Community, District, and School:

Bussey Elementary, which is part of Aldine ISD, is located in the central part of Houston, Texas. Aldine ISD is located in North Harris County encompassing approximately 111 square miles. According to the (www.aldine.k12.tx.us/) the district has earned seven recognized ratings since 1996. Among these ratings they have won other awards as well, such as the Broad Prize for Urban Education, and the Texas Quality Award. The district also provides a variety of educational services appropriate for Pre-kindergarten through 12th grade. Among these services are, regular and enriched academic education, special education, and a bilingual program at almost every elementary school. The district has about 62,055 students enrolled in about 72 campuses that range from EC/PK centers to alternative campuses and also a Magnet School program that has 17 academies with various themes. The district ranks among the state’s high performing school districts according to data from the Texas Education Agency (TEA). According to the performance report from the Texas Education Agency, Bussey Elementary was rated academically recognized on 2009-10. The school houses a high concentration of students from low income families; therefore it operates under the Title I program. Bussey Elementary, to comply with the Title I Parental Involvement policies, offers families with age and grade level (PK-12) appropriate newsletters that offer ideas and suggestions to bridge the home-school connection. One of the goals of Bussey Elementary is to get well supported by the community; parents and volunteers work together to help teachers and the school to become successful. This year, thanks to the parents and volunteers who helped raised money, the school bought resources for the teachers to use in the classrooms to teach students.

According to the 2009-2010 AEIS Report, there are 668 students in total. There is an average of 14.2 students per teacher. The average number of years of teacher experience is 8.8 years. The ethnic breakdown for Bussey is 95.1% Hispanic, 2.5% African American, 1.3% white, and 1.0% other. Out of the 95.1% Hispanic students that attend this school, 81.6% have
limited English Proficiency. Also, 95.5% of the students according to the 2009-2010 AEIS Report are considered economically disadvantaged, 93.6% are believed to be at risk, and the school has a 31.9% mobility rate due to the reasons that most students live in apartments. Bussey Elementary is located in an area surrounded by many apartment buildings where the majority of the students reside. Bussey is zoned for a much larger portion of the low income neighborhoods and apartments than the high income neighborhoods. The school has approximately 95% of students who qualify for free and reduced lunch based on the 2009-2010 AEIS Report.

Bussey Elementary has some resources and programs that students can utilize as well. Some of these include: gifted and talented program, bilingual education, English as a second language, extended day tutorials for 2nd-4th grade students, Saturday camp for 3rd and 4th grade students, box tops for education project, recycling program, chicken club for 4th grade students and a VISA parent volunteering program. There is a computer lab available with approximately 24 computers, and a music room with an assigned teacher, and a library that houses books as well as teaching materials. Bussey also has teacher aids that assist daily and students individually. These aids also help by assist students with disabilities by working with them one on one and giving them the extra attention and help they need.

**Classroom Factors:**

I am in a bilingual classroom that is set up in a neat and orderly manner. The classroom consists of six trapezoid tables that are put together to make a hexagon, so six students make up a group. There is no specific grouping pattern due to the fact that students might have to move around once I get to know each individual student. This particular classroom is quite large and does allow creative table arrangements to best suit the students. Each group has a basket in the center of their tables to provide a storage area for students' supplies. This is where they put their pencils, crayons, scissors, glue, etc. This works well because all of the supplies they need on a daily basis are in close proximity. There is a small group table in the back corner. The teacher's desk is in the opposite corner. The walls are covered with blank bulletin boards ready to be used
and with some anchor charts and pictures that the students will get familiar with throughout the school year. There are also classroom schedules, behavior charts, a student job chart, and a calendar on the walls as well. The teacher believes that it is very important to allow the students' work to be put in the bulletin boards all around the walls so she makes those arrangements. This way is meaningful to the students because it provides them with the opportunity to be engaged in their learning by creating an environment that is significant to them. The classroom has three computers with access to reading programs and to the internet, it also has a document reader instead of an overhead that is connected to a large white screen to show what the teacher is viewing on the computer, giving the children another point of view in learning. There is also a radio with a CD and tape player which is used in centers by the students. There are cabinets, cubbies, book baskets which are categorized, and located along the back. The closets contain educational textbooks for students and resource books the teacher uses to teach.

The classroom rules exemplify respect to one another, to walk quietly in the halls, and to raise your hand before speaking. Classroom management is implemented through a behavioral chart, the student move their clip up or down to a different color depending on their behavior. If a student has unsatisfactory conduct they receive a note in their conduct folder explaining the situation on why they had unsatisfactory conduct in class. Class starts at 8 a.m. in the morning, and if students arrive before 8 a.m. they are to go to the cafeteria to eat breakfast and wait until they can enter their classrooms. The students follow the same schedule every day.

Parents are not able to participate a lot in school due to the fact that most of the students have both parents working for most hours of the day. When the teacher needs the parents they are always there to provide her with materials she needs for any special occasion or any particular situation.

Student Factors:
There are twenty students in the third grade Bilingual class I am involved with. Eleven boys and nine girls, all of them are 100% Hispanic between the ages 7-9 years-old. All students
in the class are considered to be economically disadvantaged and receive free lunch. Some of the
students are fluent in two languages which are Spanish and English, so they are considered
bilingual students. Most of the students’ first language is Spanish. Three of the students in the
classroom where I am are English proficiency beginning level in reading and writing. When it
comes to speaking most of the students, according to the ELPS-TELPAS proficiency level
descriptors are at the intermediate stage. The students’ prior knowledge on technology and
literacy is very limited. This could be due to the fact that most of the students mentioned to me
when I asked, that they had no computers at home or reading materials such as books. Also,
there are three students that are considered at-risk, according to their DRA reading assessment
they read and write two levels below their grade level in both English and Spanish. None of the
students have an IEP in this class. Some of the interests for this class include: sports, music, art,
and animals due to an interest inventory my mentor teacher had done with them. Most of the
boys are interested in reading about animals, soccer stars, and dinosaurs also. The teacher has a
great variety of genres and a great amount of nonfiction materials available for her students.
There is a wide range of cultures that are represented in this classroom. There are also a variety
of learning styles that students possess. The teacher makes sure that lessons are structured to
ensure each learning style is met for the best opportunity to take place. Students in this third
grade bilingual class are mostly visual, kinesthetic, and tactile learners. Most of all the students
in this class came into third grade with the ability to read, write, and speak in Spanish and some
in English too. In the third grade, the students learn all about the six traits plus one of writing and
all the aspects that go along with it. The students have two major grades per subject for every six
weeks. They also take a benchmark test every six weeks. This will be their first year they take
the STAR test, which used to be the TAKS (Texas Assessment of Knowledge and Skills) in
reading and math, towards the end of the school year.

**Instructional Implications:**
There are some important factors that will guide my instruction in this classroom. The first one is the students’ various learning styles. I believe that it is very important to structure my lessons to meet the students’ needs. Therefore, I will make sure to include visuals, videos, and presentations, to facilitate the learning of visual learners. To address the needs of tactile learners I will make sure to include hands-on activities as well for my kinesthetic learners. I will have to use a wide variety of methods and strategies to teach this third grade bilingual class, which means for all ELLs (English Language Learners students), it is important to incorporate the use of visuals, manipulatives, social and academic language, sentence structure(s) and examples to meet all of their learning styles as well. It is important that differentiated instruction is in place for this classroom to address the varied ability levels of the students too. My lessons will be aligned to the state standards and the assessments will drive the instruction. Another aspect I will take into account when implementing my lessons is making sure that when reading books aloud to the whole class, I choose them carefully to ensure that the cultures which are presented within my classroom are incorporated in the lessons. Because all students are ELLs (English Language Learners) students, in every lesson, I will also make sure to introduce the key vocabulary words that go along with each concept we will be learning in this unit. I will also repeat to students my instructions and explain step-by-step by modeling at all times what is expected. I will also make sure to use the gradual release model, so that the students learn the new concepts that will be taught in all the different lessons in this unit in an effective way. Given also that the class follows a schedule, I will need to be sure to keep my lessons within the time limit as well.