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## **Mini Report from Anna's English Teacher**

### **School Attendance:**

Anna's has been at school everyday.

### **Anna's grades average as follows: (see attached A for full chart)**

Homework 68.2%

Tests: 65%

Weekly papers: 59.1%

She has scored 100 on some of her assignments but also falls as low as 50 on others. She has also missed turning in some of her homework assignments.

### **Anna's Weaknesses:**

One of the issues I've noticed with Anna is that she is often not listening in class. She seems to scribble notes on her papers when she should be listening and/or writing essays. She isn't called upon to participate in her group activities. She does contribute well when asked but she doesn't seem to elaborate on her comments. She needs assistance with her social skills.

### **Strategies to use with Anna:**

To help with Anna's note taking I can have her use an assistive technology device such as a computer or Alpha Smart. I could also give her copies of the lecture notes each day. As far as her participation in group activities when she does comment I could ask her to elaborate for the group. I could also ensure that she is paired with children who seem more open to speaking with her and hearing her opinions. I will also collaborate with the ESOL teacher to determine if there are any other strategies to assist Anna. Possibly having a co-teaching model a couple days a week may benefit Anna.

## **Plan to implement the strategies:**

- Identify all human resources and indicate their roles in supporting the student.

Her general education teachers, special education teacher and ESOL teacher  
Assistive technology specialist  
Guidance counselor  
Speech therapist

- Develop a timeline for implementation including time required to assess effectiveness of this intervention.

This would be assessed December, February and April. In addition, assessment could be obtained after each presentation or assignment. The following would be considered in effectiveness of the intervention: clarity, organization, presentation style, and grammar. The assessments will occur using a daily recording log, teacher observation and the 10<sup>th</sup> grade speaking rubric.

## **How to use these tools and strategies to support Anna's performance.**

Tape recorder to tape class lectures to assist with her note taking

Videotape class presentations at home to play during class instead of having Anna present during the class time

Computer or Alpha smart to assist with note taking

Computer software to assist with spell checking, grammar, and organization issues

(Inspiration)

Anna would be expected to use these types of AT in all of her classes. This would require that she and her teachers are trained on how to use the devices and the benefits of them.

### **Training student and staff needs for successful use of these tools:**

Anna would need training on how to use the computer, videotape recorder, and tape recorder. She may also need training on how to save, print, and edit documents. She may also need assistance on setting up the displays when completing in class presentations using the videotape recorder.

### **How to measure the effectiveness of this intervention:**

The effectiveness would be measured by Anna's performance in class on her quizzes, tests, and oral presentations. Other measures would include goals determined by the speech therapist and ESOL teacher with benchmarks and evaluations completed after certain designated time periods.

Attachment A: Grades – English																										
	Weight	Avg																								
Weekly Papers	30%	<b>59.1</b>	60	63	75	65	50	78	82	0																
Tests	40%	<b>65</b>	70	65	60																					
HW-Quizzes	30%	<b>68.2</b>	50	100	50	50	100	100	50	80	75	50	50	75	80	100	80	100	80	100	100	75	75	75	0	100
			100	0	0	50	50	50																		
<b>Average</b>		<b>64.2</b>																								

**Attendance**

Present all Days