A REFLECTIVE LOOK AT AN INCLUSIVE CLASSROOM THROUGH A FORMAL SELF STUDY

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By
Annemarie Ratke
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Dr. Joseph Ziffiox, Program Advisor

Dr. Norma Jean Stodden, First Reader

Dr. Jeanne Bauwens, Second Reader
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CHAPTER 1

INTRODUCTION

As a general education teacher, I have tried my best to reach all of my students. I have designed creative lessons, have taken time getting to know my students, and I follow the grade level content standards. Still, I had students that I couldn’t seem to reach. These students struggled in reading, writing, and/or math. They were not able to involve themselves in the planned curriculum. A few of the students also had some difficulty socializing and interacting with their peers. My classroom management strategies were put to the test because some of my struggling students needed extra attention. I found myself unsure of how I would ever be able to help my students grasp the concepts that they needed to know for the following grade level while engaging them in the process. That is until I began the federally funded project TACT, Teaching All Children Together.

In the fall of 2005, I was selected to be apart of the TACT cohort through the Center on Disability Studies. With instruction and guidance from professors Dr. Jeanne Bauwens and Dr. Norma Jean Stodden, I gained knowledge about the philosophy of inclusive education. According to Villa and Thousand (2005), inclusive education embraces everyone and makes a commitment to provide each student in the community the inalienable right to belong. Additionally, I learned numerous strategies, based on inclusive practices that would support all learners in my classroom. The strategies included Community Building, Differentiated Instruction, Cooperative Learning, and curriculum design using Universal Design for Learning and Understanding by Design. I
was so enthusiastic about what I was learning while I progressed through my TACT courses. I thought that I could finally give all of my students a fair chance at accessing the general education curriculum using these strategies regardless of their ability levels. Still, I didn’t know how I could make inclusion work in my own classroom using my current curriculum. I began to question the process of curriculum design and implementation in an inclusive setting by asking myself, “How might I design a unit of instruction that would meet the needs of all learners in my inclusive classroom? What strategies might I use to engage and accommodate all learners?”

Thus, I decided that the purpose of my project would be to design a unit of instruction for an inclusive classroom in which I would implement strategies that would meet the needs of all learners. I decided to capture my experience through a video documentary of my unit in order to reflect upon my teaching practice, as well as to use the video to inform other educators of how to make learning more accessible for all students. With the assistance and support from Dr. Bauwens and Dr. Stodden, I was fortunate to work with a videographer for the Center on Disabilities at University of Hawai’i. The videographer visited our classroom on three different days in order to capture the unit in action. I was also privileged to work with Landry Fukunaga. Landry helped to format manipulatives for several activities. She also edited the video and pieced it together for a final product. I am extremely grateful to these women who have opened my eyes to the ways in which I can value and support each of my students’ learning.

I designed and implemented an inclusive literature unit for my third grade classroom throughout the 2006-2007 academic school year. I chose a formal self study
through reflective practice as my method of qualitative research. Beck, Freese, and Kosnik (2004) discuss self-study as an inquiry-oriented approach that is personal, reflective, collaborative, and constructivist. I chose this method of study because I wanted to apply my beliefs and new-found knowledge of inclusive practices to my own classroom. Thus, I wanted to partake in the experience and creatively examine my practice through reflection. Munby and Russell (1990) believe that through reflective practice, teachers reinterpret and reframe their experiences from a different perspective. Therefore, by applying these strategies to my own classroom, I would be able to view the philosophy of inclusion from a different perspective, as an educator designing curriculum for my classroom and as a member of a classroom community. Reflection is effective when it leads the teacher to make meaning from the situation in ways that enhance understanding so that she or he comes to see and understand the practice setting from a variety of viewpoints (Loughran, 2002). I had hoped that my reflection of my newly acquired practices would lead me to understand not only the design process, but the inside functioning of an atmosphere which embraces all learners.

Before I began to design my unit of instruction, I performed two essential inventories with my students. The inventories to identify how they learn, a learning profile and the multiple intelligence profile. These two pieces of data assisted me in developing a learning profile of each student. The profiles were necessary to determine how I would group students and develop activities. Following this, I chose reading and writing standards to focus my unit of instruction. I appreciated the themes of friendship and loyalty in E.B. White's classic Charlotte's Web and thought that this story would be appropriate for an inclusive classroom atmosphere. In addition, many of my students live
or have extended family members who live in the Waianae Valley where farm life is abundant. Thus, the students would be familiar with the setting in *Charlotte's Web*.

Following this, I began to design lessons and activities based upon the strategies that would allow all students to be successful, participate and become engaged in the quality literature.
CHAPTER 2
LITERATURE REVIEW

A review of literature has revealed the extreme importance and benefits of educating students where all feel and are included. The philosophy of inclusion supports education laws, numerous theorists' beliefs, best practices in all classroom settings, and various strategies to support all learners in any classroom.

Access to the General Education Curriculum

In 1975, the Education for All Handicapped Children Act (Public Law 94-142) guaranteed for the first time that all students with disabilities would receive a public education. Public Law 94-142 was changed in a reauthorization in 1990 to the Individuals with Disabilities Act (IDEA). The law offers the foundation for inclusive schooling, entailing that every child with a disability has a right to a free and appropriate public education and learn in the Least Restrictive Environment (LRE) (Villa & Thousand, 2005, preface). In addition, the 2001 No Child Left Behind Act (NCLB) strengthened expectations that schools cultivate and be held responsible for high educational standards, better instruction and learning, equal opportunity to learn, and excellence in student performance for all students, with and without disabilities (Villa & Thousand, 2005, preface).

With the implementation of these laws, educators have had to discover ways in which to include all students within every general education curriculum. “Curriculum is all the planned experiences to which a learner may be exposed in order to achieve their learning goals” (Abell, Bauder, Simmons, 2005, p.83). General curriculum refers to all the activities that comprise a typical school day. Usual activities that students should
have the opportunity to attend include; general education classes, participation in extracurricular clubs and activities, sharing lunch and breaks with peers, and contributing meaningful ways to their school communities (Cushing, Clark, Carter, & Kennedy, 2005).

As a result, the movement of students who have been removed and how included, class sizes are increasing, and the backgrounds of students are becoming more diverse. Thus, educators need to move towards more innovative, collaborative, student-centered practices, particularly for students with exceptional learning needs (Rapp, 2005). Inclusive education is representative of such practices.

*Inclusion*

Inclusion is a philosophy that urges schools, neighborhoods, and communities to welcome and value everyone despite differences (Renzaglia, Karvonen, Drasgow, & Stoxen, 2003, p.140). Inclusive education embraces everyone and makes a commitment to provide each student in the community the inalienable right to belong (Villa & Thousand, 2005, preface). The inclusion philosophy is supported by the beliefs that everyone belongs, diversity is valued, and we can learn from one another. Building a system that meets everyone’s needs from the start creates inclusive environments. It is also important to understand that inclusion expands beyond the K-12 school boundaries to people of all ages with disabilities.

The origins of inclusion can be traced back to the normalization principle. Nirje (1969) defined the normalization principle as making available to the disabled, patterns and conditions of everyday life, which are as close as possible to the norms, and patterns of the “mainstream” society. The normalization principle provides the structure for
inclusion by stating that individuals with disabilities should participate equally in the
routines of community life. Thus, Villa and Thousand (2005) mention that the inclusion
of students with disabilities does not become a separate and distinct action; instead it
occurs simultaneously and naturally.

Vygotsky (1978) put forth the social constructivism theory that learning and the
advancement of knowledge can occur through social interaction with more
knowledgeable others. Through social mediation, learners integrate new knowledge with
existing concepts. Lower level concepts are transformed into higher level concepts
(Vygotsky, 1986). Constructivism furthers the ideas that all people are always learning
and that the learning process is ongoing. In addition, the interaction among students with
varying abilities promotes conceptual growth. In support of the access to general
education curriculum, inclusion and the social constructivist theory promote peer
relationships, class membership, and a feeling of belonging.

Glasser (1986) and Maslow (1970), motivational theorists, stress the fulfillment of
a child's need to belong as critical, if not prerequisite, to a child's motivation to learn.
Relating to the theory of motivation are the frequently identified goals of public
education; belonging, mastery, independence, and generosity (Villa & Thousand, 2005).
These identified goals are supported by the philosophy of inclusion, the notion that all
people should be embraced and have the right to belong. The goal of belonging is that
the student forms and maintains relationships in the community. Mastery includes
having successes and becoming competent in something as well as having motivation and
being a life long learner. Independence, as a goal of public education, is that the
individual has choices in work, recreation, or continued learning. The learner assumes
personal responsibility and is able to self-advocate. The fourth goal of public education, generosity, consists of valuing diversity, being empathetic, and being a contributing member of society.

Multiple intelligence theory is another extensively used theory when applying inclusion. Gardner (1997) defined an individual’s various intelligence areas as one of the following: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalistic, and existential. Multiple intelligence theory better describes various learning profiles that teachers encounter on a daily basis.

Using multiple intelligence, alongside Universal Design for Learning (UDL), the professional would determine an individual’s strongest multiple intelligences before designing for content, process, or product. As a result, the curriculum plan would better suit a particular student. Theory suggests that no one set of strategies will work best for all students at all times. By balancing the strategies, the instructor gives equal opportunity to the individual student who struggles with obtaining information through one intelligence and allows the student to use strengths he or she possesses for learning (Stanford, 2003). Lessons, activities, and/or assignments may be altered for students once the intelligences are determined so that learning is meaningful.

The philosophy of inclusion is supported by the ideas of the normalization principle, social constructivism, motivation, goals in public education, and multiple intelligence theory. The conditions in IDEA and the expectations in NCLB reflect a need for inclusive education in order to create access to the general curriculum.
Improvements with Inclusion

It is important to consider teacher's experiences with inclusive classrooms before considering the implementation for oneself. Appreciating other's experiences helps when forming an opinion about the change that would take place in another teacher's environment.

District 24 in Queens New York created their first inclusive classrooms in 1994, which served 30 students with disabilities. By 2001, 618 students with disabilities were fully included in 109 classrooms. All of the teachers in inclusive classrooms were volunteers, with 98% of them remaining in the program year after year. Throughout this change, reading and math standardized test scores were followed. The district found that 28% of special education students in inclusion classes improved at least one performance level in reading. In addition, 27% of general education students in inclusion classes improved one performance level in reading. Math scores were similar to those of students not in inclusion classes (Weiner, 2003).

In other research there is evidence of inclusive classrooms showing improvements in the quality of Individualized Education Plan (IEP) objectives, acquisition and maintenance of academic skills, and increased rates of academic responding and engagement (Cushing et al., 2005). It has also been concluded that special needs students educated in regular classes do better academically and socially than similar students in non-inclusive settings (Villa & Thousand, 2005). Clearly, inclusion has the ability to reach all students academically, despite the diversity within classroom settings.
Teacher Reflections

Teacher’s who have practiced inclusion in District 24 felt that teacher’s attitude toward students was the first or second most important condition needed for successful inclusion. In a survey given to the teachers in which they ranked eight items, the single most important condition was that an environment needed to be created where a student is seen as a valued member. The second highest ranked response was that a teacher who takes a personal interest in the child is extremely important. The survey suggested that teachers understand the significance of attitude towards students that enables student growth (Weiner, 2003).

On the other hand, Bromley Kniveton (2004) found that teachers’ attitudes towards inclusion vary. In an international study on inclusion he found that teachers with most favorable attitudes were those teaching older children. While in the US, studies found that professionals teaching younger children were the most positive in their attitudes. Kniveton points out that despite the differences in preference, teachers’ attitudes towards inclusion, there has been a significant effect on how successful inclusion will be for any individual child.

Kniveton’s study found evidence that improvement as a result of their inclusion among special education students was linked to a combination of school characteristics, student characteristics, and family circumstances.

Best Practices

There are many established and promising general education practices that imitate the principles of inclusive education. When these practices are used, educators are better suited to facilitate meaningful and effective inclusive education not only for students with
special needs but also those “allegedly average” students (Villa & Thousand, 2005). Based on the normalization principle and the philosophy of inclusion, there are five conditions and practices that reflect inclusive education: universal design, person-centered planning, ecological inventory, self-determination, and positive behavior support.

An environmental consideration originated by an architect coined the term, Universal Design, to describe designs that considered the access needs of the broadest range of users. Considering these needs in the design phase, universally designed buildings were able to meet the traditional standards for public spaces while enhancing accessibility for individuals with disabilities (Pisha & Coyne, 2001). This concept has been extended to education by considering how we make classrooms physically accessible for all students when implementing inclusion. If a teacher plans with universal design in mind, the need to separate individuals with disabilities from others in education does not exist (Adelle et al., 2003). Universal design has also been applied to structured lesson and activity planning.

Person centered planning is just that, planning that is driven by the person’s desires, strengths, needs, and dislikes. Person centered planning must reflect the individual’s unique combination of interests and concerns. A teacher using person centered planning must assess for learning keeping student’s readiness, interest, and learning preferences (multiple intelligences) in mind.

Ecological inventory refers to a careful and systemic approach to identifying the skills that are most important for individuals to learn (Adelle et al., 2003). The strength of this approach is that it supports individualization of programs and supports/focuses on
only the skills with the highest priority for instruction. Using this practice, general education teachers, special education teachers, parents, as well as the students will collaborate to determine the best ways to move toward the skills of highest priority.

Self-determination skills are a necessary counterpart to environmental supports for meaningful inclusion. The ability to self-determine is a combination of skills, knowledge, and beliefs that allow a person to engage in goal directed, self-regulated, independent behavior. Such components include the individual being able to acquire choice-making skills, decision-making skills, problem-solving skills, and goal setting (Adelle et al., 2003).

The last practice to consider is positive behavior support. Positive behavior support is consistent with the principles of person centered planning and self-determination. The support is individualized to meet the unique life skills and circumstances of the individual. Positive behavior support involves individuals making decisions. It empowers them to express their decisions through socially acceptable means instead of through problem behavior. Finally, positive behavior support helps keep the focus on the individuals' capacity to learn and participate in inclusive settings while removing unacceptable behaviors (Adelle et al., 2003).

If high expectations and attainable goals are in place as well as necessary supports, successful inclusive experiences will be provided for all learners.

Strategies

To make inclusion work effectively for low achieving students, a teacher would need appropriate strategies to make learning possible for all students. This is especially true for the general education teacher who typically does not have any professional
development training regarding students with special needs. There are several strategies that the teacher could use to reach all students. These strategies are often times used as prerequisites for lesson and activity planning. Each is essential to meeting all students' academic needs.

A best practice mentioned earlier was the concept of universal design. Educational professionals extended the notion of universal design and related it to the classroom setting. Universal Design for Learning has set a new standard for teaching, learning, assessment, and curriculum development (Pisha & Coyne, 2001). Many features developed by the universal design architects, such as raised Braille dots on elevator controls have been proven to be unobtrusive and easily overlooked by those not required to use them. Similar in a UDL curriculum, adaptations are subtle, almost invisible when integrated into the design (Pisha & Coyne, 2001). The UDL framework helps educators see that rigid curricular materials and usual teaching methods are barriers to diverse learners.

"The goals of UDL are to provide students with multiple means of representation, multiple means of engagement, and multiple means of expression" (Villa & Thousand, 2005). While implementing UDL, the teacher uses differentiated materials, methods, and assessment alternatives, which are considered and created in advance with the student’s differences in mind. When initiating a Universal Design approach, educators would need to think about three distinct curriculum access points: content, process, and product.

Content concerns what is taught or what we want students to learn, know and do. When designing for content the educator should consider academic and social goals of a student, state standards, and professional recommendations. Process refers to how
students go about making sense of what they are learning. In other words, one should consider how students engage in learning. Educators should bear in mind lesson formats such as self-directed, learning centers, group investigation, or activity based formats. Product requires multiple means of expression. For this access point, students demonstrate what is learned (Villa & Thousand, 2005).

When educators utilize UDL, the facilitator assumes that each student needs his or her own mold. Then they provide options, scaffolds, and further opportunities for in-depth learning. When thinking about access to the general curriculum UDL is beneficial because students with disabilities are considered from the beginning, during the design phase of curriculum planning.

Another approach educators must consider is differentiated instruction. Not all children are especially alike when it comes to learning. They may have some things in common but they also have important differences. A differentiated classroom unites commonalities and builds upon them. A student's differences become important elements in teaching and learning as well (Tomlinson, 2001).

Differentiated instruction means "shaking up" what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing ideas (Tomlinson, 2001). In a differentiated classroom three principles structure the educational philosophy. First, teachers create curriculum based on where students are academically. This is in reference to a student’s readiness level. Next, a teacher selects methods which each individual may learn as deeply and quickly as possible. In addition, the designer would need to study the pupil’s interests to discover which methods to use. Lastly, a teacher would have to understand that fostering teacher-
student learning relationships is essential and takes time to develop. For the student to be successful the teacher would need to discover how the learner works best, or knowing one’s learning profile (Baglieri & Knopf, 2004).

Perhaps one of the most essential strategies that should be included in an inclusive classroom in order to build community and a support system is cooperative learning. Cooperative learning groups are viewed as one of the most powerful methods of addressing the diverse needs and abilities of students within a class (Spear, 1992).

For example, Slavin (1989-1990), reports that there is overwhelming evidence that cooperative, small-group work consistently results in increased self-esteem, accepting attitudes between classmates of different racial or ethnic backgrounds, greater respect for one another, acceptance of mainstreamed students, increased likening of school and of the subjects being studied, greater amounts of time on-task, and less absences. One of the central premises of cooperative learning is that students will come to understand that by working together they can be smarter and more powerful than by working alone (Sapon-Shevin & Schniedewind, 1989-1990). Through various grouping strategies such as, Numbered Heads, Jigsaw, Pinwheel, Round Robin, Turn-4, or Literature Circles, a teacher can effectively engage all learners.

After implementing Universal Design for Learning, Differentiated Instruction, and Cooperative Learning strategies a professional would see that all three are clearly connected to one another in an inclusive classroom. Planning without one of these strategies could leave a gap in a student’s learning experience.
Conclusion

Access to the general education curriculum is available through inclusive education. This is made clear by the best practices and strategies used in inclusive classrooms. All students will have the opportunity to express themselves, grow socially and academically when the environment in which learning is taking place is non-exclusive. Classrooms and/or learning centers should focus on individual’s academic, social and emotional needs in order to make the most significant learning take place. Inclusion is the appropriate tool to successfully bring students to level playing fields.
CHAPTER 3
PROJECT DETAILS

Setting

Kamaile Elementary school is located on the west side of Oahu, Hawai’i in Wa’ianae. Kamaile is tucked away close to the Wa’ianae mountain range serving students in preschool thru sixth grade. Kamaile’s enrollment includes 664 students, 70% of which are full or part Hawaiian and 15% who are receiving special education services. 89% of the students receive free or reduced lunch. Currently the school is serving 8 homeless families and numerous “hidden homeless” students.

The participants in this formal self-study, a systemic approach to exploring one’s practice (Samaras & Freese, 2006), were 19 general education students, 1 student receiving special education services, and 1 general education teacher. The setting was in a third grade language arts classroom, in which students were taught reading and writing for two and half hours daily. This study was conducted throughout the months of November, December, January, and February of 2006-2007.

Process

In order to begin this self study I needed to obtain permission from my principal. I informed him that my project would entail the implementation of a specialized unit of instruction based on Hawai’i content standards, but centered on the philosophy of inclusion. I conveyed to him my struggles with being able to reach all my students and suggested that this would aide me engaging all learners through the general education curriculum. I reported to him that I would acquire parent and guardian permission to
video tape my students prior to the start of the unit. Once I gained his approval I then approached the parents and guardians of my students.

In September of 2006, I spoke to the guardians of my students during parent/teacher conferences. I explained to them the philosophy of inclusion and how I had hoped to implement it into our classroom with support of specific strategies in order to meet all learners’ needs. The feedback I received from the parents and guardians was overwhelming positive. Each was supportive and enthusiastic about the project. Once I gathered their consent signatures to video tape their student for educational purposes, I was able to move forward.

Before I began the unit of instruction, I needed to assess my student’s learning to develop a profile so that I could create lessons and activities that would be appropriate for all students. (See appendix for samples of assessment.) After compiling the student’s profiles, I designed activities that supported the research related to Community Building, Differentiated Instruction, and Cooperative Learning based on third grade reading and writing standards that were suitable for the story Charlotte’s Web. After the lessons and activities were created, I chose specific days for the videographer to video tape our class.

I requested the videographer to visit our class when we were incorporating specific strategies such as Community Building, Differentiated Instruction, and Cooperative Learning into our literature unit. She visited our classroom three times throughout the unit for an approximate number of 6 hours. The activities she recorded were fundamental for an inclusive classroom, hence, I deemed it an appropriate time for her to capture the implementation of such strategies. We used one fixed camera to portray the lessons and activities. I wore an attached microphone on my shirt during the
filming. When the videographer interviewed students we changed the microphone so that their voices could be heard. I appointed specific things I wanted her to film and then she filmed anything else that she thought our research could benefit from.

After each morning of filming I was prompted with questions regarding the strategies that we tried that day. Some of the questions included:

1. How did this activity create community? Was this what you anticipated?
2. Do your students know the difference in activities when you differentiate assignments?
3. How did you tap into the student’s prior knowledge?
4. Would you try this strategy again?

Most of the conversations were a synopsis of what worked that morning or what didn’t work. I also described how I felt throughout the lesson.

Once the videographer had captured several lessons on video, I then had to go through all the raw video footage and decide what I wanted to include in the final product. While I was viewing the raw data I charted the time and wrote brief notes describing what was happening during that time. Following this, I coded themes that I thought would require me to reflect more deeply upon. Rossman and Rallis (1998) refer to coding as the process of organizing material into “chunks” before bringing more meaning to those “chunks”. I used four different colors on the video notes to show the difference between the themes. After I coded the themes, I added another column to the charts entitled findings. Under the findings column I added more details reflecting upon what I viewed while editing the video clips. For the themes that fell under strategies and implementation of activities, I added descriptions of those tasks.
CHAPTER 4

VIDEO ANALYSIS

The purpose of this formal self study was to design a unit of instruction and implement strategies that would meet the needs of all learners in my inclusive classroom. Afterwards, I would reflect upon the results of such implementations. The information was gathered through a videotaped analysis of teaching. Several themes emerged from the videos and this self study focuses on the theme of implementation of strategies and activities that embrace all learners in an inclusive general education setting.

Video Tape Analysis #1
Day 1

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30-12:30</td>
<td>Farm animal books</td>
<td>Activity  &lt;br&gt;Engagement</td>
<td>Teacher explained activity thoroughly. Students were all engaged and on task.</td>
</tr>
<tr>
<td></td>
<td>Students background knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:59-22:30</td>
<td>Directions of community building activity</td>
<td>Strategy &lt;br&gt;Engagement</td>
<td>Community building activity was introduced clearly. Students were engaged and worked cooperatively on task following instruction.</td>
</tr>
<tr>
<td></td>
<td>1st time without talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24:20-26:52</td>
<td>2nd time talking</td>
<td>Engagement</td>
<td>Students were frustrated more easily with one another.</td>
</tr>
<tr>
<td>36:15-end of tape</td>
<td>Did you know cards &lt;br&gt;Explanation of activity (round robin share, junk ken po to decide)</td>
<td>Strategy  &lt;br&gt;Activity</td>
<td>Differentiated cards helped everyone become involved. Teacher directed students effectively.</td>
</tr>
</tbody>
</table>
Community Building Activity:
Line-ups...students each had a card with a letter on it. They had to find others with the same color card and spell a character's name from *Charlotte's Web*. The first time the students could only communicate with visual cues. The second time the students could talk to one another.

Did You Know Cards:
Students were given (differentiated) cards with facts about E.B. White, the author of *Charlotte's Web*, written on them. In cooperative learning groups, students had to share their facts aloud in a round robin share.

Video Tape Analysis #2
Day 1

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00-11:08</td>
<td>Students reading the cards</td>
<td>Engagement</td>
<td>Students are implementing strategy effectively. They are engaged and helping one another. Teacher is observing while students work cooperatively.</td>
</tr>
<tr>
<td></td>
<td>Round robin share</td>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups reading cards and helping one another</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer questions about cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:22-24:30</td>
<td>Explanation of spider cards</td>
<td>Activity</td>
<td>Teacher explanation is unclear. Mix and Freeze strategy is not implemented smoothly. Students do not seem engaged.</td>
</tr>
<tr>
<td></td>
<td>Mix &amp; Freeze</td>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student response</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>32:35-end of tape</td>
<td>Ariel reading aloud</td>
<td>Engagement</td>
<td>Students are reading their facts aloud however, partners don't seem to be focusing on them.</td>
</tr>
<tr>
<td></td>
<td>Shania reading aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shirley Ann reading aloud</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Round Robin Share:
Students are grouped together and take turns reading aloud in a circle.

Mix and Freeze:
Students stand next to their desks. When the teacher starts music or gives them a verbal cue, students mix (walk in all directions) around the classroom. Once the music stops or a different verbal cue is given, students stop and freeze. They look for a student close to them to pair up with and perform whatever task the teacher has assigned.

Video Tape Analysis #3
Day 1
(Interview with teacher)

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>23:10-24:47</td>
<td>Interview with teacher Explanation of community building activity</td>
<td>Reflection</td>
<td>Teacher was impressed with the outcome of the community building activity.</td>
</tr>
<tr>
<td>25:00-25:17</td>
<td>Question-Was this opposite of what you anticipated?</td>
<td>Reflection</td>
<td>Teacher did not anticipate the students to work well together when they couldn’t talk. Students mentioned that they could concentrate easier when they didn’t have to talk.</td>
</tr>
<tr>
<td>25:25-25:29</td>
<td>Didn’t matter what strategy they used to complete the activity</td>
<td>Reflection</td>
<td>Students could use any strategy to complete the task as long as they worked together.</td>
</tr>
<tr>
<td>Time Recorded</td>
<td>Video Notes</td>
<td>Themes</td>
<td>Reflection</td>
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</tr>
<tr>
<td>25:34-26:33</td>
<td>Explanation of Did You Know cards</td>
<td>Reflection</td>
<td>Strategy was introduced using E.B. White as the focus.</td>
</tr>
<tr>
<td>26:35-26:48</td>
<td>Question- Do the students know the difference between the cards?</td>
<td>Reflection</td>
<td>Students were not aware of differentiation. The cards were color coded... purple for easier reading (shorter passages), blue for more difficult paragraphs. Teacher passed out cards so that students were given passages appropriate for their readiness level.</td>
</tr>
<tr>
<td>27:13-27:56</td>
<td>Question- How did you tap into the student’s prior knowledge? (farm books)</td>
<td>Reflection</td>
<td>Teacher asked if students have visited a farm before. Students told about their experience. Teacher had farm books available for students to browse through.</td>
</tr>
<tr>
<td>28:22-29:47</td>
<td>Spider Activity Mix &amp; Freeze</td>
<td>Reflection</td>
<td>Mix and freeze was implemented as a community building activity.</td>
</tr>
<tr>
<td>Time Recorded</td>
<td>Video Notes</td>
<td>Themes</td>
<td>Reflection</td>
</tr>
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</tr>
<tr>
<td>30:02-31:54</td>
<td>Children reading aloud</td>
<td>Reflection</td>
<td>Students were engaged in round robin reading...taking turns reading in a circle.</td>
</tr>
<tr>
<td>34:27-35:29</td>
<td>Classroom Management</td>
<td>Reflection</td>
<td>Teacher used several techniques to support positive student behavior by clapping to get attention, redirecting students by standing in close proximity, and positive reinforcement for appropriate choices made by students.</td>
</tr>
<tr>
<td></td>
<td>Clapping, redirection, reinforcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35:44-36:24</td>
<td>Classroom duties to promote community and responsibility GLO’s</td>
<td>Reflection</td>
<td>Teacher assigns student duties weekly. In order to promote responsibility within the classroom, students are accountable for specific tasks.</td>
</tr>
<tr>
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</tr>
<tr>
<td>36:37-37:17</td>
<td>Cooperative learning groups</td>
<td>Reflection</td>
<td>Students are grouped cooperatively in heterogeneous groups placed by teacher.</td>
</tr>
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</tbody>
</table>
### Video Tape Analysis #4
#### Day 2

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
</table>
| *41:42-31:34* | Review of mnemonic device g.r.o.u.p.s. Management tool STOP and adding +’s to chart Explanation of literature circles | • Strategy  
• Strategy  
• Activity | Teacher implements mnemonic devices to support learners with cooperative learning groups. Management tool is in place to aide with classroom behavior during work time. Teacher explains tasks during literacy circles. |
| 28:51-27:09  | Short review of activities Seating arrangements | • Activity | Teacher reviews activity and then assigns groups. |
| 26:07 - 23:38 | BEFORE/DURING/ AFTER strategy Group meeting with teacher | • Strategy  
• Engagement | Teacher meets with intervention group...students with the greatest amount of help. |
| 23:28 - 22:36 | Review DURING question | • Engagement | Students participate and are engaged. |
| 22:14-20:40  | Teacher reading and questioning Students reading aloud | • Engagement | Students are focused and on task. Teacher reads aloud and students popcorn read...teacher calls their names at random to read where she stops. |
Video Tape Analysis #4
Day 2
(continued)

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:55-10:55</td>
<td>Literature circle #2 Kealohi and Derek reading</td>
<td>Strategy</td>
<td>Tier 2 reading group. Assignment is before/during/after strategy but they complete without teacher help. Many students are unengaged.</td>
</tr>
<tr>
<td>8:58-8:39</td>
<td>Asenati on task</td>
<td>Engagement</td>
<td>Student is trying to keep others on task.</td>
</tr>
<tr>
<td>5:33-5:07</td>
<td>Tasha and Richard...Tasha doing work</td>
<td>Engagement</td>
<td>Students are talking instead of following along.</td>
</tr>
<tr>
<td>3:12-1:52</td>
<td>Shania explaining vocabulary assignment</td>
<td>Engagement</td>
<td>Tier 3 - group Student articulates independent vocabulary assignment.</td>
</tr>
<tr>
<td>1:49-0:49</td>
<td>Stephen telling about his illustration</td>
<td>Engagement</td>
<td>Student describes illustration.</td>
</tr>
<tr>
<td>0:44-0:10</td>
<td>Tchevette describing his illustration</td>
<td>Engagement</td>
<td>Student tells about illustration.</td>
</tr>
</tbody>
</table>

*Counter was counting down at the time of editing*
## Video Tape Analysis #5
### Day 2

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:21-00:32</td>
<td>Tchevette telling about his illustration</td>
<td>• Engagement</td>
<td>Student continues.</td>
</tr>
<tr>
<td>1:20-2:14</td>
<td>Naliko reading her summary of chapter</td>
<td>• Engagement</td>
<td>Student reads independent assignment aloud.</td>
</tr>
<tr>
<td>3:17-5:21</td>
<td>Literature circle #3 presenting their work</td>
<td>• Engagement</td>
<td>Tier 3 literature circle shares their assignments with one another.</td>
</tr>
<tr>
<td>8:30-11:27</td>
<td>Teacher explanation of mnemonic device and behavior management tool</td>
<td>• Reflection</td>
<td>Teacher explains the purpose of the mnemonic strategy.</td>
</tr>
<tr>
<td>11:48-18:05</td>
<td>Description of differentiated literature circles BEFORE/DURING/AFTER Independent circle Earlier finishers task</td>
<td>• Reflection</td>
<td>Teacher conveys the tiered literature circles...all students are working on the same chapter...just have different assignments.</td>
</tr>
<tr>
<td>18:53-20:55</td>
<td>Purpose of spider books</td>
<td>• Reflection</td>
<td>Teacher explains the purpose of spider books...to allow students to uncover some knowledge about spiders.</td>
</tr>
</tbody>
</table>

**Mnemonic device:**

G.R.O.U.P.S. was used as a reminder to the students working cooperatively of how they should on task. G=gather together R=respect O=opinions U=understand the assignment P=participate S=share Teacher also implemented the management tool, STOP. Teacher would erase a letter if students were not following G.R.O.U.P.S. format. If all letters got erased students would stop the activity and go back to their seats.
Reading strategy:
BEFORE/DURING/AFTER...students needed to answer questions about the chapter or book before they read, while they were reading, and after they finish reading a chapter.

Literature Circle:
Four students were assigned to work in a literature circle. They each had a role...one was chapter summarizer, vocabulary finder, one answered questions, and one had a thought provoking or out-of-the-box type of question. These students read independently, completed their work on their own, and then presented their findings to one another.

Video Tape Analysis #6
Day 3

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:22-4:22</td>
<td>Shania</td>
<td>Strategy</td>
<td>Student repeating strategy to class. Students connect text to a community building activity. Teacher and students interacting.</td>
</tr>
<tr>
<td></td>
<td>explaining the community building activity-Two Truths and a Lie Kealohi and Mrs. Ratke</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>5:09-7:35</td>
<td>Waiting-Give Me 5 Kealohi shares</td>
<td>Strategy</td>
<td>Teacher uses hand signal to attract attention. Students present choice board work.</td>
</tr>
<tr>
<td></td>
<td>Derek shares</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>Time Recorded</td>
<td>Video Notes</td>
<td>Themes</td>
<td>Reflection</td>
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<td>------------------------------------------------------</td>
</tr>
<tr>
<td>10:48-11:17</td>
<td>Ikaika singing</td>
<td>Engagement</td>
<td>Student performs song. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>musical/rhythmic.</td>
</tr>
<tr>
<td>11:38-12:54</td>
<td>Daylen puppet show</td>
<td>Engagement</td>
<td>Student presents puppet show. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kinesthetic</td>
</tr>
<tr>
<td>13:31-13:46</td>
<td>Derek singing</td>
<td>Engagement</td>
<td>Student sings. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>musical/rhythmic.</td>
</tr>
<tr>
<td>13:58-14:10</td>
<td>Tchevatte reading poem</td>
<td>Engagement</td>
<td>Student reads poem. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>verbal/linguistic</td>
</tr>
<tr>
<td>14:28-14:48</td>
<td>Shania singing</td>
<td>Engagement</td>
<td>Student sings. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>musical/rhythmic.</td>
</tr>
<tr>
<td>15:29-17:13</td>
<td>Kealohi reading sentence strips</td>
<td>Engagement</td>
<td>Student sequenced events from the story. Multiple intelligence-logical/mathematical</td>
</tr>
<tr>
<td>20:14-21:37</td>
<td>Philomena puppet show</td>
<td>Engagement</td>
<td>Student performed puppet show. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kinesthetic</td>
</tr>
<tr>
<td>22:22-23:08</td>
<td>Asenati reading interview</td>
<td>Engagement</td>
<td>Student interviewed Aunty. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>interpersonal</td>
</tr>
<tr>
<td>24:33-25:29</td>
<td>Philomena farm visit</td>
<td>Engagement</td>
<td>Student visited a farm. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>naturalistic</td>
</tr>
<tr>
<td>24:33-25:29</td>
<td>Philomena farm visit</td>
<td>Engagement</td>
<td>Student visited a farm. Multiple intelligence-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>naturalistic</td>
</tr>
<tr>
<td>27:13-28:18</td>
<td>Shania &amp; Philomena game boards</td>
<td>Engagement</td>
<td>Students playing game boards. Multiple</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>intelligences-interpersonal and visual/spatial</td>
</tr>
</tbody>
</table>
## Video Tape Analysis #6
### Day 3
(continued)

<table>
<thead>
<tr>
<th>Time Recorded</th>
<th>Video Notes</th>
<th>Themes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>29:19-30:35</td>
<td>Tasha &amp; Kaimana game board</td>
<td>Engagement</td>
<td>Students playing game boards. Multiple intelligences-interpersonal and visual/spatial</td>
</tr>
<tr>
<td>30:37-31:25</td>
<td>Stephen &amp; Ariel game board</td>
<td>Engagement</td>
<td>Students playing game boards. Multiple intelligences-interpersonal and visual/spatial</td>
</tr>
<tr>
<td>36:20-36:40</td>
<td>Interview with Stephen (sentence strips)</td>
<td>Engagement</td>
<td>Student tells about their experience with the choice board activities. Multiple intelligence-intrapersonal.</td>
</tr>
<tr>
<td>36:55-37:21</td>
<td>Interview with Stephen (character web)</td>
<td>Engagement</td>
<td>Student tells about their experience with the choice board activities. Multiple intelligence-intrapersonal.</td>
</tr>
<tr>
<td>40:54-end of tape</td>
<td>Interview with Naliko (farm visit)</td>
<td>Engagement</td>
<td>Student tells about their experience with the choice board activities. Multiple intelligence-intrapersonal and naturalistic.</td>
</tr>
</tbody>
</table>

**Community Building Activity:**

Two truths and a lie...students had to write down two truths from the story *Charlotte's Web* and one lie about what happened. Next they did mix and freeze and shared their sentences with their partners. Their partners had to uncover the lie.
Choice Boards based on Multiple Intelligences:
As a culminating activity to the book *Charlotte's Web*, students choose 3-5 "choices" of activities on their choice board to complete at home. They then had to present their work in front of the class. All of the activities were based on knowledge they had learned about friendship or events in the story.

The choices of activities included:

1. Verbal/Linguistic - Write a best friend poem about Wilbur.
2. Bodily/Kinesthetic - Perform a puppet show highlighting a scene from *Charlotte's Web*.
3. Logical/Mathematical - Using sentence strips, sequence events from the story.
4. Musical/Rhythmic - Compose a song about a character from *Charlotte's Web*.
5. Naturalistic - Visit a farm and write about what you observed.
6. Visual/Spatial - Create a game board and develop questions based on events in *Charlotte's Web*.
7. Intrapersonal - Analyze a character from *Charlotte's Web* using a graphic organizer.
8. Interpersonal - Interview someone works at or lives on a farm.

Video Tape Analysis #7
Day 3

<table>
<thead>
<tr>
<th>Time recorded</th>
<th>Themes</th>
<th>Video Notes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:03-00:34</td>
<td>Engagement</td>
<td>Interview Naliko (farm visit)</td>
<td>Student shares about her visit to the farm. Multiple intelligence-naturalistic</td>
</tr>
<tr>
<td>1:35-2:41</td>
<td>Reflection</td>
<td>Interview with kids</td>
<td>Students tell about their choice board work.</td>
</tr>
<tr>
<td>5:37-6:08</td>
<td>Reflection</td>
<td>Questions about choice boards to kids</td>
<td>Students were excited about what their work.</td>
</tr>
<tr>
<td>10:40-12:09</td>
<td>Reflection</td>
<td>Teacher introducing choice boards</td>
<td>Teacher explains the choice board tasks.</td>
</tr>
</tbody>
</table>
CHAPTER 5

REFLECTION AND RECOMMENDATIONS

The purpose of this formal self study was to design a unit of instruction and implement strategies that would meet the needs of all learners in my classroom and then reflect upon the results of such implementations.

I have learned a great deal about myself as an educator and as member of a classroom community through this experience. As excited as I was about all that I had been learning through my studies, I believe that applying my knowledge to my classroom has enabled me to see more clearly the importance of a well planned lesson, thoughtful delivery of a lesson, and the imperativeness of engaging all learners throughout a lesson or activity. When I first started viewing the video tapes I couldn’t believe how boring I was while instructing the students. I felt that I didn’t capture my student’s attention before giving instructions for tasks. In addition, my instructions were unclear and confusing for many of the activities. I believe this is why some of the activities did not go smoothly. Had I taken time to check students for understanding, then I think there would have been less bewilderment by the students. However, as the unit progressed I believe I got better at introducing concepts, assignments, and activities. I felt more comfortable with the inclusion of students of all abilities and was able to get to know each and every student personally. As a result, the students became less confused, more engaged, and the content of what we were learning became more clear.
Community Building Activities

I have learned that when applying community building activities to my classroom, I must first make sure that my directions for the activity are clear and specific. I noticed that I assumed the students understood my directions for certain activities. In turn, I rushed on to the activity without checking for understanding first. This created confusion and poor behavior throughout the activity. Second, I need to make the activity truly community oriented. Meaning that, all students must feel supported, included, and accepted. I observed many students keeping to themselves or not participating during community building activities that did not give the students a chance to become friendly with one another, i.e. a friendly handshake, an introduction, or a compliment.

I was enthusiastic about the result from the line up community building activity. Surprisingly, the students preferred lining up without talking to one another. One student even added, “I liked it better when we couldn’t talk because I could think better.” The second time the students performed the line up, I noticed that only a few people were engaged. These students assumed a leadership role and “took over” for the rest of the people in their line. As a result the activity was not in essence creating community in the classroom.

The spider fast facts community building activity did not go well. I will credit this to my poor planning and jumbled directions. I had hoped that after I presented the students with their spider cards they would be excited about sharing their facts with one another. Instead, the students were stumbling over words that they couldn’t read even though I had assigned cards to students. They were moving around asking questions to others before the mix and freeze even began. I didn’t differentiate the cards as well as I
thought I had and I didn’t make my directions clear before beginning the activity. I still wanted to use the information from the fact cards however, so I reintroduced them at a later time. This way the students were still able to receive valuable information about spiders, which in turn, would add to their connection to the character Charlotte.

In the community building activity, two truths and a lie, the students had a much better understanding of what to do. First and foremost I did a temperature check with the class to see if they understood the steps for the activity. I was proud of the fact that the students were able to clearly articulate the instructions of the activity. Also in learning from the other experience with this strategy, I made sure that before the students did anything else, they made one another feel comfortable. With a folded note card in their hand that had their name written across the top, the students met one another and shook hands before reading their sentences. Immediately, I noticed students smiling and rushing to greet one another. Once the students were acquainted they then carried out the activity. I was thrilled that I had learned a new way of using such a key strategy for an inclusive classroom. I am confident that the students were able to perform this activity effectively because of better directions and creating a more welcoming environment.

_Did You Know Cards_

The students had some background knowledge of how to use did you know cards prior to our cards on E.B. White. Therefore, the implementation of this strategy was successful. While in cooperative learning groups I noticed that even though I differentiated the cards, a few of the students had trouble reading some of the passages. However, I was glad to see other students politely helping them with difficult words. In the round robin shared reading the students waited patiently for their turn and did not
seem anxious about reading aloud. One flaw to this experience was that many of the students did not comprehend as much as I had hoped. After collecting all of the cards, I asked a few questions regarding information that was presented on the cards. Many of the students said that they couldn’t remember what they read. I believe this is attributed to the fact that some students were practicing reading their own cards to themselves while other group members were reading their facts aloud. Perhaps, next time I will give students their cards before the activity so they can practice reading them fluently. Another suggestion would be to bring the cards back again so students could retain some more information. Even still, this activity engaged all the students and was inclusive because it allowed students to feel like they belonged. They had a role in the activity and I think this enabled them to feel connected.

*Mnemonic Device*

I had introduced the mnemonic device G.R.O.U.P.S. a few months prior to the literature circles. Therefore the students were familiar with the correspondence of each letter in regards to what they should have been doing while they were working together. I was thrilled that they knew what they should be doing during the task they were assigned to. The mnemonic device was to serve as a reminder of on task behavior. However, after viewing the video tapes I noticed the second group had trouble staying focused. This leads into my reflection of the BEFORE/DURING/AFTER reading strategy.

**BEFORE/DURING/AFTER**

The students who met with me to complete this strategy were on task and engaged in the assignment. I know that it helped the students when we read each question out
loud before reading the chapter. This allowed them to understand where the chapter was headed, as well as connect them to the events in the previous chapter. As a result of working with me, I think these struggling readers had more understanding of the chapter then they would have they read by themselves or in partners. This group of students was tiered appropriately. While the group of students who met with me completed each section with ease, the second group had more difficulty. Students were completing the worksheet while others were reading. Yet, other students were drawing or day dreaming instead of following along. I believe this is due to the fact that there was too much time in between the time each student read aloud. I would only assign a paragraph for the students to read aloud next time. Also, I would only place four students in a group, rather than seven. I think that if I would have been able to see the group’s lack of focus then I would have said, “G.R.O.U.P.S.!” Perhaps this would have redirected some of the students.

Literature Circle

The students who participated in the independent literature circle were highly motivated and connected to the activity. I was surprised by the student’s motivation to complete their own special task. Nonetheless, the students were respectful of one another when they presented their completed work. I think that it was necessary to have earlier finisher tasks available for the members that finished before others. On this day I had put out paper for the students to illustrate a scene from the chapter they had just read. I believe this allowed the other members not to feel rushed. When the students presented their work aloud to one another, I was impressed with how well they articulated their
assignment. They had pride in the task they had completed. This assured me that I had
given thorough directions and that I had placed the appropriate students in this tier.

Choice Boards

I was thoroughly impressed with the success of the student’s choice board
activities. Many of the students worked very hard at completing each activity they chose.
I knew that the students would be engaged in these activities because they were hands on
and they were aimed at highlighting each of their strengths. Still, I didn’t anticipate the
students work being so creative. The students were able to choose tasks based on the
eight multiple intelligences. The delightful songs, descriptive poems, playful puppet
shows, detailed game boards, and insightful interviews all demonstrated to me that they
learned a lot from reading Charlotte’s Web, but also that they have immense talent. I
realized that the students were making their learning come alive through each of the
intelligences in ways that they can’t when they do paper and pencil work. Watching the
students perform the puppet shows on scenes from the book demonstrated to me the value
that play can have in learning. Hearing students answer questions from their uniquely
designed game boards allowed me to assess their knowledge on the story events. After
reading Asenati’s interview with her aunty about life on a farm, it was revealed to me that
she made text to self connections that I couldn’t offer her through classroom assignments.
Additionally, having the students present their completed work allowed other’s to
celebrate their strengths. Even today students are asking Ikaika to sing songs for them
because they know he is really good at creating them.

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One recommendation for the choice boards is how to grade the students on their work. It would be a time consuming task to create a rubric for each separate intelligence. However, having a rubric would be a fair way to grade students on their completed work.

Additional Strategies

I also implemented two additional strategies into our unit. However they were not captured on our video. The students were also given a tiered webquest activity. The students were able to choose which activity they wanted to complete. Thus, the activity was tiered towards the student’s learning styles. This activity was to be completed independently on the computer. I was very pleased with the student’s response to the webquest. I think many of them were just excited to work the computer. They commented about how “cool” it was to see pictures from the new *Charlotte’s Web* movie on the webquest. The students were enthralled with the websites on pigs and links to other classroom websites. As a result, the student’s letters to a character and graphic organizers were well written with many supporting details. The webquest was interactive for the students and I know they appreciated the simple research they conducted. I look forward to creating more webquests in the future on various topics related to our curriculum.

Another strategy that I used to check the student’s comprehension skills was the question matrix. The question matrix is adapted from Weiderhold, C. I scaled down my matrix to ask only 12 thoughtful questions from *Charlotte’s Web*. The questions higher up the matrix were high order thinking questions. These questions would require the student to think beyond the context of the story. I presumed the students would be overwhelmed by answering all 12 questions, therefore I only asked the students to choose
any 4 questions. To my surprise, however, the students were enchanted with the matrix. Honestly, nearly half the class completed all 12 questions. In addition, they answered in thoughtful, creative ways. The question matrix was an excellent tool for me to use as formative assessment piece also. Reading the students responses allowed me to comprehend which students were understanding the story events, characters, and themes. I have already implemented the question matrix in two other stories we have read as a result of the success and engagement of this accomplishment.

Inclusion

I am overwhelmed with so much joy after completing this project. I feel a renewed sense of passion for teaching. I don’t feel intimidated by overwhelming standards or bleak data of student’s performance. I don’t hesitate when a new student transfers into our class or when a student’s behavior is reckless. Instead, I now know I have knowledge on how to make a child’s experience in school more appropriate for them. Additionally, I have a strong desire to deepen my understanding of practices related to inclusive practices and curriculum design. I am not hesitant on learning new ways of teaching all children. I hope to push forward professionally through professional development courses and perhaps more university credits.

Moreover as a result of this unit I have formed sincere, personal relationships with each of my students as a result of careful attention to their individual needs. I believe that I have reached all my students at a level that I wasn’t able to before I tried these strategies. I have made it possible for them to demonstrate their learning in various forms. Therefore, my students have felt success and now have more desire to work towards their third grade goals. I can not say that they will all be reading third grade text
or that they will write a five paragraph essay without flaw. However, I can say that their interests in school have sparked. Their relationships with their peers have strengthened. Our classroom is truly a community now. We rarely have conflicts or major behavior problems in our classroom. Also, my fully included special education students have a stronger motivation to stay in the general education setting. They are working much harder on homework, class work, and are participating in class much more frequently. In fact, shortly after we ended our unit on Charlotte’s Web a special education student who had been fully included in our class wrote me a note that said, “I love you Mrs. Ratke. I love school. I love our class. Thank you for letting me be with you.” This little note and my overwhelmingly positive experience with this project has made me secure in my philosophies of inclusive education.
September 11, 2006

Aloha Parents and guardians!

It was so nice to see many of you at parent teacher conferences this past week. I enjoyed meeting with you and celebrating your child’s success thus far this school year.

As was mentioned in our meeting, I would like to formally ask for your permission to video tape your child in our classroom for educational purposes only. I am currently enrolled in a cohort of classes focused on the philosophy of inclusive education at the University of Hawai’i. Inclusion is a way of teaching all children, general education and special education students together. Inclusive education embraces all learners and their specific academic needs in the general education curriculum. Throughout my studies, I have learned research based practices that once implemented, will aide in the academic successes of our children. With the permission of our principal, Mr. Kila, I have designed a literacy unit of instruction that I hope to apply to our classroom this fall and winter. I would like to video tape the unit in order to reflect on the application of inclusive practices within our classroom. The video will only be used to inform others of the promise inclusive education holds for our students.

If you are not comfortable with having your child video taped please feel free to let me know. Your student will still take part in all lessons and activities; we will just make sure not to film their face.

Again, let me say that it is a pleasure to be working with you and your child this year. Thank you for taking time to fill this form out.

Mahalo!

Mrs. Annie Ratke

Please place a check next to the appropriate statement, sign, and return to class.

Student’s name: __________________________________________

______ Yes, my child is able to be filmed in Mrs. Ratke’s class for educational purposes only.

______ No, I would not like my child to be filmed in Mrs. Ratke’s class.

Parent/Guardian signature: ___________________________ Date: ____________________
Appendix B

Learning Profile: How Do You Like to Learn?

Read each statement and determine which statement fits best to you. Please circle your answer.

1. I study best when it is quiet.  
   Yes  No

2. I am able to ignore the noise of other people talking while I am working.  
   Yes  No

3. I like to work at a table or desk.  
   Yes  No

4. I like to work on the floor.  
   Yes  No

5. I work hard for myself.  
   Yes  No

6. I work hard for my parents or teacher.  
   Yes  No

7. I will work on an assignment until it is finished, no matter what.  
   Yes  No

8. Sometimes I get frustrated with my work and don't finish it.  
   Yes  No

9. When my teacher gives an assignment, I like to have exact steps on how to complete it.  
   Yes  No

10. When my teacher gives an assignment I like to create my own steps on how to complete it.  
    Yes  No

11. I like to work by myself.  
    Yes  No

12. I like to work in pairs or groups.  
    Yes  No

13. I like to learn by moving and doing.  
    Yes  No

14. I like to learn by sitting at my desk.  
    Yes  No

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Appendix C

Multiple Intelligence Self Survey

Read each statement. Write a T if the statement is True about you most of the time. Write an F if the statement is False about you most of the time. Leave the item blank if the statement is sometimes true or sometimes false.

1. I'd rather draw a map than give someone verbal directions.
2. I have well defined fine and gross motor skills.
3. I enjoy a good speech, lecture, or sermon.
4. I enjoy playing musical instrument.
5. I can group, organize, and interpret data.
6. I have many friends.
7. I keep journals, collections, keepsakes, or records.
8. I like learning the names of plants.
9. I enjoy group activities.
10. I like to hum, whistle, or sing when I'm alone.
11. I am irritated when I hear language used poorly or incorrectly.
12. I am able to run and play for a long time.
13. Looking at the shapes and buildings is interesting to me.
14. I like to work with numbers and figures.
15. I enjoy learning about animals and enjoy the zoo.
16. I need, quiet alone time.
17. I like to listen to different music depending upon how I feel.
18. I can add and multiply quickly in my head.
19. I enjoy reading, writing, and listening.
20. I prefer my own time instead of large group meetings.
21. I like crossword puzzles and word games.
22. I think in images and pictures.
23. I have a good sense of balance and coordination.
24. I am sensitive to moods of others.
25. I like being part of a team.
26. I like to reduce, reuse, and recycle.
27. I learn best by moving, touching, or acting out information.
28. When I speak, I use hand gestures and body movements.
29. I know north from south wherever I am.
30. I like to work with calculators and computers.
31. I have to be able to listen to music.
32. I am concerned about the air and water quality.
33. I can look at an object one way and imagine it in different ways.
34. I can spell correctly.
35. I have a large vocabulary.
36. I am highly aware of sounds within the environment.
37. I have a deep sense of my inner feelings.
38. I learn best through cooperative learning.
39. I have strong self-confidence.
40. I enjoy doing things outdoors.
Appendix D

Multiple Intelligence Self Survey

Go back through the list and count the number of true, false, and blank statements for each symbol (#, !, @, &, etc.) at the end of each sentence. Then, enter the tally into the scoring table below.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number True</th>
<th>Number False</th>
<th>Number Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>@</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The areas with the most true and blanks are your strength areas. The areas with the most false and blanks are your weaker areas of intelligence. See the key below to match the symbols with the areas of multiple intelligences.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Verbal/Linguistic</td>
</tr>
<tr>
<td>&gt;</td>
<td>Visual/Spatial</td>
</tr>
<tr>
<td>&amp;</td>
<td>Musical/Rhythmic</td>
</tr>
<tr>
<td>%</td>
<td>Mathematical/Logical</td>
</tr>
<tr>
<td>*</td>
<td>Body/Kinesthetic</td>
</tr>
<tr>
<td>@</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>!</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>+</td>
<td>Naturalistic</td>
</tr>
</tbody>
</table>
### GENERAL BACKGROUND:

<table>
<thead>
<tr>
<th>Title:</th>
<th>What makes a pig a good friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>English/Language Arts</td>
</tr>
<tr>
<td>Recommended Grade level:</td>
<td>1-3</td>
</tr>
<tr>
<td>School:</td>
<td>Kamaile Elementary</td>
</tr>
<tr>
<td>Topic:</td>
<td>Charlotte's Web</td>
</tr>
<tr>
<td>Author:</td>
<td>Annemarie Ratke</td>
</tr>
<tr>
<td>Hawaii Standard(s) addressed:</td>
<td>3.4.1 Write in a variety of grade appropriate formats for a variety of purposes and audiences.</td>
</tr>
</tbody>
</table>

### INTRODUCTION:

Sets the stage and provides background information.

- What will you say which will prepare and hook the learner?
  - Why would anyone want a pig for a friend? Fern thinks Wilbur is a special pig. Find out what makes pigs so unique.

### BACKGROUND:

Focuses the learner on what they will be learning.

- What information will you provide students, which is both relevant and challenging?
  - Wilbur is new to Mr. Zuckerman's barn. He is lonely and needs some friends. Imagine that you are Fern. You must convince the other animals that Wilbur is a good friend based on information you gather about pigs.
### Appendix F

**OUTCOME:**

Describes the product students will complete.

What will be the end result of this WebQuest?

<table>
<thead>
<tr>
<th>Task 1: Research qualities of a pig. Compose a friendly letter to an animal in the barn encouraging them to become friends with Wilbur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 2: Complete a graphic organizer that highlights qualities of a pig that may make an animal in the barn decide to become friends with Wilbur.</td>
</tr>
</tbody>
</table>

### STEPS:

Delineates the steps in accomplishing the task.

How will you succinctly guide students to complete each of the steps? (Remember the first word should be a verb.)

<table>
<thead>
<tr>
<th>Task 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define friend.</td>
</tr>
<tr>
<td>2. Research facts about pigs on the websites provided.</td>
</tr>
<tr>
<td>3. Organize your information on the graphic organizer offered.</td>
</tr>
<tr>
<td>4. Choose information from your organizer that you want to include in a friendly letter to any animal in the barn (Goose, Old Sheep, Templeton).</td>
</tr>
<tr>
<td>5. Compose a friendly letter including details that you obtained from your research about pigs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define friend.</td>
</tr>
<tr>
<td>2. Research facts about pigs on the websites provided.</td>
</tr>
<tr>
<td>3. Organize your information on one of the following graphic organizer.</td>
</tr>
<tr>
<td>4. Compose a paragraph including details about why pigs could be good friends.</td>
</tr>
</tbody>
</table>
Appendix G

RESOURCES:
Delineates websites to be used and identifies other materials.

What web resources will be useful for each (tiered) group to visit?

All about pigs:

www.pocanticohills.org/stonebarns/pigs.htm

www.pigs.org

www.ics.uci.edu/~pazzani/4H/Pigs.html

Wild Boar:

http://pelotes.jea.com/AnimalFact/Mammal/Boar.htm
Appendix H

**EVALUATION:**
Describes the criteria needed to meet the content and performance standard + rubric.

**How will student performance be evaluated?**

**Friendly Letter Rubric on Pigs**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizer includes personal thoughts and details regarding pigs.</td>
<td>Body of letter contains information for a friendly letter.</td>
<td>Body of letter has some information appropriate for a friendly letter.</td>
<td>Body of letter does not provide clear thoughts, ideas, or details.</td>
<td></td>
</tr>
<tr>
<td>This letter is complete with date, salutation, body, closing, and signature.</td>
<td>All components are present but one might be placed inappropriately.</td>
<td>Most components are in the letter, but wrong placement.</td>
<td>Most of the components of the letter are missing.</td>
<td></td>
</tr>
</tbody>
</table>

**Graphic Organizer Rubric**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizer includes thoughts and details related to pigs.</td>
<td>Organizer includes details about pigs.</td>
<td>Organizer includes some details on pigs.</td>
<td>Organizer includes no details.</td>
<td></td>
</tr>
<tr>
<td>Organizer is arranged with multiple steps.</td>
<td>Organizer displays information clearly.</td>
<td>Organizer has some components but may be hard to understand.</td>
<td>Organizer is incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

**GRAPHIC ORGANIZER RUBRIC**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizer includes thoughts and details related to pigs.</td>
<td>Organizer includes details about pigs.</td>
<td>Organizer includes some details on pigs.</td>
<td>Organizer includes no details.</td>
<td></td>
</tr>
<tr>
<td>Organizer is arranged with multiple steps.</td>
<td>Organizer displays information clearly.</td>
<td>Organizer has some components but may be hard to understand.</td>
<td>Organizer is incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

| Organizer includes thoughts and details related to pigs. | Organizer includes details about pigs. | Organizer includes some details on pigs. | Organizer includes no details. |
| Organizer is arranged with multiple steps. | Organizer displays information clearly. | Organizer has some components but may be hard to understand. | Organizer is incomplete. |
**Appendix I**

**REFLECTION:**
Brings closure to the WebQuest and reminds the learner about what they learned and extends the experience to other domains.

<table>
<thead>
<tr>
<th>What questions will you ask to deepen students' understanding of the concepts/content?</th>
</tr>
</thead>
</table>

Please complete the following questions in your reading response journal.

**How might your research help you appreciate Wilbur?**

In Hawaii we have wild boars as well as farm pigs. Research wild boars on the website provided.

**What might you say to encourage your friends to become friends with a wild pig?**
**Appendix C**

**Additional Strategy**

**Web Question Matrix**

Look at the matrix below. Choose 4 questions to answer...remember the questions higher up on the matrix are more difficult (GLO #5 complex thinker). Please answer in complete sentences in your reading response tablet.

<table>
<thead>
<tr>
<th>Person</th>
<th>Event</th>
<th>Means</th>
</tr>
</thead>
</table>
| Who will become Wilbur's new friend at the barn? | What will the Zuckerman's remember about their pig Wilbur? | How will the animals at the barn remember Charlotte? | Prediction  
| Who would Wilbur like to protect from Templeton? | What would Mrs. Arable think if she heard Charlotte speaking? | How would the geese feel if Templeton stole one of her eggs? | Probability  
| Who did Fern sell Wilbur to for $6.00? | What did Wilbur win at the fair? | How did Charlotte get words for her web? | Past  
| Who is Henry Fussy? | What is a small pig called? | How is Templeton a friend to Wilbur? | Present  

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REFERENCES


