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TE 846

Describe how federal and state policies reviewed in this module have impacted your teaching, both positively and negatively. Specifically, how have these policies influenced what happens in your classroom, your school, and your district? **Analyze** how your instructional practices might reinforce or subvert these policies. **Reflect** on how you might alter what you do in order to mitigate detrimental effects of policies on teaching and learning or to enhance their beneficial effects.

This year coming up I will be teaching an ACT Prep class to specific juniors at Troy Athens High School. This will be the first time the course is offered at the school. The purpose of this class is to improve students score on the ACT, which is a huge part of making AYP, Annual Yearly Progress, in the state of Michigan. The ACT class is offered only to 120 students to help bridge the gap between highest and lowest achievers at the school, which is a part of the federally funded Race to the Top initiative. These students were chosen based on their need for additional instruction in reading and math. This is the first part of the "Data-Based Decision Making: Universal Screening and Progress Monitoring" (Samuels and Farstrup, 2011, pg 268)

This previous school year for part of my evaluation I had to pick a category in which I could show significant student growth. I chose to focus on lab conclusion writing to see how the students writing of lab reports change from the beginning of the school year to the end. As part of the conclusion each student had to provide a claim for the lab they performed, which is part of the Common Core for Science.

In my Chemistry class last year, I included reading parts of the textbook to try to pick up extra information that may have not been attained during the lecture portion of the class. I also used reading guides or had the students outline the chapter to help improve their reading comprehension and gain information before I lectured. The last way I included reading comprehension into my class was to find magazine articles from different sources that related the material we were talking about to something they found interesting. This type of reading helps the students get a concrete idea of this is why and how something works and how it relates to what we are talking about in class.

After reading the *Best Practices in Literacy Instruction* I discovered that of the "Ten Evidence-Based Best Practices for Comprehensive Literacy Instruction" (Mandel Morrow pg 21) I implement 5 best practices efficiently in my classroom, and working towards adding 3 more into my classroom.

I will have to teach a lot reading comprehension in the ACT class, because the section is called Science Reasoning. Science Reasoning means, if you are given a set of data, graph, figures, or two viewpoints analyze the information and answer multiple choice questions. The actual information obtained from Biology, Chemistry, or Physics is not required to complete this section of the test, it helps to have some understanding but it is not necessary. In this class I will give a lot of examples of given figures and make the students take a set of data and come up with a figure, table, or graph to best represent the data.

I have problems connecting to RTI at times, because my school does very little, in my opinion. This is my second school, and the first school I felt much more in touch with the interventions that occur, especially with the special education students.

I have talked to a few friends that are elementary and even middle school teachers, and it sounds like to me RTI is much more relevant and made a big deal in the younger ages. I don't know the school system and the students get older don't think about interventions as much, other than in special education students. I know students that needed extra help, but don't know what the school has to offer for these students.

I taught high school math last year and I ran into the same problems with both trying to incorporate deeper thinking due to timing and implementing literacy instruction into the lesson. One way I did involve literacy comprehension was with what the school called "Practice For Success". These were 10 minute mini-lessons aimed at juniors for help with the ACT, but the school asked all teachers to incorporate it into our lessons. My math class was the lowest general education math class at the high school. The students didn't have the knowledge to solve the problem, so what I did was have the students read the passage and try to draw a picture, once the picture was completed then we stopped that lesson. This allowed them to pick up context clues and get an idea of what the problem is talking about pictorial.