

CLASSROOM ASSETS PROFILE TEMPLATE

INQUIRY INTO CLASSROOM NEEDS PART ONE:

*Attach samples of data collected: 1) interview/conversation, 2) observation/field notes, and 3) documents/photos/assessment.

CLASSROOM DEMOGRAPHICS SUMMARY – What are the experiences and demographics that your students bring to the classroom? Are there particular cultural, ethnic, or demographic subgroups that bring diversity to your classroom?

A large % of my class is Hispanic (80%). There is 1 multicultural student.
11% of the class consist of students who are black.
5% of the class consist of students who are white.

FAMILY & CULTURAL CONTEXT & ASSETS (add bulleted list based on data collected)

(e.g. number of family members, home responsibilities, travel to school, cultural background, language(s) spoken at home, parent or guardian/older sibling/other adults available to provide assistance, after-school care, family structures)

- About half of my students walk to and from school the other portion either is a car rider or goes to "boys and girls club"
- Many of my students have siblings at the school or infants at home
- A few students have close relationships w/ their cousins
- Some students come from a single parent/split custody home.
- 21/36 students are ELLs from Spanish speaking homes

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PERSONAL INTERESTS & ASSETS (add bulleted list based on data collected)

- Many students enjoy... ← gathered through convos and observations
 - Mario
 - Pokemon
 - video games (Minecraft)
 - Baby Yoda (Star Wars)
 - Fast Food: Taco Bell, McDonalds, Popeyes
 - Art
- Students want to be _____ When they grow up. ← morning meeting
 - Teachers
 - Artist
 - Police officers
 - Doctor/vets
- Students enjoy writing and have positive outlooks on their own writing ← momus activity
- Student are engaged when lesson is interactive
 - letter boards
 - Sound boxes
 - Rhyme/chant/song
 - body movements

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ANY OTHER RELEVANT ASSESSMENT DATA – What are student and group needs in the following content?

Literacy:

Writing:
Pink group: Conventions / sentence structure / penmanship
Purple group: structure / pacing / additional resources
Blue: Detail / vocab / handwriting / craftsmanship

Math:

Reading:
Pink group: ~~segmented~~ letter-sounds
Purple group: sight words, one-syllable words
Blue group: multi-syllable words, fluency

Content Areas/Other (specials):

Plan: Direct / Account / Organize
Learning style: auditory / kinesthetic / visual / reading/writing
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LEARNING STRATEGIES: In what learning situations have you observed the class to be most engaged? Mark any that apply. Add any applicable notes.:

- Text-based visual: overhead, text, worksheet
- Graphic-based visual: pictures, diagrams, PowerPoint
- Auditory passive: teacher lecture/student listen
- Auditory active: rap, rhyme, song, rhythm, chanting, call & response
- Individual: working independently
- Interpersonal: cooperative activity, incorporate student talk, partner work
- Model: demonstrate, provide model to follow
- Sensory motor: manipulate, act out, incorporate movement, use gestures, incorporate food
- Multisensory: performance, multimedia, lesson with high emotional content
- Arts Medium-based: drama, dance, drawing, painting, etc.
- Grounded in student interest in _____
- Other _____

ARE THERE INDIVIDUAL STUDENTS WITH NEEDS UNIQUE FROM THOSE OF THE LARGER GROUP? ADD THEIR INITIALS & LEARNING STRATEGIES NEEDED TO SUPPORT THEIR SUCCESS:

C - encouraging words and reinforcement
C + J - redirection and movement

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WHAT GROUPINGS ARE MOST SUCCESSFUL FOR YOUR STUDENTS?

What is the most successful group size for your class? 1/1 partners small group large group

What is your class' need for movement? Low Moderate High

How would you rate your class' distractibility? Low Moderate High

What is the optimum lesson length for your class? 5-10 min. 15-20 min. 25-30 min. 30 minutes +

Other: *Depends on subject but for most part class can stay on task as long as movement is involved.*

ARE THERE INDIVIDUAL STUDENTS WITH UNIQUE GROUPING NEEDS? Include their initials and group-related information:

What is the most successful group size for this student? 1/1 partners small group large group

What is this child's need for movement? Low Moderate High

How would you rate this child's distractibility? Low Moderate High

What is the optimum lesson length for this student? 5-10 min. 15-20 min. 25-30 min. 30 minutes +

Other: *C/C/J*

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How can you promote greater equity and social justice by using the information you learned about your students to increase engagement and learning (connect cultural context and assets, interests, learning strategies, home context to curriculum, aligned learning outcomes/objectives or adapted instruction)?

- incorporate material where students see themselves represented
- incorporate interest into writing time to allow for creative freedom and engagement
- Continue whole brain teaching to help ELLs and high movement needs.

What resources (e.g., specific school staff, different curriculums, community-based organizations and people, strategies from other courses, etc) can you leverage to increase student engagement and learning for your students based on the data you have collected?

- For the different needs RTI (pulling small groups) w/ Marks will be helpful to target specific needs of students.
- Using different folders to help differentiate work for different needs. (pink, purple, blue)

What are some wonderings you have about promoting greater equity for your students within the classroom based on the data you have collected?

- How can I ~~strengthen~~ ^{strengthen} my whole brain teaching to ~~accommodate~~ accommodate the needs of all students?
- How can I use intrinsic motivation techniques to promote growth mindset in my students?

...culturally responsive teaching practices address students' differing needs. Journal of Staff Development, 37(5), 18-22.

Miss. Mistler

Topic: Animal

h a ve

TAP IT, MAP IT, WRITE IT

k i t t e n

○ ○ ○ ○ ○ ○

Kitten:

I like cheeseburgers.

I have a kitten.

8/3/23

3) Thursday BUSCH Gardens
mother dad brother

T roller coaster (Pepsi)

E home

Thursday beautiful
I go to BUSCH
Gardens with my mother,
dad, and brother.

I go to roller coaster
In the beginning

Expository

8/31/23

- ③ - ~~Saturday~~ Walmart mom, dad, baby
- + - ~~(Sunday)~~ Zoo Panda rabbits
- E - Friday Dunkin' Donuts donuts

One beautiful day I went
← to TARGET and Walmart. It was
← Saturday.

Next on Sunday I go to
The Zoo.

Expository

8/13/23

108 - Thursday Twistee Treat!

- 2 T - brother father ^{big brother} mom daughter
- T - ice cream happy
- 3 E - Lego Store happy

~~once upon a time I go to Twistee Treat~~
on Thursday. I ~~write~~ ^{go} ~~with~~ ^{to} Twistee Treat.

Once upon a time I
go to ~~twistee treat~~ ^{go} Twistee Treat
with my .

Expository