

CONTEXTUAL FACTORS ANALYSIS (CFA)

Assignment Description: The CFA requires you to research relevant factors in the community, district, school and classroom in which you teach. You will analyze what these factors are and how they may affect the teaching-learning process.

Purpose: In order to effectively plan and assess student learning, teachers need to understand their students. You will gather data to understand the broader context of your students' lives and to select appropriate and relevant activities, assignments, resources, and assessments.

Task: Using a variety of resources, provide an overview of the contextual factors (see below). Address how contextual factors of the community, classroom, and students have **implications for instructional planning and assessment**. In addition to providing an overview of the context of your teaching situation, it is essential that you address how certain contextual factors influence the planning and assessment process in your classroom. Be sure to include how this information influences your Teacher Work Sample and cite sources.

CFA is to be a 10+ page double-spaced document with appropriate citations. Create 4-8 computer-generated graphics displaying relevant data. While all categories are important, the focus of the paper should be on "Student Characteristics." **All work to be hard-copied AND submitted to TK20.**

Contextual Factors and Characteristics:

- **Community, district and school factors.** Characteristics may include: geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Characteristics may include: physical features, availability of technology and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.
- **Strength/needs analysis and student characteristics.** The purpose of this is for you to learn about the strengths/needs of your students so you can effectively plan, instruct, and assess. You will research data collection tools selecting one that is appropriate for your purpose. Conduct the research, reflect on your findings, and make sure you address students' skills and prior learning that may influence your teaching. Also consider age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, and language. Select one or more from the following or create your own instrument or method and include in CFA:
 - multiple intelligence survey/learning style survey
 - self-designed surveys/questionnaires
 - family questionnaires
 - student interest inventories
 - autobiographies or personal narratives
 - observations or student interviews
 - review of student files

Contextual Factors Analysis Rubric: *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Resources and Citation (CAEP 1.1)	No resources, irrelevant resources, or no citations.	One or two resources with citations, or no citations.	At least three relevant resources with citations.	Four to five relevant resources with appropriately formatted citations.	More than five resources with appropriately formatted citations.
Knowledge of Community, School and Classroom (CAEP 1.1 CCTS 2)	Displays no knowledge of the characteristics of the community, school, and classroom.	Displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Displays some knowledge of characteristics of the community, school, and classroom that may affect learning.	Displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Displays and explains an in-depth understanding of the characteristics of the community, school, and classroom that may affect learning.
Strength / Needs Analysis (CAEP 1.1 CCTS 2, 3)	No evidence of methods used to assess student strengths and needs.	Evidence of limited methods used to assess students strengths and needs.	Evidence of limited methods used to assess student strengths and needs with some reflection on the results.	Evidence of multiple methods used to assess students strengths and needs with reflection on the results.	Evidence of multiple methods used to assess student strengths and needs with in-depth reflection on the results.
Knowledge of Characteristics of Students (CAEP 1.1 CCTS 1, 2, 3)	No understanding and/or no use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Little understanding and/or little use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Basic understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Appropriate understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.	Advanced understanding and use of specific and general characteristics of students' developmental levels, interests, cultures, etc. that may affect their learning.
Knowledge of Students' Varied Approaches to Learning (CAEP 1.1 CCTS 1)	No understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Little understanding and/or use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Basic understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Appropriate understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.	Advanced understanding and use of specific information related to how students learn (learning styles, modalities, preferences) that may affect learning.
Knowledge of Students' Skills and Prior Learning (CAEP 1.1 CCTS 2, 6)	No understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Little understanding and/or use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Basic understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Appropriate understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.	Advanced understanding and use of information about students' skills and prior learning that may affect success with Unit/Lesson Learning Goals.
Implications for Instructional Planning and Assessment (CAEP 1.1 CCTS 1, 7, 8)	No implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Basic implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Adequate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Appropriate implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.	Extensive implications for instruction and assessment of Lessons/Unit based on student individual differences, and community, school, and classroom characteristics.
Visuals (CAEP 1.1)	No visuals are embedded in text and/or do not connect to show impact on teaching and learning.	One or two visuals are embedded in text, little connection showing impact on teaching and learning.	Three visuals embedded in text connect to show impact on teaching and learning.	Four to five visuals embedded in text adequately connect to show impact on teaching and learning.	More than five visuals embedded in text specifically and clearly connect to show impact on teaching and learning.
Written Work (CAEP 1.1)	Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows some errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows most accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.

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