

Entry 2

Contextual Information and Student Learning Adaptations Template

Total Number of Students in the School: MHS: 1685 WW: 339
 School Socio-Economic Make-Up (i.e., % free and reduced lunches): MHS: 34.72% economically disadvantaged; WW: 17.70% economically disadvantaged

	Class 1	Class 2	Class 3
Grade Level/Subject Taught	10/11, Varsity Choir	2, General Music	
Number of Students in Classroom	24	23	

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	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:	14 F 10 M	11 F 12 M		In both of the classes I taught there was a pretty even split between males and females. I made a point to teach the repertoire from a very neutral perspective regarding gender. As a female teacher I made sure to mention voice technique for men AND women even though I could only model for women. A strategy for this in the future would be to play a recording of a male singer to really show the color or tone the men should be using as an expectation.
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native:	20 1 3 0 0	18 4 1 0 0		The majority of both classes I taught in were Caucasian. For the few that are not, it is important to me that the music we as a class practice is diverse in a way that is similar to the world realistically, not just according to the specific school or even Manhattan, KS. For those that are struggling with the English language, it is important that I have multiple ways of communicating – whether that be nonverbal communication or visual aides.
Language Proficiency Number of English Language Learners (ELL):	0 ELL	1 ESL		In both classes I taught, there were little to no ESL learners. Despite this, I always teach in a way intended for every student to comprehend and participate. I mostly focus on this by explaining things clearly and having a way to visually see that the students think they know what I am saying.

Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:	2 3	4 2	In both classes there were many levels of learning, I feel that it is my job as the teacher to use those different learning levels to help one another. Especially for pair or group work, the students can help teach each other the concepts, and it is really rewarding to see them comprehending and practicing at a pace that is good for all levels of learning, and in a way that they can have fun.
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:	0 0 2 0 0 1 1 1 0 0 0 0 -	1 0 3 1 0 1 1 2 0 1 0 -	The different types of learning as well as different learner levels are things that are important to me as a teacher to attempt to organize in the best way possible. I really believe in a classroom environment that is patient and allows students to interact with one another. My job is to facilitate their learning, not dictate it. With this mind set, a lot of how I teach pertains to the classroom management. Knowing and understanding how any of these special needs effects my students will directly correlate to how I teach them. Whether I need to explain things in a different way, or have more visual aids vs. lecture type teaching are all decisions I can make to help my students.
Military Connected Students	0	3	This school district is greatly effected by the military as Fort Riley is just a half hour away. For the military students, it is important that they feel a constant state of order and consistency in learning. I believe that if other aspects in their lives are at times on the fly, their learning environment should be something that is safe and balanced.

Contextual Information and Student Learning Adaptations Template
(Continued)

Student Characteristics:
Describe the developmental characteristics of students in your classroom. (Cognitive, Physical, Emotional, Social). In my elementary class, the students are all around 7 & 8 years old. Some catch on to my lessons quicker than others, but they are all really good at following class procedures when it comes to answering questions and getting out their instruments and things like that. My cooperating teacher has done an excellent job setting that up, and in a way that every type of student is capable of being successful at. They are at an age where they are not really embarrassed yet, so they take chances and are willing to try new things. They love talking to me and telling me things they are excited about. Physically they are all sizes! Some are tall some are short, some have a hefty build and others look younger than they are. In my high school class, the students are all juniors with a couple of sophomores. There is a range of learning there, but they have all

been in at least the freshmen (beginner) choir and so they are used to the procedures and learning techniques that Mr. Pape uses. There are a lot of athletes in this choir, so the majority of them are pretty fit with a couple really tall or really short kids. They are young high schoolers, so there were days that were more emotional than others, Mr. Pape is really good at redirecting that into the music and reading the class when they need to take a break. This group is really close and even after class there is very little “clique” action that happens. They all enjoy talking and working together in and out of the classroom.

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

In the elementary class, the students know ta and ti ti very well, as well as mi, sol and la. They know how to identify steady beat without the teacher really leading it. The high school students are very proficient in solfege, and rhythm and meter. They have really good vocal technique and musical expression.

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?*)

For the elementary students, when I am struggling to describe or explain a new concept, I always go back to what they know. For example, I was teaching a lesson on preparing ‘do’ and when I was struggling to explain it, I went back to mi sol and la and gave them visual aides to further describe what I was meaning. For the high school students, since they are proficient, I found myself finding new ways to teach these concepts. For example, when they were learning a Palestrina piece I wanted them to recognize when they had the melody and did so by having them stand when they thought they did. This was something that was out of their comfort zone and challenged them to think independently.

Environmental Factors:

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

The Manhattan area has a really complex mix of class. There are many well off families, military families, and then some poverty families. The elementary and high school both reflect these with their student populations. I found the elementary classroom to be a place where they were all treated the same and treated like they all had a purpose in the classroom. The classroom I was in primarily at the high school definitely consisted of the athletic, involved, and privileged students. I was in the beginner classroom a couple of times and the energy in the room was completely different. Some of the students in the Varsity choir (the one I was primarily in) were student aides for the beginning choir and it was evident that there was a certain degrading way at times to treat these students. Some of them were patient and kind, but some of them weren’t and I believe that was a reflection of the teacher.

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

Manhattan as a whole has a mix of all types. It is especially unique due to the fact that it is a city with a university, so these kids are surrounded by big sports and a lot of college kids. It is really cool to see the unity of the kids over sports – as silly as that sounds. It creates a true feeling of community and it’s a way that every person can connect and be involved.

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?)

For high school specifically the students have a lot of opportunities through the college to get lessons and actually go and see what a collegiate choir sounds like. This is a huge privilege and so it is important that the teacher not only collaborates with the college for these opportunities but also encourages the students to take advantage of every opportunity to better himself or herself as a musician.

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	Student A is a student on the autism spectrum. He is dependent on	This student asked a lot of questions while I taught and	Cognitive He understands procedures, but struggles with change. Performs	Student A needs a lot of reassurance. He tends to get

	patterns and what he knows and has trouble with change or adjusting to new concepts.	observed, and I often modified my lesson plan on the spot to make him more comfortable.	average in classes Emotional Experiences anxiety often Physical Physical development is considered normal Social Speaks up when he is uncomfortable with something and asks a lot of questions	anxious when a new concept is being taught and so he will ask if it is ok if he does or says a different thing (i.e. doo, di di vs. ta, ti ti) because it feels more comfortable to him. As the teacher, I just remain patient and consider what he says and try to compromise so that he is comprehending the lesson but also feeling comfortable.
	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 B is a student who is working through depression/anxiety. She often will speak out in class out of frustration and cause a small disruption to the rehearsal, or just make semi – inappropriate comments.	My goal for teaching a lesson was to teach out of the students' comfort zones and I didn't know if she would struggle with that or not. She ended up handling it very well and I handled it by acknowledging her concerns	Cognitive Performs at an average level Emotional Struggles with anxiety/depression Physical Slightly overweight Social Not involved in any sports or other activities – just choir and school. Very talkative but sometimes disruptive.	I have to remind myself to be very patient and sensitive with this student. She is in a place where she isn't necessarily aware that her comments aren't appropriate for rehearsal and so through both verbal and non verbal

		but asking for a compromise.	Sometimes will say things just to say them with no intention of being productive.	communication I try my best to appear sensitive and that I care about what she is saying even if it seems a little off.
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