Deep Thoughts – Strategies Resource Project

Carrie D. Lee

Central Washington University MAT program

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TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Middle school: _____
High school: _X__
Other (please describe): _____

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)[1]

City: _____
Suburb: _X___
Town: _____
Rural: _____

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[The school featured in this Learning Segment is a large suburban STEM Magnate school attended by 1451 students in grades 9-12 in 2021. Though the school is primarily white, the school does rank in the top 30% of the state for diversity as reflected in the chart below for the school, and that ultimately reflects the classroom as well

White	51%
Hispanic/Latino	18%
Asian	13%
2+ races	10%
African American/Black	6%
Native/Pacific Islander	1.5%

Approximately 28% (406) are on free/reduced price lunch. Additionally, 105 (7.5%) students are English Language Learners, 132 (9%) students receive special education or academic accommodations via 504 plans, and 105 (7.5%) students are tested as gifted/highly-capable. The gender breakout registers at 56% male, 43% female, and 1% as gender X.

As a STEM magnet, this particular school has opted for self-selected College in High school courses, honors, and Advanced Placement Curriculums in Math, English, History, and the Sciences content areas. Self-selection removes access barriers to both high level instruction and the highly regarded academic programs. The arts are another considerable factor in this school community, with over 400 students participating in the arts the highlight of which are the award winning jazz bands, and nationally recognized media programs.]

[1] If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[The school that this Learning Segment will be carried out in does not require any specific standards to be met beyond that of the state English language arts standards which are the Common Core Learning Standards. While this Learning Segment is taking place during a time where we are still in a fairly reactive moment as we begin the hybrid model, I have had the opportunity to provide influence and plot our path forward. The pace is mostly set by these freshmen students who, in a hasty transition to hybrid, are setting foot in their high school classrooms for the first time a mere 2 months from the end of the school year. Our schedule and pacing are reflective of the observations and feedback from the students in surveys and participation activities. This will affect the pace and content that I am able to teach the students. The co-teaching style my cooperating teacher and I have built allows for consistency so that the students are not hurt by the transition when I leave the placement. This will also affect the physical set up of the class, which is currently in a configuration that makes it difficult to move around to assist students, as pandemic social distancing requirements demand.]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to English Language Arts instruction in your classroom? What is the name of this course?

[The school in which this Learning Segment is carried out operates on a 6 period daily schedule, and each student has English for 1 class period. The specific course name is English 9 Honors.]

2. What is the length of the course? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   ▪ One semester: _____

   ▪ One year: _X_____

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

[The school in which this Learning Segment is taking place operates on a the 6 period 45 minutes (50 in pre-covid) per class each day, with a 7 minute passing period in order to accommodate safety precautions and staggering of releases during the end of class procedures. All courses have Wednesday specifically as a no new work day, to allow for students to manage their workloads in the continuing hybrid learning environment.]

4. Is there any ability grouping or tracking in English Language Arts? If so, please describe how it affects your class.

[Though there is no standard strategy for tracking or ability grouping in the school that this Learning Segment takes place within, each teacher does execute grouping as appropriate within their own classroom environment and subject matter. Further the school employs a combination of inclusion and pull-out strategies as recommended for accommodation of special education depending on the content and needs of individual student goals.]

5. Identify any textbook or instructional program you primarily use for English Language Arts instruction. If a textbook, please provide the title, publisher, and date of publication.

[While the school in which this Learning Segment is occurring does not require a specific curriculum be taught in the English language arts honors class, the department members collaborate and agree on the independent reading expectations each student must meet and agree to in the beginning of the course contract, and further complete outside of class time with

little to no support. State learning standards are taken into consideration during the development, and because of this freedom the staff is able to create Universally Designed Lessons incorporating choice, diversity in representation, and relevancy to the students. The staff are further encouraged to share, evaluate, and learn from one another's successes, failures, and ideas. This approach has resulted in flexibility, sensitivity, and consistent high rate of students meet state ELA test standard (80% or more of 10th grade students meet or beat state set standard score).]

6. List other resources (e.g., electronic white board, online resources) you use for English Language Arts instruction in this class.

[The classroom in which this Learning Segment is carried out utilizes a variety of resources. This school district provides a Chromebook and assigns each student a google account for school use. The Chromebook has its settings set by the district for safety, and students are expected to bring their school issued Chromebook to each class. Each classroom is also equipped with a document camera and mic to transmit to the digital Zoom environment, and a projector to replicate the same. In the specific class in which this Learning Segment is occurring, Canvas is used to organize and manage course materials, and additional technological resources are used to facilitate lessons (i.e. GimKit for games or visual features, Peardeck for interactive slidedeck, etc.). The students are familiar with these as they are utilized consistently from the beginning of the year on as part of the class procedures, and scaffolded activities are used initially in introducing the technology and expected uses.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[The students featured in this Learning Segment are in 9th grade.]

2. Number of students in the class: _39__ (of which 17 identify as female and 22 as male.)

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. **At least one of the focus students must have an identified learning need** (for example, an English language learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.[2]

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[2] California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**
Hearing loss	1	• Seating placement close to sound origin • Close monitoring & speaker tracking • Use visual aids & text in addition to verbal instruction. • Provide closed-captioning for any videorecorded lectures.
Anxiety	2	(No current plans on record) • Early publishing of material and structure to allow for preparation • Extra-time as needed • Personal Check-ins & communication
ADD/ADHD	4	(No current plans on record) • Early publishing of material and structure to allow for preparation • Chunking sections of instruction • Sensory activities • Extra time for pressure based activities • Creative/choice based options • Movement at least once during class • Positional freedom during independent study time. • Fidget station in back of class • Assessments come in a variety of formats (oral, written, creative etc.).
Students with Other Learning Needs		
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Gifted Learners	*5*	• Prepare additional layers as challenges, • Offer opportunities to deepen understanding/enrichment activity, • Engage students in choice to tutor/teach sections to show what they know via leadership (Do not just assign more work…)

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underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

Student Profiles:

Name: STUDENT A	Grade: 9	Age: 15
Description of Disability or Learning Challenge: ADHD		
Strengths: Include general strengths of the student and specific assets they will bring to the lesson being taught	**Challenges:** Include general learning challenges and challenges connected to specific lesson being taught	**Likes and Interests:** Fav Anime Naruto - Discord is fav social media. Always has "dad" joke ready to share class
Funny, and very skilled at diffusing tense or awkward conversations. Very unique and identifiable writing voice with well-informed opinions. Can get the rest of the class more excited about an activity – his enthusiasm can be contagious – Leader traits.	Easily bored by repetitive tasks and easily distracted as well. Does not do well with ordered list or following lengthy instructions (which happen often in English) May choose inappropriate commentary in chat or open text (distraction method) make sure chat is directed during lesson – warmup participation binary/limited.	Can be motivated by fun or competitive tasks. Responds well to gamifying, likes the escape room and GimKit activities/assessments previously introduced. Social (within a set of boys) and talks a lot about meme's. Likes making people laugh.

Student Profiles:

Name: STUDENT B	Grade: 9	Age: 15
Description of Disability or Learning Challenge: Anxiety		
Strengths: Include general strengths of the student and specific assets they will bring to the lesson being taught	**Challenges:** Include general learning challenges and challenges connected to specific lesson being taught	**Likes and Interests:** Art (sketching) Loves - Musical Movies Fav food is - Waffles (no blueberries)
Very sensitive, thoughtful, and considerate. Her writing is very intuitive and empathetic. Has a fairly positive outlook on the world, and brings that to class. Very strong writing voice, Thinks creatively and regardless of choice always creates an interesting response.	Procrastination becomes a spiral that can become out of control in short order – leading to anxiety attack. (Self-monitored time management struggle) Anticipates others having a negative opinion of her contribution to conversation. May hesitate to contribute opinion during lesson – demonstrate anonymous nature in Peardeck early on to combat this.	Self identifies as shy. Doesn't like being the center of attention. Enjoys creating, and participating in creative assignments, but prefers to submit anonymously. Individual attention of any kind makes her uncomfortable.

Student Profiles:

Name: STUDENT C	Grade: 9	Age: 15
Description of Disability or Learning Challenge: HEARING LOSS (LEFT SIDE)		
Strengths: Include general strengths of the student and specific assets they will bring to the lesson being taught	**Challenges:** Include general learning challenges and challenges connected to specific lesson being taught	**Likes and Interests:** Big on Crunchyroll (anime) Likes Manga (fav My Hero Academia) BTS fan
Tracks speaker well. Willing to work with instructor to develop signals. Very intelligent, and able to blend in with the other students, keeping up fairly easily. Classroom (as long as chatter is kept under control) is their preferred environment	A little wary of the new hybrid (survey note) Self-conscious due to the hearing difference, and hesitates to participate or chime in on banter. Proximity to teacher in order to signal confusion A portion of this lesson being verbal/audio – adjustments may be needed.	Quiet at first, but once comfortable she is eager to participate and try new things. Speaks a little louder than other students but that works out well for being heard with a mask on! Very friendly and motivated. Loves English, eager to write.

Student Profiles:

Name: STUDENT C	Grade: 9th	Age: 15
Description of Disability or Learning Challenge: Gifted		
Strengths: Include general strengths of the student and specific assets they will bring to the lesson being taught	**Challenges:** Include general learning challenges and challenges connected to specific lesson being taught	**Likes and Interests:** Loves Disney From Hawaii Would rather be outside/beach
Visual learner more than audio – as such when able to grasp the concept the student is often able to make a good graphic or visual representation of that understanding. Engaging author, very skilled at writing engaging informational text, and thought provoking fiction/poetry.	Reports boredom with the general curriculum. Needs to have a challenge directly issued as the student will complain of boredom but will not always challenge self. Does not love reading informational texts – in this lesson need to make it apply in a way that is not abstract for it to stick.	Artistic – likes to paint and draw. Likes poetry and music. Fair-minded – and quick witted. Big social justice advocate (back pack patches/t-shirts/ computer stickers/ background) Always cheers for underdog (Superbowl comment)

INSTRUCTIONAL PLAN
Aligned with the Teacher Performance Assessment (edTPA)

Date: 2/19/2021	Grade: 9th (30 min zoom)
Unit/Subject: English Honors	Lesson Title/Focus: Deep thoughts- Truth, Facts, & Perspective

Learning Targets
Central Focus (subject-specific overarching big idea; such as persuasive writing for literacy): Demonstrate critical thinking in analyzing perspectives and be able to objectively evaluate other points of view.
State Academic Learning Standards   • Common Core State Standards / NextGen, etc.:   • CCSS.ELA.LITERACY.SL.9-10.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively   • CCSS.ELA.LITERACY.L.9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression   • CCSS.ELA.LITERACY.RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Learning Target for this Lesson: (in kid-friendly language):   Able to discuss the definitions of the complex role of truth, facts, and perspective in English language.   Able to identify a statement as fact or opinion, and justify that classification.   Able to explain the factors that contribute to perspective.

Academic Language (explicitly taught only – each box won't apply to all lessons)
Language Function explicitly taught in this lesson: Discuss, Identify, Justify, Explain
Syntax or Discourse explicitly taught in this lesson: Literary applications of common terms of Truth, Fact, Opinion, and perspective
Vocabulary explicitly taught in this lesson: Coherence Theory of Truth, Consensus Theory of Truth, Correspondance Theory of Truth, Post Modern Theory of Truth, Pragmatism Theory of Truth. Literal context perspective.
Targeted Designed (Physical) Academic Language Supports: Interactive slide deck within familiar Canvas interface (participation form accomodating for anxiety, ADHD, and visual learners), Variety of input types (attention span chunk and variable activity accommodation), Visual supports and illustration of ideas, verbal and written explanations, modeled examples of peer responses (anonymous and in real time)

Interactive slide deck within familiar Canvas interface (participation form accomodating for anxiety, ADHD, and visual learners), Variety of input types (attention span chunk and variable activity accommodation), Visual supports and illustration of ideas, verbal and written explanations, modeled examples of peer responses (anonymous and in real time)

Instructional Materials, Resources, and Technology

Opening song for entry & Visual Roll sheets for attendance.
Todays agenda/priority list on Canvas (updated) – under the module for this week.
Pear Deck assignment prepped, embedded into assignment & published on Canvas (participation check mark given completion of task)
LINK TO ACTIVE PEARDECK (and in case that is not functioning or access is limited – less interactive LINK TO GOOGLE SLIDE DECK)
Instructions of participation (zoom open, resize so zoom takes half screen and browser open as well taking up half the screen, logged into chrome as school account, and open and logged into Canvas to module for the week to then access Canvas Pear Deck assignment integration and follow along – and input as prompted)

Instructional Plan to Deepen and Extent Student Understanding:
Teacher Tasks (steps of the lesson) and Student Learning Behavior (what you'll see)

BEFORE CLASS TEACHER PREPARATION:
Update the general overview of the daily agenda in module for the week.
POST to Canvas the following links/info within the daily agenda with learning objective,
   1. Assignment Published under module, linked in daily agenda, and also pear-deck link to canvas posted in chat from go.
   2. Post instructions in chat for live accessibility.
   3. Test share screen of Peardeck teacher side/presentation
Students have read article on study of truth (Epistemology), and the short stories The Censors, The Lie, Harrison Bergeron,
Students have also already participated in our group discussion board on Equity, Equality, and Fairness.
ANTICIPATORY SET (5 MIN)
Share Screen is on the AGENDA for the day in canvas and entry music for the day is playing.
T: Takes roll as students are admitted to meeting and word poll is posted in the chat.
S: Opens browser tab for simultaneous access of Canvas/Pear Deck and Zoom meeting
T: Brief greeting and reference to screen displaying daily agenda from our class Canvas page
T: Highlight the learning objectives/activity for the day verbal review.
ACTIVITY/LESSON (22 MIN)
Switch share to presentation mode tab with quote/deep thoughts tab open, separate of Canvas/Pear Deck edit/teacher dashboard
T: Remind the class they control their slides, but to try to stay with the group, the answers are not right or wrong, are editable, and are meant to be off the cuff.
T: Review quotes, then change to what is truth slide, and ask class to pick the definition that they personally think defines truth (COUNT).
S: Input choice of answer on slide

T: Slide change to Facts and opinion generalization and how we use context of the sentence to identify that in English. Click to matching Slide & narrate matching instruction (COUNT)

S: Match each statement on slide to its classification

T: Show response – compliment scholars! Next slide, review some famous quotes of Perspective/interpretation then show thought provoking perspective graphic… (PAUSE).

T: Review how in English, as writers & readers perspective can change the meaning of a word, (COUNT TO 3 Before next word -2 slides)

T: Switch to perspective influences slide: What contributes or defines your perspective? Other peoples? "Quickly type in one specific-ish influence." (COUNT)

T: Show responses (COUNT) Then switch to illustration of perspective influences (and narrate the side note at the bottom re: perspective). Move to Venn Diagram slides 1, ask where they would put facts on this diagram (PAUSE FOR INPUT)

S: Drag the dot representing facts to the diagram centerish area

T: Show results of students and make observation (NOTE: WHERE I CHOSE TO PUT MINE IS MY OPINION)- then switch to Venn Diagram slide showing my choice – transition with statement: really it is more messy than that in reality, and switch to 3 diagram (more representative of the confluence of factors). Then, switch to Exit ticket slide and narrate input: "Super quick first thing that comes to mind, what is something you found interesting or that surprised you from today's activity, and what is something you will use in your life?" (PAUSE)

S: Complete exit ticket screen and submit exit ticket assignment

T: Switch to final slide and tell them I won't be sharing these answers to this one– and to be sure they entered their answer on each page where input was requested (total of 6 input slides will show check marks if they go back and look – on the final slide the button to submit will appear)

EXIT PROCEDURE (2 MIN):

T: *Switch to gallery Zoom view*, Verbal priority reminder & Wish them all a good weekend

Accommodations/Modifications for Diverse Learners

Targeted Support Plan (what will you do and how?)

- Provide online access ahead of time in Canvas module for the week's overview and daily agenda (clear and consistent/predictable location of materials) *Advance notice communication helps with all different learners.* Pacing and speed to assure quality of understanding & recording.
- Chunk explanations followed by varied interactive activity in slide deck, reviewing anonymized peer responses, modeling responses. Ability to complete the slides outside of class is offered to give more time (*Assists with attention and interactivity and variety in participation, and was included specifically with ADHD student in mind).*
- Visual illustrations of new ideas, participation is measured in an interactive manner without reliance on purely auditory instruction, and the text provided defining theories of philosophy as well as verbal explanation (*Assists with accommodating visual learner and offers support for the student who has some hearing loss).*
- Class participation using anonymized live digital responses as a measurement of participation normalizes diverse response set, and allows for students who experience anxiety under a variety of standard participation methods to feel more safe, and further sharing the anonymized results normalizes and models whichever choice the student would choose. (*Designed to offer accommodation to students who expiernce Anxiety.)*

- The theories and topic offers a varied depth of understanding based on ones level of ability, and as does the reflection questions. The depth of subject materials and implications to explore offers opportunity for additional discussion depth, and response to reflection questions depth *(specifically open and variety of depth for gifted students to use as a springboard for a challenge/discussion after class)*

Targeted Designed (Physical) Supports: Modeled responses real time, Binary button with a click, Matching sentence to label, quick definition open response, visual drag to where it belongs exercise, and reflection open question. 6 written/typed realtime interactive INPUT SLIDES within peardeck.

Assessment Strategies: Assessing the Impact of the Instruction on Student Learning	
Proposed Evidence/Data (student work)	Evaluation Criteria (how will you analyze student work?)
• Students will choose one of 2 generalized definitions of truth best match theirs. • Students will describe an identifying property of a fact. • Students will infer one of the factors that inform one's perspective. • Students will identify statements as factual or opinion. • Students will articulate something they found interesting from topic today, and something they will incorporate into their own lives.	• Benchmark evaluation for participation in learning activity (no points just complete/incomplete) • Measure by: • 1.)Contribute to discussion/answered the questions • 2.)Correctly identify statements or quotes from text as Fact/Opinion. • 3.)Participation/reflection question answered
Feedback Plan: • Teacher will adjust and adapt explanations in response to class responses as the come in, and clarify misconceptions as they are revealed. • Teacher will review takeaways published by pear deck for each student and utilize the exit ticket to inform corrective instruction in next lesson, or direct feedback on takeaway with student share google document.	How students will use your feedback: • Students will receive necessary topical clarification, validation of their understand, and encouragement to explore further and report back. • Students will receive takeaway of lesson to extend learning, record of feedback (both positive and corrective), and graphic notes as reference for concept covered. • Whole class brief review next day to share overall trends/takeaways

Personal, Cultural or Community Asset Connections
Plan (what will you do and how?)
Students will have an opportunity to share what they think truth is and what a fact is (personal to them) Students will have opportunity to identify one of the factors that influences their perspective (personal to them) Students will identify something they found interesting or learned (personal to them) Students will have opportunity to reflect on how they might apply the ideas in this lesson in their lives and/or relationships Students will have gained insights by seein anonymized peer responses and thus have unusual personal insight into the common ground (personal)

Deep Thoughts – Strategies Research Project

Grouping and instructional strategies
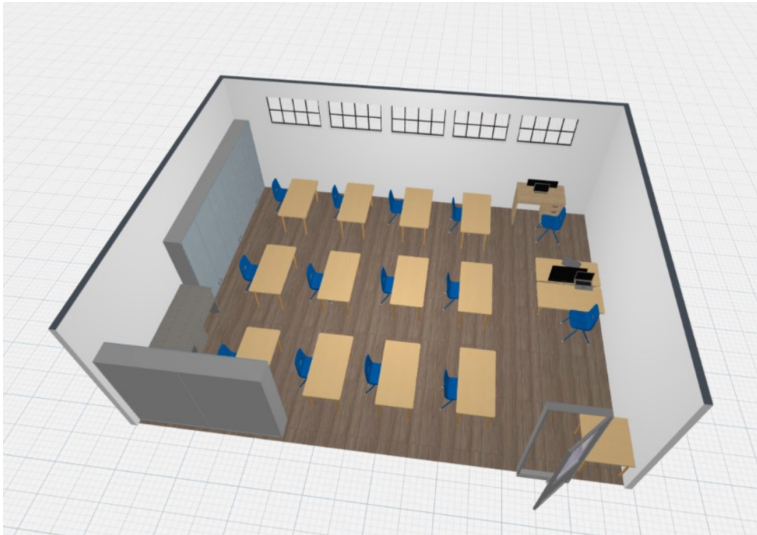
An effective grouping strategy for the variety of students I have in this English 9th grade honors class, with specific consideration given to the special needs of students who are gifted, have ADHD (attention deficit hyperactivity disorder), have a hearing impairment, or experience an anxiety disorder, is to offer appropriate flexible groupings. Flexible grouping strategies are, in essence small groups that are task based, temporary, and as needed (Morin, 2021). This is a personalized or customized approach to grouping, where the grouping assignment is fluid and based on the perceived need, or learning objective of each student's classroom experience. This is a data driven approach and has a large amount of research supporting it.

Research has also shown that there is a slightly increased learning benefit for gifted students for homogenous grouping, but a corresponding decrease in the gifted student's self-esteem. In contrast, when in heterogeneous groupings, gifted students experience a significant increase in self-esteem (Melser, 1999). Similarly, research has shown that students who have ADHD or have a hearing impairment benefit from flexible grouping strategies due to the research revealing both benefit from interactions that allow them to share their expertise, (Elbaum, et. al, 1999). Further studies have found that in students who are experiencing diagnosed anxiety, small flexible groups provided the needed support and lessened performance pressure, which allows the student with anxiety to be able to participate and interact in the learning environment where their anxiety is too grate to do so in the larger group activities or

solo interactions. (Moran, 2015). The chunking of activity available through flexible grouping is especially beneficial for the attention span issues frequent in students who have been diagnosed with ADHD (Barkley, 2008).

The manner that is most productive to achieve this during the pandemic environment is to utilize text based chat channel like discord, according to Understood.org (Morin, 2021). These students are already familiar with, and make frequent use of, Discord to communicate. Pairing a class server with channels set up like stations for small groups, I can utilize the monitoring and simultaneously encourage side conversations with deliverables. Discussions such as the ones prompted by the questions in the PearDeck slide presentation for this lesson also is direct fulfillment of the CCSS learning objective for participation in appropriate discussion. This allows for each of the student's needs to be met in comfortable and safe environments for each of the students who are gifted, have ADHD, anxiety, or hearing loss. The flexible grouping will allow each student to learn, shine, and interact.

Positive behavior support and classroom management.

There are several positive behavior support strategies that research has found effective in supporting students who have ADHD. One such strategy that is being implemented during the "Deep Thoughts" lesson in this segment is the interactive slide tasks during the Peardeck lecture. Research shows that using engagement strategies like opportunities to respond, connection to student lives, closed or open ended questions, all of which have been included in the interactive portions of the slide deck presentation (Center on Positive Behavior Integration & Supports, n.d.). This is ideal as a positive behavior support for a student with ADHD like Ben because it serves as a faux chunking, engaging the class in an interactive but non disruptive task every few slides checks understanding, keeps attention, and relates it directly to them. In this case offering a variety of response and question types also prevent that engagement tasks from becoming

boring. It is difficult to behave in an off task way with a lesson designed in such a manner, even in a remote environment.

Classroom management strategies employed in my classroom and this lesson are the 3-pronged approach of clear expectations, prevention based strategies, and positive reinforcements (Knoster, 2013). Research shows secondary students who have ADHD respond best to prevention based strategies, especially those that integrate self-regulation with clear direction (Gaastra, et al., 2019). Clear instruction is given step-by-step throughout this remote slide set and lecture. The choice to use a PearDeck interactive application is considered a computer assisted instruction, which is a recommended strategy proven by research resulting in improved academic function of those students with ADHD (Gaastra, et al, 2019). The added benefit in this is that it is also non-verbal so the student is given less opportunity to take the rest of the group off task, while getting more opportunities to be engaged with the material and receive positive feedback.

Effective Instructional Delivery.

The digital learning environment has presented unique learning situations in this pandemic year. The wide world of technical tools to support learning and students are vast, and learning new technologies on the fly has been an added burden but one that has big rewards that can carry on into the traditional classroom environment. These technical tools are part of the instructional tools that we now get to utilize. In this specific lesson, the primary instructional method is direct instruction, information being shared direct from teacher to student. This has been found to be problematic for retaining information and keeping student attention in the traditional classroom, especially for those students who have ADHD as my focus student does. The struggle has expanded to almost all students who have shorter attention spans and less motivation in a Zoom classroom environment. To keep them engaged, interaction is the key. Through experience, we have found it is difficult to get students to participate in traditional interactions like talking or turning camera on for a variety of reasons. In response, I turned to a

digital tool that allowed for lower risk interactions during the instruction, PearDeck. The activities identify the students participating to the teacher, but the results are anonymized when presenting. The display of peers responses often lead to more students responding, and creates a positive cycle. The interaction and live results keep the students engaged in the lesson and information. This is why, on average, I try to keep a ration of 1 interactive slide to 2-3 informational slides. This checks for understanding in a formative manner, the way one might in a traditional classroom.

The visual instruction from the slides, auditory instruction, and kinetic activity of responding as prompted, then seeing what the live results are from peers are a positive and effective cycle, a chunking technique that allows for real time formative assessment and adapting changes or clarification as needed. This combination is known as multi-sensory instruction, and is an effective instructional strategy for a variety of students including those with specific learning disabilities and other issues. This technique is especially effective for students who have ADHD. It minimizes opportunity for distraction by utilizing more input types (Rief, 2016).

Further attention is demanded on the metacognitive style of question prompts. Research has found that this higher-level thinking is to the benefit of all students, but in specific those who have ADHD use more of their focus on a deeper contemplative process and can result in a higher quality of focus (Rief, 2016). The specific lesson in question is part philosophy, and part metacognitive exploration of understanding and of perspective and how that impacts us as readers and writers, the interactive activities are fairly evenly balance with metacognitive questions. This constant rotation every few minutes through instruction and interaction is a proven successful strategy for the comprehension and retention of new ideas (Gupta, 2016).

Accommodations and Modifications.

My first focus student has Attention Deficit Hyperactive Disorder (ADHD), as has been mentioned prior. ADHD falls under the umbrella definition of "Other Health Impairment" in the

Individuals with Disabilities Education Act. The legal definition in the Washington State Statute is "having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder…and (ii) Adversely affects a student's educational performance" (WAC Rules for the Provision of Special Education, 2017). This particular student has done well with this type of lesson in the past, but in the current digital environment, some distractions are unavoidable. Evidence based recommended accommodations include timed exercises, or conversely offering additional time to complete the task when it takes place outside of school (Barkley, 2008).

My second focus student has been diagnosed with Generalized Anxiety Disorder. Anxiety falls under the umbrella definition of "Emotional Disturbance" in the Individuals with Disabilities Education Act. The legal definition in the Washington State Statute is "Emotional/behavioral disability means a condition where the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems" (WAC Rules for the Provision of Special Education, 2017). Those are a lot of words, but the understanding of anxiety falls within those guides. This particular student has a standing agreement that responses in chat are to be sent directly to the teacher, to avoid any of the overt stress in the "public" chat. Similarly, the time pressure based activities with hurried responses can cause a freeze moment which can then spiral out of hand. While this lesson does

only offer anonymized answers, that doesn't seem to completely allay their fears. Evidence based modification in this case would be to check for understanding directly instead, and excuse the specifics of the assignment for this student (Goldstein, 2020). This planned modification allows the student to achieve the goal of the lesson in a one-on-one digital conversation instead, and not add any work to the backlog due to an anxiety event. This specific lesson accommodation is in addition to the general accommodation of always providing the information for the lesson in advance to avoid ambiguity that can trigger an anxiety event.

Assessment Practice.

The assessment strategy for this assignment is built-in to the design. Using the assessment as learning idea, checking understanding every couple of slides with relevant interactive slide prompts and variety of input methods (Gupta, 2008). This gives constant live formative assessment feedback, where the student is responding to a variety of prompts to self-report their previous knowledge in binary choice to get them started easy, then build to demonstrate the grasp of concepts using a visual representations, elaborate on open ended questions about new information, and then finally reflect on how their views had changed since the start of the presentation, and what impact that might have. The PearDeck technology that partners with google slides and integrates into canvas saves the input data, and sends a copy of the students response to themselves once released by the teacher. This completes the assessment loop with the necessary ability to reinforce and adjust understanding. This strategy for assessing the students works well for students like Ben, who has ADHD. The variety of types of questions and using display with limited time to respond are both classic accommodations recommended for students with attention issues (Barkley 2008). The actual presentation of the assessment/lesson in this multi-sensory manner is the ideal model of the kind of assessment accommodations for students with ADHD (Rief, 2016).

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