

Contextual Factors Template

Total Number of Students in the School: 572
 School Socio-Economic Make-Up (i.e., % free and reduced lunches): 55.9%

| | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 |
|--|---------|-----------------|-----------------|---------|---------|
| Grade Level/General Music | 5th | 4 th | 3 rd | K | K |
| Number of Students in Classroom | 19 | 19 | 18 | 21 | 20 |

| Contextual Information: <i>(List the number of students identified in each class you teach and identify the class in which you are teaching your unit)</i> | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 *Unit Data Group | Student Learning Adaptations: <i>(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)</i> |
|--|--|---|---|---|---|--|
| Gender Number of Females: Number of Males: | 12 7 | 9 10 | 9 9 | 13 8 | 9 11 | <ul style="list-style-type: none"> In group activities, dividing class by birthday, hair color, choice groups, name letters, etc. instead of gender. |
| Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native: | 6 6 5 2 X | 10 1 7 1 X | 8 6 4 X X | 15 4 1 1 X | 12 5 3 X X | <ul style="list-style-type: none"> Celebrating world music and sharing traveling experiences (many students have lived abroad). Multicultural pre-teachings to give context to new songs. |
| Language Proficiency Number of English Language Learners (ELL): | 0 | 1 | 1 | 0 | 2 | <ul style="list-style-type: none"> Model instructions or provide a visual of the expectations in addition to the spoken word. |
| Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level: | 4 X | 1 X | 1 X | 1 X | 1 X | <ul style="list-style-type: none"> Provide choice levels of difficulty in lessons, differentiation within activities. Interdisciplinary lessons. |
| 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: | X X 2 X X X X X X X X X X 1 | 2 X 2 X 1 1 X X X X X X 1 | 1 X 1 X X X X X X X X X X | X X X X 1 X X X X X X X X | X X 2 2 X 2 X X X X X X 2 | <ul style="list-style-type: none"> Allowing extra time to answer questions. Non-verbal behavioral reminders. Buddy system. Inclusive movement activities. |
| Military Connected Students | 18 | 19 | 18 | 21 | 20 | <ul style="list-style-type: none"> Communicate with families at school events. |

Contextual Factors Continued

Student Characteristics:

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

A few students in this class are behind their peers in cognitive and physical development, requiring more processing time than the majority of the class. These students tend to become emotional because of this delay but the entire class is well socialized with one another and shows respect for this extra wait time.

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

This class and grade level show high interest in movement activities and team work. They are familiar with the prepare stages of the chosen concept as well as various types of movement.

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?*)

Students in my selected class will require modeling, inclusive hands on activities, and a welcoming environment for exploration.

Environmental Factors:

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

The district is currently undergoing a redesign that will bring lots of change in grading and data collection. The school is located on post with most teachers commuting to work each day. The music classroom is a large space with lots of materials, at times becoming a distraction to learning.

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

Over 90% of the school families are active military. This means students often move or are living with one parent or with a relative/family friend while parents are deployed. This puts students under emotional and behavioral strain in school

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?)

Long term planning for instruction is a challenge as students frequently move in and out of the building. All instructions have to be easy to follow and jump in at any time. Communicating with old and new teachers is also vital to individual student leaning.

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 | <ul style="list-style-type: none"> • 6-year-old male • African American • Developmental Delay • Autism • ADHD • Anxiety • Allowing extra time to answer questions. • Non-verbal behavioral reminders. • Buddy system. • Inclusive movement activities. | <p>Student A is always enthusiastic in music class but struggles to express his questions and thoughts at times. I wanted to see how I could better help him in overcoming this as well as students in similar situations.</p> | <p>Cognitive Developmental Delay</p> <p>Emotional Anxiety</p> <ul style="list-style-type: none"> • Buddy system. <p>Physical Developmental Delay Inclusive movement activities.</p> <p>Social</p> <ul style="list-style-type: none"> • Buddy system. <p>Autism ADHD</p> | <p>Student A needs extra processing time for answering questions and close proximity to a good example of the task at hand.</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 B | <ul style="list-style-type: none"> • 5-year-old female • Latina • ELL • Allowing extra time to answer questions. • Model instructions or provide a visual of the expectations in addition to the spoken word. | <p>Student A sometimes struggles to express herself in interactions with her peers but always participates in class. I wanted to provide her with as my individualized learning opportunities as possible in music.</p> | <p>Cognitive</p> <ul style="list-style-type: none"> • Allowing extra time to answer questions. <p>Physical Model instructions or provide a visual of the expectations in addition to the spoken word.</p> <p>Social</p> <ul style="list-style-type: none"> • Allowing extra time to answer questions. | <p>Easy to follow instructions with visual cues as well.</p> |

Entry 11: Data Analysis Template

Pre-Assessment Data

Student Scores by Objective on the Pre-Assessment

| Student | Matching pitch so/mi. | Creating patterns using so/mi notation. | Movement is reflective of so/mi. | Sings individually using so/mi. | Sings in groups using so/mi. | Overall % |
|----------------|-----------------------|---|----------------------------------|---------------------------------|------------------------------|------------------|
| 1 | 1 | 2 | 3 | 3 | 4 | 65% |
| 2 | 2 | 3 | 3 | 2 | 3 | 65% |
| 3 | 3 | 2 | 3 | 2 | 3 | 65% |
| 4 | 4 | 3 | 4 | 3 | 3 | 85% |
| 5 | 4 | 2 | 4 | 3 | 4 | 85% |
| 6 | 1 | 2 | 4 | 2 | 4 | 65% |
| 7 | 3 | 2 | 3 | 2 | 3 | 65% |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| 9 | 2 | 3 | 3 | 2 | 3 | 65% |
| 10 | 2 | 2 | 3 | 3 | 2 | 55% |
| 11 | 2 | 3 | 3 | 2 | 3 | 65% |
| 12 | n/a | n/a | n/a | n/a | n/a | n/a |
| 13 | 1 | 2 | 4 | 3 | 4 | 70% |
| 14 | 1 | 2 | 4 | 3 | 4 | 70% |
| 15 | 2 | 2 | 4 | 2 | 2 | 60% |
| 16 | 1 | 3 | 3 | 1 | 3 | 55% |
| 17 | 4 | 4 | 4 | 3 | 2 | 85% |
| 18 | 2 | 2 | 4 | 2 | 4 | 70% |
| Focus A | 1 | 1 | 2 | 2 | 3 | 45% |
| Focus B | 3 | 3 | 2 | 2 | 3 | 65% |

What do these data mean for instruction during the unit?

This data provides a baseline for where the students are at the beginning of the unit and which objectives will need more or less attention.

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

Focus students will need extra time to observe, having them share after several peer examples will be major in their instruction time.

Formative Assessment Data

Student Scores of Two Selected Formative Assessments

| Student | Formative 1 | Formative 2 |
|---------|-------------|-------------|
| 1 | 77% | 100% |
| 2 | 55% | 75% |
| 3 | 67% | 75% |
| 4 | 77% | 100% |
| 5 | 89% | 100% |
| 6 | 77% | 75% |
| 7 | 67% | 50% |
| 8 | 89% | 100% |
| 9 | 89% | 100% |
| 10 | 55% | 75% |
| 11 | 67% | 50% |
| 12 | 67% | 75% |
| 13 | 67% | 75% |
| 14 | 77% | 100% |
| 15 | 67% | 75% |
| 16 | 55% | 75% |
| 17 | n/a | 75% |
| 18 | 77% | 75% |
| Focus A | 67% | 75% |
| Focus B | 89% | 100% |

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

Students became more aware of what was expected of them in this unit. They became familiar with criteria and understood feedback.

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

Focus students excelled in different aspects of the assessment but could still use some more practice in others. Clear and concise feedback is essential at this phase. Both are doing great so far!

Post-Assessment Data

Student Scores by Objective on the Post Assessment

| Student | Matching pitch so/mi. | Creating patterns using so/mi notation. | Movement is reflective of so/mi. | Sings individually using so/mi. | Sings in groups using so/mi. | Overall % |
|----------------|-----------------------|---|----------------------------------|---------------------------------|------------------------------|------------------|
| 1 | 2 | 3 | 3 | 3 | 4 | 75% |
| 2 | 3 | 3 | 4 | 2 | 3 | 75% |
| 3 | 3 | 3 | 3 | 2 | 3 | 70% |
| 4 | 4 | 3 | 4 | 3 | 3 | 85% |
| 5 | 4 | 3 | 4 | 3 | 4 | 90% |
| 6 | 2 | 3 | 4 | 2 | 4 | 75% |
| 7 | 3 | 3 | 3 | 3 | 3 | 75% |
| 8 | 3 | 4 | 4 | 3 | 4 | 90% |
| 9 | 2 | 3 | 3 | 2 | 3 | 65% |
| 10 | 2 | 2 | 3 | 3 | 3 | 65% |
| 11 | 3 | 3 | 3 | 2 | 3 | 70% |
| 12 | 3 | 3 | 3 | 2 | 3 | 70% |
| 13 | 2 | 3 | 4 | 3 | 4 | 80% |
| 14 | 3 | 2 | 4 | 3 | 4 | 80% |
| 15 | 3 | 2 | 4 | 2 | 3 | 70% |
| 16 | 2 | 3 | 3 | 2 | 3 | 65% |
| 17 | 4 | 4 | 4 | 3 | 3 | 95% |
| 18 | 3 | 2 | 4 | 2 | 4 | 75% |
| Focus A | 3 | 2 | 3 | 2 | 3 | 65% |
| Focus B | 4 | 3 | 4 | 3 | 3 | 85% |

What does these data mean for learning during the unit?

Overall the entire class improved, it was a successful unit. About 80% o the class reached the level I hoped they would be at.

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

I was aiming to get Student A even higher than he ended the unit but 20% increase is major! Student B also did amazing once I began to give her more time to watch and observe before presenting.

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

I would have added more hands-on present lessons with more individual attention to my focus student A. All students responded well to visuals so having more visual aids in some lessons would also be my next step.