

## Student Concern Report

Generated on August 29, 2025

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### Student Information

Name: NOEL R.

Teacher: Demo-Teacher ROBERTS

School: Calabar High School

### Concern Details

Type: Not specified

Date Documented: 8/29/2025

Description:

## AI-Generated Intervention Strategies

### 1. AI-Generated Differentiation Strategies

Of course. As an educational intervention specialist, I will create a differentiated lesson plan for Noel R. based on the provided information and the structure of the original document. Since the uploaded PDF appears to be corrupted or unreadable as text, I will base my differentiation on the core principles of Universal Design for Learning (UDL) and evidence-based interventions for a 9th-grade student struggling academically in a general education setting.

Disclaimer: Without the specific content of the original lesson, this plan provides a structured framework and adaptable strategies that can be applied to most high school core content areas (e.g., English, History, Science). The teacher should insert the specific topic and standard from their original plan.

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## Differentiated Lesson Plan for Noel R.

Student: Noel R.

Grade: 9th

Context: General Education Classroom (Grade 10, 13 students)

Original Lesson Topic: [Teacher to Insert Topic, e.g., "The Causes of World War I"]

Standard: [Teacher to Insert Relevant Standard]

#### 1. Differentiated Learning Objectives

Original Objective (Example) "Students will analyze the complex causes of World War I and evaluate their

relative significance in a written essay.":

Differentiated Objective for Noel "Noel will identify and define the 4 MAIN causes of World War I (Militarism, Alliances, Imperialism, Nationalism) using a graphic organizer and will explain one cause-and-effect relationship in a short, structured paragraph or recorded audio response.":

Rationale The objective is broken down from analysis to identification and basic explanation. It provides a clear, measurable, and attainable goal focused on foundational knowledge (Marzano, 2001), reducing cognitive load.:

#### #### 2. Adapted Content Delivery

Chunked Information Content will be broken into 10-15 minute segments using a "I Do, We Do, You Do" model.:

I Do (5 min) Teacher introduces \*one\* cause (e.g., Militarism) with a clear definition and 1-2 highly visual examples (images, a short video clip).:

We Do (5 min) Teacher and class fill in the first section of Noel's graphic organizer together.:

You Do (5 min) Noel works with a supportive partner to write a summary sentence for that cause.:

Visual Supports & Graphic Organizers:

Material A pre-printed "MAIN Causes" graphic organizer with icons.:

Militarism Icon of a soldier/tank.:

Alliances Icon of a handshake.:

Imperialism Icon of a globe.:

Nationalism Icon of a flag.:

- Each box will have sentence starters: "\_\_\_\_\_ is when a country..." and "This helped cause WWI because..."

Simplified Language Key vocabulary will be pre-taught using a Frayer Model template. Definitions will be concise and student-friendly.:

#### #### 3. Differentiated Activities

Activity: "Unpacking the Causes"

Step 1: Vocabulary Preview (10 min) Noel will work with the teacher or a peer partner to complete Frayer Models for 2-3 key terms \*before\* the whole-group lesson begins.:

Step 2: Guided Note-Taking During the lesson, Noel will use the graphic organizer described above instead of traditional linear notes.:

Step 3: Processing Activity - "Choose Your Output":

Option A (Written) Use the completed graphic organizer to write a paragraph using a provided scaffold: "World War I started for many reasons. One major cause was [Cause]. This means that [Definition]. This led to war because [Effect].":

Option B (Verbal/Recorded) Use a tablet or computer (e.g., Chromebook with Voice Recorder or Flip) to verbally explain one cause and its effect to the teacher or partner.:

Option C (Visual) Create a simple comic strip showing the cause and its effect.:

#### #### 4. Modified Assessment Methods

##### Formative Assessment (During Lesson):

- Thumbs Up/Thumbs Down checks for understanding after each "chunk" of instruction.
- Teacher will circulate and check for accuracy on the graphic organizer during the "We Do" phase.

##### Summative Assessment (End of Activity):

##### Success Criteria Rubric for Noel:

4 - Exceeds Graphic organizer is fully completed accurately. Paragraph/response clearly explains the cause-and-effect relationship using key vocabulary.:

3 - Meets Graphic organizer is mostly completed accurately. Paragraph/response identifies a cause and its effect.:

2 - Approaching Graphic organizer is partially completed with teacher support. Response attempts to identify a cause or effect.:

1 - Beginning Requires significant 1-on-1 support to complete the organizer.:

#### #### 5. Specific Accommodations

##### Environment:

- Preferential seating near the teacher and away from distractions.
- Access to a designated "quiet corner" or carrel for independent work if overwhelmed.

##### Technology & Tools:

- Access to text-to-speech software (e.g., Read&Write for Google) for any reading passages.
- Option to use speech-to-text (e.g., Google Voice Typing) for written responses.
- Noise-canceling headphones available.

##### Time:

- Extended time to complete the in-class activity.
- Breaks scheduled as needed (e.g., "Noel, after you finish this cause, you can take a 2-minute walk to get a drink.").

##### Materials:

- All handouts will be printed on colored paper for easier tracking.
- Instructions will be highlighted or broken into numbered steps.

#### #### 6. Implementation Notes for the Teacher

##### Preparation:

- Print and preview the graphic organizer and Frayer Model with Noel \*before\* the lesson.
- Ensure technology tools are working and Noel knows how to access them.
- Pre-select a supportive peer partner for Noel.

##### During Lesson:

Opening State the clear, differentiated objective for \*everyone\*: "Today, our goal is to understand the MAIN causes of WWI. By the end, you'll be able to identify them and explain how at least one led to the war.":

Circulation Make a point to check in with Noel at each transition between "I Do," "We Do," and "You Do." Use prompting questions: "Noel, which part of the definition should we write first?":

Positive Reinforcement Use specific praise for effort and task completion. "Excellent job finding that definition," or "I see you really focused on that paragraph for three straight minutes, great stamina.":

#### Timing:

- The differentiated activities are designed to be completed within the general lesson timeframe. The extended time accommodation means Noel may work on the final paragraph/response while others move on to an extension activity or the next task.

Research Basis: This plan draws on evidence-based practices including:

Universal Design for Learning (UDL) Providing multiple means of Engagement, Representation, and Action & Expression (CAST, 2018):

Scaffolding Breaking tasks into manageable chunks with support gradually removed (Vygotsky, 1978):

Graphic Organizers Improving comprehension and retention of information for struggling learners (Dexter & Hughes, 2011):

Formative Assessment Providing ongoing feedback to guide instruction (Black & Wiliam, 1998):

This plan provides Noel with the structured support needed to access grade-level content and demonstrate understanding in a way that aligns with his current academic level, building confidence and foundational skills.

#### Implementation Steps:

1. Review Student Needs
2. Adapt Instruction Methods
3. Implement Accommodations
4. Monitor Learning Progress

Timeline: Ongoing