

**NPTT PROGRAM
EDCI 559 PORTFOLIO
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Assignment #1 December 12, 2005

Introduction

I recently decided to take my passion for teaching and a desire to relocate to the mountain west to pursue a new career as a high school math teacher and athletic coach in Montana.

Previous Work History, Academic Preparation, & Work with Children and Adolescents

My entire adult work history up until 3 months ago was in the career of system engineering, primarily as a government contractor. Right out of college, I obtained a job with New Jersey-based RCA in their Weapons Control Systems group for the brand new (at that time) Aegis Weapons System for Navy cruisers and destroyers, where I stayed for about 10 years.

I then moved on to a new and challenging position as a contractor with the Federal Aviation Administration in Atlantic City, NJ, where I remained for another 10 years. I helped launch brand new state-of-the-art hardware and software systems all over the country, and I recorded a video training system on new hardware. My most rewarding assignment was one where I designed a complex hardware diagram system to help technicians troubleshoot FAA enroute centers. This job included training the site technicians in the use of the troubleshooting diagrams I had installed. I also put together a small team of 3 back at my home office and trained them in assisting me with the many tasks in this project.

Eventually, I returned to the Aegis Weapons Control Systems group, now part of Lockheed-Martin Corporation. However, despite 4 years of trying to make this job choice fit me, I finally came to the conclusion that my heart was no longer in systems engineering.

My academic preparation began in high school, with an emphasis on college prep-level math, science, and computer courses. After graduating from high school, I attended Grove City College, a small private college renowned for its scientific majors, including engineering and computer science. My original major was chemical engineering, but I switched to math during the second half of my sophomore year, so that I could concentrate more on computer science, as well as mathematics. I believed this would be a better match for my interests and talents.

During my senior year at Grove City College, I also took a number of business courses as electives. Continuing that interest in the mid-1980s, I entered an MBA program with Monmouth University that was sponsored and hosted by my employer. Since that time, I have taken a number of different community college and continuing education courses in electronics, carpentry, and starting a small business. I enjoy learning and am continually in search of self-improvement.

I have had many informal opportunities to work with children and adolescents prior to becoming a teacher. First, I was the oldest boy in a family of seven boys. So, I served as role model and mentor to all of my six brothers, helping them with both schoolwork and sports. I have also raised twin sons, who are now young adults, helping them to become responsible young adults, by helping them to gain confidence in a variety of areas such as schoolwork, car maintenance, sports, karate, relationships, holding a job, and many more life skills. I have my black belt in karate, and during a 2-year period when I was maintaining it, I volunteered to assist in training in

a family karate class. I worked with many children and adolescents of all ages. I have also coached soccer with 10-year olds and track and field with 12 to 13 year olds.

Unique Characteristics, Academic Abilities, and Personal Traits

As mentioned earlier I have a passion for working with people in a training capacity, especially with children. I have many personal traits that are enabling me to become a successful teacher. I like helping other people to learn new skills and to problem solve. I am also well organized and pay attention to details. My drive and self-discipline have enabled me to achieve many challenging goals over the years. I will need these traits as I master my new role, including skills such as developing lesson plans, grading homework, and mentoring my students. In addition, I've struggled to learn new skills myself and I know how hard it can be, so I take my time when I'm teaching others and I will approach a task from several angles or repeat the instruction if that's what it takes. I am a highly creative thinker and I enjoy coming up with innovative ways to approach difficult issues and problems. I am proficient in public speaking, using PowerPoint, and organizing an effective, meaningful presentation for groups.

In terms of my unique characteristics, I think it is important to state that I made a rational and well-considered choice to become a teacher. I have the emotional maturity and the life experience to choose well. But beyond that, I enjoy helping children and young adults in their self-development. Also, I have a strong desire to share my love for math and my knowledge of how it works in "the real world." Finally, I have a lifetime commitment to personal physical fitness and living healthy. I would like to take that passion eventually and use it in after-school activities such as clubs or in coaching sports.

In terms of my academic abilities, my Bachelor of Science degree in mathematics provides a strong foundation for my becoming a math teacher. I am extremely motivated to achieve success in the NPTT program and as a teacher.

So, in summary, I believe my unique combination of talents, skills, and experience provides a solid foundation for being a high school math teacher in western Montana. I am enjoying the new challenge of teaching.

Why I Wanted to Enter the Teaching Profession

I had an interest in teaching and in moving west for some time, and I reached that stage of my life where I could make such a significant change. My strong desire to become a teacher is giving me the opportunity to work with children and adolescents in a significant way in their journey to adulthood. I am excited about experiencing the joy and satisfaction of making a positive difference with my students. Although the monetary rewards are not as great as what I have been accustomed to as an engineer, I believe other rewards will compensate for that tenfold. As a teacher, I expect to continue to encounter many new challenges, including maintaining discipline and motivating adolescents, but I think my enthusiasm and cheerful outgoing personality will enable me to master these tasks successfully.

My Personal Demographics

I was born in Butler, Pa. in 1958, being the oldest of seven sons. I enjoyed playing football and baseball when I was young and began running in high school, earning a letter my sophomore year. I maintained employment at several restaurants during my high school and college years to pay for college. I have been running for 24 years and also enjoy hiking, backpacking, and bicycling.

My High School Demographics

I am currently a part-time math teacher at Sentinel High School in Missoula, Montana. We have about 1150 students in grades nine thru twelve. Missoula is a city of about 60,000 people. Coming from the east coast, I consider Missoula to be a “small” town. Both Sentinel High School and Missoula have a very high percentage of white people. I believe my “profile” fits here at Sentinel from a social class, ethnic and race perspective. Many people in Missoula are middle class with nice modest homes. I believe some of my diversity of living on the east coast will help me expand my students’ understanding of the United States by relating my experiences with them.

For Assignment Two, my task upon taking the four surveys about diversity is to respond to the four questions concerning my attitude on diversity listed below.

Question #1:

What influenced the development of my attitudes?

For the Gender Questionnaire Revised (GQR), my basic belief that men and women are equal influenced me in responding to agree with 50% of the questions and to disagree with the other 50%. I did not strongly agree or disagree on any of the eighteen questions asked. This caused me to be neutral to questions that stated “men/women tend to ...”

With the Educational Gender Questionnaire (EGQ), I disagreed with twenty-three questions asked out of twenty-four. This was due to the very limited time, two months that I have spent in the classroom observing boys and girls. Also, my belief about equality was a strong influence for me in answering the questions.

Finally, for the Multicultural Questionnaire (MCR), my response to the twenty-nine questions covered the full range from strongly disagree to strongly agree. I feel my lack of exposure to various types of cultures lead me to this attitude.

Question #2:

Do I consistently act on these attitudes in my personal and professional life?

I believe on a sub-conscious level, I do consistently act on these attitudes in both my personal and professional Life. These inherited beliefs about diversity become part of your everyday life and your actions. The question I ask myself is “How can I improve and change my attitude about diversity for the better in order to become a great teacher?”

Question #3:

Was there anything surprising I discovered from taking the survey?

Yes, I realized that I have subconscious beliefs about diversity that I need to surface in order to get a handle on my attitude towards diversity. Taking the survey and conducting an analysis helped in this effort.

Question #4:

Based upon my findings from the analysis of the preparedness survey, what are the implications of these attitudes in my current teaching experience and in the future?

The results of my analysis are listed below.

First, I have taken the first three NPTT courses (552-554), with 553 focusing on diversity in the classroom. For the ten questions asked, I did not select WP (Well-Prepared) for any of them. I did select AP (Adequately-Prepared) for seven of the questions, giving a 70% rate. Next, I selected NP (Not-Prepared) for two questions concerning students with mental and behavioral challenges. Finally, I answered IP (Ill-Prepared) for the one question concerning students with different learning styles.

Based on these findings, I feel the seven questions answered “adequately-prepared” are based on my taking the 553 course and knowledge gained from the reading and discussions concerning the different types of diversity in the classroom. This experience from taking the 553 course mainly helped me to become more aware and sensitive of the different types of diversity experienced in the classroom. Actual exposure did not occur until I began teaching in the classroom.

The implications of my attitude towards diversity in my current teaching experiences are given. The feeling that I am adequately prepared for 7 out of the 10 categories of diversity, allows me to function in the classroom and handle situations the best I can with the very limited classroom experience gained so far. However, this leaves me vulnerable in three areas of diversity preparedness, as mentioned above. This requires me to quickly improve my skills so I can be better equipped to handle students with these challenges.

For the future, I view myself working hard to improve my preparedness status from “adequately-prepared” to “well-prepared” in the seven areas being my high priority. Also, acquiring more skills in diversity at the level of at least “adequately-prepared” for my three weak areas concerning students with mental and behavioral challenges and students with different learning styles is a key area for improvement. Finally, I feel that acquiring and learning behavior modification skills is my number one need in the area of classroom management.

In conclusion, upon taking the diversity survey, I see my diversity attitude having a direct impact on my classroom management of students. As I make an effort to improve on my weak areas, I will provide a much better classroom environment to conduct my math classes in the future.

Assignment 3

January 15, 2006

For Assignment Three, my task upon reviewing the various assignments and taking a position on inclusion in our public schools is to address the following four areas on inclusion listed below:

Area One: Based on my position on inclusion, answer how does my position “fit” with my current teaching placement.

Area Two: Examine my school’s policies and practices regarding inclusion.

Area Three: Identify any consistencies and inconsistencies between my position of inclusion and practices at my school.

Area Four: Identify two variables that make inclusion work and two variables that contribute to its failure at my school.

Addressing these four areas concerning inclusion of all students in regular classrooms will help me recognize how my personal beliefs affect my teaching style at my school.

Area One: Based on my position on inclusion, answer how does my position “fit” with my current teaching placement.

As stated in my posting (254) for discussion three, my position concerning inclusion is that I am against it for public schools and favor tracking. This is based on my belief that our society needs tracking to be competitive in the new global economy that the United States is in. My reasons for tracking are as follows:

- While inclusion does provide equality in the classroom, it lowers the quality of education being offered by the school.

- Tracking provides the greatest amount of education possible to students. This is accomplished when each student learns the most he or she is capable of by going at the pace that best fits them.
- In order for our country to be competitive in the global economy of the twenty-first century, we must remain strong. Education is the cornerstone to the intellectual strength that will determine the next world power.

I feel my position of tracking partially “fits” into my school because we offer varying levels of difficulty for certain subjects, as well as a vocational program. Sentinel High School, in Missoula, Montana, provides levels to match each student’s desire, talent and intellectual abilities, along with non-college paths for students who desire them.

Area Two: Examine my school’s policies and practices regarding inclusion.

Sentinel High School does support inclusion via its policies and practices. It provides special education teachers and case managers for IEP students to allow inclusion of them in the classroom. Teachers for these students are expected to meet their needs, such as allowing extra time to take a test. Special handicapped students are provided special care and accommodations to allow them to be included in the classrooms.

Area Three: Identify any consistencies and inconsistencies between my position of inclusion and practices at my school.

The consistencies of Sentinel High School supporting my position of tracking are as follows:

- There are multiple levels of difficulty for various subjects taught at Sentinel. For example, there are three levels of math for incoming freshmen. This allows the advanced

students to continue to expand their knowledge of mathematics while allowing the slower paced students to earn the credits they need without feeling added pressure to perform.

- Sentinel offers a vocational program for students who want to pursue career paths not related to college. This allows students who want to gain valuable knowledge and experience in the “trades” to begin in high school and be prepared for employment after.

The inconsistencies of Sentinel High School supporting my position of tracking are as follows:

- Students with IEP’s are allowed in higher levels of subjects, which slows down the pace of the class and the quality of learning for the regular students.
- Teachers are required to spend more time making provisions for students who require them instead of focusing on the level of difficulty be taught and challenging the students to learn more.

Area Four: Identify two variables that make inclusion work and two variables that contribute to its failure at my school.

Two variables that make inclusion work at Sentinel include the Missoula County Public School Board Policy requiring inclusion that the Sentinel administration and teachers support and implement. An example would be the full support of students with IEP’s and their inclusion in regular classrooms. Also, the student body generally accepts inclusion and does not isolate special education students or harass them.

There are two variables that would contribute to the failure of inclusion at Sentinel. First, tracking has been implemented, with students being placed in different levels of difficulty for

various courses. Secondly, there is a lack of specialized training for teachers to teach them how to handle the strains of accommodating a wide range of students' abilities within a classroom.

For Assignment Six, my task upon reading “Someday My Elders will be Proud” was broken down into two parts. First was to examine the social, cultural and economic factors that influenced the education of the Native American woman, Jean, and her subsequent career choices. Second, was to determine whether the factors listed above are relevant today in Native American students using articles four and five from module three.

Part One:

In the article about Jean’s life as an American Native woman, there were many factors described that influenced her decisions about her education and career. Next, I will examine some of the specific factors in the three areas.

Social:

There were several social factors that affected Jean in relation to her education and career. The earliest one concerned how her parents met through the relocation program for Native Americans’ assimilation into urban life. Since her mother was from North Dakota and her father was from Montana, the chances of them meeting in Denver, Colorado without the relocation program would have been slim. Thus, without the program she might not have ever been born.

The next social factor to influence Jean was her family structure. She was raised solely by a single mother. The father left the family when Jean was four years old and was not a factor in raising her or instilling beliefs. Also, with her father gone, Jean’s uncle moved in with the

family and was abusive to the children. This was not the best family environment for Jean to pursue an education. While her mother was always encouraging and supportive, not having her father was a big influence on her life.

Despite facing the financial challenge of raising a family, her mother acted as an excellent role model for Jean, by earning her college degree. This had a very positive effect on Jean. She saw that by following her mother's footsteps, she could overcome obstacles with hard work and determination. Also, the fact that Jean experienced peer pressure to apply to college because "everyone else was doing it at the private school" gave Jean opportunities she might not have had otherwise. This influenced her to apply to Ivy League schools and get accepted even though she was not really interested in going away to college.

Cultural:

There were many cultural factors for Jean since she was Native American and lived in Bismarck, North Dakota. The first was her mother's strong desire to move back to Bismarck from Denver to be with her tribe and relatives. This was a positive influence, since her mother was able to go to work while the extended family watched and took care of her children. One negative factor was that this allowed her uncle to live with them. He was not a good role model, being abusive and an alcoholic. Living with the tribe allowed Jean to have strong religious connections through the Native American Church (NAC), which had meetings in Omaha, Nebraska that Jean, her mother and grandmother attended. Jean enjoyed the bonding that occurred and the closeness that occurred there. She treasured the laughter and dancing that they did and traveling away from Bismarck.

An unfortunate cultural factor that had a major impact on her life and education was that there was alcoholism on both sides of her family. Her father began drinking after she was born. Her uncle drank and whipped the children when he lived with them at the house, which had major negative influences on Jean's life. Despite her father not living with them, knowing he had died due to alcoholism at such an early age (28) must have had a deep impact on Jean. It ended the option of ever having a relationship with him. Also, Jean drank heavily during her freshman year at college, which was a major factor in her poor performance and suspension from college, and ultimately prevented her from earning her Ivy League college degree.

Upon realizing she needed to help herself with her drinking problem, Jean returned home to attend a local college. She took classes in religion and psychology to better understand herself. She also found a job as a math and English tutor with young Native Americans at an inner-city alternative high school, where she discovered abuse was a way of life for Native Americans. This awakened a desire in her to help them escape it, if possible. Jean's desire to be part of a cultural belonging was now being met at the high school. There she experienced laughter and teasing, which allowed a connection to be made while verbal communication was occurring. With this new perspective on life, helping the kids became the number one reason Jean stayed in the local college. Her goals were to get an education, attend graduate school and begin her career in curriculum and administration after teaching for a while. This need for cultural belonging was a major factor in the direction Jean's life took.

Economic:

The biggest economic factor influencing Jean and her life was that she grew up in or near poverty. Having only one income for a family of four children put them near poverty level and a constant struggle to make financial ends meet. Despite this situation for the family, it did help Jean get accepted into the private high school with a scholarship. Also being poor and Native American probably was a factor in getting accepted into an Ivy League college along with good grades.

Part II:

Upon reviewing the two articles, I must conclude that yes, all the factors that affected Jean in her time are still very strong today for Native Americans. The following are the top three factors I feel are still preventing Native Americans from achieving the education possible. Poverty is the biggest economic factor affecting Native Americans in their lives and success in achieving high school education. The struggle over financial issues consumes many Native Americans and is extremely difficult to overcome. Alcoholism is the biggest cultural factor having many negative effects on Native Americans, beginning with the family and how it survives. Many families suffer physical and emotional abuse because of alcoholism. Also, alcoholism contributes to the family unit becoming split with one parent leaving and the other raising the family. Having strong tribal bonding is a positive factor for Native Americans, with many of them living on reservations. However, the family structure of single mothers raising children is a social factor. It is difficult for one parent to raise a family and hinders children's success at school due to lack of a strong family support system.

Assignment 7

January 30, 2006

For Assignment Seven, my task is to develop one math unit which is modified to address the cultural needs of Native Americans. Given my school's population and unit topic on probability, the following four questions need to be addressed:

1. Identify the contribution made by Native Americans to math.
2. How can the content be applied in a cultural context?
3. What resources would I use?
4. How would accommodations for assessment be employed?

My approach to this assignment will be to use the three stages of the UbD concept learned in our NPTT-554 class. First, I'll give an overview of the Math Unit: Learning Probability by Using the Native American Game of "Hubbub"

- This unit will be for freshmen in our Integrated Math 1 course and used when the probability unit is covered.
- Research will be conducted by the class over the Internet to learn about the Native American game of Hubbub, also known as the Bowl and Dice game, and its impact on their culture. A two-page summary report will be written.
- This unit will take about 4 class periods to cover.
- Students will make the game, consisting of a bowl, two-sided dice and counting sticks.
- Students will be placed in two person teams to play the game and gather data concerning the probability of events within the game.
- Students will calculate the mathematical odds chart for comparison to actual data gathered.
- Each team will make a 5-minute PowerPoint presentation in class about their results with a five minute class discussion post-game about the findings.

Math Unit: Learning Probability by Using the Native American Game of “Hubbub”

Stage One:

CS - Content Standards/Overarching Performance Goals:

Montana Standards for Mathematics: for end of Grade 12 at advanced level of performance.

Content Standard Six: Students will be able to demonstrate an ability to use data analysis, probability and statistics.

U - Understandings: Students will understand that...

- Math as a cultural tool is available for everyone to use for his/her benefit.
- Problem-solving logic is used for probability problems.
- Performing as an individual and with a group produces positive results.
- Math can be an exciting and fun activity to learn and apply.
- Cultural development of mathematics occurred in many ways.
- Probability can be applied to games of Native American origin.

Q – Essential Questions:

- In the eyes of the student, is math really important and why do they need to learn it?
- Can students really master basic math skills to prepare for high school and apply math knowledge in real life situations?
- Can math be fun and not boring to students?

- Can students apply their math skills to solve probability problems?
- Can students appreciate math as a cultural tool for all to use?
- Can math teachers make a positive impact on students' interest in learning and using math skills?

K - Students will know:

- How to apply their basic math knowledge and skills to solving probability problems.
- How to work independently and in a small group to provide a solution to a real life problem.
- How important math knowledge and skills will be in their lives.
- How to present their findings in a written report and oral presentation.
- How to apply general problem-solving skills to determine probability of events.

Stage Two:

PT – Performance Tasks:

The following Performance Tasks will be assessed for this Unit.

1. Each student will provide a two-page research report on the Native American game called “Hubbub,” which is played with a bowl and dice.
2. Two-person teams will be formed to play the game and conduct data gathering on probability of events.
3. Each team will give a five-minute oral presentation using PowerPoint on the group's findings, providing answers to questions afterward.
4. The class will provide overall feedback on the team's oral presentation of their findings concerning probability of events.

OE – Other Evidence:

The following Other Evidence tasks will be assessed for the Unit.

- No quizzes or tests given in this unit.
- Teacher will provide holistic observations of each student during the following:
 - Group discussions of each team’s presentation of findings..
 - How the class responds to each team’s PowerPoint presentation.

SA – Self Assessment:

All students participating in the unit will complete the following Self Assessment.

- A 12-question self-assessment questionnaire will be given to the students to measure how they feel about achieving the desired understandings of this math unit; they are:
 1. Basic math skills obtained from 9th grade can be applied to solving probability problems.
 2. Math as a cultural tool is available for everyone to use for his/her benefit.
 3. Performing as an individual and with a group produces positive results.
 4. Math can be an exciting and fun activity to learn and apply.
-

Rubric:

For evaluating the two-page summary report, I decided an Analytic Rubric Frame would work best for this performance task.

Using the UbD work templates, I identified the following performance traits for this task, pertaining to the summary report:

1. Evidence of understanding of the Bowl & Dice game created by Native Americans.

2. The report is too long.
3. The report is concise.
4. The report is very well organized.
5. The report is well written.
6. The report has clarity and is easy to understand.

I was able to compress the traits into three categories as follows:

A. Math Skills (Traits: 1)

B. Written Presentation Skills (Traits: 2-5)

C. English Skills (Traits 6)

I chose a quality level consisting of a five-point scale (0-4), with the following general descriptions for a 9th grade level using the Montana Math Standards:

Scale	Grade	General Description
=====	=====	=====
4	A	Advanced Level
3	B	Proficient Level
2	C	Near Proficient Level
1	D	Novice Level
0	F	Inexperienced Level

Listed below is my Analytic Rubric Frame for the two-page written report of the Unit:

Criteria:	Math	Written Presentation	English
Scale:	Skills	Skills	Skills
Weights:	70	20	10
4	<ul style="list-style-type: none"> Advanced Level of 9th grade math, demonstrated in understanding, analysis & solution in report 	Report is: <ul style="list-style-type: none"> One page long Very well organized 	Report is: <ul style="list-style-type: none"> Very well written Exceptionally clear Through/complete
3	<ul style="list-style-type: none"> Proficient Level of 9th grade math, demonstrated in understanding, analysis & solution in report 	<ul style="list-style-type: none"> Between 1 & 1 ¼ pages long Well organized 	Report is: <ul style="list-style-type: none"> Well written Generally clear/able to follow Substantial
2	<ul style="list-style-type: none"> Near Proficient Level of 9th grade math, demonstrated in understanding, analysis & solution in report 	<ul style="list-style-type: none"> Between 1 ½ & 2 pages long Average organization 	Report is: <ul style="list-style-type: none"> Marginally written Lacks clarity/difficult to follow Partial/Incomplete
1	<ul style="list-style-type: none"> Novice Level of 9th grade math, demonstrated in understanding, analysis & solution in report 	<ul style="list-style-type: none"> Greater than 2 pages long Poorly organized 	Report is: <ul style="list-style-type: none"> Poorly written Almost no clarity Very hard to understand
0	<ul style="list-style-type: none"> No evidence given in report 	<ul style="list-style-type: none"> No evidence given 	<ul style="list-style-type: none"> No evidence given

Stage Three:

W.H.E.R.E.T.O:

W: Where

Where are the students coming from?

- Accumulation of mathematical knowledge and skills gained at the 9th grade level of education.

Where are the students going?

- Apply their accumulated math knowledge and skills to understand probability in a Native American game called Hubbub.

Where is the Unit going?

- On the 1st day of the unit, I will explain the unit:
 - Give an overall layout of the unit using PowerPoint.
 - Describe what the research on the game is to be about and expectations for the two page report.
 - Explain they will build the game, play it and gather data about probability of events from the game.
 - Explain what each team should do for their presentation of findings.
 - Each team will give a 5-minute presentation of its findings.
 - There will be 5 minutes of class discussion about each group's presentation.
 - An explanation of grading and rubric will be given for the RGU.
 - The 4-class period schedule with class events will be presented.

H: Hook and Hold

How will the unit hook and hold students attention?

- During the Introduction in the 1st class of the unit, the following questions will be asked of the students:
 - Is math really important? and do students really need to learn it?

- Do students believe the math they learned so far in 9th grade can be applied to real life problems?
- Expand and explore how Native Americans created the chance game, Hubbub, by learning how to play it and determine the probability of odds for events of the game.

E: Experience and Equip:

What experiences will help students to explore the big ideas and essential questions?

- Learning from the Internet research about how the game was part of the Native American culture, along with classroom discussions about their findings.

What equipment is required for students to perform?

- The students will need access to the Internet to perform their research on the game.
- Also, a PC/Notebook to write-up their reports and prepare each group's PowerPoint presentation.
- Craft tools and supplies to make the game.

R: Reflect and Rethink

- Students will be able dig deeper into the concept of probability by experiencing the game and gathering data on the odds of specific events occurring.

E: Exhibit Understanding and Self Evaluation

- Students will be exhibiting understanding with the following tasks:
 - Producing the two-page research report.
 - Taking good notes on data gathered about event probability to use for presentation.
 - Giving a 5-minute presentation on each team findings.
 - Participate in class discussions after each team's presentation.
- Students will perform self evaluations through the following:
 - Complete the 12-question survey about the unit. This will assist in evaluating whether the student achieved the six understandings of the unit.

- Complete the 5-question self-evaluation on their own performance:
 1. What is your assessment of the Unit?
 2. Did you conduct a through research on the game?
 3. What is your assessment of the presentation that you gave?
 4. Did you give meaningful contribution to the class discussions that followed each group's presentation?
 5. How do you rate your overall performance during the unit?

T: Tailoring

- Using the UbD Tailoring Template; I've filled in the quadrants with the following, starting in the upper right-hand corner, going counter clockwise:
 - **I.**
 - Solve the mathematical problems of probability.
 - Students participate in group discussions
 - Students participate in class discussions during each group's presentation
 - **II.**
 - Read and review the research requirements given by the teacher.
 - Listen and read the Intro Presentation on the unit given by the teacher.
 - **III.**
 - Students will apply their learned math knowledge in solving probability problems to other games of chance later on.
 - **IV.**
 - Students will write up a research report and create a PowerPoint presentation.

O: Organization

How will the Unit's activities be organized?

- I've organized this 9th grade unit based on a class size of 20 students.
- Four class periods lasting about one week is required to complete this unit.
- Hook the class during the 1st class in the verbal introduction with questions for the class to ponder and answer, followed by the overall PowerPoint presentation on the unit.

- Class will build the game with supplies given by the teacher during the 1st Class.
- Class will conduct research on their own time and complete the two-page research report.
- For the 2nd Class period, students will be put into two-person teams and learn how to play the game. Then they will gather data on the probability of events occurring.
- For the 3rd Class period, students will focus on putting together their PowerPoint presentation on their findings.
- For the 4th Class period, each team will present their findings and answers questions from the class.
- Also, on the last class, teacher will give a wrap-up/summary with a question and answer session followed by handout of the survey and self-evaluation questions.

Assignment 8

February 12, 2006

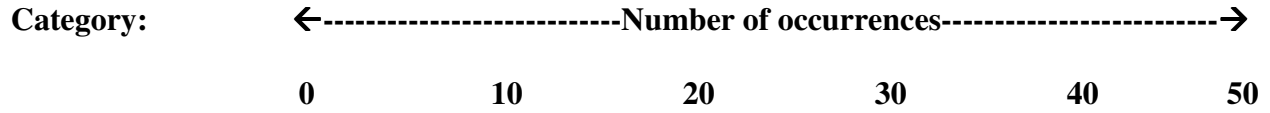
For Assignment Eight, my task is to review my textbook used in my content field for gender bias and summarize the results via a graph and analysis of my findings.

First, let's review basic information about my textbook.

- The title of the textbook is "Integrated Mathematics Two".
- The senior authors are Rheta N. Rubenstein, Timothy V. Craine and Thomas R. Butts.
- The year the text was published was 1995.
- This book is designed for tenth grade level work.
- The subject covered is Mathematics.
- This text is used in my year long Integrated Math Two class.

Next I will present my graph of data pertaining to the categories described in our assignment. One note worth mentioning concerns the "raw data" I collected while performing my scan of the text. I collected at what page numbers the category counts had occurred. This might be useful information when a very detailed analysis is conducted. However, my graph will focus on the total counts for each category.

Graph of Gender Bias for Integrated Mathematics 2 Textbook:



A. Gender:

- Male (24) #####
- Female (28) 00000000000000000000000000000000
- Both (50) *****

B. Gender Role Models:

- Male (15) #####
- Female (11) 00000000000000000000

C. Gender contributions are noted:

- Male (5) #####
- Female (4) 0000

D. Historical Figures:

- Male (11) #####
- Female (3) 000

E. Gender center of problem:

- Male (10) #####
- Female (12) 00000000000000000000

F. Gender in Traditional Role:

- Male (3) ###
- Female (6) 000000

F. Gender Stereotypes:

- Male (2) ##
- Female (2) 00

Analysis: Part I

For this section, an analysis is performed on the raw data to draw a conclusion about whether the Integrated Mathematics 2 Textbook has any gender bias. For part I, let's examine the seven categories where the data was gathered for.

A. Gender:

Under the Gender category, I counted twenty-four occurrences of males being used in the book with twenty-eight occurrences of females occurring which is close to a 50/50 split. The interesting item that caught my eye was the count of fifty for both male and females together in pictures. This is about equal to the sum of individual males and females counts added together.

B. Gender Role Models:

Under the Gender Role Models category, I observed fifteen times that males were shown as role models, while females were shown eleven times throughout the text. This is about a 60/40 split, in favor of male role models.

C. Gender Contributions Are Noted:

For Gender Contributions, there were five male junior authors listed in the preface, along with four females. This is fairly close to an equal contribution by the sexes.

G. Historical Figures:

The text had almost four times as many male historical figures as females, with eleven males noted in special boxes, while females had just three.

H. Gender Center of Problem:

With this text being a mathematics book, most of the gender center was around a problem and not of a story or topic. There were ten occurrences of males being discussed in a problem, while females had twelve problems devoted to them. This was very close to an equal division of problems between males and females.

F. Gender in Traditional Role:

For this category, I observed no occurrences of either male or female non-traditional roles being shown in the text. However, I did find three occurrences of males in traditional roles while there were twice as many female traditional roles shown, with six.

I. Gender Stereotypes:

Under the broad category of gender stereotypes, I only observed a very low count of two occurrences each of male and female stereotypes.

Analysis: Part II

The second part of my analysis of gender bias in my Integrated Math 2 text will focus on an overview look at the results to find any trends.

The first trend concerns how there were twice as many joint male/female represented images as there were single male and female images under category A: Gender. This shows a balance of showing both sexes together and an equal showing of males only/females only.

The second trend shows the category of gender role models favoring the males at a 15: 11 ratio along with the category of Historical figures at a ratio of 11:3.

The third trend shows the category of gender center of problem being almost equal, while the traditional role category showed the females favored at a 2:1 ratio.

Conclusion:

In conclusion, the final analysis indicates that while trend two favors the males and trend three favors the female gender, they balance each other out leaving trend one being the overriding indication of gender bias in the Integrated Math 2 textbook, which is a well-balanced array of males and females working together side by side to solve math problems. As well, there was an equal dosage of males being alone and females being alone in the world of solving math problems at a tenth grade level. This shows males and females working both separately and together in a very positive manner.

Assignment 9

February 12, 2006

For Assignment Nine, my task upon creating an observation form is to observe myself teaching a math class via video and examine my behavior in relation to the following variables:

1. Number of times M/F are called on
2. Length of wait time for M/F respond
3. Positive, negative or no feedback to M/F
4. Number of reprimands to M/F
5. Types of activities assigned to M/F
6. Number of Instructional contacts with M/F
7. Number of times teacher interrupts M/F
8. Positive attention, negative attention or no attention to MF
9. Teacher efforts to boost confidence with M/F
10. Biased teacher comments to M/F

First, let's review basic information about myself and my class.

- I am 47 years old male high school math teacher.
- This is my first year teaching with almost five months experience.
- I share room 226 with another part time math teacher. This is considered her room, so I have no input into the physical nature of the room.
- There are a few posters of Snoopy and the Peanuts gang; also there are two bulletin boards and two white boards for writing on.
- The classroom holds 28 seats, with the students being assigned seats.
- This class under observation is an Integrated Math Two class.

Observation Form:

<p>1. Number of times M/F are called on</p> <ul style="list-style-type: none">• #CALL_M: ___(22)• #CALL_F: ___(20) <p>2. Length of wait time for M/F respond</p> <p>(Average in seconds)</p> <ul style="list-style-type: none">• LWT_M: ___(3.5)• LWT_F: ___(3.3) <p>3. # Positive, negative or no feedback to M/F</p> <ul style="list-style-type: none">• PFB_M: ___(10)• PFB_F: ___(12)• NFB_M: ___(2)• NFB_F: ___(2)• -FB_M: ___(1)• -FB_F: ___(1) <p>4. Number of reprimands to M/F</p> <ul style="list-style-type: none">• #RPM_M: ___(4)• #RPM_F: ___(2) <p>5. Types of activities assigned to M/F</p> <ul style="list-style-type: none">• ACT_M: ___(Homework)• ACT_F: ___(Homework)	<p>6. Number of Instructional contacts with M/F</p> <ul style="list-style-type: none">• #INCONT_M: ___(6)• #INCONT_F: ___(6) <p>7. Number of times teacher interrupts M/F</p> <ul style="list-style-type: none">• #THRINT_M: ___(5)• #THRINT_F: ___(2) <p>8. Positive attention, negative attention or no attention to MF</p> <ul style="list-style-type: none">• PAT_M: ___(8)• PAT_F: ___(9)• NAT_M: ___(1)• NAT_F: ___(1)• -AT_M: ___(2)• -AT_F: ___(2) <p>9. Teacher efforts to boost confidence with M/F</p> <ol style="list-style-type: none">1. #TEBC_M: ___(4)2. #TEBC_F: ___(4) <p>10. Biased teacher comments to M/F</p> <ul style="list-style-type: none">• #BTC_M: ___(0)• #BTC_F: ___(0)
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Analysis: Part I

Upon review of the video, I kept track and counted up the codes for the ten variables and displayed the totals in () on the previous page. For this section, an analysis was performed on the raw data to draw conclusions about my teaching behavior in relation to the ten variables.

1. Number of times M/F are called on

There was almost an equal ratio of 50:50 for the number of calls upon males versus females.

I try to mix it up when I am asking the class questions about math problems or new material.

2. Length of wait time for M/F response (average in seconds)

It appears that I wait an average of 3.4 seconds for students to respond to my questions, with males being a little higher at 3.5 seconds and females lower at 3.3 seconds. I use this technique to keep the class together, and I find that students who are not paying attention take a little longer to come up with a response.

3. # Positive, negative or no feedback to M/F

Positive feedback to both males and females was close to even with 22 feedback responses given, at an average of 11 per gender. There was a very small negative or no feedback for males and females during the period.

4. Number of reprimands to M/F

There was a 2:1 margin of reprimands to males than females. I believe this is related more to the fact that I need to frequently reprimand a small group of boys in my class who tend to act out during class than to gender bias.

5. Types of activities assigned to M/F

I assigned equal activities—in terms of homework assignments—to both the males and females in class.

6. Number of instructional contacts with M/F

During this class period, I allocated about fifteen minutes at the end of the class to go around and help students with any questions on homework problems. I was surprised to find that I helped an equal amount of males and females, since this can get very busy with many hands coming up for help.

7. Number of times teacher interrupts M/F

After completing the observation, I found that there was a ratio of 5:2 times more interrupts of males to females, which puzzled me. However, after pondering this situation I attribute it to three boys whom I interrupted while they were talking back and forth during the period.

8. Positive attention, negative attention or no attention to MF

I observed a high ratio of positive attention to both males and females during the period to a very small number of negative attention or no attention given to the class.

9. Teacher efforts to boost confidence with M/F

I try very hard in my class to boost the confidence of both sexes and was happy to see my results for the day of four efforts apiece for the males and females.

10. Biased teacher comments to M/F

I observed no biased comments towards either sex during the period. I work hard at treating my students equally and expect both sexes to perform at their best.

Analysis: Part II

The second part of my analysis concerns my teaching behavior related to gender bias in my Integrated Math 2 class and will focus on an overview to find any trends.

Items 1, 2, 5 & 6 indicate a close to equal bias towards males and females, showing that my efforts to treat both equally is paying off. On the other hand, items 4 and 7 favor males for reprimands and teacher interrupts, which could be correlated to the three boys who talk to each other during class. Items 3, 8 and 9 show a very high percentage of positive feedback and attention is given to both sexes. This correlates to my effort to be a positive role model and be positive in class, in order to attract the best effort from the students. Finally, item 10 shows my belief in treating both genders equally in math class by not saying any biased comments during the period.

Analysis: Part III

The third part of my analysis will consist of comparing my results to the readings for this module. I will focus my efforts on discussion of #8 and the three questions asked.

For question one, “Do schools shortchange girls?” Despite what the AAUW report claims about this being true, I do not find females being shortchanged in my high school or in my class. This is due, I believe, to a positive expectation by the teachers that every student will perform at his or her best.

Question two deals with, “Is there a war against boys?” While this article dismisses the data gathered in the AAUW report, it did hit upon the challenges that many boys face today coming from a new structured family and not having a strong male/father influence in their lives.

This could lead to boys behaving poorly in school. My experience with a handful of males in my class supports this claim.

Question three asks, “Is male underachievement a problem? I would ask the question, “Is student underachievement a problem?” This comes from my experiences so far with the young generation and how much pampering they receive, expecting everything to be handed to them. When I expect my class to work hard and perform, I constantly receive much complaining and whining from the class. This did not occur when I went to school.

Conclusion:

In conclusion, the final analysis based on my observations is that my behavior towards both males and females is very positive and close to equal. Finally, analysis of my classroom observation and my experience so far as a teacher do not agree with the articles that the three questions came from.

In this paper, I will present my argument that “the man makes the times,” in relation to the book entitled, *There Are No Children Here*, by Alex Kotlowitz. I will support my argument by analyzing how the following variables affected the lives and educational opportunities of the two boys in the book: race, gender, poverty, special needs, equity issues, and family structure. I will compare these variables both to each other and to educational opportunities, regular and special education, and the No Child Left Behind Law (NCLB).

This book described the lives of two brothers, Pharoah and Lafayette, and how their living circumstances affected their educational opportunities while growing up at the Henry Horner Homes projects in Chicago during the late 1980’s.

After reading this book, I have concluded that the man does indeed make the times. But first, let me explain what this statement means to me. Much has been written about which has a greater influence on a person’s development—heredity or environment? I interpreted the statement of a “man makes the times” as being equivalent to the influence of heredity, or a person’s internal nature, while the statement that “the times make the man” is roughly equivalent to the belief that environment is the primary influencing factor on a person’s life.

First, I examined the effect of each variable on Pharoah and Lafayette. When it came to race, both of these boys were members of a minority, being Black. On its own, the race factor should not determine the level of educational opportunities available to children in America. However, minority populations, especially when concentrated within a small area, often become impoverished, resulting in a lack of educational opportunities. In effect, being Black magnified the problems of poverty. For example, barely one in two children that grew up in the Henry

Horner Homes actually graduated from high school, with a very small percentage actually going to college. It was chilling to read how few actually graduated from eighth grade.

Second, I believe that Pharoah and Lafeyette's male gender was a major influence in their pursuit of education. It was a sobering fact that many boys living in the projects did not survive their childhoods, due to the violence in the projects related to drugs and gangs. This high mortality rate prevented boys from achieving higher education above the elementary level.

The third, and perhaps most significant, variable that impacted the boys' lives was the fact that poverty was rampant in the projects. Many aspects of education were affected by poverty; among them were the decay of the physical buildings they lived in. The resulting poor living conditions restricted the boys from having the healthy home environment needed to form a foundation for education. Also, poverty brought drugs and gangs into the projects, which had the ripple effect of gang war turf battles for control of territory. This environment did not support education, due to the simple reality that children were much more concerned about their own survival than learning the "3 Rs" in school. In this high poverty area, many people were forced to live with very low incomes. In fact, welfare was the largest source of income for many families. This further restricted the quality of education available to the children of the projects, because so few tax dollars were available to support public education.

The fourth variable that affected these boys in their educational pursuits was that their special needs could not be met adequately. For the younger Pharoah, the speech stutter he developed in reaction to the violence surrounding him restricted his educational advancement. An excellent example of how the man makes the time is Pharoah's performance at his spelling bees. At his first spelling bee, struggled to spell the words and control his stutter. However, before his second spelling bee, he spent many hours practicing to control his stutter and had

success with a second place finish. Pharoah was determined to will his way to a win and put forth tremendous time and effort to overcome the barriers. He could have allowed his environment to make his stutter worse, but instead he fought to control it, thus achieving his goal.

Lafayette had a special need for a counselor to help him deal with the shootings of his friends, Bird Leg and Scooter. This event changed his outlook on life, causing him to become depressed and blind to a future where higher education was even a possibility. Unfortunately, Lafayette's special need remained unmet because his mother could not afford to pay for counseling.

Equity issues at the projects further restricted educational changes from occurring. The biggest issue concerned the mostly white police force that patrolled the predominantly Black neighborhood the boys lived in. Due to the high crime rate, the police force tended to be overly diligent in enforcing the laws. One example of this is when Lafayette was arrested for a car break in just because he happened to be in the area. This situation resulted in many of the boys having police records with many arrests. Depending on how severe the record and crimes committed, boys were often taken away to correctional institutions, where their educational opportunities were limited. For the boys who did survive their childhoods and graduate from high school, there remained the high probability of them having a police record, which was another significant barrier in gaining admittance to colleges.

The last variable that negatively impacted Pharoah and Lafayette was the family structure in which they were raised. Their mother, LaJoe, was the sole caretaker of the boys and was not firm enough to keep them in line and out of trouble. Their older brother, Terence, was proof enough of her failings, with him going to jail. Being raised in a large family limited the amount

of money that could have been used for higher education. In fact, higher education was not considered to be within the realm of reality for them. When the boys needed money for school supplies or school functions such as field trips, there was not enough to be had. They also suffered in not having a strong father figure. Their drug addicted father, Paul, could not be a practicing father, despite his desire to be involved with the boys. Boys like this who lack a strong male presence in their families often end up joining gangs to fill the void created.

All six of the described factors restricted the educational opportunities available to Pharoah and Lafayette while growing up at Henry Horner Homes. Although the book failed to reveal what happened to these boys after it ended, my hunch is that Pharoah, with his will to succeed, survived and graduated from high school. He may have even gone on to college. On the other hand, because Lafayette was more influenced by his surroundings than Pharoah, he probably did not. One might say that each boy represents opposite responses to the question of whether the time makes the man, or the man makes the time.

Next, I examined the relation that poverty has on the other factors which can affect education. I chose to compare poverty to each of the other factors because it is my belief that poverty had the biggest impact on the boys' lives in general and the lack of educational opportunities presented to them.

Upon reading about the struggles that Pharoah and Lafayette had to endure while living at the projects, it was clear to me how poverty acted like a disease and spread decay throughout all aspects of their lives. Indeed, it was the root cause of almost all of the problems they faced.

Poverty was not pervasive at the Henry Horner Homes housing project back in 1956 when LaJoe first moved in with her large family that consisted of twelve brothers and sisters, her mother, and her father. Unfortunately, the buildings in the projects were made from cheap

materials that were not adequate to support such large populations in each high rise. There was a positive infrastructure of community activities for the mostly black population who lived there, including Girl Scouts, Boys Club, a neighborhood swimming pool and the famous Drum and Bugle Corps. For many this represented a step up the social ladder from the ghettos they had lived in before. However, in 1970, the Chicago Housing Authority began to run out of money to support the Henry Horner Homes project and physical decay began to set in, with buildings no longer being maintained. Thus, poverty began to become associated with the black community that lived there. Once poverty set in at Henry Horner, it was a breeding ground for drugs since people wanted to escape from it. This led to drug dealers selling drugs to meet the demand while gangs were organized to control the dealings and associated profits. Welfare was also a factor of poverty and race. Generations of Blacks at Henry Horner were raised in poverty and did not have any idea how to get out of it, since that was all they had ever known.

Gender was also influenced by poverty. Many families were headed by a single mother, with no father figure around to provide guidance. With the father missing in the family unit, many boys turned to gangs for male leadership. This led to a high dropout rate of high school boys wanting to belong to a gang, not seeing the value that education had to offer.

Poverty also prevented special needs for children from being addressed, due to the simple fact that mothers could not afford to pay for extra help. Many other financial needs such as food, clothing and shelter had to be addressed first. So, children who required expert assistance with emotional or physical issues simply had these needs go unheard, while the problems lingered on.

Family structure was affected by poverty with many families living on welfare for several generations and not having the ability to support themselves. When LaJoe was forced off welfare, the family suffered and struggled to survive. One must wonder what would have

happened to the family if she was not granted welfare after reapplying. Also, Paul's inability to find work after being laid off contributed to the poverty that the large family faced. Despite him "hanging" around the apartment, he was not a financial contributor to the family and in fact consumed money to feed his drug habit.

The multiple relationships that poverty had with the five other variables only shows how powerful an impact it had on the boys' lives and the restrictions they had to live with. I believe it takes a strong will for individuals to pull themselves out of poverty. Many living in the conditions found in the Henry Horner Homes did not possess strong enough will. However, some can like the boys' cousin, Dawn, who despite having four children of her own did manage to graduate from high school and go to college. This example provides evidence for the statement that the man/woman makes the time.

It is obvious how strong a relationship there is between poverty and each of the other variables discussed here. In the absence of poverty, none of the other factors would have such a significant impact as they clearly did in the book. Therefore, in examining the relationship of such factors on the different aspects of education, I will focus on poverty's impact, since it also has the most far-reaching effect on those aspects as well.

Poverty's ability to limit educational opportunities has significant negative consequences for society. Poor students simply lack the financial resources required to further their education at a college level, thus losing educational opportunities. This is in addition to the fact that poverty—and the resulting low tax base—has hampered a poor community's ability to provide an adequate public education for young children and young adults. With low incomes in a community, people cannot afford to buy expensive houses, so the property tax base that funds regular public education is low. As for special education, poverty just about evaporates any

chance of it existing in a poor neighborhood, for the simple fact there are no funds available to support it.

Poverty's impact on the NCLB law is huge, from the perspective that poor communities simply cannot afford to support quality schools. The high salaries that attract good teachers and the other resources needed to support Adequate Yearly Progress (AYP) goals that the NCLB law requires are simply out of reach. When this occurs, school districts are penalized and receive even less money from the federal government. This only worsens the problem and the poorer school districts fall further behind, without a solution in sight. This portion of the NCLB needs to be addressed, since instead of improving our school system with the intent of leaving no child behind, it only will hinder any chance of poor schools producing knowledgeable students capable of passing the tests. Poverty seems to leave no stone unturned in its spreading of decay throughout a society.

Based on my analysis, and in answer to the question of whether time makes the man or the man makes the time, my position is that the man makes the time. My personal view is simply that God has given each of us the gift of free will. When a person sets his/her mind to achieving a goal, then it is possible, despite how difficult the conditions might be. This requires much determination and self-discipline to achieve success. While many people choose not to fight for their cause, a few do.

For example, Pharoah and Lafayette's cousin Dawn was able to make major strides, despite having four children to raise at a very young age. She seemed determined to get out of the projects even with the severe difficulty in achieving this goal. Also, Pharoah showed much determination and will in doing well in school and overcoming any obstacle that might come up,

such as his stutter. The epilogue mentions him going to college in the summer in a special program which gives hope that he did graduate from high school and go on to college.

However, the story about Pharoah and Lafayette gives much evidence to support the other side too. The boys' mother could not change; neither could their father or brother escape the cruelty of poverty. Certainly, poverty and all of the associated factors discussed in this paper do have a strong influence, and not everyone will have the personal fortitude to overcome such major obstacles. But our society has many examples, such as sports heroes and actors, who have overcome their early struggles to find success.

In conclusion, despite much evidence to the contrary, I support the side that the man makes the time, based on our gift of free will and the ability to achieve goals.