

Part 1 of the IAP

Contextual Factors

Contextual factors are factors that define the learning space. These factors “set the stage” for and impact learning. These include community, district and school factors; classroom factors; and student characteristics.

1) Collect information for each factor listed below.

- Use the **Nebraska Education Profile** (<https://nep.education.ne.gov/>) and **Great Schools.org** (see links provided or Google it—for the NEP be sure to select “school level” and the appropriate information from Student Characteristics—not within the individual subject sections). You should analyze applicable data sets related to your school and your students, i.e., MAPS, any other NRT data, Dibels, Gold Standards data, (etc.), NAEP, NSCAS and ACT data. Our expectation is that you will “dig into” the data that you have access to and utilize it to inform instructional planning related to your IAP. For those of you who are not student teaching in Nebraska, access your state’s respective department of education website for your school’s data—demographic, CCSS, NRT—MAPS, ITBS, Tera Nova, NAEP, etc.
- Fill out Demographics Form (Student Teaching Forms in Course Documents)
- Search the school’s website—profile of the school and community and teacher and student handbooks
- Interview your cooperating teacher
- Sketch the school (scan a copy to put into the report)
- Take pictures of the classroom, classroom documents, etc. (insert as pictures into the report)

2) Type a report of these factors in a Microsoft Word document

Times New Roman, 12pt font. Use the same headings provided here to format the paper. (See examples provided.)

*Community, District, and School Factors

- Geographical location
- Community population
- School population
- Socioeconomic profile – Community, School District, State Data
- Race/ethnicity of practicum placement – Community, School District, State Data
- Other outside factors such as industry, mobility, rural, urban, etc., in the community

*Classroom Factors

- Physical features
- Availability and Access to technology
- Equipment
- Resources – Think of resources that are beyond the tangible resources to consider other resources you have available, i.e., Human Resources – Para Educators, SPED Teachers, etc.
- Classroom rules/expectations and procedures/routines

- Grouping patterns
- Teaching Schedule
- School/Classroom Discipline Plan
- Provide these documents as part of your IAP presentation information

***Student Characteristics**

- Age
- Gender
- Race/ethnicity
- Special needs
- Skill levels – NEP, CCSS, NSCAS, ACT, and NRT data, etc., as applicable to your content area/grade level of interest for your IAP

***Instructional Implications**

Identify specific instructional implications for **at least two student characteristics and two other primary factors** identified above that will impact your instruction.

***Note:** Review the IAP Narrative Document, the IAP ppt., the Part 1 IAP Checklist, and the Part One IAP Rubric to ensure that you are well-informed regarding all expectations for Part One, Contextual Factors.