

Case Study Part II

One of the ways in which I can empathically connect with the student (Tibalt) is that I could talk with him after class or when I catch him in the hall. I can converse with the student by asking about his day or if there was anything interesting happening in his life. I can talk to the student after class about how he felt about the lesson for the day, any suggestions he has about the lesson, if there is anything he doesn't understand about the material that we have learned, or simply how he is doing. I can also talk to Tibalt before class and ask him about what he is hoping to do in class. I can also connect to the student by asking general questions during passing time, like have you done anything fun today or have you seen any good movies lately. I can also continue to read student reflection writings closely.

In order to engage Tibalt, I can use the strategy of Cold Calling that is described in Lemov's article, "Engaging Students in Your Lesson". Since Tibalt has A.D.D. and is off his medication right now, which sometimes causes him to have days when he will zone out or get distracted easily, I can use Cold Calling to try to keep him engaged and focused on the content. By utilizing the strategy of Cold Calling, Tibalt might be more motivated and be more focused since he and the rest of the class don't know who I will be calling on. They will know the question I will ask, but since I will be calling on anyone in the class whether or not they have their hand up, students may be encouraged to stay focused so that they can be ready to answer questions. Also with Cold Calling, I will be able to include Tibalt in classroom participation and discussions since he is very quiet in class and tends to just sit in his seat. Also, with Cold Calling if I notice that Tibalt's attention is starting to veer off, I can ask a question to either a student near him or call on him directly to keep him focused and on track with the class. I can also use Lemov's strategy of pre-calling, which involves calling on a student first before asking the question. This way the student knows that they will be called on, and will be alert and waiting for the question. I can use this strategy when I know that Tibalt has stopped paying attention, and I can ask him simple questions to get him back on track. This will also help other students get back on track or to stay focused since they do not know who I will call on next. Also utilizing this strategy can help me assess Tibalt's understanding and see which materials he does not understand or during which materials did he start to lose focus and zone out. I can also scaffold the questions that I ask, so that when I feel like Tibalt has been out of focus, I can ask a simple question that can be answered easily, that way if he is out of focus he can find the answer, and can not use the excuse of "I don't know" to avoid answering the question easily. By talking to Tibalt and asking for his input on lessons and what he wants to do in class, I may be able to better plan lessons that will benefit his learning by using examples that relate to his interests in class. I can also plan lessons that match up with his style of learning. I believe that he stated that he was a visual and kinesthetic learner. I can ask him for ideas on how to incorporate movement into the lesson. This can help him feel like a part of the process and daily workings of the classroom.

In terms of changing what I say or do, I would probably start calling on Tibalt more often by using Cold Call. I would start him off with simple questions or level 1 type questions. I would add words of encouragement when I call on him or after he provides an answer or at least an effort. I would say that I value his ideas in the classroom and I want to know what he has to say. I would give other words of encouragement to help him gain confidence and comfort in participating in the classroom. I might talk to the student one-on-one to see if he has any ideas and ask if he would share the ideas later with the class during the class discussion. I would tell Tibalt that his ideas, thoughts, and participation are valued in the classroom. I might ask Tibalt to

start reading aloud in the class in order to help him get comfortable speaking audibly to the class. I hope to help him gain confidence and comfort in participating in the class. I will continue to encourage him by writing positive comments for his assignments and reflection writings.

I can contact the 8th grade team of teachers to gain help and insight into helping Tibalt. I can also contact his parent to see how he works at home and figure out a solution to help Tibalt. I could also ask my mentor teacher for insights into helping students with A.D.D. and differentiating instruction. The 8th grade team of teachers can help me gain insights into how Tibalt acts in their classes and possible strategies that they use to help him and strategies that are helping him stay focused. I can also ask the 8th grade team of teachers to see if Tibalt acts the same way he does in their class compared to my class. Contacting his parent can help me see how Tibalt works at home and what his routine is to get work done. I can also gain insight into strategies that the parent uses to get Tibalt motivated. I can also gain insight into how he is working with his A.D.D. and see if the parent believes that he may or may not need to get back on medication. I can also gain insight into how the parent works with Tibalt to help him with school work.

Specific ways that I can hold the student accountable for his work is through the use of Lemov's Cold Call. This will hold Tibalt accountable for the content and his understanding since he may be called on to provide participation to the class lesson. It will help show him that he needs to try his best to stay focused on class and try not to let his attention wander. I will also continue to provide missing scores reports and progress reports to Tibalt weekly. This way he can see that he needs to be responsible for keeping up with his work and that a suffering grade is the consequences of not being responsible for his school work.

A bias that I may have that may interfere with the student is my difficulty to connect with the student. The short responses that the student gives can frustrate me, but I believe that I can counteract the frustration through the use of questioning. I can question Tibalt and then give him a follow up question to expand his answers. I can also ask Tibalt to expand on another student's answer or as a class call on multiple students to continue to build upon their answers that they provide in discussions.

After meeting with colleagues about how to better approach Tibalt and connect with him, my colleagues suggested that before I do any further pedagogical teaching strategies to get him engaged I should simply try to get to know him better. My colleagues have suggested that I find out what Tibalt is interested in and incorporate his interests into the classroom. My colleagues suggest that I talk with Tibalt to find out what interests him and what motivates him in order to captivate his engagement in the classroom. Then the next step should be for me to plan using pedagogical teaching strategies that can interest Tibalt, like using more technology in the classroom that he is familiar or is interested in using or using a way to teaching that can cater to Tibalt's learning and motivation style. In order to gain more insight into Tibalt's interests, my colleagues suggested that I talk to him in the halls during passing time or asking him after class what he is interested in. I think I will also ask him for suggestions on how to make a lesson more engaging for him. I believe that my colleagues have a good suggestion. A good starting point is with Tibalt's interests and his input in order to capture his engagement in the classroom and to better understand what drives him.