**Identify Contextual Factors**

**Secondary Classroom and Student Description**

 **The class contains many different achievement and developmental levels.** I have about 12 students who meet and exceed expectations performing above average, six who would be considered as performing average, and 3 who are below average. **For a few of my average/below average students, their home life and culture greatly interfere with their school work. I have one student who has missed more than 10 days due to family issues**. Another misses at least one, sometimes two days per week. Missing class is one factor that significantly hinders a student’s learning success in the classroom, especially in a foreign language class.

 **Not only are some students having family issues, but my students are very active in school sports, clubs, and other activities.** Some of the students are into sports and others the arts. **Because my students are very active, sometimes they do not get their homework done or fully prepare for quizzes**. However, I have a very easy time capturing attention by pulling their diverse interests into all of my lessons,

 **I have found that almost every one of my students learns differently. Some of them respond very well to the black-and-white grammar rules** because they are laid out and easy to follow. **Most students respond very well to visual learning,** for example, seeing a picture of a vocabulary word**. I have come to realize that most students need hands-on activities that have a structured set of rules to follow. Unfortunately, a few of my students do not learn well in the group/whole class setting and need extra individualized guidance. Every student needs a little something different, so I try to incorporate all the learning modalities into each of my lessons.**

**Elementary Student Description:**

Students vary as widely as the school. We have Native American, Caucasian and Hispanic students. The range in age of the students is almost a year from oldest to youngest. The class has 7 boys and 12 girls. The children's home life is as diversified as the classroom. There are children who are being raised by grandparents, single parents, and married parents. There are four students who qualify for services because they are Native American, two students who scored low on a speech evaluation but not low enough to qualify for speech through an IEP. There is a group of students pulled out for early intervention and Language for Learning during the morning math block.