**Contextual Factors Template**

Total Number of Students in the School: \_\_\_408\_\_\_\_\_

School Socio-Economic Make-Up (i.e., % free and reduced lunches): \_\_24%\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Class1 | Class2 | Class3 | Class4 | Class5 |
| **Grade Level/Subject Taught** | 3rd | 1st | Kindergarten | 2nd | 5th |
| **Number of Students in Classroom** | 21 | 20 | 20 | 19 | 22 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Contextual Information:******(List the number of students identified in each class you teach and identify the class in which you are teaching your unit)*** | Class1 | Class2 | Class3 | Class4 | Class5 | ***Student Learning Adaptations:******(Describe at least one example of a strategy to provide equitable opportunities, accommodations, or modifications you attempted for any student identified within each contextual characteristic)***  |
| **Gender**Number of Females:Number of Males: | 9: F12: M | 10: F10: M | 9: F11: M | 10: F9: M | 11: F11: M | While there is a fairly even distribution of gender, with group work I have tried to evenly group boys and girls. |
| **Ethnic/Cultural Make-Up**Caucasian/White:African American/ Black:Hispanic/Latino:Asian/Pacific Islander:American Indian/Alaskan Native: | 113250 | 132140 | 152111 | 133030 | 152140 | Adjustments to winter programs had been made in order to be inclusive of all cultures in the school, rather than just performing Christmas songs, students from different cultures shared their holiday songs as well such as Kwanza or Hanukkah. |
| **Language Proficiency**Number of English Language Learners (ELL): | 2 | 2 | 1 | 2 | 1 | I am able to speak conversational spanish. We have a few students whose primary language is spanish, so my language skills help with instruction for them. |
| **Academic Performance**Students PerformingBelow Grade Level:Student PerformingAbove Grade Level: | 31 | 21 | 4N/A | 33 | 25 | In the designated 5th grade class, one student who is below grade level has a learning disability; this student has para-professional assistance in the classroom. Another student has no disabilities, but had become disinterested in learning. I have worked with that student to re-engage their interest in learning. |
| **Students with Special Needs**Learning Disability:Emotional/Behavioral Impairment:Attention Deficit Disorder (ADD):Developmental Disability:Intellectual Disability:Speech/Language Impairment:Autism Spectrum:Gifted:Blind/Visual Impairment (VI):Deaf /Hearing Impairment (HI):Physical Disability:Other Health Impairment: | 112001210000 | 201100100010 | 011001000000 | 022000110000 | 103000120010 | In the designated 1st grade class, a student has a physical-developmental disability; this student was born with a partial left arm. This student is very active in class activities and works very hard. For activities that involve use of both limbs, I teach from around that student and assist them if necessary. This student does not feel alienated by classmates or by asking for physical help.N/A |
| **Military Connected Students** | 0 | 0 | 0 | 0 | 0 | N/A |

**Contextual Factors Continued**

|  |
| --- |
| **Student Characteristics:** |
| **Describe the developmental characteristics of students in your classroom.** **(Cognitive, Physical, Emotional, Social).*** Overall the students I interact with are at age appropriate levels in the above categories. The older students display more verbal social characteristics as compared to younger students who physically interact (i.e. dancing, playing together) but are not as verbally social. There are students who are cognitively at different levels, meeting grade level, exceeding grade level, and below grade level standards. The students I have whose cognitive development is behind that of their peers also tend to display emotional characteristics such as frustration or sadness more outwardly.

**Highlight the prior knowledge and interests of students in your classroom.*** The prior knowledge these students have is informal learning about music, usually from listening to music as they grew up. The 4th and 5th grade students also have formal instrumental training (beginning band and strings)

  **Describe the implications these characteristics have on planning and instruction.** **(e.g. What instructional strategies will you use to meet the unique learning needs of all your students?)*** I have worked to formalize what the students already know; i.e. the first grade students know what a steady tempo or beat to a song is, but they have not been formally taught what that concept is or how to find the beat of a song. The students know some notes or sounds are shorter or longer than others, and higher or lower than others. The next goal is to formalize that through visual representation in written notation values (notes on a staff, and different rhythm values).
 |
| **Environmental Factors:** |
| **Describe district, school, and classroom environmental factors impacting the quality of education for all of your students.*** The district I am in is very affluent and the learning environments are safe, have all the resources they could need, and are setup by the teachers to be conducive to their teaching style, and the students’ learning styles. This district is very fortunate to truly be able to focus solely on student success, however it can also be a true test for how effective of a teacher one is; in the sense that they have everything they need, no what will they do with it? Some students in the same grade are more successful than others, and while it could be attributed to aptitude for learning or attitude towards learning, it can also weigh on the teacher’s effectiveness.

**Describe community and family environmental factors impacting the quality of education for all of your students.*** There are some cases of which I know student home life is not the safest or most healthy. These students’ concerns show when the arrive to school and while they are excited to be in a place they feel safe and have friends, food, and adult role models, their academic success is skewed due to the lack of time, help, or environment to do their homework or prepare for school. Again, as a whole this district is very well off as is the surrounding suburban area, there are however cases that are not the most conducive for student success.

 **Describe the implications these factors have on planning and instruction.**  **(What instructional strategies will you use to address the unique environmental factors impacting each student?)*** In planning my instruction, I want to make sure every student has the best chance of understanding the content and being able to ask questions in an environment that is healthy and helpful. That may be through spending some individual time with each student to be sure they understand how to go about any work that is assigned when I am not present. It may also be through having the students work in small groups of students who are more immediately successful and students who struggle in order to foster more student success in class than I alone could provide and foster.
 |

Contextual Factors Continued

|  |
| --- |
| **Focus Students Information**Provide information about the two focus students you selected from the class in which you will be teaching your unit that you feel would benefit from modified instruction**. You MUST choose one student with exceptionalities or an English Language Learner as one of your focus students.** Complete the chart below referring to these students only as Student A and Student B. **Do not use proper names**.  |
|  | **Describe this student using information from the Contextual Information and Student Learning Adaptations** | **Why did you select this student?** | **What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations** | **Based on this information what are the implications for this student’s instruction?** |
| **Student A** | Student is Caucasian, has minimal emotional struggles, as most 10-11 year olds do. Most struggles come from trying to fit in socially with students of the same age. | Performs at/slightly above grade level. Socially is very apt. Random selection from group of students that all perform at the relatively same level. | **Cognitive*** Average to above average cognitive abilities.

**Emotional*** Emotional displays at times when socially alienated.

**Physical*** No physical disabilities or accommodations.

**Social*** Student has social tendencies that are different from peers (enjoys playing pretend and discussing things other than video games). Most students this age (10-11) do not play pretend anymore and enjoy games such as Fortnite.
 | This student is successful academically and if there are any changes to be made, I would say it is up to me as the teacher to adjust how I divide students into small groups for assignments/projects, as well as potentially adjust the seating arrangements so this student does not feel socially alienated. |
|  | **Describe this student using information from the Contextual Information and Student Learning Adaptations** | **Why did you select this student?** | **What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations** | **Based on this information what are the implications for this student’s instruction?** |
| **Student B** | Student is Indian, Hindi is the first language, and English is the second language. Cognitively gifted, however struggles due to language barrier. | Student is an ELL student, very social, also direct when help is needed. Wants to succeed. Great example of very successful ELL student. | **Cognitive*** Gifted

**Emotional*** Does not display much emotion in class.

**Physical*** Has no physical disabilities or accommodations

**Social*** Student is as social as possible, learning English conversationally as well as formally in a class. Not afraid to ask for help or say “I don’t understand.”
 | Musically, this student is very gifted and intellectually is gifted as well. My accommodations for this particular student would be to, after starting the other students on the assignment, take 1-2 minutes and answer any questions or clarify anything this student needs about the assignment. Wording of directions, and the speed at which I speak are the biggest barriers, but if I can slow myself down and give this student time to process and ask questions, they are successful. |

**Entry 11: Data Analysis Template**

**Pre-Assessment Data (All scores are out of 20)**

Student Scores by Objective on the Pre Assessment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Obj 1****(Drums)** | **Obj 2****(Rec.)** | **Obj 3****(Xylo.)** | **Obj 4****(Voice)** | **Obj 5****(Aux.)** | **Overall %** |
| **1** | **12** | **14** | **15** | **12** | **13** | **66** |
| **2** | **11** | **12** | **13** | **12** | **15** | **63** |
| **3** | **14** | **15** | **14** | **16** | **13** | **72** |
| **4** | **13** | **14** | **13** | **15** | **16** | **71** |
| **5** | **12** | **12** | **14** | **12** | **13** | **63** |
| **6** | **12** | **13** | **12** | **11** | **11** | **59** |
| **7** | **15** | **17** | **16** | **17** | **15** | **80** |
| **8** | **16** | **15** | **16** | **15** | **15** | **77** |
| **9** | **10** | **11** | **9** | **11** | **12** | **53** |
| **10** | **13** | **12** | **11** | **13** | **15** | **64** |
| **11** | **9** | **12** | **9** | **10** | **11** | **51** |
| **12** | **11** | **12** | **11** | **10** | **11** | **55** |
| **13** | **15** | **16** | **15** | **15** | **13** | **74** |
| **14** | **16** | **17** | **16** | **15** | **15** | **79** |
| **15** | **17** | **18** | **20** | **17** | **16** | **88** |
| **16** | **12** | **10** | **12** | **14** | **14** | **62** |
| **17** | **14** | **14** | **13** | **15** | **16** | **72** |
| **18** | **11** | **11** | **13** | **15** | **12** | **62** |
| **19** | **14** | **16** | **14** | **15** | **16** | **75** |
| **20** | **12** | **11** | **12** | **12** | **15** | **62** |
| **Focus A (21)** | **14** | **13** | **13** | **15** | **16** | **71** |
| **Focus B (22)** | **15** | **14** | **15** | **13** | **14** | **71** |

**What do these data mean for instruction during the unit?**

* This data has shown me what the students know already, remember from previous years, and can do on these various instruments. From here I can adjust my instruction to supplement what they know and are comfortable with, while focusing on building skills and knowledge they do not know or do not remember. (i.e. how to properly play the instruments).

**What do these data mean for instruction for the Focus Students during the unit?**

* This data has shown me what the students know already, remember from previous years, and can do on these various instruments. From here I can adjust my instruction to supplement what they know and are comfortable with, while focusing on building skills and knowledge they do not know or do not remember. (i.e. how to properly play the instruments).

**Formative Assessment Data (All scores are out of 100)**

Student Scores of Two Selected Formative Assessments

|  |  |  |
| --- | --- | --- |
| **Student** | **Formative 1** | **Formative 2** |
| **1** | **75** | **80** |
| **2** | **70** | **82** |
| **3** | **80** | **85** |
| **4** | **82** | **86** |
| **5** | **76** | **83** |
| **6** | **64** | **78** |
| **7** | **91** | **100** |
| **8** | **88** | **90** |
| **9** | **67** | **75** |
| **10** | **66** | **70** |
| **11** | **52** | **73** |
| **12** | **71** | **86** |
| **13** | **70** | **80** |
| **14** | **86** | **88** |
| **15** | **80** | **85** |
| **16** | **79** | **82** |
| **17** | **78** | **91** |
| **18** | **62** | **76** |
| **19** | **74** | **85** |
| **20** | **76** | **81** |
| **Focus A (21)** | **85** | **90** |
| **Focus B (22)** | **76** | **91** |

**How did the data from these formative assessments impact learning during the unit?**

* There was a gap of time between assessment 1 and assessment 2. Based on the data from assessment 1 I did three things, I slowed down my pace of instruction, asked questions for clarification/answered any questions the students had, and spent individual time with each student who scored lower than a 70% on Formative Assessment 1. As can be seen in the scores of assessment 2, student understanding of the content and confidence in their knowledge rose.

**How did the data from these formative assessments impact Focus Student Learning during the unit?**

* After the first test I realized that some of my wording of the directions were unclear for Focus Student B. This student has always been very successful in music and I was curious as to why the score was lower than I expected, I spoke to the student privately and was told, “I did not understand what you were asking Mr. Wright.” At this point I adjusted the wording for everyone and during assessment 2, checked in with the class to make sure my questions and directions were clear.

**Post-Assessment Data (All scores are out of 20)**

Student Scores by Objective on the Post Assessment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Obj 1****(Drums)** | **Obj 2****(Rec.)** | **Obj 3****(Xylo.)** | **Obj 4****(Voice)** | **Obj 5****(Aux.)** | **Overall %** |
| **1** | **14** | **16** | **17** | **14** | **15** | **76** |
| **2** | **13** | **14** | **15** | **15** | **17** | **74** |
| **3** | **16** | **17** | **16** | **18** | **15** | **82** |
| **4** | **15** | **16** | **16** | **17** | **18** | **82** |
| **5** | **14** | **14** | **16** | **14** | **15** | **73** |
| **6** | **14** | **15** | **14** | **16** | **14** | **73** |
| **7** | **18** | **19** | **18** | **19** | **17** | **91** |
| **8** | **18** | **17** | **16** | **15** | **19** | **85** |
| **9** | **15** | **14** | **13** | **16** | **18** | **76** |
| **10** | **15** | **15** | **13** | **15** | **17** | **75** |
| **11** | **14** | **12** | **13** | **16** | **15** | **70** |
| **12** | **13** | **14** | **13** | **15** | **13** | **68** |
| **13** | **15** | **16** | **15** | **15** | **17** | **78** |
| **14** | **17** | **16** | **18** | **16** | **15** | **82** |
| **15** | **17** | **18** | **20** | **17** | **18** | **90** |
| **16** | **15** | **13** | **15** | **14** | **15** | **72** |
| **17** | **14** | **14** | **13** | **15** | **16** | **72** |
| **18** | **16** | **14** | **16** | **15** | **17** | **78** |
| **19** | **14** | **16** | **14** | **15** | **16** | **75** |
| **20** | **15** | **14** | **13** | **14** | **16** | **72** |
| **Focus A (21)** | **17** | **17** | **15** | **16** | **19** | **84** |
| **Focus B (22)** | **15** | **16** | **18** | **15** | **16** | **80** |

**What does these data mean for learning during the unit?**

* As can be seen by comparing the pre and post data, the student success rate rose, some students more drastically than others, that I believe came from individual time with me (the teacher) and small group time spent during the unit.

**What does these data mean for learning for the Focus Students during the unit?**

* Knowledge and skills learned by both the focus students rose considerably. Primarily, I believe from work in class, and clearer directions on my part during assignments and projects in the unit.

**For future instruction, what have you learned about how students learn and the efficacy of your instructional style? What would you change, if anything?**

* Overall, I believe my efficacy has grown, I have always been cognizant of various learning styles each student has and I worked very hard to adjust my teaching to accommodate these different learning styles. There is still work to be done in my use of different styles and instructional strategies in order to foster greater student success.