

Student Needs Analysis

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### Student Needs Analysis

As educators, we strive to provide the very best education that we can to each of our students. This is no exception for students with special needs. Each teacher faces challenges when working with exceptional needs, identified or otherwise, including gifted students, English Language Learners, students with learning disabilities, and those with social or behavioral difficulties. I will share the challenges that I face in my instructional setting, how my philosophy of the curriculum addresses these challenges, and how specific curriculum ideologies can help with the exceptional needs of my students.

In my current instructional setting, I teach STEM to kindergarten through fifth-grade students, where I see 850 students every six days. Some of the challenges that I face include when it comes to academics include my English Language Learners (ELL), I have 34% of students that are identified ELL (Nevada Department of Education, 2018-2019). My other challenge, when it comes to my instructional setting, would have to be my students with behavior challenges. Some of these students have Behavior Intervention Plans, 504's, or an IEP, but a lot of them are not identified with any specific behavior needs.

My class is often more complicated when it comes to dealing with these challenges, considering the small amount of time I have with each class. I find it most challenging to ensure that I am providing the best for my ELL students with a unique curriculum and my lack of a second language. Some of the computer programs I utilize help me to translate my instruction for students but don't always translate accurately or entirely in such a way that being able to speak the language could. Another challenge I face daily is my students with behavioral needs. Within my classes, I typically have two to three students that present behavioral challenges. Seeing my students only every six school days makes it difficult to ensure that I am meeting the needs of the

child with the behavioral challenge. In this limited time frame, it can be a challenge to build those relationships or have to follow through on consequences, be it positive or negative.

My philosophy of education is that we are meant to be a guide in learning. My role is to assist my students in understanding, rather than to feed them the information. Let's provide students with the necessary knowledge and information while providing them with tools to further develop their knowledge base and become the most successful lifelong-learner they can be.

When presented with different challenges, I believe that it is essential to differentiate my teaching to the specific learner. When working with my ELL students, I have them sit with a peer who can translate while I give an overview of the lesson and will come back after the lesson to translate from my phone. We can have a conversation in both languages to ensure that there are no misunderstandings of how I want the task completed. Ensuring that I am not feeding the students information, instead, I am assisting them and guiding them towards their learning. I have a limited amount of time with each student, so pairing them up and supporting after instructions have seemed to be the fastest and most reliable way to help my ELL students.

Behavioral challenges can vary from day to day. Still, it is often extremely challenging students or those who come from families where the child is allowed to exhibit any behavior they please. With these students, I will differentiate by providing more one on one time or having them be a teacher helper for the day. I have students that can sometimes be extremely disruptive during class and do my best to continue on my lesson while redirecting the student as many times as needed. We have a few students who have a Behavior Intervention Plan, and I will work with the homeroom teacher to plan out the best strategies and techniques to get the student to stay focused and complete the task. I also use Love and Logic within my class, and when

students are disruptive, I will use my training to separate the child from the behavior and have a conversation about it. I rarely raise my voice to students and will typically pull them aside to calm them down and talk to them when they are ready. Each child and situation is different, and I differentiate as needed.

Within my class, I feel that the ideologies I use most often are Social Efficiency and Learner-Centered. These ideologies have significant benefits when considering my challenging students. Using the Social Efficiency ideology, I can get my ELL students set up for success. I am most worried about them understand the task at hand and feel that I can be a guide in their learning with this ideology. Instead of summative paper-based assessments, I focus on performance tasks to assess their knowledge. This helps greatly, considering most of my class is hands-on, and they typically have difficulty translating their thinking and speaking in English. With my behavioral students, this allows them the freedom to work at their own pace while also ensuring that they are completing the task at hand. I will often be able to give directions, show them one on one and let them work on it by themselves. Problems do arise if the task is too complicated, and in that case, I will provide more one on one assistance for those students. The Social Efficiency model shines through for both types of these exceptional needs of my students because we are focused on the performance task for evaluation rather than the behavior or a paper-based assessment.

Like adults, I believe that each student processes, learns, and attains information in his or her unique way, and, because of this, it's imperative to differentiate instruction for our students. As an educator, I must be open to suggestions from administration, peers, parents, and students to continue to improve my craft and learn more ways and strategies to reach all students. My instruction and delivery are a work in progress. Still, I am always doing my best to differentiate

for my students and hone these skills because it's precisely what not only my ELL and challenging kids need but what is best for all students.

References

Nevada Department of Education. (2018-2019). *Nevada Accountability Report: 2018-2019 East Career and Technical Academy Data Details* [Data file]. Retrieved from <http://nevadareportcard.nv.gov>