

Class Background Study

Teacher: _____
District: _____ Campus: _____
Mentor: _____
Grade level(s): _____ Subject(s): _____ Date: _____

Directions to the beginning teacher: With guidance from your mentor, respond to the following questions for the class that will be the focus of the *TxBESS Activity Profile*. Note that the numerals and letters in parentheses following each question refer to the related standard in the *TxBESS Framework*.

<p>1. How many students are in your class? (1b) _____ <i>Female</i> _____ <i>Male</i> _____</p> <p>2. Approximate age range of your students (1b): _____</p> <p>3. Describe the general instructional levels represented by the students in this class (e.g., advanced, average, below grade level, mixed). (1b)</p> <p>4. Approximately how many students are in each of the following language categories? (1b)</p> <p><i>English proficient</i> _____</p> <p><i>English language learner</i> _____</p> <p>5. Approximately how many students have been identified as having the following special needs? (1b)</p> <p><i>Attention deficit/hyperactivity disorder</i> _____</p> <p><i>Blindness or visual impairment</i> _____</p> <p><i>Deafness or hard of hearing</i> _____</p> <p><i>Developmental impairment</i> _____</p> <p><i>Emotional disability</i> _____</p> <p><i>Giftedness</i> _____</p> <p><i>Learning disability</i> _____</p> <p><i>Physical disability</i> _____</p> <p><i>504 modifications</i> _____</p> <p><i>Multiple impairments</i> _____</p> <p><i>Other:</i> _____</p>	<p>6. Approximately how many students are represented in the following ethnic groups? (1b)</p> <p><i>Asian</i> _____</p> <p><i>African American</i> _____</p> <p><i>Hispanic</i> _____</p> <p><i>White</i> _____</p> <p><i>Other:</i> _____</p> <p>7. How do you become familiar with what your students already know and are able to do? (1b)</p> <p><i>Content-based pretests</i> _____</p> <p><i>Individualized educational plans (IEP)</i> _____</p> <p><i>Permanent records</i> _____</p> <p><i>Standardized tests</i> _____</p> <p><i>Strategies for accessing prior knowledge (e.g., KWL charts)</i> _____</p> <p><i>Student surveys</i> _____</p> <p><i>Other:</i> _____</p> <p>8. How do you become familiar with your students individual interests and cultural backgrounds? (1b)</p> <p><i>Extracurricular activities</i> _____</p> <p><i>Family/caregiver contact</i> _____</p> <p><i>Getting-acquainted activities</i> _____</p> <p><i>Interest inventories</i> _____</p> <p><i>Student writing/journals</i> _____</p> <p><i>Student-teacher email</i> _____</p> <p><i>Other:</i> _____</p>
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9. What resource persons are available to you in planning instruction? (1d)

Administrators _____

Counselors _____

Department/grade-level chair _____

Diagnosticians _____

Education service center staff _____

Librarian/media center staff _____

Mentor _____

Special education/inclusion teachers _____

Educator preparation faculty _____

Team members _____

Others: _____

10. What resources are available to students needing assistance? (4f)

Administrators _____

Counselors _____

Special education/inclusion teachers _____

Librarian/media center staff _____

School nurse _____

Outside agencies _____

Social workers _____

Others: _____

11. Describe how you establish and implement important classroom routines and procedures (e.g., distribution and collection of materials, transition between activities). (2c)

12. Describe how you establish and maintain standards of conduct (e.g., posting rules and consequences, implementing school policies). (2d)

13. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect (e.g., greeting students, modeling courtesy). (2a)

14. How do you encourage students to take responsibility for their own learning? (2b)

15. How do you coordinate learning activities with other colleagues (e.g., same grade level/content area teachers, special education teachers, language acquisition teachers)? (4d)

16. What else is important to you about the background of your students? (1b)