

## Community, School, and Classroom Context Guidelines

*All information provided in this section regarding the school, personnel, families, and students must be kept anonymous so that no individual can be identified from the student's descriptive information. Use pseudonyms for the school, community, and all individuals. You may assign numbers or letters for each student in your class to identify them.*

The context section of your Work Sample paints a picture of the setting in which you are teaching. It should include all of the following information:

### Community Description:

- \_\_\_\_\_ Actual data on the physical setting of the community
- \_\_\_\_\_ Actual data on the economic basis of the community
- \_\_\_\_\_ Actual data on the social demographics of the community (size of population, racial/ethnic composition)
- \_\_\_\_\_ Description of special cultural or natural features of the community

### School Description:

- \_\_\_\_\_ Description of the physical setting of the school
- \_\_\_\_\_ Description of the size and layout of the school (Are different grades housed in different wings? Is there a central meeting place? Etc.)
- \_\_\_\_\_ Description of the resources available in the school (computer labs, gymnasium, counseling office, etc.)
- \_\_\_\_\_ Description of the behavior management policy of the school
- \_\_\_\_\_ Actual data on the social demographics of the school (number of students in each grade, M/F, TAG, IEP, etc.)
- \_\_\_\_\_ Actual data on the racial/ethnic demographics of the school (number of ELL, languages spoken, etc.)
- \_\_\_\_\_ Actual data on the economic demographics of the school if possible (number of free/reduced lunches, SES, etc.)
- \_\_\_\_\_ Actual data on the academic history of the school (test scores, AYP, etc.)

### Classroom Description:

- \_\_\_\_\_ Description of the size and layout of the classroom
- \_\_\_\_\_ Description of the resources available in the classroom (computers, sinks, etc.)
- \_\_\_\_\_ Actual data on the social demographics of the classroom (number of students, M/F, TAG, IEP, etc.)
- \_\_\_\_\_ Actual data on the racial/ethnic demographics of the classroom (number of ELL, languages spoken, etc.)
- \_\_\_\_\_ Actual data on the economic demographics of the classroom if possible (number of free/reduced lunches, SES, etc.)

## Community, School, and Classroom Context Scoring Guide

Criteria	Meets Expectations	Exceeds Expectations	Needs Revision
<b>Description of the Community</b>	<ul style="list-style-type: none"> <li>Clearly describes the physical setting, community demographics, and public resources pertinent &amp; available.</li> <li>Demographics of the community include: socioeconomic, linguistic, ethnic, &amp; racial diversity.</li> <li>Identifies out of school resources available to community</li> </ul>	<ul style="list-style-type: none"> <li>Interprets how out of school resources may afford or constrain community health</li> <li>Identifies key features of the community that may impact student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks the required information to understand the community in which school resides.</li> </ul>
<b>Description of the School</b>	<ul style="list-style-type: none"> <li>Clearly describes the physical setting and the resources of the school</li> <li>Clearly describes the social, racial/ethnic, and economic demographics (if possible) of the school.</li> <li>Discusses the communication patterns and coordination of parents/guardians with school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Interprets how school community affords and or constrains the school as a community.</li> <li>Identifies key features of the school that may impact student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Lacks the required information or is vaguely stated.</li> </ul>
<b>Description of the Classroom</b>	<ul style="list-style-type: none"> <li>Clearly describes the physical setting and the resources in the classroom</li> <li>Clearly describes the social, racial/ethnic, and economic demographics (if possible) of the classroom.</li> <li>Discusses the participation structures of the classroom that affords or constrains students' learning.</li> <li>Discusses the nature of teacher, student, parent/guardian coordination and communication to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Interprets how classroom community affords and or constrains students' participation in classroom community.</li> <li>Identifies key features of the classroom that may impact student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks the required information or is vaguely stated.</li> </ul>