**Contextual Factors**

Total Number of Students in the School: \_\_\_\_\_\_489\_\_\_\_\_

School Socio-Economic Make-Up (i.e., % free and reduced lunches): \_\_\_\_\_\_28%\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Class  1 | Class  2 | Class  3 | Class  4 | Class  5 |
| **Grade Level/Subject Taught** | 3rd/4th General Music | 3rd/4th General Music | 3rd/4th General Music | 5th/6th General Music | 5th/6th General Music |
| **Number of Students in Classroom** | 15 | 18 | 20 | 14 | 17 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***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  1 | Class  2 | Class  3 | Class  4 | Class  5 | ***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: | 8 males, 7 females | 10 males, 8 females | 10 males, 10 females | 6 males, 8 females | 9 males, 8 females | During music class, I have students divided into groups of 4 or 5 that are comprised of equal numbers of each gender. Then, each student has a shoulder partner and a face partner, with each one being a different gender. This way, they spend time discussing and working with their peers from each gender type. |
| **Ethnic/Cultural Make-Up**  Caucasian/White:  African American/ Black:  Hispanic/Latino:  Asian/Pacific Islander:  American Indian/Alaskan Native: | 15 Caucasian | 17 Caucasian, 1 Pacific Islander | 18 Caucasian, 2 African American | 12 Caucasian, 1 African American, 1 Hispanic | 17 Caucasian | Due to different ethnic backgrounds, every student brings a little something different to the table. So, I try to include music of all types, and world music from as many cultures as possible, this way we aren’t just studying the music of old, dead, white, European men. It is much more diversified in order to sustain culturally relevant pedagogy. |
| **Language Proficiency**  Number of English Language Learners (ELL): | 0 | 0 | 0 | 1 | 0 | I only have one ELL student in any class, but for her I work very closely with her Para in order to provide many visual cues and some translated materials in order to help the transition to learning in the English language. |
| **Academic Performance**  Students Performing  Below Grade Level:  Student Performing  Above Grade Level: | 2 Students performing below grade level, 1 Student performing above grade level | 1 student performing below grade level | 4 students performing below grade level, 3 students performing above grade level | 1 student performing below grade level, 1 student performing above grade level | 1 student performing above grade level | I try to cater my instruction to the middle. If all of the kids who are performing at grade level are catching on to my teaching, then I’m spot on with my goal. This way, I can have students use group work and peer assessment to give me time to help out the students performing below grade level. Also, I try to provide some kind of extra step or going above and beyond type of activity in order to keep students who are performing above grade level engaged. |
| **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: | None | 1 student with ADHD | 1 gifted student, 1 student with ADHD, 1 student with behavioral impairment | 1 gifted student, 1 student with cerebral palsy | None | Generally speaking, one of the biggest ways that I tried to help out these students is with routine. I found out throughout my student teaching semester that students with special needs often benefit from repetitive actions and daily procedures, because it forms patterns in their brains that become easier and easier to follow over time. I don’t believe there is any one fix all, but over time you can help condition your students to do the right things at the right time, and help them do it in the right way. |
| **Military Connected Students** | No | No | No | No | No | In the classes that I work with, there are no military connected students. If I had some in my future classroom, I would try to make them feel as comfortable as possible and do things to make the shift of moving easier on them. Also, since a parent is probably gone for work a lot, giving them a little extra love and care is essential. |

**Contextual Factors Continued**

|  |
| --- |
| **Student Characteristics:** |
| Describe the developmental characteristics of students in your classroom.  (Cognitive, Physical, Emotional, Social).  Students in my classes are all generally within the developmental stage that I would expect from students of this age. They are starting to become slightly independent and can work on tasks individually; however, they still need large amounts of guidance in some things. They are used to working in partners and in groups, so socially, they are fairly advanced. Some of the students still have minor issues with problem solving and working together in difficult situations. In terms of their physical development, they are sometimes awkward and clumsy because they are growing so fast that their body can’t keep up with the controls for a body that is growing so rapidly. Emotionally speaking, most of these children are in good shape and happy individuals, because of the loving and supportive community that surrounds them. The atmosphere of the school is very conducive to bringing out the best in each individual that walks through the doors.  Highlight the prior knowledge and interests of students in your classroom.    Students prior knowledge consists of basic skills in many areas, and some randomly advanced skills in their areas of interests. Most of them have started learning how to use a microwave, or the basics of researching a topic on the internet, but many deep thinking skills and multi-step problem solving situations can still be difficult. They know all about the basic rhythmic values, instruments, and have a good understanding of good singing technique. Their prior knowledge consists of their K-2 general music class learnings, which generally consists of learning to read, perform, and create musical notation and sounds utilizing the instruments as well as their voices.  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?*)  The students are coming right along in their development where they should be. So, my job is to continue teaching the curriculum for the grades as they progress through, but also to help them develop as individuals in order to be able to contribute productively to society later in life. I utilize lots of group work and partner work, which helps work on teamwork and social skills in general, and many hands on activities to make sure that they are getting a uniquely authentic experience in discovering knowledge. Planning and curriculum is diversified to fit all of the learning modalities that each student has, and I try not to stick to too much of just one style of music. Utilizing music from all over the world and many different genres and styles helps to appeal to all students, keep them engaged, and help them to become truly musically literate. |
| **Environmental Factors:** |
| Describe district, school, and classroom environmental factors impacting the quality of education for all of your students.  St. George Elementary is a great school. Within the Rock Creek district, administration does a great job of having student-centered priorities. The teachers I’ve had a chance to interact with are very diligent in making sure that students leave their classroom having accomplished whatever objectives may have been set beforehand. Teachers are supportive of their students, and attempt to help them with their issues, even if they aren’t school related. Many of the issues that kids bring with them stem from a rough home life. Kids that are going through their parents divorcing or having a hard time getting enough to eat often come to school and take out their negative emotions on those around them in the form of acting out/ bad behavior. Teachers are caring and try to remedy the situations that cause these kids’ discomfort as opposed to simply scolding them for their negative behavior. The students are under one of the most caring and intentionally positive environments that I could imagine, and it is all made possible by the teachers and staff. Finding the problem behind the problem is what makes a difference in actually helping out students with whatever issues they may have.  Describe community and family environmental factors impacting the quality of education for all of your students.  28% of students are on free and reduced lunches. The stress about not having enough amenities at home can sometimes be obvious in the child’s appearance, behaviors, daily mood. Realistically, all students have things at home that affect their ability to perform at school, but I believe that the kids who have it hardest are those from impoverished lifestyles, or dysfunctional families. Luckily, there are many great before and after school programs sponsored by the school, as well as great staff who help to make sure that kids can be comfortable. For instance, at breakfast, they may grab two cereals, eat one, and then put the other in their backpack for a snack at home. Little things like this make a great impact in the lives of the kids. Also, since St. George is a small town, the community aspect is as strong as ever. Students are supported not only by their teachers and families, but also all of the other people in the communities. I see parents helping out kids who aren’t their own all the time, giving them rides, getting snacks or meals, and other things. The community and family factors sometimes bring the kids to school with behavioral issues, but with overwhelming love, care, and understanding this can be overcome.  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?)  When students bring home issues to school, they usually manifest in their behavior. Often times instruction can remain largely the same, but the teacher has the responsibility of inserting extra love and care in order to make the students feel comfortable at school. If the students feel loved and at home in the classroom, they will be in a mentally better place, and be able to work harder on all of their assignments. Instructionally, the one thing that may have to be changed is how you address all work. Don’t do things to single out students who have a rough home life. Punishing a kid for something that is caused by home problems won’t fix their issues. Try to understand where they are coming from, and have groups or shoulder partners pre-decided so that if at any given moment you need to help out a kid or deal with some kind of distraction, you can have students break out into productive group work. Then, the teacher is free to roam about the class and work with whatever issues or questions may have come up. |

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** | This student is a 3rd grade boy who has ADD and is on a behavioral IEP. He is white, wears glasses with an elastic band to hold them on, and seems to have boundless energy. | This student took a liking to me from my first day and got attached because of the attention I gave him, so I got to know him really well. He is troubled in many ways, but I feel that I was able to help him as he was always excited to see me and tell me about his life. | **Cognitive**  This student is actually above grade level expectations in many areas, most teachers just never notice it because they just view him as a disruption.  **Emotional**  This student gets his feelings hurt easily and has low self-esteem sometimes. Overall, he is generally a happy child, but has very drastic mood swings.  **Physical**  This student is completely normal and on par with his classmates in terms of physical developments. The only issue is that sometimes he feels like he can’t control his body.  **Social**  This student has one or two close friends in his class, but is generally disliked by his classmates due to his disruptiveness. Because he does not have many friends, he is slightly behind socially and does not share well with others. | Activities and lessons have to be somewhat fast paced and always moving in order to keep the student from getting off task. Also, having ready beforehand strategies to occupy the class productively in case of a need to help out this student. |
|  | **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** | This is a 4th grade boy who has ADHD, Asperger Syndrome, and an awfully hard time staying on task in class. He is known as a “problem child” within the school and many teachers dread having him in their classroom. He is Caucasian. | This student comes to school breakfast every morning, so I got to know him pretty well while working breakfast duty. He is adopted and has a lot of home life issues, so I wanted to make his days even just a little bit better by investing in him. The relationship I built with him made me want to use him as my other focus student. | **Cognitive**  This student often does not meet expectations with classwork because of behavioral issues, but has the mental capacity to keep up with his classmates. He is about average in terms of cognitive development.  **Emotional**  Because this child is adopted, he has a major inferiority complex. This affects his ability to be productive because he always feels sad and can’t seem to get out of this rut. Occasional good days do happen, but are sparse and are usually spawned by an unusually good event at home.  **Physical**  Physically this student has developed normally and is coordinated to use fine motor skills properly for his age range.  **Social**  Social skills are lacking because he is adopted, and his home life is not very good. Many of the stressors at home affect his ability to behave and act appropriately at school. | This student needs space in order to have alone time if he needs a second to calm down. He has made arrangements with me that if he needs some “cool down time” he can go in the practice room for a minute or two to blow off steam. Then, he can rejoin the class as normal. I have been very intentional to let him know this is not a punishment, but simply a way for him to gather his thoughts and control his body. These breaks usually lead to better choices in the actual class. |

**Entry 11: Data Analysis**

**Pre-Assessment Data**

Student Scores by Objective on the Pre Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **Obj 1**  **Can perform 4 beat rhythms by clapping** | **Obj 2**  **Can perform 4 beat rhythms with “1 e & a” counting system** | **Obj 3**  **Can compose a 4 beat rhythm under specified guidelines** | **Obj 4**  **Can aurally identify 4 beat rhythms performed by the teacher** | **Overall %** |
| **1** | **100** | **50** | **100** | **100** | **87.5** |
| **2** | **50** | **0** | **50** | **0** | **25** |
| **3** | **100** | **0** | **50** | **50** | **50** |
| **4** | **0** | **0** | **50** | **0** | **12.5** |
| **5** | **0** | **0** | **50** | **0** | **12.5** |
| **6** | **0** | **0** | **0** | **0** | **0** |
| **7** | **50** | **0** | **50** | **0** | **25** |
| **8** | **50** | **0** | **50** | **0** | **25** |
| **9** | **0** | **0** | **50** | **0** | **12.5** |
| **10** | **50** | **50** | **50** | **0** | **37.5** |
| **11** | **100** | **50** | **100** | **50** | **75** |
| **12** | **0** | **0** | **50** | **0** | **12.5** |
| **13** | **50** | **0** | **50** | **50** | **37.5** |
| **Focus A** | **50** | **0** | **50** | **50** | **37.5** |
| **Focus B** | **0** | **0** | **0** | **0** | **0** |

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

The results of this pre-assessment were fairly widespread. That means I have to teach to the middle of the group while assisting those that are struggling and providing enrichment for the students who are mastery, or close to it. It is important to not skip over any little step, and pay attention to student comprehension during formative assessments. If a majority of the class still doesn’t get it, don’t just move on blindly because it won’t be productive.

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

Focus student A has a good start and is doing fairly well at getting the concepts down. He needs some normal level assistance, and a classroom environment that is conducive to helping him learn: routine, order, and general organization.

Focus student B seems to be falling behind, so I need a way to reach him that may be unconventional. Using the format of a game or some kind of fun activity may make him more interested to participate fully and learn. I have to come up with ideas that are unique and extremely engaging, as well as perfectly sequenced in order to get him to progress with the rest of the class.

**Formative Assessment Data**

Student Scores of Two Selected Formative Assessments

|  |  |  |
| --- | --- | --- |
| **Student** | **Formative 1**  **Observe- Is students rhythm 4 beats long?**  **(Y= Yes, N=No)** | **Formative 2**  **Observe- can each student effectively clap their partner’s rhythms with the counts?** |
| **1** | **Y** | **Y** |
| **2** | **N** | **N** |
| **3** | **Y** | **Y** |
| **4** | **N** | **N** |
| **5** | **Y** | **Y** |
| **6** | **N** | **N** |
| **7** | **Y** | **Y** |
| **8** | **N** | **Y** |
| **9** | **N** | **N** |
| **10** | **Y** | **Y** |
| **11** | **Y** | **Y** |
| **12** | **Y** | **Y** |
| **13** | **Y** | **Y** |
| **Focus A** | **Y** | **Y** |
| **Focus B** | **N** | **N** |

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

After these formative assessments during the second lesson plan of the unit, I could tell that they were starting to grasp the concepts, but needed some more practice. They were getting very close, but I needed to review just a little more about the counting system. Most of the composition mistakes were due to small errors in comprehension, not massive gaps in content knowledge, so I wasn’t too concerned with those scores.

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

After having built a good relationship with focus student A, he worked very hard during these lessons for me. He improved from the pre-test (post-test of the last rhythm unit) and is steadily working towards his goal. He was having a good day emotionally for this lesson which helped out, but I knew I had to keep fun, engaging lessons coming his way.

Focus student B did not meet either criteria for this assessment; however, I could see slight changes in his attitude. He did not leave the room to “cool off” a single time during this lesson and he seemed to be honestly interested. More time with the subject should help comprehension, and as long as there aren’t any ridiculous unforeseen circumstances, I think the next lesson will help clear stuff up a bit. He still has occasional behavioral issues, but is working through them with his para in other classes, which has been helping a lot as well. I kept him in mind with the third lesson and wanted to help him get to a point of at least a working understanding of the concept, even if it wasn’t 100% perfect.

**Post-Assessment Data**

Student Scores by Objective on the Post Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **Obj 1**  **Can perform 4 beat rhythms by clapping** | **Obj 2**  **Can perform 4 beat rhythms with “1 e & a” counting system** | **Obj 3**  **Can compose a 4 beat rhythm under specified guidelines** | **Obj 4**  **Can aurally identify 4 beat rhythms performed by the teacher** | **Overall %** |
| **1** | **100** | **100** | **100** | **100** | **100** |
| **2** | **100** | **100** | **100** | **50** | **87.5** |
| **3** | **100** | **100** | **100** | **100** | **100** |
| **4** | **50** | **50** | **100** | **50** | **62.5** |
| **5** | **100** | **100** | **100** | **50** | **87.5** |
| **6** | **50** | **50** | **100** | **50** | **62.5** |
| **7** | **100** | **100** | **100** | **100** | **100** |
| **8** | **100** | **100** | **100** | **100** | **100** |
| **9** | **50** | **50** | **100** | **50** | **62.5** |
| **10** | **100** | **100** | **100** | **100** | **100** |
| **11** | **100** | **100** | **100** | **100** | **100** |
| **12** | **50** | **50** | **100** | **50** | **62.5** |
| **13** | **100** | **100** | **100** | **50** | **87.5** |
| **Focus A** | **100** | **100** | **100** | **100** | **100** |
| **Focus B** | **50** | **50** | **100** | **50** | **62.5** |

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

The students achieved an incredible amount during a fairly short time. I think that they were close to breaking through and getting the extra practice helped solidify the concepts. None of the students had a 0 in any of the summative assessment categories which means that none of them were completely lost. This means that some learning occurred for all students, and many students have completely mastered this concept. Most of the lower scores were the 3rd grade portion of the class, so when they come around it a second time in 4th grade, it will help get them all the way up to the 100% mastery mark.

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

Focus student A gave exemplary behavior throughout the unit, and even went above and beyond to help clean up the room after one of the activities. He, in my mind, is the perfect example of true potential brought out simply by caring about what he has to say and giving him the time of day. He learned a lot and came out with all 100’s. I was so proud of him for working so hard and accomplishing so much with this unit.

Focus student B made a lot of progress. He has some small imperfections in his abilities to meet the objectives, but improved a large amount from the initial 0’s that he had started with. He only had 1 breakdown throughout the unit, but other than that it was fairly effective in keeping him engaged and helping him learn. He exceeded my expectations in that his social skills during group work was exemplary, while in class he is normally very disruptive and antisocial. He put in good work, had good cooperation with his teacher and other students, and came out on the other side with fairly successful numbers.

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

One thing that I picked up during this unit is that sometimes, you don’t need to beat a dead horse. The students can sleep on a concept, and then occasionally show up the next class period performing better than the last: even without extra practice. Students are really incredible and they are all potential hard workers if you can engage them and form relationships with them in order to bring out their best. My efficacy of my instructional style is better in the sense that things seem to flow more naturally. I gained a lot of confidence in my ability to properly sequence things in a way that makes sense for each age group. Understanding where each child is developmentally was the key to this, and I got a lot more confidence with it throughout the unit.

If I had to change one thing, I would add one more practice unit in the middle because there were still a few students who didn’t make it to mastery all the way by the end. Also, I would add in more creative elements to the composition elements because the students wanted to take their compositions even further! With just a composed rhythm, one of the students said “Hey! I could make a full song out of this!” I would love to indulge that idea and try to compose a little more with even more creative aspects thrown in. When students have the chance to explore their own curiosity, it usually leads them to great places and learning experiences.