

TASK 1: Contextual Factors Template

Types of Factors	Contextual Factors
<p>Community, School, & Family Factors</p> <p>A. Community (e.g., urban, suburban, or rural: census data for the community – population, race/ethnicity, family structure; socioeconomic information; community’s school support)</p> <p>B. School (e.g., enrollment; percent of students receiving free or reduced lunch; AYP data; ethnicities; percent of students with IEPs; percent of ELL students; teacherstudent ratio; schedule)</p> <p>C. Family (e.g., percent of families with college degrees; annual income; parental involvement in classroom; support for education; family configuration; socioeconomic profile)</p>	<p>Community, School, and Family Factors A.</p> <p><u>Community:</u></p> <ul style="list-style-type: none"> • Fringe Rural • Population: 51,821 • Race/ethnicity: Minority enrollment is 38%. <ol style="list-style-type: none"> 1. American Indian/Alaskan Native 0.1% 2. Asian 2% 3. Black 33% 4. Hawaiian Native/Pacific Islander 0.1% 5. Hispanic 1% 6. White 62% 7. Two or More Races 1% • Family Structure: Single parent, blended family, foster, nuclear family, adopted. <p><u>B. School:</u></p> <ul style="list-style-type: none"> • Free lunch: 23% • Enrollment: 1,323 is the total enrollment for Capital High School. Kanawha County’s graduation rate is 78% which is lower than the WV state average of 80%. • Reduced lunch: 3% • Ethnicities: Caucasian, African American, Arabic. • Percent of students with IEPs: 11.7% that I have throughout the days have IEPs. • Percent of students who are ELL: The schools diversity score of 0.49 is more than the state average of 0.12. One

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	<p>student in the class that this TPA is based upon.</p>
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	<ul style="list-style-type: none">• Teacher student ratio: 25-1 (school overall)• Schedule: The school has different bell schedules depending on the day of the week or the type of day. Wednesday s are always (CFC) <p>C. <u>Family</u></p> <ul style="list-style-type: none">• Percentage of families with college degrees: moderately educated.• Annual income: Charleston is a low income, moderately educated city. The two most common age groups are middle-aged adults (45-64) and retirees over 65. Cost of living in Charleston is 3% lower than the average cost of living in the US. Of the 12 locations included in the Economic Policy Institutes dataset for WV, Charleston is the most expensive.• Parental involvement in classroom: Support in the classroom is very low, but other areas such as band, theater, football, basketball, cheerleading, etc... Support is high.• Support for education: In athletics the support is high at capital high school outside of that it is very low. At Capital High School, students have the opportunity to take Advanced Placement® course work and exams. The AP® participation rate at Capital High School is 31 percent.• Family configuration: In Charleston, childcare is the category with the highest index, while housing is the category with the lowest index.
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Classroom Factors	CLASSROOM FACTORS
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(e.g., classroom arrangement;
classroom rules and routines;
extent of parental involvement;
scheduling; availability of
technology)

Classroom arrangement:

- Students sit in rows placed toward the white board and the teacher's desk. Students sit in their assigned seats unless told otherwise. Most of the classes are very large and the classroom is limited to the amount of space the teacher/students can walk.
- The largest class has 42 students and some students must sit at the teacher's desk and shelves that are made to work as desks. A lot of students have come and gone during the few months that I have been at Capital High School. The classroom has no windows. The room is half cinderblock and some type of temporary walls that are very thin.
- The room is white and the ceiling leaks when it rains. There are very loud noises that come from the ceiling that sound like thunder, but it is just the building. There is one really old television up in the corner of the wall. The speaker/intercom in the room barely works, so we can never hear what the announcements are.

Rules: Be respectful to others and yourself, do not disturb the learning of others in the classroom, no head phones, no food, cannot leave the room 10 minutes after the bell or 10 minutes before the bell rings. Raise your hand to speak.

Routines:

- (BR/WOD) (SSR/Sponge Check) students are expected to come in and immediately start writing down the

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	<p>BR/WOD. Everyday there are different BR's (bell ringer) usually consisting of a type of question, statement, fact/opinion etc....</p> <ul style="list-style-type: none">• The word of day (WOD) is for the entire school which was created by the English teachers at Capital High School. These terms come from SAT and other standardized tests. The students write down the word of the day and its definition. I usually ask the class to give an example or use the term in a sentence.• Every Friday I do a Sponge Check which consists of the entire weeks BR/WOD's. If the students wrote down each days BR/WOD and attempted to answer both parts they earn 5 points for each day. A maximum of 25 points a week. <p>Extent of parental involvement:</p> <ul style="list-style-type: none">• Very little parental involvement in the classroom. Some parents e-mail us, a couple of parents come to teacher parent meetings. Most communication in through e-mail, schoology, or Engrade.• Most conversations are about students who have extremely low grades in the class, have missed a lot of school, or has had very bad behavior in the classroom. <p>Scheduling:</p> <ul style="list-style-type: none">• Eight periods a day (40 minutes). The whole school goes to lunch for one hour
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(cougar hour) after 4th period. First
period for me is planning, 3rd

	<p>period is long range planning with all health, PE, foods, and parenting teachers. (This is new at Capital High starting this year.)</p> <p>Availability of technology:</p> <ul style="list-style-type: none">• Technology is limited in my assigned classroom. I have a lap top, desk top computer, a projector, and students have I pad's. "This projector and laptop is my own that I brought from home."• There are smart boards and apple TVs in other classrooms, but not in the room I am in.
<p>Content Specific Factors (e.g., content area(s), materials, resources, technology specific to your area)</p>	<p>Content area: Health Science</p> <p>Materials: Textbook and a list of allowed CSOS that we are supposed to cover for the year.</p> <p>Resources: Pearson online with helpful resources that go along with the textbook. Graphic organizers, ideas for projects, and videos. There are also exercise balls for the students, but we can't use them because the room is too small and the classroom has well over 35-45 students in it.</p> <p>Technology specific to my area: Laptop, projector, student iPad, and white board.</p>

<p>Student Factors (in terms of the whole class and individual students) (e.g., grade level, age, gender; language needs; special needs; race/diversity; achievement/developmental levels; approaches so learning; prior learning and experiences; academic proficiencies; behavior differences; areas of interest; learning styles; students' skill levels)</p>	<p>Grade level: 9-12 Age: 14-18 Gender: In 4th period there are 22 Female and 15 male in 4th period. The student body makeup is 49 percent male and 51 percent female, and the total minority enrollment is 38 percent. Language needs: One child speaks Arabic. I have to translate information with him daily using a cell phone. He can speak little English. I spend a lot of time with him. The school does</p>
	<p>not have an aide for him. Some of the seniors in the class help him as well. Special needs: One student is legally blind, and several have IEPS. BD/ADD/ADHD. Race/diversity: One student is from Homma, the other students are Caucasian and African American. Behavior differences: ADD, ADHD Learning styles: Visual, kinesthetic, and auditory. Student skill levels: Some students are on an elementary/middle school level when it comes to reading and writing, a few students that are seniors are ready for college, and many who are on an actual high school level.</p>

Narrative:

Implications of contextual Factors

In the above template I have provided a clear description and analysis of the factors that influence the teaching and learning styles in my classroom at Capital High School. This is the most diverse school I have ever been in. There is a wide range of learning styles, skill levels, behavior differences, SES, cultures, ethnicities, race, family structures, a large number of students who attend the

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school with or without their children, and the type of school which is a **magnet school for the performing arts.**

I have developed lessons and units throughout my time at Capital High School that ranges from low to very high levels on the blooms taxonomy chart. I do set high expectations for all students in my class no matter the learning style or level **every student is unique and all students can learn.** Everyone processes information differently, and I do my best to create lessons that target each student's uniqueness. There are visual, auditory, and kinesthetic learners I strive to understand each of my students and other factors that are playing into their lives.

I do believe that each student knows that I care about them as a person and not just as another student. I create an environment that feels welcome and safe. I do this by decorating and admiring their work. I place the students work on the walls of the room and hallway. I encourage and praise each and every student for their accomplishments, and always ask for their opinions and how they feel.

I have listened to their stories, been through very hard times with them, and we have shared lots of laughs and cries in the classroom. I do not try to be someone else in the classroom, and I believe my students respect me the most for doing so. I do not think of myself as being higher than them. I respect each student in my class, and I ensure them every day that I am here to help through the learning process and that I do care for them now and forever. I do believe they trust me, like me, and respect me as a person and as a teacher.

Implications of the classroom Factors

I have included the contextual factors that impacts the learning in my classrooms. These classes are a wide range of learning abilities, the ages range from 14 to 18, the race, SES, and behavior differences in each classroom is very different. Out of the eight classes I have in a day two of them are somewhat alike. I have students with different languages, different SES, different race, different religions, and a wide range of skill levels in which they can learn. This is a very challenging subject and school to teach.

Implications of the Content Factors

I do have a deep understanding of my content area, and I do understand the unique classroom factors that impact teaching and learning to establish a positive classroom environment where students are valued and secured. Example: When I

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first came to Capital High School it was the beginning of the school year, and there was a lot of conflict in the classroom between the students. They tried to segregate themselves from each other because most of them were freshman and they didn't know each other. The black students would sit on one side of the room while the white students would sit on the other side.

I made a seating chart the next day that mixed students up in the class, and at first they cursed, left the room, and screamed, but now they are getting along, they feel much more comfortable with each other and me. I designed all most all lesson plans and units that had the students interacting with each other. I did a unit on personality, self-esteem, and accepting each other. I knew it would be rough and there would be lots of problems, but these students needed to get out of their comfort zones.

I had them to do lots of group presentations and projects. One that included an Imovie about family, culture, discrimination, prejudice, and bullying. I have had large and small group discussions along with hands on act ivies where students had to get help from each other to complete. I understand and I know that this had to be done first before students would feel comfortable being in the same class and school for the next four years. All of this impacts the way I teach and still plan for these students every single day.

Implications of Individual Student Factors

In each class we have well over 35 students, and the majority of them are freshman. We have students who are/have been emotional, physical, and sexually abused. One student that I was beginning to have a really good connection with had to leave school in September. Her mother had died of an overdose, and it was very emotional for the students, myself, and the student when she came back to school.

In the beginning there were a lot of conflict in the classroom between the students. They tried to segregate themselves from each other because most of them were freshman and they didn't know each other. The black students would sit on one side of the room while the white students would sit on the other side. I made a seating chart that mixed them up in the class, and at first they cursed, left the room, and screamed, but now they are getting along, they feel much more comfortable with each other and me. I explained to them why I did so, and the how it would impact their overall experiences in school for the next four years.

References:

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2. "Capital High School Charleston, WV." High-Schools.com, 20 Oct. 2016, <http://high-schools.com/directory/wv/cities/charleston/capital-highschool/540060001443/>.
3. "Quick Facts WV." United States Census Bureau, 15 Sep. 2016, <http://www.census.gov/quickfacts/table/PST045215/54>.
4. B.J. Calabrese my current cooperating teacher at Capital High School.