

Entry 2

Contextual Information and Student Learning Adaptations Template

Total Number of Students in the School: 470 Students
 School Socio-Economic Make-Up (i.e., % free and reduced lunches): 30%

| | Class |
|--|--|
| Grade Level/Subject Taught | 7 th /8 th band – 7 th hour |
| Number of Students in Classroom | 42 |

| Contextual Information: (List the number of students identified in each class you teach and identify the class in which you are teaching your unit) | Class | 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: | 20 22 | <ul style="list-style-type: none"> Gender-free language Be sure students don't see "instrument gender" bias (specifically with the female tuba player). |
| Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: | 33 4 2 3 0 | <ul style="list-style-type: none"> Allow students to share things about their culture. Talk about culture in the context of music rehearsed so that students see it as more than "white-guy" music. |
| Language Proficiency Number of English Language Learners (ELL): | 0 | |
| Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level: | 2 14 | <ul style="list-style-type: none"> Be sure that the expectations are attainable for each student. Do not lower content but condense the work. Help students think through more difficult problem solving. Incorporate a large amount of HOTS questions and activities. |
| 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: | 1 | <ul style="list-style-type: none"> The student with special needs has down's syndrome and is not often in the classroom. When he is, there is a para with him helping him to clap or sing along with the ensemble. |
| Military Connected Students | 7 | <ul style="list-style-type: none"> Be sure to be aware of students that may have a loved one shipping out. Also be aware of new students in the school and their adaptations. Give students the opportunity to decide what is best for their emotional needs. |

Contextual Information and Student Learning Adaptations Template

(Continued)

Student Characteristics:

Describe the developmental characteristics of students in your classroom.
(Cognitive, Physical, Emotional, Social).

The students are primarily eighth graders and relatively mature for their age. For the most part, they are able to function on their own when it comes to getting the room set up and being ready to go. There are a few students who are not as developed. The students are entering into the abstract learning stage, so there are some that are already abstract learners and some that are still concrete-sequential. Emotionally and socially they all seem to be pretty spot-on for their age.

Highlight the prior knowledge and interests of students in your classroom.

The students are in their 3rd or 4th year of band, depending on age. They have a good understanding of the workings of their instruments. The students are interested in playing and learning, though they enjoy it more when they know the piece and are not very patient in the actual learning that has to take place first.

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 believe it is important for instructions to be varied in general. Since the students are in two very different learning stages, it is important to incorporate explanations that cover both of these stages. Otherwise, the students will not be as keyed into what is happening. I think it is also important to have the students learning new things while working on things that are more in their final preparation stages, just to keep them engaged and focused and not frustrated with high levels of learning if everything is new.

Environmental Factors:

Describe district, school, and classroom environmental factors impacting the quality of education for all of your students.

The district is decent sized. Being in Manhattan, the district and all the schools receive a lot of support from Kansas State University. Students are used to volunteers, interns, and student teachers in their classroom which can provide extra support for their learning. The classroom is very hectic, which can lose some students in the process of teaching.

Describe community and family environmental factors impacting the quality of education for all of your students.

Some students come from military families and are constantly moving. There is also a very wide range of socioeconomic status among the community, which results in major differences in the students coming into the classroom.

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?)

It is important to be sure that all students are equally involved in the classroom and understanding what is going on. Never allow socioeconomic status be an issue inside of the classroom. Specifically with military students, it is important to know where they are in relation to where the class is in order to not short-change them in their education.

Contextual Information and Student Learning Adaptations Template (Continued)

| Focus Students Information | | | | |
|---|---|---|---|---|
| <p>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.</p> | | | | |
| | 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 | White male Performing below level *Applying for an IEP | I could tell this student struggles cognitively and later found that he was applying for an IEP. | Cognitive – He struggles with picking up on what is going on, even at a basic level. Emotional – He is normal. Physical – He is normal. Social – He doesn't get along with very many people. He also doesn't always register when is appropriate to comment in class or what is appropriate to say. | With this student, I want to help him without making things easier on him. Sometimes it seems as though he tries to use his cognitive difficulties as an excuse to not have to think about what is going on. It is important to not always hand him what he needs, but make him think about it and work to attain it. |
| Student B | African American Female Performing above grade level | This student is very engaged in the lessons at all times and seems to be beyond the musical abilities of most of the students around her. | Cognitive – This student is definitely intelligent and picks up on things quickly. Emotional – She is well developed emotionally. She gets in touch with her emotions through written poetry. Physical – No physical limitations. Social – She is well-developed socially, though a little shy and reserved. | For this student, I think it is important to find ways that she can work beyond the classroom instruction. Mr. Freeby worked with her to give her an assignment of writing some poetry for an upcoming concert. This allows her to go beyond what is being learned in the classroom. Even though she doesn't have a gifted IEP, she is still strong enough that she deserves some extra differentiated instruction. |