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Gap analysis

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Introduction Assignment

Hello, my name is Veronda Carr. I graduated from Southeast High School and later from Friends University in Wichita, Kansas. I have worked in Special Education for eleven years and have developed a passion for working with the disabled students. I believe that the passion comes from one’s personal connection to special children. I have a keep interest in this field because my own daughter Bethany is intellectually disabled. My relationship with my 10 years old daughter has naturally developed my passion for special kids.

 I enjoy observing students with disabilities, learn how they overcome obstacles, reach goals and can improve. I think my biggest challenge this upcoming year will be learning technology and using it for the best interest of special children. Although I am attempting to make steady progress in this area but still need to learn a loot about technology. I don’t know much about the SPED law which also depicts future challenge. My children grew up with Individualized Education Programs (IEP) because they needed special services. I know teachers have a mandatory duty by law to accommodate a student with an IEP based on their intellectual capabilities.

Although I hardly get leisure time but I have to engage myself in something that could offer me relaxation. I like to visit church as it is a source of inner peace. My hobbies include going to open houses, estate sales, perfume counters and window shopping. I am currently working to keep things organized such as one practice that I use to assist organization is assignment baskets. Assignment baskets are colorful, labeled and used for all assignments and all classes. At the end of week I like to give time to self-care including foot message, goes to shopping and movies, and dine out.

Gap analysis

Bethany has entered Kindergarten and struggling in the class to settle and participate in all activities. The assessment of Bethany depicts that she is unable to complete many of her milestones on time. Underperformance of Bethany in reading and language indicates the need for adopting effective strategy. She needs intensive support from the educator that will help her to overcome her reading problems.

The independent reading level is below grade level that indicated in her DIBEL benchmarks. The criterion-referenced target score indicates that she is not performing appropriately in reading. This suggests the need for setting the DIBEL benchmark that will allow to improve her reading ability. The student needs core reading instructions and the teacher can integrate interactive techniques for addressing the reading gap.

At benchmark: The initial goal is to improve the reading skills of Bethany which by setting the goal of 70% to 85%. As Bethany’s score is below benchmark so she needs proper monitoring and strategic support that will help her on specific reading skills (Stanberry, 2019).

Above benchmark: The second goal is to improve the reading capability with the goal of 90%. This will rely on teacher’s skills and ability of integrating advanced reading instructions. The goals are set for the period of six months that will emphasize on removing reading and learning gap of Bethany.

Intensive support offered by the educator include:

* Delivering instructions individually to the child.
* Provision of instructional time and better opportunities for practice.
* Instructional hierarchy is followed that focuses on providing skills in steps to the child.
* Engaging Bethany in scaffolding practice is also a practical method for enhancing her reading skills.
* Explicit modeling and instructions are also appropriate for improving the reading capability of the child.

Reference

Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). *Handbook of research on student engagement.* New York: Springer.

Stanberry, K. (2019). *Setting an IEP Baseline: PLOP, PLAAFP and PLP* . Retrieved 10 02, 2019, from https://www.understood.org/en/school-learning/special-services/ieps/setting-an-iep-baseline-plop-plaafp-and-plp