**Inspiring Excellence**

**In Your Students:**

**Addressing the “F” in the Na Hopena**

**A’O Outcomes Framework**

**IS 185597**

**June-November 2020**

**SECTION 1.**

**Need Assessment Rationale:**Participants will identify **2** students that they believe would benefit most from developing a strengthened pursuit of excellence. Each of the 2 assessments must address the rationale for the selection of the student and provide examples to support their assessment. A caption is required for each assessment (**2** captions). (Student Centered)

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| **Student #1**  Student name (do not use real name):  The student I chose to focus my attantion on is JK  Rationale for choosing this student (provide examples to support your rationale).  I chose JK because when focussing on the “why” and/or “how” with regards to JK’s lack of excellence in the classroom, I feel JK has a stronger lack of the “why” aspect. As discussed in the class, the “why” is a harder issue to address, but with JK, it is apparent that his lack of “why” is so much more prevalent in his life. JK’s lack of “why” I presume is EXTRNAL. I believe everyone is in search of significance in their life; through purpose, status, achievement, passion, acceptance, approval, any of which is valid. To distinguish one factor or element to concentrate on is extremely difficult. But by pinpointing a potential causal variable may provide a clearer action plan and approach to addressing the issues that prevents JK from achieving more success and excellence in my class. JK is a 12 year old Micronesean boy whose family is categorized as socio-economic disadvantaged. He lives in a multi-generational and extended family household with parents, grandparents, aunties/uncles, siblings, and cousins which circulate through the house at any given time. He is the second oldest child of five. He has an older brother, a younger brother, and two younger sisters. His mother and father both work with differring schedules which allows for one parent to be home with the kids. Although their schedules allow for one parent to be at home, the parent is usually sleeping which forces the kids to make decisions they’re illequiped to make. JK hangs with a group of boys that identify themselves as the YMW “Young Micro Warriors”. This fact makes me believe that JK is seeking the approval and acceptance of his peers which is an EXTERNAL motivational “why” factor. JK is very capable accademically. JK is currently failing my math class. His attendance for online classes is rando. He is a 6R which means he is “repeating” 6th grade. I had him last year as a 6th grade student and at times he exhibited exceptional cognitative understanding and comprehension. The reason for his failure was incompleting because of attendance issues. There was not enough evidence of proficiency of the standards to justify promotion. JK lacks authority for parents and school officials. Referals, getting suspended, and getting arrested doesn’t affect his decision making. |
| **Student #1 Caption**  What the document is? This is a rationale for choosing JK as my subject for analysis.  Why it is evidence? This is evidence because it addresses a need to justify my selection of this student to conduct my analysis of a proposed activity. This is also evidence because it describes factors that may cause reason for concern regarding any student that exhibits behaviors that prevents excellence and achievement.  What it is evidence of? This is evidence of my assessment and analysis of this particular student that exhibits behaviors of concern when measuring excellence and achievement in my class. This is also evidence of my proactive approach in challenging my professionalism in analyzing a student that requires additional preventative measures. |

**SECTION 2.**

**Action Plan (Proposal):** Participants will propose **2** actions and describe the how of the each activity/lesson will enhance their student’s pursuit of excellence and how they plan to implement each activity/lesson. A caption is required for each proposed action (**2** captions). (Activity/Action Centered)

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| **Activity #1**  Action: C.O.U.R.A.G.E.  How you plan to implement it:       * **Presentation Notes / Instructions**   Have students look up the meaning of the word COURAGE.   * Who do you know that has shared courage? * What did they do? * Why did they do it? * How did they make a difference?   Have students answer the following questions about using Courage for themselves:   * What event/situation in your life will benefit by being Courages? * Why would it be beneficial? * How will you use “Courage” in the present and future? * **Processing Activity**   Invite students to share in a small/large group the following questions:   * + **What** did you learn?   + **Why** was it important?   + **How** will you use this information to make a positive difference in the present and future?   Possible definition: Courage is not the absence of fear, but the ability to carry on in spite of fear. When fear knocks you down, courage is what get’s you up and nudges you forward. Bravery is being afraid while moving forward and making right decisions. |
| **Activity #1 Caption**  What the document is? This is a proposed lesson I plan to implement to help foster a sence of excellence through the acronym of C.O.U.R.A.G.E.  Why it is evidence? This is evidence because it addresses the need for a specific lesson that promotes and encourages excellence by my students. It is also evidence because it addresses the Na Hopena A’O acronym of BREATH, and the use of E (Excellence) and how it can be instrumental in achieving assimilation from my students.  What it is evidence of? This is evidence of acquiring a proposed lesson that will help address the need to promote excellence in my classroom. It is also evidence of my active roll in acknowledging that students can benefit from a lesson that promotes excellence in the classroom, actually acquiuring a proposed lesson, and taking steps to administer the proposed lesson. This is evidence of strategically addressing the concern of one student while benefitting others with an activity that promotes their learning and growth as a student. |

**SECTION 3.**

**Instructor/Peer Feedback:** Participants will communicate each of their **2** activities/lesson with the instructors and their peers and seek feedback on how to make each of those activities/lessons more beneficial for their students. The participant will reflect on the feedback from both the instructors and their peers and indicate any changes they will make in the activities/lessons. A caption is required for the feedback for each activity/lesson (**2** captions). (Collaboration Centered on Teacher Growth)

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| **Instructor/Peer Feedback Reflection Activity #1**  Instructor feedback:  Allan: Instructor Allan Silva wrote: Dave, I like the fact that you will be utilizing the activity on COURAGE. What made you choose THAT particular activity to use with your students to promote Excellence in your classroom? How do you think that will help your identified student JK? Although I like the fact that you’re using one of the lessons discussed in class, do you think learning about courage will help JK address his need for acceptance and approval by his peers? Where are you going to use the “possible definition” of courage in the lesson. Although I really like the definition, I was hoping you’d be a little more specific of when would be an appropriate time to introduce that “definition”.  Peer feedback:  JL wrote: Dave, I like the idea of COURAGE. Hopefully it will help JK to be brave infront of his friends.  CS wrote: Dave, I like the the lesson you proposed for addressing the topic of “excellence” in your classroom. I know you teach Math, how do you plan on introducing this lesson? Will it be a “do now” set at the beginning of class? Will it be an exit pass? Is it more of a guidance type lesson? Is it appropriate to use part of your Math class to address this concern? Although I believe it is a “mind set” you need to create in your students, my question is, how do you justify the time away from Math curriculum?  DD wrote: Dave, I like this lesson. I think it is critical to create an environment that promotes EXCELLENCE!! Students are inundated and surrounded by negative influences and unethical role models in the world. Unless we pour positive, they’ll never receive a perspective of how to make the “right” choices in regards to their present and future lives. Keep “living Aloha”.  Reflection:  Instructor Allan made me think of why I chose to use this particular lesson to encourage Excellence in my classroom. Reflecting on it now, I think I chose this lesson because I was hoping for JK to understand the “TRUE” meaning of Courage and Bravery. I think he created and measured his definition of Courage by what his friends thought. JK and his friends think Courage is not being afraid to do something inspite of the consequences. That’s the reason for his lack of respect for authority, his parents, and school officials. He thinks courage is challenging authority and not caring about the consequesnces. It would be hard to excel or achieve with that attitude, unless achievement is gaining favor within that particular group. I am hoping that by participating in this activty, JK will gain a diffent and conflicting view of courage, and what he values. I hope to create an internal struggle between what’s “right” and what’s “popular”. I hope for him to see bravery as “right” “respectable” actions while being afraid. The number one question I think must be answered for him is, “what are you afraid of?”  CS brought up some concerns of the lesson being applicable or appropriate during my math class. I never consider this because my philosophical view of “education” is that, it isn’t what you learn IN school, but rather what you learn THROUGH school, which is most important. My outlook allows me the latitude to help students become the best “version of themselves”, not the best mathmetician. Although I did appreciate her view and her concern for the student’s math competencies and skills. |
| **Instructor/Peer feedback caption:**  What the document is? This is feedback from the instructor and peers.  Why it is evidence? This is evidence because it addresses the need to seek perspective from peers and an instructor with regards to my proposed action plan. It is evidence because feedback allows for collaboration and other perspecitives which is vital to profesional growth.  What it is evidence of? This is evidence of instructors and peers providing comments with respect to my proposed lesson addressing EXCELLENCE through the topic of COURAGE. This is evidence of me being proactive and challenging my professional growth by seeking perspective from peers to help me view my lesson through multiple lenses. It is evidence of colleagues actively supporting me in enhancing a lesson that will impact student awareness and hopefully achievement. |

**SECTION 4.**

**Implementation:** Participants will implement the **2** activities/lessons and document the results in a case study template provided. Participants will gather student evidence that will be included in each case study. A total of **2** case studies. A caption is required for each case study (**2** captions). (Activity/Action Centered)

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| **CASE**  **STUDY MANAGEMENT** | Date of Action: \_\_\_\_\_\_9/24/20\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­\_\_\_  Student #1: \_\_\_JK\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Need(s) Addressed | JK’s desire to be accepted by his peers  JK’s proper definition of COURAGE  JK’s lack of pursuing EXCELLENCE in my class  JK’s lack of respect for authority  JK’s failing grades and attendance |
| Summary of Action(s) | * **Presentation Notes / Instructions**   Have students look up the meaning of the word COURAGE.   * Who do you know that has shared courage? * What did they do? * Why did they do it? * How did they make a difference?   Have students answer the following questions about using Courage for themselves:   * What event/situation in your life will benefit by being Courages? * Why would it be beneficial? * How will you use “Courage” in the present and future? * **Processing Activity**   Invite students to share in a small/large group the following questions:   * + **What** did you learn?   + **Why** was it important?   + **How** will you use this information to make a positive difference in the present and future?   Possible definition: Courage is not the absence of fear, but the ability to carry on in spite of fear. When fear knocks you down, courage is what get’s you up and nudges you forward. Bravery is being afraid while moving forward and making right decisions. |
| Result(s) of Action  (Student evidence) | Place here JK’s evidence:  Attendance sheet for 2 weeks following lesson (infinite campus)  Formative/Summative Assessments 2 weeks following  JK’s Sheet assignment defining courage  Interview w/ JK following lesson (Counseling session)  Referal report following lesson |
| Next Steps | Monitor JK’s progress/lack of progress following lesson  Ongoing counseling  Followup HA (ALOHA) lessons refferencing the COURAGE activity |
| Evaluation | JK completed the activity with very little effort and fidelity. His assignment describing COURAGE mainly revolved around “not being scared”. Here is his entire lesson in one sentence. What is COURAGE?: “not being scared when somebody step up”. “Always gotta be ready fo bang”. I was surprised to even get a response from JK. His definition of courage was typical and expected. JK’s attitude towards this assignment/activity was very cynical, negative, and confrontational. JK approaches all school work and school in general with this attitude. My counseling session with JK started very rough because JK doesn’t trust anyone outside his “Boys”. I was able to share the “possible definition” of courage and tired to explain the “right thing”. He was willing to listen, but hesitant to accept my definition. But what the counseling session did was start a dialogue. JK was willing to share times where he felt he showed bravery and was courageous. Although the activity didn’t change JK’s attitude and definition of COURAGE, I feel a door was opened to start a relationship. JK’s attendance is described as “spotty” for the next 2 weeks following the activity. The “spotty” attendance results in very little effort with formative assessments because of questionable understanding and lack of confidence with the curriculum. Sadly, the outcomes of his behavior results in poor grades and further validates his “fixed mindset”. I continue to encourage JK to “be brave”. |

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| **Case study caption:**  What the document is? This document is the Case Study of the initiated EXCELLENCE activity.  Why it is evidence? It is evidence because it documents and records the results of the applied activity. It also describes the individual focussed student’s (Case) results. It is evidence because it addresses the need to provide a measurment and monitoring tool to record data.  What it is evidence of? This Case Study is evidence of the data collected. The data collected is the results of the initiated activity promoting and encouracging EXCELLENCE through focussing on the definition of COURAGE. This is evidence of the description, key issues, analysis, releveant concepts, and course of action that will accompany the activity. It is also evidence of my proactive approach to addressing a socal, conceptual, and accademic concern of a student. |

**SECTION 5.**

**Implementation Reflection:**Participants will provide a written reflection for each activity/lesson (**2** reflections) that addresses how their activities/lessons impacted their student's pursuit of excellence, identifying which activities/lessons they will continue to use in the future, what activities/lessons they will refine, or which ones they will discontinue using. A caption is required for each case study reflection (**2** captions). (Activity/Action Centered: Student & Teacher Growth)

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| **Implementation Reflection Activity #1**  Write reflection here |
| **Culminating reflection caption:**  What the document is?  Why it is evidence?  What it is evidence of? |

**SECTION 6.**

**Culminating Reflection:**  Participants will reflect on their personal and/or professional growth though this learning process.  They will provide a summary of information learned and how they can apply it to meet the needs of future students.   (Teacher Growth Centered)

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| **Culminating Reflection**  Write reflection here |
| **CULMINATING REFLECTION CAPTION:**  What the document is?  Why it is evidence?  What it is evidence of? |