, and accuracy seem to be improving. --Her comprehension is still low and at a frustration level. Her retelling of details and main ideas are scattered and not always accurate. She will pick up on certain areas more than others and then information tends to get jumbled. --Along with working on finding main ideas, I want to incorporate reading strategies to help her improve comprehension.</p> <p><i>Smart but Scattered Teens</i> Part I pp. 28-35 --Response inhibition and working memory attribute to strong executive skills that allow for decision making --Threefold goals of book: 1)help understand what executive skills are and how these skills are the foundation for teen's ability to live independently; 2) provide tools to help evaluate executive skills; 3) provide specific and concrete info about how to act as "surrogate frontal lobes"</p> <p>KeyMath3 --Chapter 1: Introduction of features, materials, and uses -----special note of use for progress monitoring every three months --Chapter 2: Administration guidelines, procedures, and scoring</p>	<p>picks up his pace on words but then gets "caught" on words or phrases and has to repeat. To be quaint, he sounds like a record skipping but trying to groove forward.</p>
Standards	1.1, 1.2, 2.1, 2.3, 6.4	

October 25, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 25, 2016 (7:40-10:20; 12:20-2:45)	Week 8 (172.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Oral Reading: <i>I Survived the Battle of Gettysburg</i> chapters 14-15 --Handwriting Practice --ORI "Where the Ashers Are" Part 3--Think Aloud</p> <p>2nd Hour--English Core 1---Violet(11) --QRI: "WWI" Part 3--Think Aloud</p> <p>3rd, 6th-8th Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was cooperative. He read well. He corrected his errors in handwriting with limited resistance. --Reading Retelling is still very limited--bare minimum and not in depth</p> <p>2nd Hour--English Core 1---Violet(11) --The Stop and Think approach seemed to really throw Violet's comprehension off. She was able to review the small section, but when asked to retell the whole section, she could not keep the facts in line. Interviewing her after the assessment, She rated herself as a 2 out of 5 (high) for level of comprehension during reading and a 1-2 out of 5(high) for confidence of being able to answer comprehension questions/understanding after reading LEARNING TARGETS for narrative literature will be to work on finding the main idea or theme and for expository will be general reading strategies to help comprehension.</p> <p>3rd, 6th-8th Learning Center</p> <p><i>Smart but Scattered Teens</i> Part I pp 36-61 --Examples of teens with different strengths and weaknesses in executive skills --Executive Skills Questionnaire for Parents and teens</p>	Interesting!

	--Executive Skills Strengths and Weaknesses Quiz(to help you understand what you are successful and not successful with and how it matches up with child/student) *****ME: Strong=Metacognition, Working Memory and Sustained Attention; Weak=Emotional Control, Flexibility, Time Management ---Goal of questionnaires is to create common language between adult and teen as to strengths and weaknesses of executive skills.	
Standards	1.1, 1.2, 2.3, 4.0	

October 26, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	October 26, 2016 (7:40-10:20; 12:20-2:45)	Week 8 (177.5/400 hours)
Activities	1st Hour--English Core 11--Augie(11) --Oral Reading: <i>I Survived the Battle of Gettysburg</i> ch.16 and extras at end of book. --Comprehension Questions to the book --Final Handwriting pages. 2nd Hour--English Core 10--Violet(11) --"The Necklace by Guy de Maupassant ---Focus on theme: Things are not always as they appear; Be content with what you have. 3rd, 6th-8th Hour: Learning Center	
Reflection	1st Hour--English Core 11--Augie(11) --Augie would not use the time given to him to start his assignment of comprehension questions (5 minutes remaining in class). When instructed to take the book with him to help him complete his work, he said he would just find it online. Informing him that there is no free online version, he still refused to take the book. I decided to keep him in the room for second hour (his study hall) until he would finish his assignment--which he then completed in a timely manner.. 2nd Hour--English Core 10--Violet(11) --Violet was able to see some of the connections	Fascinating young man!

	<p>from content to theme. She still needed to be talked/prompted to the overarching themes.</p> <p>--In her personal reflection, she told me she liked the story because she could understand the storyline and knew what was happening.</p> <p>3rd, 6th-8th Hour Learning Center</p> <p>--Used time to review English Language Arts state standards and compare them to the Core Essential Standards to set up the next unit of short stories for Augie and Violet</p>	Good!
Standards	2.1, 2.3, 3.5	

October 27, 2016 Learning Center “Conference”

	Intern Comments	Field/College Supervisor Comments
Date:	October 27, 2016 (8:00-12:00)	Week 8 (181.5/400 hours)
Activities	Video Seminar	
Reflection	<p>Within this seminar, we participated in discussion of executive functions defined by the authors of <i>Smart but Scattered Teens</i>. We also discussed how we see these executive functions in process (or lacking) within our students and possible ways we could incorporate direct instruction of these executive functions. We concluded that the use of some of the coaching techniques that accompany the book would be helpful for our students that utilize the Learning Center.</p>	
Standards	5.4, 6.4, 7.2	

Week 9

October 31, 2016

	Intern Comments	Field/College Supervisor Comments
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Date:	October 31, 2016 (7:40-10:20; 12:10-3:30)	Week 9 (187.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --<i>I Survived the Battle of Gettysburg</i> Test --"All Summer in a Day" by Ray Bradbury ---Implicit/Explicit Questions (EE.RL11-12.1) ---Ending of Story matches theme (EE.RL11-12.5)</p> <p>2nd Hour--English Core 10--Violet(11) --Expository Readings from her European History textbook --Reading Strategy⇒ 3-Minute Pause</p> <p>3rd, 6th-8th and After School: Learning Center --Observed S.Krause use KeyMath 3 Assessment</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie participated well--he seemed to have some previous experience with this story --Augie is able to answer explicit questions but struggles with implicit ideas. --He has also gone back to his illegible handwriting</p> <p>2nd Hour--English Core 10--Violet(11) --I chose Violet's European History textbook to give us an authentic tool for learning the Social Studies reading strategies. We also selected a section together that they have already discussed in class so that Violet would have had familiarity with the text. --She caught on to the summarizing aspect but did not quite understand the parts to add personal thoughts or questions (I modeled for her and she understood a little bit better). --She liked the strategie but still felt that she was not sure what to add in the summary to help her with test taking.</p> <p>Observed KeyMath 3 Numeration, Algebra and part of Geometry assessment --S.Krause set up a comfortable working atmosphere. She gave clear instructions and used rephrasing when appropriate to help the student understand what was being asked of him (ie.: Directions to simplify fractions--rephrase of</p>	I'm glad you had this opportunity.

	lowest terms or reduced form) --DOW(10) self-talked during assessment; he responded several times with "I don't know what it's asking" at which S.Krause would rephrase.; fractions are not a strength.	
Standards	1.2, 2.2, 3.1	

November 1, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 1, 2016 (7:40-10:20; 12:10-3:30)	Week 9 (193.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --"The Lottery" by Shirley Jackson --Intro Summary and Analysis Essay (EE.RL 11-12.2 and EE.RL 11-12.3) --began summary of story</p> <p>2nd Hour--English Core 10--Violet(11) --Expository Readings from her European History textbook --Reading Strategy⇒ Sum It Up (Read a section-- jot down keywords/main people/ideas while reading--Sum it Up using 20 main words in a sentence to bring out main idea.</p> <p>3rd, 6th-8th Hour and After School: Learning Center --ASSESSED DOW(10) using the KeyMath-3 Diagnostic Assessment</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was given directions to complete part of the essay on his own after class--assignments given for work after class have usually not been completed, today,s work was attempted and mostly completed--its needs stronger supporting details.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet seemed to catch on quickly to this strategy--She was able to write down the key</p>	

	<p>ideas in her notes well. She still wanted to use a few more than 20 words.</p> <p>3rd, 6th-8th Hour and After School: Learning Center</p> <p>--DOW(10) struggled with his eyes during the testing. S.Krause and I both took notice that he tilts his head to favor one eye over the other, he tended to poke or play with the weaker eye, and a questions using x's to make a pictograph really made his eyes hurt. Looking at him with eye contact after the testing time, his pupils are noticeably different sizes (he is not currently playing sports--concussion is not likely)</p> <p>--testing will continue tomorrow and all results</p>	
Standards	1.2, 2.2, 3.4	

November 2, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 2, 2016 (7:40-10:20; 12:10-3:30)	Week 9 (199.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Summary and Analysis paper on "The Lottery" by Shirley Jackson</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Review Sum It Up</p> <p>--Expository Reading Strategy⇒ History Frames</p> <p>3rd, 6th-8th Hours: Learning Center</p> <p>--7th hour KEYMATH3 Assessment of DOW(10)</p> <p>---will continue testing tomorrow</p> <p>Evening---Parent/Teacher Conference with "Violet's" Mother</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11)</p> <p>---Continued to build upon the summary--going paragraph by paragraph to pick up the main characters and actions.</p> <p>--Augie needs many prompts to build detail into</p>	

	<p>his descriptions --Assigned 12 sentences to describe/analyze characters: Mr. Sommers, The Crowd (general), and Mrs. Hutchinson</p> <p>2nd Hour--English Core 10--Violet(11) --The History Frame seemed to be more confusing. It took a longer modeling period--Violet will practice this strategy again tomorrow.</p> <p>3rd, 6th-8th Hours: Learning Center --7th hour KEYMATH3 Assessment of DOW(10) ----DOW(10) started off the sessions talking about being tired. This sections of the test consisted of mental math--he was strong at adding and subtracting in his head. He did not seem to have as many issues with his eyes today, but the problems also had less graphics but was primarily numbers.</p> <p>Evening---Parent/Teacher Conference with "Violet's" Mother --Was able to show Violet's mother the portfolio on Violet, we were able to discuss strengths and weaknesses, as well as what are most current learning goals have been.</p>	Good experience.
Standards	1.2, 2.2, 3.4, 4.2	

November 3, 2016

Internship Midterm

	Intern Comments	Field/College Supervisor Comments
Date:	November 3, 2016 (7:40-10:20; 12:10-3:30)	Week 9 (205.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Continued Summary of "The Lottery"</p> <p>2nd Hour--English Core 10--Violet(11) --Expository Reading Strategy==>History Frames</p> <p>3rd, 6th-8th Hour and After School: Learning Center --7th Hour KEY MATH 3 Assessment of DOW(10) rescheduled for Nov. 4 because S.Krause had a dr. appointment today and the</p>	Ok!

	<p>amount of students coming to the LC was too many for just one teacher to monitor.</p> <p>--Working with SL(11) on Essay-Test for American History</p> <p>Meeting with Principal Luehring scheduled for Nov. 4 during 5th hour to touch base about Augie and his status at KML. Also to discuss an email I received from Augie's parents about his diagnosis and our work in class.</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Augie had his twelve sentences complete--the sentences are very short and basic</p> <p>--Working with the summary, Augie continues to need prompting and coaching to add any details. He was more cooperative today being quicker with providing details and more information.</p> <p>--One point of argument from him was over correcting a sentence fragment--he added a second prepositional phrase without adding the needed subject--when I coach him into what he did need, he stated "that's what I already had--you were wrong"</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Violet seemed to take better to the history frame today. She worked independently and was able to use the organizer well.</p> <p>3rd, 6th-8th Hour and After School: Learning Center</p> <p>--In reference to the email from Augie's parents concerning his neuropsych evaluation and his diagnosis, I researched both WI DPI's regulations for student records and confidentiality. Originally I was informed that he would undergo a neuropsych evaluation but I would not have access to the results. In the email, the parent was not happy with the handwriting practice I was having Augie work with. The parent implied that I should have been aware of the results of the evaluation and what the doctor had recommended and that I was not complying with the diagnosis. In the email, the parent did share that a diagnosis was determined to be Developmental Coordination Disorder. I have done some research, located more information so that I can better plan my lessons to best support Augie's My meeting with Principal</p>	<p>Probably some self-esteem issues contribute to his behavior.</p> <p>In view of the</p>

	<p>Luehring may help to clear up some He-said-she-said situations. We were unable to meet today, but he did ask that I leave responding back to the parents to him so that further miscommunication does not</p> <p>FAQ About Neuropsychological Evaluation A Parent's Guide to Neuropsychological Evaluations</p> <p>Student Records and Confidentiality WI-DPI Children with Developmental Coordination Disorder: At Home and in the Classroom (CanChild)</p>	<p>circumstances, this is wise.</p> <p>Since you are part of the school staff you could have access to any records or reports in his file. The parents have the right not to provide these reports, however.</p> <p>That was some of the information I was reading; thank you verifying that I was understanding the regulations correctly!</p>
Standards	1.2, 2.2, 3.4, 5.1	

November 4, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 4, 2016 (7:40-10:20; 12:10-3:30)	Week 9 (211.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Character Analysis for "The Lottery"</p> <p>2nd Hour--English Core 10--Violet(11) --Expository Reading Strategy: Power Thinking</p> <p>3rd, 6th-8th and After School: Learning Center --Meeting with Principal Luehring: He gave me access to the neuropsych evaluation expressing his frustration with Augie's parents in that they did not want anyone but him to read it. Before our notice that they are transferring Augie (date still undetermined), the plan was for Parents, Mr. Luehring, Mrs Krause, and teachers would get together to discuss the evaluation and continued</p>	

	<p>accommodations that we would provide and what the parents concerns would be. The parents have not pursued this meeting and are waiting for Germantown to begin their process of observation and transferring.</p> <p>--DOW(10)'s assessment fell to Mrs. Krause to finish so that it would not extend too long. My migraine was getting worse. I will still enter his scores into the computer program to analyze his results. We will meet to discuss those results with his parents next week.</p>	
Reflection	(Reflection incorporated into activities)	
Standards	1.2, 2.2, 3.4, 5.5	

Week 10

November 7, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 7, 2016 (7:40-10:20; 12:10-3:30)	Week 10 (217.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Accommodation to "redo" a written assignment orally --continued work on Character Analysis</p> <p>2nd Hour--English Core 10--Violet(11) --Expository Reading Strategy: Power Thinking (Review) --"All Summer in a Day"</p> <p>3rd, 6th-8th and After School: Learning Center --Worked with RF(10) using primary documents to complete an assignment designed to introduce them to primary sources. --Worked with SL(11) on her essay test which was adapted by her teacher to help her focus on key aspects. The essay still requires use of primary sources which is a difficult task to work on by herself because of her dyslexia. I read it aloud and go through the meaning behind the words so that she can use the information to complete the assignment.</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Gave Implicit/Explicit questions for "All Summer in a Day" orally to adjust for accommodations that have been noted as per his neuropsych evaluation that his parents have released to Augie's teachers. --Augie was able to answer most question with adequate detail orally--his grade from written assignment was changed --Continued essay work on character analysis for "The Lottery": Augie had good discussion and gave great thoughts/analysis, however when it came to typing his comments, he would abbreviate his thoughts and remove much of the depth that had been discussed. I prompted him and reminded him of his more complex thoughts</p>	I thought he would have transferred by now. I'm glad he's still there.

	<p>to help him type them into the essay.</p> <p>2nd Hour--English Core 10--Violet(11) --"Interviewed" Violet about her confidence level of understanding in her European History class after having previewed the day's lesson using Reading Strategy: Power Notes: She felt she understood the teacher's lecture better --Asking her to reflect on her understanding, Violet realized that reading ahead may help her understand what is being talked about in class more clearly. --Read through "All Summer in a Day" and gave Implicit/Explicit Question activity EE.RL.11-12.1 and EE.RL11-12.5</p>	
Standards	1.0, 2.1, 3.3	

November 8, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 8, 2016 (7:40-10:20; 12:10-3:30)	Week 10 (223.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Finished character and theme analysis for essay --assigned final concluding sentence</p> <p>2nd Hour--English Core 10--Violet(11) --Using Primary Documents for European History --Conference on late/failing written assignments for classes. --"catch-up" work time for these assignments</p> <p>3rd, 6th-8th and After School: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was ready to "put up a fight" right from the start of class. He started right away with saying "I am not going to think today"--We quickly discussed that as adults, we may not feel we want to do anything but responsibilities still need to be fulfilled--he was somewhat better after this.</p> <p>2nd Hour--English Core 10--Violet(11)</p>	Interesting, as always!

	<p>--Violet struggles with organization and completion of projects. Many of the assignments I mentioned that she needs to get turned in are started (and many mostly done) but have a few things left to be completed. In observing her work, she becomes distracted by other tasks and people before she finishes and then does not come back to them.</p> <p>--Violet benefits from clear directions that are broken down step by step with only a few steps given to her at a time.</p> <p>3rd, 6th-8th and After School: Learning Center</p> <p>--Read through SL(11)'s neuropsych evaluation</p> <p>--notes: social, separation and school anxiety; dysgraphia, dyslexia, learning disorder with impairment in math;</p> <p>--accommodations: extended time; calculator; possible use of computer technology for math tutorials; possibly putting learning to music based on passion/interests</p>	
Standards	1.2, 2.2, 3.4, 5.5	

November 9, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 9, 2016 (7:40-10:20; 12:10-3:30)	Week 10 (229.5/400 hours)
Activities	<p>1st Hour--Combined English Core--Augie(11) and Violet(11)</p> <p>--Beginning unit on Types of Irony using the short story "Lamb to the Slaughter" by Roald Dahl (pair/share practicing irony scenarios) and "Two-version" Comparison (comparing story to movie)</p> <p>--Partner discussion with anticipatory agree/disagree statements</p> <p>--Began reading "Lamb to the Slaughter" (EE.RL.11-12.3; EE.RL.11-12.6; EE.RL.11-12.7)</p> <p>2nd, 3rd, 6th-8th Learning Center: Study Hall</p>	
Reflection	<p>1st Hour--Combined English Core--Augie(11) and Violet(11)</p> <p>--Seeing Augie interact with another student was</p>	

	<p>a new and informative experience. He still requires prompting to spur his conversation on but he was willing to talk, express his opinion, and provide explanation.</p> <p>--Both Augie and Violet caught on to the types of irony and were able to determine correctly which type was used in different scenarios.</p> <p>2nd, 3rd, 6th-8th Learning Center: Study Hall</p> <p>--new, physical planners distributed to students in the LC; these are to be checked everyday</p> <p>--created a Google Doc to log students in and out of the LC for attendance, tasks working on/completing, and planners checked</p> <p>--DOW(10) KEYMATH3: I used the computer software to calculate the results of his assessments. With all subtests administered, DOW is below average on all except Numeration and Data Analysis and Probability (DAP) which are average. His grade equivalencies ranged from 4.5 to 7.0. DOW has been to multiple schools, as well as being homeschooled--inconsistent While giving the test, DOW struggled in confidence, he often second guess himself, change his answers (usually he was right the first time). He also seemed to have focus issues which seem to be stemming from his eyes. He favors his right eye over his left. This will be a concern to bring up with his mother at our meeting Friday after school. It may have also resulting in getting some problems wrong--one specific example was a pictograph with many "x"s which he said made his head hurt looking at.</p> <p>MIDTERM CONFERENCE: Sheila and I were able to sit down to discuss midterm observations and completion of standards. The areas she sees that need improvement/more evidence are in showing enthusiasm and feeling more comfortable with students "less rigid". Talking through the standards, she felt I judged myself too harshly in some areas and shared examples of how she saw evidence of me achieving the standard or achieving at a high rating.</p>	Good activity/experience.
Standards	1.2, 2.2, 3.4, 6.4, 7.3	

November 10, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 10, 2016 (7:40-10:20; 12:10-3:00)	Week 10 (225/400 hours)
Activities	<p>Augie absent for illness 1st and 2nd Hour ---Because of grouping Augie and Victoria together for this unit, I did not continue our lessons on "Lamb to the Slaughter". --I did take the opportunity to conference with Victoria about missing assignments and to help her make a list of assignments she could accomplish with her "bonus" and regular study hall time.</p> <p>3rd, 6th-8th Hour: Learning Center --Continued checking of planners for students --Specific conferences with 3rd hour LC students⇒ DB(9), IE(9), LH(9), LP(9) about missing work and low quiz/test grades--we created a list of work to be done and strategies for improving grades. --Worked with SL(11) and MR(11) on Algebra 2 using three equations with three variables and two different methods for solving</p>	
Reflection	<p>Violet(11) ---One of her main struggles is in organization--not finishing tasks started, not handing them in after completion, waiting till after due date to work on them, not having all material to work on them (some at home, some in locker, some in her folder). ---I will brainstorm better organizational skills with her and possible use of a binder instead of folder for more organization.</p> <p>SL(11) --While she has dysgraphia and dyslexia, she continues to push herself and is very successful (even when she feels she is not). While working through the Algebra assignment, of which I had to reteach myself how to do, I was modeling my thoughts and work to try and solve the problems for the girls so the girls could see how what I was thinking or trying. SL actually started to talk us</p>	Excellent!

	through her work and was in a way teaching us as she went through the problems!	
Standards	1.0, 2.3, 4.3	

November 11, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 11 , 2016 (7:40-10:20; 12:10-3:30)	Week 10 (231/400 hours)
Activities	<p>1st Hour--Combined English Core--Augie(11) and Violet(11) --Finish reading "Lamb to the Slaughter" --Highlight and discuss the emotional changes of Mary Maloney</p> <p>2nd Hour--Check in with Violet on work list from yesterday.</p> <p>3rd, 6th-8th Hour: Learning Center --Checking Planners --Religion Tests and listening to Memory Work --Helping with Algebra 2 and Geometry</p> <p>After-school⇒ Meeting with DOW(10)'s mother about results of KeyMath-3 assessment and "game plan"</p>	
Reflection	<p>1st Hour--Combined English Core--Augie(11) and Violet(11) --Violet took the lead in discussion (as expected) but both were able to defend their highlight sections that showed Mary Maloney's change throughout the story. --Both were also able to identify and explain correctly how the different forms of irony were used within the story.</p> <p>2nd Hour --Violet would like a binder to help her stay more organized with day to day/weekly to-do assignments</p> <p>After-School Meeting⇒ This meeting was conducted with S.Krause, DOW, his mother and</p>	Looks like it went well.

	myself. Between S.Krause and myself, we discussed the tendencies we saw DOW exhibit with his eyes during the test. We recommended that he be checked for eye fatigue and if his eyes are working together properly. We did not go into the actual results of the test because S.Krause and I both feel his below average results may be directly affected by his eye issues.	
Standards	2.3, 6.2, 7.1	

Week 11

November 14, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 14, 2016 (7:40-10:20; 12:10-3:30)	Week 11 (237/400 hours)
Activities	<p>1st Hour--Combined English Core--Augie(11) and Violet(11)</p> <p>--Set up activity to take notes about sequence of events for movie "Lamb to the Slaughter"</p> <p>--Watched first 18 minutes and worked on activity.</p> <p>2nd, 3rd, 6th-8th Hour and After School: Learning Center Study Hall</p> <p>--Worked with DB(9) on assignment from weekend that he did not understand in Algebra. While he seemed to understand the concept, he also seemed to need constant reassurance that he was on the right track. DB was informed of missing assignments in Algebra from first quarter that still need to be completed because the class is graded by semester. I printed his work report off and helped him set up a schedule for completing his missing assignments (hopefully all 7 before or during Thanksgiving Break so that he can come back with a "clean slate."</p> <p>--Worked with SL(11) read through some primary sources about President Jefferson's deal to purchase the Louisiana Territory. She needed help understanding the context as well as developing her thoughts to write in an argumentative essay about whether Jefferson was right or wrong.</p>	
Reflection	<p>1st Hour--Combined English</p> <p>--Augie and Victoria continue to work well with each other. They developed the movie's sequence of events in order to compare it with the short story.</p>	
Standards	1.1, 1.2, 2.3	

November 15, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 15, 2016 (7:40-10:20; 12:10-3:30)	Week 11 (243/400 hours)
Activities	<p>1st Hour--Combined Core English--Violet(11) and Augie(11) --Finished watching the movie version of "Lamb to the Slaughter" --Completed the table for sequence of events on the movie column --Violet and Augie independently reread the short story and completed the chart showing sequence of events in the short story along with highlighting the differences found in movie and short story.</p> <p>2nd, 3rd, 6th-8th Hour and After School: Learning Center --Check in with DB(9) on current and missing Algebra. Found three previously started but not submitted work. I checked these over to see what needed to be finished so he can get them handed in.</p>	
Reflection	<p>1st Hour--Combined English --After giving directions for independent work, Violet began immediately while Arthur sat for three minutes staring blankly. --I intentionally waited a full three minutes before I was going to ask him if he understood the directions or if he needed help getting started when he addresses me first. He simply asked if this should be on the same document as yesterday. I told him yes, in the column created for the short story. I also asked if he would like to see Violet's as an example to be sure he was on the right track. He replied "No, I understand"; he looked over his story and began his task. --Augie was attempting to simply copy and paste his first column to his second. We went through the purpose of the comparison and contrast of the story. I asked him to make sure he was providing directly evidences from the story and the movie to show even small differences</p>	There are a lot of things that could be interpreted from this, but I doubt that we would know for sure what it means.
Standards	1.1, 1.2, 2.3	

November 16, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 16, 2016 (7:40-10:20; 12:10-3:30)	Week 11 (249/400 hours)
Activities	<p>1st Hour--Combined English Core--Violet(11) and Augie(11) --Writing Movie Review that shows similarities and differences of Mary from story and movie, as well as how the movie changed perception of Mary from the story.</p> <p>2nd, 3rd, 6th-8th and After school: Learning Center --Students will be coming during different hours to take a Physical Science Test. These students have asked to come up for a quiet testing spot. --Worked with HG(10) writing letter for AQWF to "future sophomores" --Worked with SL(11) set up her History Essay--coming up with arguable thesis and supporting topics</p>	
Reflection	(Within Activities)	
Standards	1.1, 1.2, 2.3	

November 17, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 17, 2016 (7:40-10:20; 12:10-3:30)	Week 11 (255/400 hours)
Activities	<p>1st Hour--Combined English Core--Violet (11) and Augie(11) --Continuing the objective to identify differences between two versions of the same story (EE.RL.11-12.7), we watched a movie version of "All Summer in a Day" by Ray Bradbury --Augie and Violet were again asked to keep in mind similarities and differences from movie to story</p>	

	2nd, 3rd, 6th-8th and After School: Learning Center --Helped HG(10) continue to set up her AQWF Letter --Review Theorems and Postulates with LvO(11) in order to write proofs for Geometry --Helped DB(9) and IE(9) with Algebra--their main struggle is in comprehending word problems, what information is given and what they need to use to solve --Worked with SL(11) on History Essay	
Reflection	1st Hour--Combined English Core --Both Augie and Violet had read the short story a couple weeks ago but were able to recount many details accurately. --after viewing the movie, both enjoyed it better to the story because of "being able to see emotions and expressions" (Augie) and "the movie was able to show more detail" (Violet)	Good!
Standards	1.1, 1.2, 2.3	

November 18, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 18, 2016 (7:40-10:20; 12:10-3:30)	Week 11 (261/400 hours)
Activities	1st Hour--Combined English Core--Augie(11) and Violet(11) --Compare and Contrast Activity between "All Summer in a Day" by Ray Bradbury. --Writing Prompt explaining which version they liked better and why 2nd, 3rd, 6th-8th Hour and After School--Learning Center -----Juniors have a busy day for tests in classes; some may have up to four tests today that they are taking in the Learning Center. I have come prepared with some stress relief lotion for studies that struggle with anxiety issues (or any study who would like to use the scent for relaxing/destressing) along with some camomile tea. While these are not specific accommodations, the aromatherapy and general	Always worth a try!

	nature of the tea may help calm some students that suffer test anxiety, especially when faced with multiple in a day--even just the gesture may help some feel more comfortable with their tasks.	
Reflection	1st Hour--Combined English Core --Augie had very insightful comments about the movie that showed he understood key differences in events, character personalities and emotions. Augie completed his thoughts with adequate detail (which were both objective and subjective) with very little prompting to add more/explain more. He is becoming more and more willing to reflect more in his writing in an independent manner. --Violet also reflected well on the differences found in both versions.	
Standards	1.1, 1.2, 2.3	

Week 12

November 21, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 21, 2016 (7:40-10:20; 12:10-3:30)	Week 12 (267/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Introduced Author Jack London and historical context of Klondike Gold Rush --Augie read a vocabulary word list, we checked for understanding of words and discussed words not familiar with. --Began reading Ch. 1 of <i>The Call of the Wild</i> Grade Level Equivalent: 7.3 Lexile Measure: 1120L</p> <p>2nd Hour--English Core 10--Violet(11) --Introduced author Lois Lowry and historical context of Nazi occupied Denmark before beginning reading <i>Number the Stars</i> Grade Level Equivalent: 5.2 Lexile Measure: 670L --Discussed the meaning behind the title <i>Number the Stars</i> by using the book's cover and symbolism of the David's Star --Violet wrote a journal entry about a time when she helped someone even though that person was being picked on and her help put her at risk of being picked on also. (Violet will be absent tomorrow and Wednesday for family vacation. We will begin the actual story after break)</p> <p>3rd, 6th-8th Hour and After School: Learning Center</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie helped pick out this book. He was interested in a story told from the point of view of a dog. I had put this book on a list of books we could read based on reading level and interest level. This book should be independent to instructional level for Augie (some difficulty with unfamiliar words, historical background, and reading in a French-Canadian dialect)</p>	

	<p>--Augie seemed to have a very jovial nature today. He is usually not ready to smile at any attempt of humor. He was very pleasant today.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet also helped to choose this novel. She recalled enjoying "Night" by Ellie Wiesel when her class read it last year and wanted to read another book similar.</p> <p>Learning Center: --DB(9) was out of sorts today. He claimed he had hit his head on his dresser and his work made his head hurt. I encouraged him to speak with his mother in order to watch for a possible concussion. --SL(11) and I finished proofreading her essay test. It is now complete! --We continue to check planners and help students plan for completing lat work.</p>	I wonder what that was about.
Standards	1.1, 1.2, 2.3	

November 22, 2016

Absent due to illness

November 23, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 23, 2016 (7:40-10:20; 12:10-3:30)	Week 12 (273/400 hours)
Activities	1st Hour--English Core 11--Augie(11) --Finish reading ch 1 of <i>Call of the Wild</i> --Discussed historical context of Klondike and Goldrush --Discussion of dangers in this setting --"Quizzed" on chapter 2 vocabulary--going through any words that were unknown. --Began reading chapter 2	

	<p>2nd Hour--Violet absent for vacation --Helped in LC specifically with LVO(11) review for Geometry Test--she struggles with seeing "where to go" from given statements to proving the final statement. She does better when she draws items out. I also encouraged her to write a capital A for angle or S for side next to her statement to help her see possible theorems that could be used to prove the triangles.</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall</p>	
Reflection	<p>Learning Center: --Checking in of planners and what students are working on. --Worked with SL(11) in Algebra 2 on graphing parabolas.</p>	
Standards	1.1, 1.2, 2.3	

Week 13

November 28, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 28, 2016 (7:40-10:20; 12:10-3:30)	Week 13 (279/400 hours)
Activities	<p>Sheila Krause Absent due to illness--Julie Stoltz and I are in charge of Learning Center</p> <p>1st Hour--English Core 11--Augie(11) --Abbreviated lesson do to Sheila's absence --Finished reading Chapter 2 --Discussed what Buck learns by instinct of by other characters (dog or human characters)</p> <p>2nd Hour--English Core 10--Violet(10) --Violet is absent due to illness</p> <p>2nd, 3rd, 6th-8th Hour and After School-- Learning Center Study Hall</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Even though we were switched to reading together in the main room, Augie read well (quietly, which was anticipated because others could hear him, but clearly) --His willingness to answer questions after reading was minimal--We will hold the discussion of chapter 2 till tomorrow when we are in a "normal" setting.</p> <p>2nd, 3rd, 6th-8th Hour and After School-- Learning Center Study Hall --2nd Hour: Word of God test takers (MR11; SL11; LB11); LVO11 finished Geometry Quiz 3rd-- Planner Checks, helping with algebra and physical science. 6th--Researched helpful websites for teaching and learning strategies for students with different learning difficulties. This will going into a shared documents to be used by the Learning Center Teachers and other faculty as needed entitled "Handbook of Learning Disabilities and Teaching/Learning Strategies"</p>	Looks like your day went well!

Standards	1.1, 1.2, 2.3, 3.4, 7.1	
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November 29, 2016

Description:	Intern Comments	Field/College Supervisor Comments
Date:	November 29, 2016 (7:40-10:20; 12:10-3:30)	Week 13 (285/400 hours)
Activities	<p>Sheila is Absent for the morning due to illness</p> <p>1st Hour--English Core 11--Augie(11) --Review Chapter 2 of <i>White Fang</i> discussing what Buck has learned by "law of club and fang" --Discussed Narrator types and point of view --Used passages from chapters 1 and 2 to discuss how Buck views himself and the humans around him --Vocabulary Check --Began reading chapter 3</p> <p>2nd Hour-- --Because of the amount of people in the LC and extra test takers, Violet(11) and I will not hold class--with her absences last week and yesterday for vacations and illness, she will use this time to complete make-up work and I will monitor the LC helping students as needed.</p> <p>3rd, 6th-8th Hour and After School: Learning Center Study Hall</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie had great participation today. While needed some extra prompting questions to get full and complete answers, he was willing to contribute to the discussions.</p> <p>Study Hall: 8th hour--worked with Government Student to complete a test she was working on. Much of her struggle came from understanding what was being asked in the question and how the answers may or may not apply. Breaking apart the information "given" in the question allowed her to think of the memorized content to help her answer.</p>	Nice!

	Continued work on Handbook that could be utilized by faculty.	
Standards	1.1, 1.2, 2.3, 3.4, 7.1	

November 30, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	November 30, 2016 (7:40-10:20; 12:10-3:30)	Week 12 (291/400 hours)
Activities	<p>1st Hour--English core 11--Augie(11) --Finished reading chapter 3 of <i>Call of the Wild</i>. --Read Handout about Pack Mentality with dogs and discussed how Buck and Spitz were fighting to be alpha dog</p> <p>2nd Hour--English Core 10--Violet(11) --Review background information that had been introduced before Thanksgiving vacations and sickness --Read Chapter 1-2 of <i>Number the Stars</i> --"Active Reading" activity to write about scenes/events that show a strong bond of friendship between Annemarie and Ellen</p> <p>3rd, 6th-8th Hour and After School: Study Hall</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie seems to be enjoying the book. He won't admit to that when asked but he has been "caught" smiling at different scenes where the dogs are playful or fighting. I have also noticed that when he is enjoying a story or section of the story, his normal monotone turns into one that uses voice fluctuations fitting to the story. --Augie's discussion today was intriguing--he even volunteered a story about his cats after I shared a story about my cats' behaviors which were similar to what Buck had done in the story.</p> <p>2nd Hour--English Core 10--Violet(11) --Violet's oral reading today was fluent and accurate. I feel this book fits her reading level as</p>	Good observation.

	<p>an independent book. The historical background content can still be difficult for her but enjoys the characters and is able to keep the storyline going in her head.</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall</p> <p>--Work with SL(11) on parabolas and graphing in Algebra 2</p> <p>--Set up a Google Doc for HG(10) that breaks down her introduction and conclusion writing assignment for her class. HG(10) is in the LC during second hour now, and I am not readily available to help her as in the past. This shared document will hopefully allow us to work together in getting these assignments completed.</p>	Sounds like a good procedure.
Standards	1.1, 1.2, 2.3, 3.4,	

December 1, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 1, 2016 (7:40-10:20; 12:10-3:30)	Week 13 (297/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Writing Prompt: write a creative story from the perspective of an animal</p> <p>--Discussion of "easy/not easy" to write in this style which is similar to Jack London's style in <i>The Call of the Wild</i></p> <p>--Pre-chapter 4 discussion of characters and roles of protagonist (heroes and antiheroes) and antagonists</p> <p>--Chapter 4 Vocab Check</p> <p>--Began reading chapter 4</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Read Chapter 3-4</p> <p>--Active Reading Activity and Discussion Questions</p> <p>--Researched Tivoli Gardens in Denmark</p> <p>3rd, 6th-8th Hour and After School: LC Study Hall</p> <p>--Provided Mrs Krause with the Google Doc I created for HG(10) so that TG(10) could use the</p>	

	<p>same format for her assignment</p> <p>--Listened to Memory Work for a Word of God Quiz tomorrow.</p> <p>--Checked-in with students about missing work that needs to be completed</p> <p>--Worked on "Working Portfolio" binder for Violet(11) that will take the place of her folder. This binder has separate sections for her classes that include her current grade reports and will include her work in progress (I will have her add those items in at the start of class tomorrow).</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11)</p> <p>--The writing prompt was quite successful! I introduced the prompt, informed Augie that this is a creative assignment (not like the formal papers we have been writing), and that he would be attempting to write like Jack London from the perspective of an animal. I had suggested using his two cats as the characters, he asked if it needed to be his cats and suggested a tiger instead. Excited Augie was making this assignment his own, I of course said yes and asked him to think about the setting of his tiger--he chose the zoo. I gave him about 10 minutes to write, and with a smirk/smile on his face he typed:</p> <p style="padding-left: 40px;">"I am a mighty mighty tiger. I am a very tired tiger, so now I go to sleep. I have nice dreams of playing with my tiger friends. Then I wake up and eat the food they give me. Then I watch the people and they look really good to eat but I can't because they are behind a fence which I can't go through. Then I roar loudly and get closer to them. I am really eyeing up that little kid climbing on the fence.</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Violet is also really enjoying this story. I feel this book is a good fit for her reading level and interest in realistic female characters, but is still challenging enough with some larger words and more complex historical background (ie. discussing <i>Gone With the Wind</i> which comes up as the girls play with papers dolls, and the Tivoli Gardens which we researched after reading our chapters.)</p>	<p>Good!</p> <p>Fascinating!</p>

	--Violet is comprehending the story line well and is grasping the emotional context stemming from war, anti semitism, and how the two girls are feeling as one is separated from her family and the other needs to have courage to stand up for what is right.	
Standards	1.1, 1.2, 2.3, 3.4, 7.1	

December 2, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 2, 2016 (7:40-10:20; 12:10-3:30)	Week 13 (303/400 hours)
Activities	<p>Violet asked if she could have her class first this morning so that we could work on her new "working portfolio" and then have second hour study hall after going through the list of things she needs to accomplish. I left this decision to Augie, who sometimes has difficulty with last minute schedule changes. He was amicable to the switch.</p> <p>1st Hour--English Core 10--Violet(11) --Set up her "working portfolio" binder, getting in any physical assignment into their proper sections and reviewed work to be done. Violet created a "TO DO" List that we placed in her binder to help her see all assignments that need to be completed or turned in. --Read Chapter 5 of <i>Number the Stars</i>--will need to finish chapter and discussion on Monday.</p> <p>--2nd Hour--English Core 11--Augie(11) --Writing time for story prompt continuing from point of view from a tiger --Finished reading Chapter 4 --Discuss symbols and how the dogs may represent different ideas in the story Chapter 5 Vocab Check</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall --Memory Work Day along with Word of God 9 quizzes, English 9 quizzes, and US History tests.</p>	

	--Discussion with Sheila about HG(10) and concerns about her passing courses at semester. I will be creating a list of her missing work in order to assess the option of taking her out of classes for a day in order to get her caught up on past work. We also discussed possible testing her in reading (if mother grants permission) and inquiring with her current English teacher about keeping her in the regular course or putting her into a "Cored Course" for second semester (Her current teacher has expressed concern on her work)	I'll be interested to see how this evolves.
Reflection	<p>1st Hour--English Core 10--Violet(11) --Violet was eager to get her binder organized, also very anxious about the list of work that needs to be completed. The checklist should give her a tool to help her focus on what needs to be accomplished. I kept reminder her to cross items off the list as they are complete 1) to keep track of what is done 2) to see her accomplishments in getting tasks completed.</p> <p>2nd Hour--English Core 11--Augie(11) --Augie did a good job thinking of the dogs as symbolizing themes/ideas in the story: Buck-leadership, Spitz-enemies, Dave-persistence, etc. --Going through the vocab check for chapter 5, Augie was less familiar with these terms--we will review them on Monday before starting the chapter itself.</p>	Good strategy for her to know and use in the future, too.
Standards	1.1, 1.2, 2.3, 3.4, 7.1	

Week 14

December 5, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 5, 2016 (7:40-10:20; 12:10-3:30)	Week 14 (309/400 hours)
Activities	1st Hour--English Core 11--Augie(11)	

	<p>--Creative Writing Prompt: write from perspective of an animal. --Review Chapter 5 vocabulary --Read Chapter 5</p> <p>2nd Hour--English Core 10--Violet (11) Violet is absent today</p> <p>Julie Stoltz (Learning Center teacher in the other room) is absent today. Sheila and I will need to facilitate her two morning classes and the students that utilize her room for LC.</p> <p>----Subbed/Supervised Pre-Algebra class helping students with assignment left by Julie Stoltz. Also worked with HG(10) set up her thesis in progress toward completing her work for Literary Analysis paper on AQWF.</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall --3rd hour in J. Stoltz's room, checking planners, and helping freshman set up their thesis statements for <i>To Kill a Mockingbird</i>. --Worked with DB(9) during 3rd and 7th hours--he had been missing much of last week and the office called asking if he had any more medication--he usually takes it in the office after lunch but did not today. This brings light to his lack of focus today and his need for immediate attention --7th Hour Religion Tests--listened to memory work --8th Hour, conversation with student that had been broken up with by her boyfriend. I had seen her during the day--she seemed sad but told me all was fine--she finally opened up to me when I came around to ask if they needed help with any of their work. --8th hour and after school: worked with SL(11) on US History helping her through primary sources and comprehending them in order to answer questions for her group assignment. --- Sidenote---I was able to attend her community musical production of <i>The Christmas Carol</i> in which she played the Ghost of Christmas Past. It was exciting to see her perform outside of the classroom and shine in a role she is passionate about.</p>	<p>Good. Glad you were there for her.</p> <p>Good. We don't often see the students in other settings.</p>
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	<p>HG(10) did not email me either way about working after, I will email her to make sure she is able to stay tomorrow so that we can get caught up in English. Her brother has medical issues that has placed him in the hospital from time to time. HG does not seem to have work completed often and mentions this as the reason. We have discussed the need to stay up with work so that she does not become stressed out even more.</p>	
Reflection	(Reflection incorporated into activities)	
Standards	1.1, 1.2, 2.3, 3.4, 7.1	

December 6, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 6, 2016 (7:00-10:20; 12:10-3:30)	Week 14 (315.5/400 hours)
Activities	<p>7:00 AM Departmental Meeting --Discussion of Book: <i>Smart but Scattered Teens</i> --Focus on how we can practically utilize this information with students and also how to provide info to parents since the book is geared toward parent/child relationships --Quick overview of list of students that registered as incoming freshman last night: one student in particular has more severe disabilities and will need cored classes and accommodations.</p> <p>1st Hour--English Core 11-Augie(11) --Checked creative writing story--it was brief with short simple sentences. We reviewed the use of adjectives and adverbs to bring detail into our writing. Augie was asked to add adjectives/adverbs where he saw they could fit. --Finished reading chapter 5 of <i>Call of the Wild</i> --Discussed 'naturalism' and how Jack London was a pioneer in this area of writing, especially for the "Great White North"</p> <p>2nd Hour--English Core 10--Violet(11) --Finish reading chapter 5 --Finish Active Reading Activity and chapter discussion questions. --Continue Reading Journal</p>	

	3rd, 6th-8th Hour and After School: Learning Center Study Hall --	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Initially, Augie did not seem like he was going to cooperate. Simply asking him to add more detail to his creative writing story was not going to work--he was insistent he was done because I asked for 10 sentences and he wrote 10 sentences. I adjusted my directions for him by asking him to point out any adjectives he may have used (he had two: big, black). From this I was able to prompt him into adding more adjectives, as well as, adverbs when he asked if he could say "ran quickly away". --I felt I was more successful when teaching and prompting Augie to reach higher expectations. I took his seemingly resistant reaction and turned it into a teaching moment where he was really driving the assessment of his work (he could create count how many adjectives were used and realized he could add more). I was able to keep a calm and consistent tone simply by asking questions from a different direction.</p> <p>2nd Hour--English Core 10--Violet(11) -- Violet struggle with a questions that asked her to discuss how the author creates suspense by writing from the point of view of the main character. We discussed that as readers, we only know what Annemarie knows, and feel what she feels. In this we we are left wondering what is happening around us (and the main character)</p> <p>Learning Center Study Hall and After School --I was able to work with HG(10) and DOW(10) on their essays for AQWF. DOW is starting to see the connections from the introductory and conclusion work to what is going into his essay. His is able to analyze the quotes he has chosen from the novel in a way that provides evidence for his thesis. HG struggles in her writing. She tends to write how she speaks (informal language). Her sentence structure is short or fragmented. She does better when she can verbalize her thoughts as I write them down. Then she looks back to what she said and is able to create a clearer thought.</p>	<p>Good strategy. You know your student.</p> <p>Good!</p>

Standards	1.1, 1.2, 2.3, 3.4, 5.4, 6.4, 7.1	

December 7, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 7, 2016 (7:40-10:20; 12:10-3:30)	Week 14 (321.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Continued the creative writing prompt: Today was about a lion, his cubs, and his lioness --Reviewed Naturalism and discussed examples from the story --Chapter 6 vocabulary check</p> <p>2nd Hour--English Core 10--Violet(11) --Checked in on her working portfolio binder and updated her to-do list --Journal Writing: What is bravery and how is it shown in different ways. --Intro Chapter 6-11: discussion of how disguises and code words were used to help protect Jews (this will be the active reading) --Read Chapter 6</p> <p>3rd, 6th-8th Hour and After School Learning Center Study Hall --Worked with DOW(10) and HG(10) continue their essays. --Worked with SL(11) complete history narratives.</p> <p>Wrote up reports for Augie(11)'s transfer to GTHS. The OT and the Special Education teacher both sent observation forms on behavior/academic information that I have observed with Augie.</p>	
Reflection	--Personal Reflection, the portfolio I created for Augie has proven to be a useful resource during the transfer process. I was able to make copies of handwriting samples (both handwriting specific	

	and general handwriting) for the OT which allowed her to direct her assessments while she worked with Augie. I also had easy access to his reading levels for the <i>QRI</i> to provide information for the Special Education teacher. These portfolios will be useful for any education setting in which the Lord calls me too.	Very nice. It is a valuable to for you to have, as you say.
Standards	1.1, 1.2, 2.3, 3.4, 7.0	

December 8, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 8, 2016 (7:40-10:20; 12:10-3:30)	Week 14 (327.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Read chapter 6 of <i>Call of the Wild</i></p> <p>2nd Hour--English Core 10--Violet(11) --Read chapters 7-9 (part) of <i>Number the Stars</i></p> <p>3rd, 6th-8th and After school: Learning Center Study Hall --Worked with SL(11) "get into character" of an ambivalent worker from WI during the decisions for the Compromise of 1820, 1850, KA-NE Act and Dred Scott decisions. She needed to state her opinion about these decisions based on her "background". --Many geometry quizzes today for various students --Continued work with DOW(10) and HG(10) on AQWF essays.</p> <p>--Created a Google Team Drive which includes the LC teachers (Sheila, Julie, and myself)--in this drive I added a weekly plan template and a filled in weekly plan which lists the LC students during their respective hours. This document was a design given to the LC teachers from Sheila that we can use to better track what the students are working on while they are in the LC.</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Read chapter 6 of <i>Call of the Wild</i> --I had Augie read longer sections of the novel at a time today. Sometimes he starts to drift off or mumble his speech when he reads for extended times. Today, however, he read clearly and once he figured out he was not just reading a paragraph at a time, he would read on with little hesitation.</p> <p>2nd Hour--English Core 10--Violet(11) --Read chapters 7-9 (part) of <i>Number the Stars</i> --Violet was very eager to read today. She has expressed on several occasions her enjoyment of</p>	Interesting.

	the book. Her comprehension has been improving--she has been able to recognize broader themes and is catching on quickly in "reading between the lines" when the characters talk in codes. She has been able to predict what they mean before the characters talk about their true meaning in the book.	.
Standards	1.1, 1.2, 2.3, 3.4, 7.1	

December 9, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 9, 2016 (7:40-10:20; 12:10-3:30)	Week 14 (333.5/400 hours)
Activities	<p>1st Hour--English Core 10--Violet(11) --Violet asked to go first today--Augie was agreeable --Read last part of chapter 9 and through chapter 11 --Discussion questions and final response on bravery.</p> <p>2nd Hour--English Core 11--Augie(11) --Discussed the relationship between Tom Thornton and Buck--contrasting that relationship with Buck's dealings with the other human owners. --Began reading Chapter 7.</p> <p>3rd, 6th-8th Hour and After School Learning Center ---Checked Planners --Freshman Word of God tests and memory work --Worked with several freshman in writing their literary analysis papers of <i>To Kill a Mockingbird</i> --Work with SL(11) with map work</p>	
Reflection	Today was an all around hectic day. Students are becoming more and more focused on Christmas activities and break and less and less on schoolwork. For some, organization and focus have taken a huge hit. Students that were making progress getting caught up are falling	

	back into bad habits of not keeping up. The LC teachers will need to keep students focus in order to enter exam days strong and confident as well as allowing themselves to have a true Christmas break (not one filled with catching up on work). As the semester draws nearer, we will need to stay on top of their planners and work to help their grades reflect true achievement in their classes.	
Standards	1.0, 2.0	

Week 15

December 12, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 12, 2016 (7:40-10:20; 12:10-3:30)	Week 15 (339.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Finished Reading Chapter 7</p> <p>2nd Hour--English Core 10--Violet(11) --Binder check and discussion about how the remainder of the semester will go finishing our novel, writing our book report, and doing some wrap up activities. --Journal (x2): Ethics and List of tactics for accomplishing hard tasks. --Introduced the new section of the novel with vocabulary terms, discussion of Sweden's neutrality and then willingness to take more Jewish refugees. --Discussed new "Active Reading": rising action, climax, falling action.</p> <p>3rd, 6th-8th and After School : Learning Center Study Hall</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was struggling with oral reading today. He slurred his words often. He was also making errors in decoding (not reading first or last letter</p>	

	<p>correctly, seeming to see the first letter and guessing at the word, flipping vowel sounds and insisting it made sense that way, etc.)</p> <p>3rd, 6th-8th and After School : Learning Center Study Hall</p> <p>--Conference with DB(9) about grades and make-up work--he seemed unfocused in 3rd hour but on task in 7th.</p> <p>--Worked with SL(11) with Algebra 2 and parabolas</p> <p>--Set up and added to a Google Classroom for the Learning Center which will include student resources tools as well as teacher forms and tools. This classroom currently includes Sheila Krause and Julie Stoltz.</p> <p>--Looked over Semester 1 Low Grade Report to see which students have failing grades and close to failing grades. Priorities are the classes with credits necessary for graduation.</p> <p><i>Smart But Scattered Teens</i> Chapter 4</p> <p>-1)Don't assume that a struggling teen has executive skills and is not using them.--motivation is significant but behavior may reflect a skill weakness rather than lack of motivation.</p> <p>2) Not in best interest to make all decision but do need to be apart of decision making process.</p> <p>3)Challenge for parent is two-fold: hand off decision making and problem solving o the teen in a way that promotes the development of good decision-making ability and at the same time recognize that some decisions need to remain in your hands.</p> <p>4) Reduce support and promote independence</p> <p>5) Move from external to internal: Changing a task starts with smaller steps</p> <p>6)Work on strategies</p> <p>7) Consider teen's developmental level--if you fought that battle a couple of times and didn't win, change the nature of the battle. <i>Your goal is to teach the teen to exert effort by helping him override the desire to quit or do something else that is preferable.</i></p> <p>8) Provide just enough support to be successful.</p> <p>9)Keep support in place until mastery.</p> <p>10) Fade support gradually.</p>	
Standards	1.1, 1.2, 2.3, 3.4, 5.4, 6.4, 7.1	

December 13, 2015

	Intern Comments	Field/College Supervisor Comments
Date:	December 13, 2016 (7:40-10:20; 12:10-3:30)	Week 15 (345.5/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Chapter 7 discussion about Buck changing over from domesticated sled dog to hearing "The Call of the Wild" --Work on "John Brown" Essay for his US History class.</p> <p>2nd Hour--English Core 10--Violet(11) --Read <i>Number the Stars</i> chapters 12-16 (part) stopping to discuss situations, symbols, and background.</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall --Check Planners and update LC Weekly Planner --US History tests will bring in various students throughout the day.</p>	
Reflection	<p>1st Hour--English Core 11--Augie(10) --Augie did not want to work with me on the John Brown essay="You are not the teacher and have no right to make me work on that assignment" ; He had also been caught not tell the truth or the whole truth about the status of his work and getting handed in. --Being firm with Augie, I reminded him that as his English Core teacher, I do have the authority to work with other teachers in getting work completed. --Augie was insisted that his grammar was fine when I turned his attention to the switching of tenses and misuse of articles. He also insisted that the phrase "creating treason" was what his teacher told him in class to use when I prompted him to think of a better word. With his insistence, I asked him to show me his notes from the class as evidence--When he saw the phrase "committed treason" he was then sure the computer changed his work. --Augie has been balking at doing all work for his classes since he will be transferring--His parents had told us not to push him to complete tasks,</p>	

	<p>however GTHS is requiring that Augie transfer credits over at semester (one of the reasons he is transferring at semester and not sooner). This has now put KMLHS teachers in a tricky situation because he is failing some of his classes without those assignments completed.</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall</p> <p>--Worked with BS(9) on his TKaM Essay thesis and outline=he is very behind in his steps toward essay completion. He is not understanding how to write the essay--we focused on making stronger thesis which will direct his writing. We also started the outline using the three points from the thesis and then looking for support from the book.</p> <p>--Work with SL(11) plan her US History mural project on "Union in Peril-1862)</p> <p><i>Smart But Scattered Teens</i> Chapter 5</p> <p>-This chapter provides strategies for motivating teens with different behavioral styles (i.e. the "Take Charge Teen", the "Bargainer", the "Help Seeker" etc.) It also discusses the connection b/n motivation and goals (includes graphic of teen seeing only task and not incentive v. teen able to see incentive over the task)</p>	
Standards	1.1, 1.2, 2.3, 3.4, 5.4, 7.1	

December 14, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 14, 2016 (7:40-10:20; 12:10-3:00)	Week 14 (351/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Work on John Brown Essay</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Finish Reading Chapter 16-17 and afterword which discusses the fact and fiction in the story.</p> <p>3rd, 6th-8th Hour: Learning Center Study Hall</p>	

Reflection	<p>1st Hour--English Core 11--Augie(11) --Augie was slightly more cooperative working and editing his essay. At one point when he started saying he had enough and his US History teacher was OK with his work, I reminded him of the original directions/rubric and showed him the email communication between that teacher and myself. Augie continued to add facts and details as I asked him afterwards.</p> <p>2nd Hour--English Core 10--Violet(11) --We discussed the fact v. fiction. --Violet also expressed her enjoyment of reading that style of book. --We made connections to other books and movies that have similar content that may be of interest to her for future reading (and viewing).</p> <p>3rd, 6th-8th Hour: Learning Center Study Hall</p>	
Standards	1.0, 2.0	

December 15, 2016

James and I have taken a personal day.

December 16, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 16, 2016 (7:40-10:20; 12:10-3:30)	Week 14 (357/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Began work on the "Exam" which will be a Book Report on <i>The Call of the Wild</i></p> <p>2nd Hour--English Core 10--Violet(11) --Completed final journals for <i>Number the Stars</i>: 1)Write a letter to Israeli Parliament asking the Annemarie receive a medal for her bravery 2)Reflect on the fairy tales Annemarie tells in the story and how they change 3) Turn the story line into your own fairy tale, keeping Annemarie and Ellen as main characters.</p>	

	<p>3rd, 6th-8th and After School: Learning Center Study Hall</p> <p>--Get freshman to recite Exam memory work today!</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Breaking the book report into informational/paragraph steps, Augie is starting simply by answering questions that review setting, narrator and character information. He was able to recall information (with minimal prompting and reminding).</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--Violet was very excited to work on both the letter and fairy tale.</p> <p>3rd, 6th-8th and After School: Learning Center Study Hall</p> <p><i>Smart but Scattered Teens:</i> This chapter presents ways in which to interact with the teen in a manner that will modify the situation to help guide the teen into using or applying better executive skills. It addresses realistic or. unrealistic expectations of parents. While the book stresses realistic, I think it could be stronger in presenting that high expectations can still be reasonable. I also felt this chapter reflected a paradigm shift in our culture from being family centered to being technology center. The book made very light that teens will be absorbed with their digital world (which is true) and the parent simply needs to make modifications around that. I feel this is a sad reflection on families that do not make spending time together a priority. As a behaviorist, this automatic acceptance and tolerance of all things tech is progress and therefore good may be a reflection on the amount of students we are seeing as "smart but scattered". They do not have the skills to function without a screen in front of them with immediate interaction, and the lack of face time interaction with real people is a disadvantage in communication and understanding how others develop skills in functioning. This chapter has been most frustrating in that it has interestingly not included</p>	

	the word “responsibility” in its discussion of working with teens to modify environments. I did appreciate, however, the reminder that rules and consequences should be consistent, specific, and meaningful. The authors also recommended the use of wall/desk calendars and whiteboards for scheduled events in order to help teens become better organized in school work and allow the parent easy access to the information. I feel some of our students and parents would benefit from these tools.	
Standards	1.0, 2.0, 4.0	

Week 16 (Exam Week)

December 19, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 19, 2016 (7:35-12:05)	Week 16 (361.5/400 hours)
Activities	<p>Exam Periods 1-3 Sheila is out for IEP Meeting at GTHS for Augie(11) We have several students taking exams in the LC as per their accommodations.</p> <p>Augie(11) will write a book report on <i>Call of the Wild</i>. I will help him set up each paragraph with discussion of key elements. He will then set the book report into a Google Document which will include 5 paragraphs.</p> <p>Violet(11) will also write a book report. Hers will be on <i>Number the Stars</i> and she will be given less prompts/discussions. She may use the discussion questions and resources we used during the semester.</p>	
Reflection	Augie(11) was able to stay on track and focused. He listened well to instructions and participated in our discussions that would set up each	

	<p>paragraph. He worked independently when left to complete his paragraphs. He was able to write a full double spaced page and extend onto the second page with minimal prompting to add more detail or to be more specific.</p> <p>Violet(11) had only a few questions and then was able to complete her book report independently. I did see her use the resources provided to help her as she discussed the different literary elements.</p> <p>Tomorrow I will be using the Woodcock Johnson III reading assessment for BG(9) who transferred at quarter from LPS. I prepared the assessment materials.</p>	
Standards	1.0, 2.0, 4.0	

December 20, 2016

	Intern Comments	Field/College Supervisor Comments
Date:	December 20, 2016 (9:25-12:05)	Week 16 (364.5/400 hours)
Activities	<p>(4th Hour--Environmental Science Class--not in LC) Exams 5-6</p> <p>Woodcock Johnson Tests of Achievement for BG(9) --Test 1--Letter-Word Identification (#49-76 w/17 correct) --Test 2--Reading Fluency (timed: 3min) (#1-58 w/ 58 correct) --Test 3--Story Recall (Started with examples #1 and #2 then continued at #7 w/ 8 points out of 8 points; #8 w/3 out of 13 points; #9 w/14 out of 20 points; #10 w/ 10 out of 21 points; NEED TO GO BACK and do #5-6) --Test 4-- Understanding Directions (Started at Picture 4 w/9 out of 10 point; Picture 5 w/6 points; NEED TO FINISH #6) <i>Based on brief interview of how BG felt about his math skills, I administered the Math Assessments as well.</i> --Test 5-- Calculation (#14-45 w/ 13 correct, 3</p>	

	<p>wrong and 16 skipped)</p> <p>--Test 6--Math Fluency (timed: 3min) (w/89 correct out of 90 completed)</p> <p>--Test 7--Spelling (Started at #28 as basal and ended with #51 as ceiling w/ 16 correct)</p> <p>--Test 8 Writing Fluency (timed: 7 min) (completed through #26 w/4 skips and 2 sentences with main words misspelled)</p> <p>--Test 9--Passage Comprehension NEED TO COMPLETE--Ran out of time in the period (Started at #28 and went through #39 w/10 correct)</p>	
Reflection	<p>Test 3 and 4 were not administered entirely correct by me. I had filled in point boxes incorrectly and therefore did not follow the directions correctly of moving forward in the assessment or going back.</p> <p>BG was on task and did not seem to get tired or frustrated. While he did not always appear confident in his work, he followed directions carefully and completed assessments with appropriate diligence.</p>	
Standards	1.0, 3.1, 3.4, 3.5	

December 21, 2016

Absent due to Illness

Week 17

January 3, 2017

	Intern Comments	Field/College Supervisor Comments
Date:	January 3 , 2017 (7:40-10:20; 12:10-4:00)	Week 17 (371/400 hours)
Activities	1st Hour--English Core 11--Augie(11)	

	<p>--General Discussion with Augie about Christmas and break</p> <p>--QRI Assessments: High School Science Part 1 and 2 reading silently, retelling main ideas and details, answering comprehension questions</p> <p>2nd Hour--English Core 10--Violet(11)</p> <p>--General Discussion about Christmas break</p> <p>--Abbreviated "Coaching" Process gleaned from the <i>Smart but Scattered Teens</i> which included Violet updating her binder's "To-Do" List. I asked her to prioritize her list as well as set up a plan for when she will have them specifically completed.</p> <p>QRI Assessments: Middle School Literature reading silently and answering comprehension questions.</p> <p>3rd, 6th-8th Hour--Learning Center Study Hall</p> <p>--Checked in with students about work they completed over break and work that still needs to be done by end of semester.</p> <p>--Worked with BR(9) on his Literary Analysis paper. Set up times to continue working with him specifically.</p> <p>--Worked with DB(9) on finding evidences for LA paper</p> <p>5th Hour--Learning Center</p> <p>--Woodcock Johnson Assessment of BG(9)</p> <p>-----finished tests that I had realized were not completed</p> <p>-----Test 11 Writing Samples: Writing is a strength for BG</p> <p>-----Test 14 Picture Vocabulary: Began at #21 and ended at #44 with 14 correct (some he could describe their use but did not know actual name)</p>	
Reflection	<p>1st Hour--English Core 11--Augie(11)</p> <p>--Augie kept answering with "I don't know" to the comprehension questions. He seemed like he was trying to give the least amount of effort thinking I would simply move on. When I had him go back and reread, and continue to ask him the questions, expecting him to answer and providing the text for him to have no excuse, he reluctantly started to answer with "Oh, yeah, I just forgot". He is visiting GTHS tomorrow and will be transferring over soon. Personal Observation: He may simply be feeling that he does not need</p>	

	<p>to give effort here at KML anymore.</p> <p>Woodcock Assessment of BG(9) --He appears to be confident in his work. Writing is definitely a strength, and from other observations in the Learning Center, an enjoyable task.</p>	
Standards	1.0, 3.1, 3.4, 3.5, 7.3	

January 4, 2017

	Intern Comments	Field/College Supervisor Comments
Date:	January 4, 2017 (7:40-10:20; 12:10-4:30)	Week 17 (378/400 hours)
Activities	<p>1st Hour--English Core 11--Augie(11) --Absent from KML for his "Shadowing" experience at GTHS --I am using the time to prepare the next set of assessments for BG(9)</p> <p>2nd Hour--English Core 10--Violet(11) --"Coaching" Check-in: Violet had accomplished the tasks she planned to have done for today! We review what her plan was to accomplish for tomorrow. --Violet's "Exam" was a book report on <i>Number the Stars</i>. Today we worked on editing her report. I read a sentence at a time and asked her to tell me if there were grammar/mechanical errors, run-ons-fragments, clarity issues, etc. By the end of the hour she was finding mistakes more quickly. We will continue tomorrow.</p> <p>3rd, 6th-8th Hours and After School: Learning Center Study Hall --Checking in with students and their planners. Going over plans that were created yesterday for completing tasks before semester is up. --8th hour with HG(10) working through her thematic essay. --After School with LP(9) working through his Literary Analysis paper.</p>	

	<p>5th Hour Woodcock Johnson Assessment of BG(9)</p> <p>--Test 15 Oral Comprehension: 27 out of 34</p> <p>--Test 16 Editing: 20 out of 34</p> <p>--Test 17 Reading Vocabulary: Synonym Subtest 17 out of 26; Antonym Subtest 16 out of 26; Analogies Subtest 12 out of 21</p>	
Reflection	<p>2nd Hour--English Core 10--Violet(11)</p> <p>--I feel this editing style helped Violet see and reflect on her own writing. I had intended to edit the paper and hand it back, however, Violet (with some prompting/coaching) was able to see and hear her mistakes going back over the report. Hopefully this will help her when she is on her own for other papers.</p> <p>HG(10) struggles with writing. She uses many phrases that people tend to use when speaking but are not appropriate for formal writing. Her vocabulary seems to be minimal and she struggles coming up with thoughts that explain what she needs to say. She will be dropping the regular Comp/Lit class at semester and switching to a cored class with me. I will have the opportunity to assess her strengths and weaknesses further using the Woodcock Johnson Test of Achievements.</p>	
Standards	1.0, 3.1, 3.4, 3.5, 7.3	

January 5, 2017

	Intern Comments	Field/College Supervisor Comments
Date:	January 5, 2017 (7:40-10:20; 12:10-4:30)	Week 17 (385/400 hours)
Activities	<p>Switched up schedules this morning in order to prioritize students required extra help.</p> <p>1st Hour---Augie worked on math with Mrs. Krause while I took Violet(11) and finished working on her <i>Number the Stars</i> Book Report.</p> <p>2nd Hour--I worked with HG(10) on her thematic essay for AQWF while Violet worked with Mrs.</p>	

	<p>Krause.</p> <p>3rd, 6th-8th and After School --Checking in on planners and work. --Checking in on students that still need to complete their TKaM Literary Analysis essay --Worked again with HG(10) on her essay.</p> <p>5th Hour--Woodcock Johnson Assessment of BG(9) --Test 18 Quantitative Concepts: #15-29 w/12 correct --Test 19 Academic Knowledge 1)Science Subtest#14-20 with 6 correct 2)Social Studies Subtest #14-28 with 11 correct 3)</p>	
Reflection	(Incorporated into Activities)	
Standards	1.0, 3.1, 3.4, 3.5, 7.3	

January 6, 2016 (End of Semester 1)

	Intern Comments	Field/College Supervisor Comments
Date:	January 6, 2017 (7:40-10:20; 12:10-3:30)	Week 17 (389/400 hours)
Activities	<p>1st Hour--English Core 10-Violet(11) --Checked in with Violet on work completed and updating of "To-Do" sheet in portfolio. Because of grades in other classes, I allowed Violet time to get work caught up for those classes.</p> <p>2nd Hour--HG(10) --Continued work on Thematic Essay with proofreading and editing</p> <p>3rd, 6th-8th Learning Center Study Hall --Check in with BR(9) to finish his paper --Check in with DB(9) on paper and math work --Worked with MR(11) on her Civil War presentation coming up with important/key facts to put into it --Worked with HG(9) finishing introduction and conclusion on Thematic essay--completed all parts of paper except for 3 middle sentences in intro--(she must finish right after school in order to hand in for credit!)</p>	

Reflection	<p>Violet has been “frantically” trying to get caught up with all missing assignments. She is feeling the pressure of the hole she has allowed herself to fall into. While I will not be directly working with her anymore during the second semester, I will have the opportunity to continue our “check-ins” during her first hour study hall in the LC. I will encourage her to continue using her portfolio- she has now added a current and missing work category to her “to-do” list. Hopefully more consistent check-ins will help her stay out of a hole.</p> <p>Augie’s last day is today. Knowing he is not coming back has made his motivation for accomplishing tasks very low. This is part of the reason for repurposing his time into time spent with HG(10). He seems to be excited about his transfer and I wish him the Lord’s blessings on his new school life.</p> <p>HG(10) is almost finished!! She has been able to complete the main portions of the paper. She is weak in her connection to her thesis and in introducing the paper itself. These items give us a focus for where to continue when I teach her in a cored class 2nd semester.</p>	<p>It was fascinating to “observe” your interactions with him over the semester. You did a fine job!</p>
Standards	1.0, 2.0	

Week 18

January 10, 2017 (Start of Semester 1)

	Intern Comments	Field/College Supervisor Comments
Date:	January 10, 2017 (7:40-10:30; 11:15-12:00 12:20-3:00)	Week 18 (395/400 hours)
Activities	<p>1st Hour--Learning Center Study Hall --Checking in with "new" students to LC study hall 1st hour. Reminder about planners. Many of these students will be working on geometry.</p> <p>2nd Hour--Learning Center Study Hall --Word of God tests. --Working with LVO(10) with her geometry corrections</p> <p>3rd Hour--English Core of "Brady"(9) --This section is meant to be a quarter term with the sole purpose of reading through <i>To Kill a Mockingbird</i>. He is the student that came after 1st quarter, transferring in from LPS. Because of the timing of his transfer, he came in the middle of the TKaM unit and was not able to be apart of all the chapters discussions. Having tested Brady(9), I do not feel that he will need to continue in a cored class once the Literary Analysis --Discussed background information on Harper Lee and the novel.</p> <p>5th Hour--English Core 10--"Hailey"(10) --Discussed grade and strengths/weaknesses of thematic essay as told to me by her instructor. --Began lesson on narrative essay.</p> <p>6th-8th Hour--Learning Center Study Hall --Checking of planners. --Working with Violet(11) on her argumentative essay for English 11</p>	
Reflection	<p>5th Hour--English Core 10--"Hailey"(10) -- Because Hailey(10) has been switched midyear into a cored course, my goal is to keep as close to the regular courses curriculum, making alterations to assignments or adjust pace</p>	

	as needed.	
Standards	1.0, 2.0	

January 11, 2017

	Intern Comments	Field/College Supervisor Comments
Date:	January 11, 2017 (7:40-10:20; 11:15-12:00 12:20-3:00)	Week 18 (401/400 hours)
Activities	<p>1st and 2nd Hour--Learning Center Study Hall --Checked in with students their planners.</p> <p>3rd Hour--English TKaM Core--Brady(9) --Read chapter 1 together and discussed the background that Scout "narrator" describes.</p> <p>5th Hour--English Core 10--Hailey(10) --QRI "word List" Independent-6th grade; Instructional-Upper Middle School; Frustration-HS --Finished looking over the narrative writing prompts and decided to use the "unprepared/achieve a goal" prompt with the topic: Completing her Thematic Essay for AQWF! (her choice) --Hailey was able to start the prewriting stage</p> <p>6th-8th Hour--Study Hall --WOG tests and listening to recitations --Work with SL(11) answering US History questions about Civil War.</p>	
Reflection	<p>3rd Hour--English TKaM--Brady(9) --Brady reads accurately most of the time. I noticed in his oral reading that he would skip or repeat a line (3-4 times) --He attacks words well and has strong decoding skills.</p> <p>5th Hour--Hailey(10)--English Core(10) --Hailey was successful in her prewriting stage. She needed minimal prompting for ideas in order to continue her narrative essay.</p>	
Standards	1.0, 3.1, 3.4, 3.5, 7.3	

January 12, 2017

	Intern Comments	Field/College Supervisor Comments
Date:	January 12, 2017 (7:40-10:20; 11:15-12:00 12:20-3:30)	Week 17 (407.5/400 hours)
Activities	<p>1st and 2nd Hour: Learning Center Study Hall --Checking planners for work completed yesterday --Helping with Geometry questions</p> <p>3rd Hour--English Core TKaM--Brady(9) --Survey about relationships with others and discussion --Background information about Jim Crow Laws and the use of the N-Word</p> <p>5th Hour--English Core (10)--Hailey(10) --She was absent --I finished looking over the Academic Planner that accompanies the <i>Smart but Scattered</i> book we are discussion as an LC team.</p> <p>6th-8th Hour--Learning Center Study Hall --Checking of planners (freshman specifically have a Physical Science Activity) --Read through Student File on Hailey(9) for more background info into her academic career in the West Bend school district. This file includes a behavioral report, past report cards, records of achievement tests, and an IEP --Ran report for BG "Brady" (9) on WJIII Compuscore</p> <p>After School Team Meeting for <i>Smart But Scattered</i> --Discussed the use of coaching within our LC --First goal to incorporate coaching is to discuss with students their long and short term goals (starting with freshman first)</p>	
Reflection	(Incorporated into Activities)	
Standards	1.0, 3.1, 3.4, 3.5, 7.3	

January 13, 2017

	Intern Comments	Field/College Supervisor Comments
Date:	January 13, 2017 (7:40-10:20; 11:15-12:00 12:20-3:00)	Week 18 (413.5/400 hours)
Activities	<p>First and 2nd Hour--Learning Center Study --Checking in with students-planners and work accomplished yesterday --Answering Geometry questions</p> <p>3rd Hour--English Core TKaM--Brady (9) --Finished discussion of Jim Crow --Began reading chapters 2-3 w/discussion --Assigned ch. 3 to finish and complete reading guide questions</p> <p>5th Hour--English Core 10--Hailey(10) --QRI Upper Middle School Literature oral reading passage with retelling and comprehension questions</p> <p>6th-8th Hour--Learning Center Study Hall --Checking in with Students and their planners --Help with English essay outlines --Printing materials to be used for Coaching: Goal-Setting starting on Monday with Freshman</p>	
Reflection	(Incorporated into Activities)	
Standards	1.0, 3.1, 3.4, 3.5, 7.3	

Working Portfolio of Assessments and Work for: "Augie"

Grade:11

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Reading Assessments for: “Augie” Kettle Moraine Lutheran HS Grade: 11
(nickname used: Augie(11))

Date:	Assessment	Data/Result	Accommodation or Learning Goal
8/23 -8/24	<i>Qualitative Reading Inventory:</i> “WWI” High School Social Studies Expository	Part 1: CWPM 118 Passage Level: Independent w/ ability to look back	Augie (11) reads accurately and fluently--with some tendencies to mumble when he appears to have a lack of interest. With expository texts, Augie
		Part 2: CWPM 121 Passage Level: Instructional w/ ability to look back	

		Part 3: (Stop/Think Aloud) Passage Level: Independent w/ ability to look back	will benefit from being able to look back into the text. He struggles with immediate recall but is able to locate the information quickly and independently. Strategies to help him stop and think will help his comprehension.
9/7 -9/9	<i>Qualitative Reading Inventory:</i> “Where the Ashes Are” High School Literature Narrative	Part 1: CWPM 138 Passage Level: Instructional w/ ability to look back	Augie will rush through reading and make errors of omissions and repetitions. He has replaced words that do not reflect starting/ending or vowel patterns. With narrative texts, Augie does better with implicit questions and often needs look backs for explicit questioning. His “Think Aloud” discussion tends to be brief and simple summaries that only reflect parts of the text. Strategies to build summaries will build comprehension.
		Part 2: CWPM 151 Passage Level: Instructional w/ ability to look back	
		Part 3: (Stop/Think Aloud) Passage Level: Instructional w/ ability to look back	

Writing Assessment for: “Augie”
(nickname used: Augie(11))

Kettle Moraine Lutheran HS Grade: 11

Date:	Assessment	Data/Result	Accommodation or Learning Goal
9/1 -9/6	Thesis-Driven Three Paragraph Essay	Pre-Writing Stage: Teacher modeled and driven--needed prompting at each stage to develop ideas	Augie’s handwriting is often small, squished together, and illegible--Augie will benefit from direct handwriting practice. Augie was able to create a
		Drafting Stage: 11.5/20 based on Rubric with 5 categories	

		Strengths: Focus of topic and usage of Conventions Weakness: Content and Style	thesis and provide general support. He will need scaffolding with his writing to help expand his works into using more support and transitional statements. Writing Goals: more complex sentences, consistent use of person and tense, add full intro and conclusion, build descriptive language.
		Publish Stage: 13/20 Improvement: Usage of Conventions and Style	
10/3 -10/30	Thesis-Driven Five Paragraph Informational Essay	Pre-Writing Stage: More independent brainstorming but still needs prompting to build paper structure.	Augie was able to compile thoughts well using a computer to expand his thoughts. He expanded his arguments to include evidence and original thoughts to support his thesis. Also using computer writing programs, Augie was able to self edit for grammatical and mechanical errors.
		Drafting Stage: 14/20 based on Rubric with 5 categories Strengths: Focus of topic Weaknesses: Organization, Usage of Conventions, and Style	
		Publish Stage: 18/20	