

SECONDARY: PEDAGOGY I
CONTEXTUAL INFORMATION
DESCRIPTION OF CLASSROOM CULTURE

Name of School Thoreau Demonstration Academy

Name of Teacher Candidate Noelle Smits - (MFLE - French)

I. *Class Classroom Information*

Grade levels in class (list all that apply):

7th

Ages in class (list all that apply):

11-13

Number of students enrolled in class:

27

Number of students typically present:

24

Time available each day to teach all students (in this class):

5:40 m.m.
Mon, Wed, 25 min

Overall socioeconomic status represented in classroom:

 Upper class / Middle class Lower class

Ethnicity(ies)/Cultures represented (please specify):

 ✓ African American

 Asian

 ✓ Hispanic

 ✓ Caucasian

 Pacific Islander

 Other

Gender makeup: 11 Boys 16 Girls

Number of students who perform at the following levels:

 4 Below grade level

 14 At grade level

 9 Above grade level

Teaching interruptions (example: frequent intercom messages, students, parents, or teachers who enter class, etc.):

☒ Few
☐ Some
☐ Many

II. Resources (equipment and supplies) available for this class (Mark all that apply.)

☒ Overhead projector
☒ Number of computers
☒ Video projector (Smartboard has it)
☒ Phone/intercom
☒ TV
☒ VCR/DVD player

Please list subject- or content-specific resources (example: maps, laboratory equipment, manipulatives, reading resources, etc.):

French, map of France, French bulletin board with information in French about communication, French globe, *French books, French magazines, French games, French kids + comic books, many French documentaries, movies + DVDs in French.
* French textbooks include 'Discovering French: Nouveau! (2004) (main textbook) Other item(s): and Holt French 1 Binn/Dit (2008) (the book the high schools use) Smart Board, fan

III. Personnel resources available to you (Indicate all that apply.)

☐ Instructional assistant(s)
☐ Volunteers: peer (student) tutors, visiting practicum students, parents
☐ Resource teachers
☒ Other (describe) I had the ability to attend several of

IV. Individual differences

Nov. Hatter's French immersion classes. It was a neat experience comparing them to the main 7th grade elective class.

☐ Number of ESL students in class
☒ Number of students with IEP's
☐ Number of identified 504 students in class

V. Number of students in pull-out or supplementary programs

☒ Title I - FREE - 8
☒ Gifted
☒ Other (please list) (IDEA)

VI. Please briefly describe the school's immediate community:

Population Tulsa school district - over 41,000 students
Students at Thoreau - 540
Population of Tulsa - 396,466

Major industry(ies) Aircraft engines and aircraft, oil and gas products and services, fabricated platework, metal pumps, hoists + cranes, fabricated metal pipe, laundry + cleaning supplies, car rental,

Major employer(s) telecommunications

- Aviation-related companies

- Two insurance companies

- Manufacturers such as Ford Glass + Whirlpool

- 3 car rental company headquarters

The students in your classroom are mostly (circle one):

A. Rural

B. Urban

C. Suburban

Describe the school district:

A. 59 Number of elementary schools

B. 15 Number of junior high or middle schools

C. 4 Number of high schools

(Plus several charter schools)

Are there any of the following in your immediate area? If so, how many?

A. 1 Community colleges - Tulsa Community College

B. 1 Tech schools - Tulsa Tech Center

C. 3 Colleges - Community Care College, Clary Sage College, + Oklahoma Technical College

D. 3 Universities - University of Tulsa, ORU, Oklahoma State University

VII. Describe any other developmental characteristics of your students that could cause you to adjust your instruction in some way. (Example: intellectual, social, physical, school morale, etc.) What are some strategies or accommodations you would make for these students?

Four students are qualified under IDEA and two have IEPs. There is also one ESL student (his first language is Spanish) who works hard but still struggles greatly academically. For these students, as a teacher you could change the format of the tests for them while still assessing them on their learning outcomes, keep them after class informally or formally for extra time, give them more time for assignments, and integrate more technology into the class. For the ELL student, you could point out Spanish-French cognates and other similarities between the languages, define academic English vocabulary words used (which would help the other students as well struggling intellectually), and specifically show him how the emphasis on words and the level of phonetics in the two languages (French and Spanish) differ. Also, for this ELL student, I would recommend changing the seating arrangement so that he is not constantly distracted by his peers. Additionally, several of the

Students have diagnosed or undiagnosed social/behavioral problems and constantly disrupt the class. As a teacher, I would recommend actually following through on the discipline I "threaten" to give, instead of just constantly scolding like my teacher did. I would also recommend setting the seating arrangement myself rather than letting the students choose because their peers are such a distraction to them.