

Year 6 PB PRE-LEARNING ASSESSMENT (PLA)
ELEMENTARY / SECONDARY
PART ONE - SCHOOL CONTEXT

(BLANK FORM to be printed and filled out – OR –save as word document and print)

Some of this information can be gleaned from your school website or school handbooks.

*For important information about the community I would suggest connecting to: STATSCANADA website:
<http://www.statcan.ca/english/edu/index.htm>*

Community Context

1. 1. Describe the significant features of the community in which the school resides and how the community impacts the students and their learning. Also discuss with your sponsor how you are to interact with parents.

- The school opened its doors to students in 2001, and currently has a population of around 270 students from K to 7. The catchment area is a relatively new neighbourhood of homes in Cinnabar Valley. The demographic is mainly middle class families, predominantly Caucasian.

- Weekly newsletters- go through the office for approvable

- Daily planners used to communicate with parents

- I will send home an introduction letter of myself as well as letters related to the lessons I plan to teach

- I will also interact with parents upon pick up and drop off

School Context

1. 2. In conversation with your sponsor – find out about school routines, processes or school wide programs that will impact on your management of your class in the school. List below in point form:

- Viper Valley Tickets to recognize positive and PBIs behaviours

- Aerobics every morning as a form of DPA

- Planners to and from school everyday

- The school uses Positive Behaviour Intervention and Support (PBIS) – which focuses on directing children about expected/appropriate behaviour in positive, student-centred language (as opposed to reprimanding for inappropriate behaviour).

- Problem behaviour forms are used to document minor incidents which are dealt with at school. 5 minor incidents result in parents being contacted, as a way to intervene when students need help with behavioural development. The forms are kept in the office.

1. 3. Discuss safety and emergency routines with your sponsor and concerns about first aid and medicines that may impact on your class and identify in point form below:

(Include fire, earthquake and lockdown procedures as well as anaphylaxis concerns if any)

- Medication to be administered by teacher

-Epi pens and any other medication are kept in the office in the “sick” room off of the office on the back of the door. In the event of an anaphylactic reaction, call 911 and retrieve/ administrate Epi-pen from office.

- Emergency procedures are detailed in a staff handbook.

- Fire drill plans are listed by the classroom door which exits to the outside.

- Earthquake procedures are to duck and cover, counting to 60 or more during an earthquake, then

counting to 60 again to stay safe in case of aftershocks or materials continuing to fall. Then line up single file at the back door, grab backpack and attendance and exit building, go to the left, meet at bottom field.

-During fire drill line students up single file at back door, grab attendance sheet and first aid backpack, go out the door and to the right to the bottom field. A card system is used green for all present, red for missing

someone.

Year 6 PB PRE-LEARNING ASSESSMENT (PLA) ELEMENTARY / SECONDARY PART TWO - CLASSROOM CONTEXT

Classroom Management Procedures:

1. 4. Discuss class routines for attendance, transitions, handing out and collecting materials and note any key points below: Who else interacts with the class – admin, prep time teacher etc.,
 - Attendance done online
 - Special helper/students handout and collect materials
 - EA in class- Kim Vanstration
 - Students called in groups to transition from desk to line up or from desk to carpet etc
 - Music teacher- Dylan Sharpe
 - Librarian- Sarah Stone
 - P.E-Diane Charles
 - Pencil in the air, “i spy”, “freeze and squeeze” “1-2-3 eyes on me”

Interaction and discipline:

1. 5. Discuss how discipline is managed in the classroom, key routines, how student attention is gained and other class processes that you will need to be aware of and make notes below:
 - Think sheets
 - Verbal Warnings
 - Ring bell for attention of students
 - Clapping rhythm
 - “1-2-3 eyes on me”
 - Morning routine: change shoes at desk, take out planners, hang up backpacks/coats, line up shoes under backpacks, attendance,
 - Lunch routine: change shoes, hang up coats, wash hands before eating, wash desk after eating
 - More than two reminders-name goes on board
 - Expectations set by students in their own words
 - “Viper den” partial time out at recess

Assessment & Evaluation

1. 6. Have an assessment conversation with your sponsor and describe below what your sponsor expects from you in terms of assessment and common routines for providing feedback to students and for gathering observation data and formative assessment routines that you will be using. Remember you are a guest and are bound to follow the wishes of your sponsor. Identify below what routines you will follow briefly. This will be covered more fully in the planning and assessment section of the framework binder.
 - Complete student notes at the end of the day
 - Draw attention to mistakes by underlining or putting a dot next to it, never x’s
 - Check list for students work, notes on if they needed any help with task
 - Clear expectations laid out for students

1. 7. What other information will help you during your school experience?
 - Reviewing students files, IEPs and previous assessments

Year 6 PB PRE-LEARNING ASSESSMENT (PLA) ELEMENTARY ONLY PART THREE (A.) - INDIVIDUAL LEARNERS

Collect information about each individual learner in the class with respect to: level of literacy, numeracy and social responsibility; strengths and/or special needs.

- 1) L.B- Low literacy and numeracy, speech and language needs, ADHD, epilepsy, IEP, below level 1 reading.
- 2)N.S-Allergic to peanuts, Epi pen in office, speech and language needs, knows numbers up to 20, below level 6 reading.
- 3)L.G-Allergic to peanuts, learning needs, speech and language needs, receives counselling, prone to violent drawings, knows numbers to 20, level 1 or 2 reading.
- 4)A.B-Allergic to peanuts, above average literacy and numeracy. Willing to help when needed. Knows numbers up to 20. Literacy level 5 reading.
- 5)S.N-Partially deaf in left ear, requires extra time and FM system, knows numbers up to 20 and average literacy and numeracy, level 3-4 reading.
- 6)P.M-Average literacy and numeracy, Bladder and kidney issues, knows numbers up to 20, below level 6 reading.
- 7)K.T-Speech and language concerns, learning needs, global delay in learning, low literacy and numeracy, knows numbers 1,2,4,5,8, below level 6 reading
- 8)C.S-Speech and language concerns, learning needs, low numeracy and literacy, knows numbers 1 to 12, picture read for reading assessment, below level 6 reading
- 9)G.M-processing concerns, memory concerns, knows numbers 1 to 17 and 19, developmental delays, speech and language concerns, level 1 reading
- 10)C. T-N-Speech and language concerns, ELL student (not receiving ELL support),attention concerns, knows numbers 1 to 20, below level 1 reading.
- 11)A.S-Speech and language concerns, social-emotional concerns, anxiety, knows numbers 1 to 20, level 3 for literacy, level 3 reading.
- 12)L.C-Speech and language concerns, average grade level numeracy and literacy, level 3-4 reading
- 13)E.H- Learning needs, global delays in learning, knows numbers 1-5,7 and 10, low literacy and numeracy, below level 1 reading, picture read for reading assessment.
- 14)S.S-Learning needs, average grade level numeracy and literacy, knows numbers 1-20, picture read for reading assessment, below level 6.
- 15)C.K-learning needs, spectrum and attention, knows numbers 1 to 20, read by pictures for reading assessment, below level 6.
- 16)K.G-social-emotional needs, anxiety, knows numbers 1 to 20, level 1 reading.
- 17)H.S-social-emotional concerns, anxiety, behaviour concerns, knows numbers 1 to 20, anxiety, below level 1 reading
- 18)Z.B-Attention concerns, Anxiety, low literacy and numeracy, knows numbers 1 to 12, below level 6 reading.
- 19)B.H-Average literacy and numeracy, knows numbers 1 to 20, level 4 reading.
- 20)T.M Average literacy and numeracy, knows numbers 1 to 20, level 2-3 reading.
- 21)J.T-Average literacy and numeracy, knows numbers 1 to 20, level 2-3 reading.
- 22)K.V-Average literacy and numeracy, knows numbers 1-18 and 20, level 4 reading.
- 23)F.B- average literacy and numeracy, knows numbers 1 to 12, 14 to 20
- 24)G.W- average literacy and numeracy, knows numbers 1-19, instructional level 5-6 on reading assessment.

**Year 6 PB PRE-LEARNING ASSESSMENT (PLA)
ELEMENTARY / SECONDARY PART THREE (B.) - CLASS REVIEW
Class Review**

Teacher: Ms. Collins

Class: Grade

3

Classroom Strengths: What are the strengths of the class? What are the positive things about this group as a whole?

-Enjoy DPA in the morning

- Students willing to help each other
- Responding well to valley viper tickets
- Love playing sight word games

Classroom Needs: What are your concerns about the class as a whole? What accommodations will you need to make in your planning or managing the class based on the needs of the class as a whole?

- A lot of learning needs
- A range of levels from low to high within the class
- Continue to remind students of expectations
- Direct teaching
- Hands on behaviours continuing even with PBIs reminders

How will you develop a rapport with this class – what are the key considerations?

- Mini lessons
- Welcoming students in the morning
- Clear expectations

What else is relevant to your time in class?

- Aware of the aggressive behaviours
- Despite a lot of learning needs and a range of level of skills, only one student has an IEP.
- Students in this class respond well to routine and reminders of expectations.

Individual Concerns

What are the individual needs in your classroom?

Medical

- 3 peanut allergies
- 1 student with epilepsy
- Anxiety
- 1 student with ADHD
- Hearing loss
- Bladder and kidney issues
- Spectrum

Language

- 9 students with Speech and language concerns
- 1 ELL student (not receiving ELL support at school)
- 1 First nation student

Learning

- FM System
- Extra time
- Processing and memory concerns
- 2 students with Global delays
- 1 student with Developmental delays

Socio-Emotional

- Anxiety
- Counselling
- Aggressive behaviours

Other

- Transitioning concerns

- Organization concerns
- Focus concerns

Year 6 PB PRE-LEARNING ASSESSMENT (PLA) ELEMENTARY / SECONDARY *PART FOUR - IMPLICATIONS FOR PLANNING*

1. 1. GIVEN WHAT YOU NOW KNOW ABOUT YOUR CLASS - SUMMARIZE THE MOST IMPORTANT IMPLICATIONS THAT YOU DRAW FROM THIS ASSESSMENT THAT WILL BE OF CRITICAL IMPORTANCE TO YOUR PLANNING AND TEACHING. SPECIFICALLY WHAT ADAPTATIONS WILL YOU MAKE IN YOUR PLANNING AND YOUR MANAGEMENT OF THE CLASS NOW THAT YOU HAVE THIS SPECIFIC INFORMATION?

This class has students ranging from extremely low to high skill levels, this is something that I am going to have to keep in mind when I'm planning and teaching. My lessons will have to include directed teaching as well as opportunities for students to go ahead if they feel comfortable with the material being covered. As well I feel that it would be beneficial to have extra work for those who finish early. In terms of management of this class I will provide reminders of expectations throughout my lessons and the day. As well students will be moved in groups to limit crowds and side chatter.