DEMOCRAPHICS

IDENTIFY, ANALYZE & INTERPRET THROUGH WRITTEN NARRATIVE

In order to receive a teaching license in the State of Oregon, candidates must demonstrate an ability to identify, analyze and interpret important demographic information.

Include the following:

- District
- Community
- School
- Facility
- Classroom
- Special Needs/Accommodations
- Works Cited

STEP 1: Research

Begin by conducting research to identify the demographic makeup of the district, community, school and classroom where you will be teaching the unit. You will also include details of any special needs considerations that may exist among students in your classroom.

STEP 2: Narrative

After researching and analyzing your data, interpret the results and present this information in a written narrative format. Be sure to include EACH of the required demographic parameters. Support the information presented in the narration by including graphics, such as charts, graphs and pictures.

Do not include print-outs from websites or photocopies of data. This section must be written in a narrative format.

STEP 3: Reference

Lastly, you will end the demographic section by including a reference list of works cited in the narrative. This list must be presented in APA format.
DEMOGRAPHICS

DEMOGRAPHIC CRITERIA

Each of the required demographic parameters is provided on the following two pages. You will need to conduct research for each of the parameters listed and address these in the written narrative.

District:

socio-economic and ethnic setting of the district; languages spoken; location and size of district; other schools included in the district; mobility within the district; recent developments that may affect the students

☑ Socio-Economic Status
☑ Ethnicity
☑ Languages Spoken
☑ Location and Size
☑ Other schools in the district
☑ Mobility within district
☑ Recent developments that may impact students
☑ A chart that helps support the narrative

Community:

socio-economic and ethnic setting of the community; languages spoken; is community representative of the district; location and size of the community, household information; local businesses and industry information

☑ Socio-Economic Status
☑ Ethnicity
☑ Languages Spoken
☑ Location and Size
☑ Households
☑ Local businesses and industries
☑ Compare statistics to district findings

School:

socio-economic and ethnic setting of the school; languages spoken; is the school representative of the community or the district; location and size of school, mobility within the school, attendance; other schools that “feed” into the secondary school level; state report card information; administration, faculty, staff, and volunteer information; academic levels or unique accomplishments of faculty; student to teacher ratio; gender and grade level percentages; extra-curricular activities available

☑ Socio-Economic Status
☑ Ethnicity
☑ Languages Spoken
☑ Location and Size
☑ Mobility within school
☑ Attendance
☑ “Feeder” school(s)
☑ State Report Card
☑ Administrative design
☑ Professional Levels of Teacher
☑ Parent Volunteers — Community support
☑ Student to Teacher Ratios
☑ Extra-Curricular Activities
☑ Gender/Grade level percentages
☑ Compare statistics to district & community findings

Facility:

general layout of physical space available for teaching and learning; physical space for socializing; playground area; special classrooms and labs; library information; general impression of building maintenance and upkeep; is the facility representative of the socio-economic situation in district or community

☑ General layout of the physical space
☑ Teaching, learning and/or socializing space
☑ Special classrooms and labs
☑ Library
☑ General impression of maintenance or upkeep
☑ Facility representative of district or community
DEMOGRAPHICS

Classroom:
socio-economic and ethnic setting of the classroom; is the classroom representative of the school or community; location and size of classroom; student to teacher ratio; gender makeup; learning styles; technological, media, or special equipment available to the classroom to enhance teaching and learning; classroom library; any special features or constraints

☐ Socio-Economic Status
☐ Ethnicity
☐ Languages Spoken
☐ Location and Size
☐ Mobility
☐ Attendance
☐ Student to Teacher Ratio
☐ Gender Makeup
☐ Learning styles
☐ Classroom library
☐ Special features or restraints
☐ Compare class statistics with district statistics
☐ Technological, media, or special equipment available

☐ Computers (Laptops/Desktops)
☐ Data Projectors/Elmo
☐ Smart Boards
☐ Document Camera/Projector
☐ Digital Voice Recorders
☐ Digital Cameras/Comcorders
☐ DVD/VHS Players/CD Players
☐ Printer/Scanner/Fax
☐ Internet Access
☐ Email/Blogs
☐ Teacher Web Pages

Special Needs Considerations:
numbers of students who have an Individualized Education Plan, who are identified as Title I, TAG, ELL, and students who are on a 504 Plan, or any other special needs students in the classroom; behavior concerns; health concerns; general plans or modifications for diverse learners

☐ IEP's
☐ Title I
☐ Special Needs
☐ TAG
☐ ELL
☐ 504 Plan
☐ Behavior concerns
☐ Health concerns
☐ Diverse Learners

Demographics Works Cited:

☐ ALL information is in APA FORMAT
☐ ALL references are included

APA FORMAT

Using the APA format, tell us where you located the information that you included in the demographics section of your work sample.
ASSESSMENT GUIDELINES
FOR CHAPTER ONE

The Concordia University Supervisor will use the following guidelines when assessing a completed work sample. In order to pass the practicum and student teaching experiences, each chapter of the work sample MUST receive scores of 4 or higher.

CHAPTER 1: INTRODUCTION
TITLE PAGE, TABLE OF CONTENTS AND DEMOGRAPHICS

<table>
<thead>
<tr>
<th>6 EXEMPLARY</th>
<th>5 STRONG</th>
<th>4 PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Includes all criteria for a &quot;5&quot;, plus reveals supreme work; deserves to be proposed for imitation; work communicates a more advanced point of learning</td>
<td>☑ Description of school district is detailed and informative (i.e. student numbers, ethnic composition, etc.)</td>
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</tr>
<tr>
<td>☑ Description of surrounding community is detailed and informative (i.e. socioeconomic setting, etc.)</td>
<td>☑ Description of school environment is detailed and informative (i.e. socioeconomic &amp; ethnic makeup and their relationships to community, etc.)</td>
<td>☑ Description of surrounding community is detailed and informative (i.e. socioeconomic setting, etc.)</td>
</tr>
<tr>
<td>☑ Description of school facility is detailed and informative (i.e. special classrooms, labs, etc.)</td>
<td>☑ Description of classroom is detailed and informative (i.e. use of technology, class statistics, how they compare with district statistics, etc.)</td>
<td>☑ Description of school environment is detailed and informative (i.e. socioeconomic &amp; ethnic makeup, etc.)</td>
</tr>
<tr>
<td>☑ Description of classroom is detailed and informative (i.e. use of technology, class statistics, how they compare with district statistics, etc.)</td>
<td>☑ Description of special considerations is detailed and informative (numbers of Title I, TAG, ELL, and special needs students, etc. in classroom)</td>
<td>☑ Description of school facility is detailed and informative (i.e. special classrooms, labs, etc.)</td>
</tr>
<tr>
<td>☑ Charts or graphs are present as supplemental to narration</td>
<td>☑ Information is correctly cited and referenced in APA style</td>
<td>☑ Description of classroom is detailed and informative (i.e. use of technology, class statistics, etc.)</td>
</tr>
<tr>
<td>☑ Information is correctly cited and referenced in APA style</td>
<td>☑ Written in narrative form</td>
<td>☑ Description of special considerations is detailed and informative (numbers of Title I, TAG, ELL, and special needs students, etc. in classroom)</td>
</tr>
<tr>
<td>☑ Written in narrative form</td>
<td>☑ No editing required</td>
<td>☑ Information is correctly cited and referenced in APA style</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>3 DEVELOPING</th>
<th>2 EMERGING</th>
<th>1 BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Description of some areas required</td>
<td>☑ Listed or written in outline form</td>
<td>☑ Vague or missing many critical items (i.e. school and district are identified)</td>
</tr>
<tr>
<td>☑ Some citations listed</td>
<td>☑ Uses only charts or graphs (very little or no narration)</td>
<td></td>
</tr>
<tr>
<td>☑ Major editing</td>
<td>☑ Missing citations or references</td>
<td></td>
</tr>
</tbody>
</table>

- 13 -