Entry 2
Contextual Information and Student Learning Adaptations Template

Total Number of Students in the School:_ Manhattan High School-1,984   St. George Elementary- 300_ ___
School Socio-Economic Make-Up (i.e., % free and reduced lunches):___60%____

	Class 1	Class 2
Grade Level/Subject Taught	9th – 12th	5th/6th
Number of Students in Classroom	10	20

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	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:	2 8	12 8	I asked questions of equal male and female.
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native:	6 1 1 1 1	14 1 1 2 2	Included all students in activities.
Language Proficiency Number of English Language Learners (ELL):	0	0	
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:	1 1	1 1	Had students work in groups to help each other.
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):	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0	

Physical Disability: Other Health Impairment:	0 0	0 0	
Military Connected Students	3	4	

Contextual Information and Student Learning Adaptations Template
(Continued)

Student Characteristics:

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

Students in the Theory class at Manhattan High School were in 9th-12th grade. The students were all very respectful of each other. They tended to stay in cliques but did not bother each other. The students all wanted to be in the class and wanted to learn theory. The students paid close attention throughout class and helped each other when someone did not understand. Behaviorally they acted appropriately for their age.

Students at St. George were all in either 5th or 6th grade. Students were fairly respectful of their peers, but I did notice a few students who were independent and the students would make fun of them. The students were motivated by competition and excited to play a game. Their behavior was appropriate for their age level. Students mostly stayed on task and held their peers accountable so they could get to the next activities.

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

The students at the high school's knowledge of music varied from students involved in band or choir, to students who play by ear in a garage band, and students that only listen to music. It was early in the year and the students had just learned the names of notes and where they go on the staff.

The students at St. George had been working on memorizing compositions and matching them to composers. They have experience in reading melodies and singing solfege. Students were also able to read simple rhythm cards and identify time periods for different types of music.

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?*)

Manhattan High School taught me strategies of finding ways to compare music to things that the students know or see in their everyday lives. Students need to be able to relate theory to something they previously know. I was also able to use the strategy of having students teach each other due to the fact that they were

comfortable talking and mixing with each other.

With the class at St. George I have learned some good strategies for planning and teaching. Use of competitive games help motivate students, transitions between activities need to be smooth and fast because students of this age will want to get off task. Smooth transitions require specific planning and less talking. Students that had behavior problems tended to be sitting near their friends. To help make the lesson smooth the teacher needs to plan on moving these students so they

Environmental Factors:

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

    Manhattan High School is a very big school with wide diversity. The music department is new and well equipped. The classroom that I used had plenty of room and chairs. The book was older and a little out dated.

    St. George Elementary School is only a few years old and it is very well equipped. The school has separate wings for all the grades and each room has new equipment. The music classroom is fairly large and organized. The large space provides opportunities for physical games and dancing. The room is very organized and put away which limits distraction from clutter.

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

I never was able to experience the involvement of parents and community in the school at Manhattan High. Manhattan High is a very diverse school due to it being in the same town as a state university.

The families at St. George are very involved in the school and the student's learning. One activity that happens at St. George is the Santa Fe Trail trip. This trip is for 5th/6th graders after school lets out for the summer. Teachers and some parents escort 60 students down the Santa Fe Trail. This includes camping and a lot of traveling. This requires involved teachers and trusting parents to let their students go on a week long trip of this magnitude.

    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?)

    Due to Manhattan High's diverse community the teacher's must find multiple ways of teaching to reach all of the students. Due to Manhattan being so close to a military base students are in and out of the school. These students can get lost in the system and teachers must find ways to reach them and teach them.

    St. George has a great advantage because of the community. The school and community acts as family and this can make the teacher's job easier. With this advantage of parent involvement and trust teachers can give students great experiences and be very involved in their learning.

Contextual Information and Student Learning Adaptations Template
(Continued)

<table>
<tr>
<td colspan="5"><h2 align="center">Focus Students Information</h2>

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**.</td>
</tr>
<tr>
<td></td>
<td>**Describe this student using information from the Contextual Information and Student Learning Adaptations**</td>
<td>**Why did you select this student?**</td>
<td>**What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations**</td>
<td>**Based on this information what are the implications for this student's instruction?**</td>
</tr>
<tr>
<td>**Student A**</td>
<td>This student goes to Manhattan High. She seems to be introverted and has had no previous music instruction besides elementary general. Her family is military.</td>
<td>I chose this student because she stuck out to me in class. She wanted to learn theory, but was not confident in her knowledge.</td>
<td>**Cognitive-** Did not have a background in music

Emotional- Unsure of self and uncomfortable speaking in class

Physical- Graduating Senior; Female

Social-Introverted; had one close friend in the class that she always sat by and asked questions to.</td>
<td>This student responded well to instruction from close friends and individual attention. She is not comfortable answering questions in class. Due to this peer instruction and individual help is best for her.</td>
</tr>
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</tr>
<tr>
<td>**Student**</td>
<td>This student</td>
<td>I chose this</td>
<td>**Cognitive-** Able participate in class and</td>
<td>This student</td>
</tr>
</table>

B	attended St. George Elementary. He was extroverted and tended to cause distractions in class.	student because he easily got distracted and would distract other students	understand music activities **Emotional-** Outgoing and liked to show off to students in class **Physical-** 6th grader; male. **Social-** Had some friends but most students did not appreciate his acting out and distractions in class	was a very active student and needed constant attention and monitoring. To keep the student on task he needed to not sit with friends and the pace of the lesson had to be quick.