

I. Contextual Information and Learning Environment

Task: Candidates gather contextual information and discuss factors that may influence the teaching and learning process.

No specific titles/names or means of identification should be used.

Resources: Use a variety of resources to gather contextual information including the School Improvement Plan, cooperating teacher, Title I/SPED teachers, principal, school counselor, Infinite Campus, student files (with administrative approval), school data available online.

<http://doe.sd.gov/reportcard/listnew/>

Contextual Information Data			
Student Teaching Experience			
Using this form, gather and record the information needed to write the narrative portion of your Contextual Information section of your TWS. <i>Please be aware that additional information is required for this section (see instructions on TWS)</i>			
<u>3rd</u>	Grade Level		
<u>420</u>	Total school enrollment	<u>13</u>	Females in classroom
<u>26</u>	Total classroom enrollment	<u>13</u>	Males in classroom
<u>Yes</u>	Free or reduced lunch participant at school (yes or no)		
<u>0</u>	Instructional aides/para-professionals in cooperating classroom		
Ethnicity of Students:			
<u>0</u>	African American/Black	<u>0</u>	Native Hawaiian/Pacific Islander
<u>3</u>	American Indian/Alaskan Native	<u>18</u>	White
<u>3</u>	Asian	<u>1</u>	Two or more races
<u>1</u>	Hispanic/Latino	<u>0</u>	Unknown ethnicity
Language Proficiency of students			
<u>0</u>	Fluent English Proficient	<u>4</u>	English Language Learner
Identified Special Needs (IDEA Categories)			
<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Other Health Impairment
<u>0</u>	Deafness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Intellectual/Cognitive Disability	<u>0</u>	Visual Impairment
<u>0</u>	Multiple Disabilities		

Instructional Implications- What implications do the contextual factors related to the community, classroom and student characteristics have for planning instruction and assessment? Include specific instructional considerations that will influence how you plan and teach your lesson(s).

In this particular classroom, for the student on the autism spectrum, if a paraprofessional were assigned this would make working with them more ideal, especially during intricate projects involving the teacher's attention to be divided among every student. With this certain child there is not an aid available however, therefore breaking down each step, and breaking down certain steps even more, will be part of the implications needed for this student.

Since this class holds a larger number of English Language Learners, the first and foremost thing I would implicate for instruction would be to make sure these students are spread out around the room in a seating arrangement next to a student who speaks proficient English. This would help them educationally by getting exposed to English as much as they could as well as creating strong models to follow during class. Along with a seating arrangement, I would provide written instructions on the board during the whole class period so these students would be able to follow along if they get confused about the next steps of their instructions.

A seating arrangement will be an important asset when teaching in this classroom, making sure that the ELL students, as well as any other student who is hard of hearing or has vision problems, sit at or near the front. In an art classroom seeing the examples and the steps in an assignment is crucial most of the time, making sure the students understand what is needed to complete the project accurately. For the student on the autism spectrum having them sit in the very front or right by the teacher's desk would probably be a necessity in making sure they are understanding what they are doing and being able to aid them in anything they need during a project. This will also be helping if something sets them off and are needed to be reached quickly.

This is a very diverse classroom and being in an art room makes this easier to reach each student on a diverse level, showing them what they can create to reflect on their own heritage. By having the students reflect on the culture they come from will also provide a history lesson within the art lesson. I think differentiated learning is a fantastic way to motivate students to explore all of their interests and talents. By implicating projects that require research into their past, I am allowing learning to take place not only artistically but intellectually as well.