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**Using Visual Graphs Derived from K- 12 Student Affinities and Interests
for Daily or Weekly Progress Monitoring.**

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Abstract

The Intervention Specialist licensure program at Capital University requires teacher education candidates to take a course in diagnostic teaching of students with mild to moderate learning needs. In this course each semester, the candidate must develop an instructional plan, 5 lessons, and a long range IEP from both formal assessment and informal assessments. Additionally, during the course of the tutoring, they must co-create with their tutee, a visual graph using the tutee's affinities or interests. These graphs must be used to visually track tutees progress by having the tutee place sticker, color or chart their progress.

Keywords: Graphs, tutoring, assessment, IEP, mild to moderate

Using Visual Graphs Derived from K- 12 Student Affinities and Interests
for Daily or Weekly Progress Monitoring.

The Intervention Specialist licensure program at Capital University requires teacher education candidates to take a course in diagnostic teaching of students with mild to moderate learning needs. In this course each semester, one of the requirements is to use a standardized assessment called The Wide Range Achievement Test (WRAT- 4 revised), with one tutee the candidates are tutoring as both a pre-test and post -test. They must then develop an instructional plan, 5 lessons, and a long range IEP from both this formal assessment as well as informal assessments. In addition, during the course of the tutoring, they must co-create with their tutee, a visual graph using the tutee's affinities or interests. These graphs must not be electronic, and must be used to visually track tutees progress by having the tutee place sticker, color or chart their progress.

Past literature on effective instruction and learning strategies instruction for students with mild to moderate learning needs has emphasized using a means to have students self-monitor as it increases academic involvement. (Gunter, Miller, Venn, Thomas,& house, 2002; Reid & Lienemann, 2006). It has been proven to help many children stay attuned to how they are progressing and helps them in their efforts to achieve (Rathovon, 1999). The rationale for having teacher education candidates try it with students they were teaching is so that they would experience their effect through use.

In the assignment given to the teacher education candidates, the graphs are to reflect each of the five lesson objectives and the results from their teaching. The student results then are

recorded in visual terms using a manipulative graph. This is a handy and fun way to involve the students or tutees being taught in their own educational progress, and has proved to be very worth the extra effort according to the teacher education candidates.

Candidates have co-created a variety of types of visual graphs for this assignment. It has been very influential in having candidates realize the importance of incorporating students' affinities or interests for self-monitoring purposes. In addition, the use of such a graph has enabled candidates to discuss progress in an on-going fashion with the students they are teaching and also to see the enthusiasm for self-monitoring displayed by their tutees.

This article will highlight the purpose, use and results from selected case studies of candidate use of this self-monitoring idea for their tutees.

History of the incorporation of this assignment and Rationale

This assignment has changed over the course of several semesters. The belief that it is important to involve students in their own educational progress is at the heart of this assigned project, to give the opportunity for tutees to become motivated about their own growth.

At the beginning, candidates were not as involved and were using electronic graphs that may not have even been shared or co-created. Because of this, the instructor insisted on hard copy visual graphs with the rationale for using the developed graph in terms of tutee affinity or interest, to have them involved in their own growth and to hopefully motivate them to improve. More value in terms of points was also attached to this assignment that helped candidates to realize the significance of the process. This certainly changed the attitude of candidates and in the past 3 semesters the results have been extraordinary, and the comments made by candidates enlightening.

Results

In order to describe the process, two case studies will be utilized, and graphs shared. The first one involves a candidate working with a student from Myanmar (Burma), with moderate English Skills and an interest in Soccer. His tutor was interested in his improving his English language skills and identification of synonyms, antonyms and comprehension of stories read, as he was an English Language Learner. The candidate found out that Soccer was a motivator for the student and incorporated this into the graph she designed with the tutee's input. After each week of 2 sessions per week, the tutee would add a soccer ball sticker to demonstrate his success and growth, in a line graph. Each session the goal was written on the graph. (Example 1)

The candidate expressed her surprise that he would ask to see his graph on a regular basis and remind her about it on the last session of the week. This child was clearly interested in his own academic growth and this allowed him to not only express this interest but also physically and visually be involved.

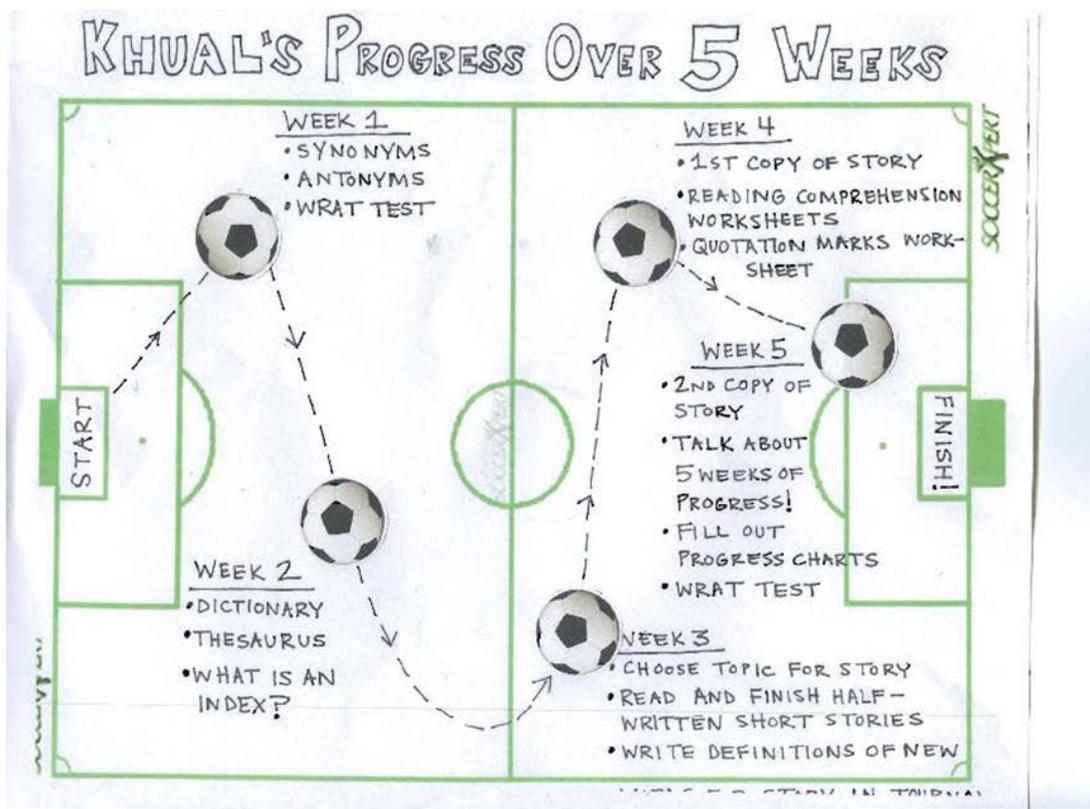
The other case involved a candidate who worked with an individual student who was below grade level in recognizing and reading one syllable words with long 'a' sounds but extremely interested in Ohio State football. This student was a 2nd grade student that was tutored at the Settlement House on the near east side of Columbus. Again, the candidate used the student's affinity for football to create a graph that was visually attractive as well as motivating to interact with for the tutee. (Example 2).

This candidate was the first to really implement a well-designed graph, and this has been used as an exemplary product to share with students in this course since fall, 2010.

Conclusion

Each semester of the year, including the summer session, the teacher education candidates in the Intervention Specialist Program at Capital University create self-monitoring graphs for the students they tutor. The quotes from the candidates are the most revealing. They have indicated that their students ask them about the graphs and the fact that they get to put stickers on the graphs, or color in the bars truly keeps them motivated until the end of each session or each lesson. This has proven to be a beneficial way to show teacher education candidates the benefit of using self-monitoring for their students.

Example 1



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