

## Section 1: Context Analysis and SHARE Factors (40 Points)

Identify the characteristics of each population as it relates to both the school in general and your assigned learner after reviewing your observation field notes, teacher information, and classroom observations. You must link to content or theory.

### Part 1 (30 Points)

SHARE FACTOR	School	Classroom	Application to your future self/student/classroom
<b>(S) Support the whole child:</b> Non-academic supports			
<b>(H) Hard data:</b> Information about learning			
<b>(A) Accountability:</b> Ways learning is monitored and improved			
<b>(R) Relationship:</b> Examples of relationship-building and positive relationships			
<b>(E) Enrichment Mindset:</b> Examples of enrichment opportunities outside classroom.			

### Part 2 (10 Points-5 points for each question)

**Analysis question 1:** Based on the information above, is the SHARE model being implemented well for the school and your learner? In what ways? Explain.

**Analysis question 2:** Based on the information above, what is one important thing the school or classroom could do to improve SHARE for the school and your learner?

**Section 2: Development Analysis (Note—check with your professor for required developmental areas.)**

**(40 Points)**

Using your understanding of developmental sciences, review the information you collected during field visits. Fill in the chart below. List the 2 or 3 most important pieces of developmental information in each cell as it relates to the classroom in general and your assigned learner. Link to content and/or theories.

**Part 1 (15 Points)**

Developmental Area	Information Sources		
	Teacher Interview	Classroom Observation	Activities that were observed or that you will do in your future classroom to impact student learning
Cognitive/Language Development			
Physical Development			
Social/Emotional Development (Includes moral development)			

**Part 2 (10 Points)**

**Analysis:** Based on the developmental information above, summarize your learner’s most relevant assets and challenges in the chart below. Use professional vocabulary.

ASSETS FOR SUCCESS	CHALLENGES TO SUCCESS
1. 2. 3.	1. 2. 3.

**Part 3 (15 Points)**

UDL for learners challenged by poverty. Pick your learner’s most significant challenge to success as stated above. Pick one specific Jensen suggestion that you think would best support your learner

(include Jensen page number). Describe how you would apply, adapt, or change the idea with the contexts of your learner's current classroom and school if this learner was in your classroom.

### **Section 3: Reflective Analysis (Check with your professor about desired length for reflective analysis)**

**(15 Points)**

#### **Part 1 (5 points)**

Activities' description and reflection: Write a short description of 2-3 strategies you were able to implement with your learner or you would implement in your future classroom. Explain how you worked/communicated with your teacher to plan the activities. Describe how the activities reflect your learner's challenges and interests. What did you learn about your learner and what did you learn about yourself as a result of these activities and how will this influence the impact on student learning in your future classroom? **Use professional vocabulary.**

#### **Part 2 (5 Points)**

Reflections on learners challenged by poverty: Review your journal notes and reflections and write a paragraph about your experiences this semester. What did you learn about your beliefs about learners, schools, and teachers challenged by effects of poverty? Explain. What assumptions did you have prior to this experience? Have they changed? Explain.

#### **Part 3 (5 points)**

Goal Setting: Set a goal for your own teaching the next time you are given the opportunity to work with a learner challenged by poverty.

### **Section 4: Written Communication**

**(5 Points)**

Utilize academic language for the discipline and adhere to the standard conventions of English writing throughout the three sections of the report.