

Context for Learning Information Directions: Respond to the prompts below (**no more than 3 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. In what type of school do you teach?

Pre–K: []

Elementary: []

Middle school: []

High school: []

Other (please describe): []

Urban: []

Suburban: []

Rural: []

2. List any special features of your school or classroom setting (e.g., push-in ESL, pull-out ESL, bilingual, self-contained, co-taught, newcomer) that will affect your teaching in this learning segment.

[]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[]

About the Class Featured in This Assessment

1. What is the name of the class? (Include English language proficiency level of students.)

[]

2. What is length of the class?

a. One semester: []

b. One year: []

c. Other (please describe): []

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

[]

4. Is there any ability grouping or tracking in English as an additional language? If so, please describe how it affects your class.

[]

5. Identify any textbook or instructional program you primarily use for English language instruction. If a textbook, please provide the title, publisher, and date of publication.

[]

- List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for English language instruction in this class.

[]

About the Students in the Class Featured in This Assessment

- Grade level(s) []
- English language proficiency/development level(s)—please explain your state’s ELPD levels.

[]

- Number of
 - students in the class []
 - males [] females []

- Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

| Students with Specific Learning Needs | | |
|--|-----------------------|---|
| IEP/504 Plans: Classifications/Needs | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals |
| <i>Example: Visual processing</i> | 2 | <i>Close monitoring and the use of video and pictures to represent new concepts and ideas in English</i> |
| | | |
| | | |
| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| <i>Example: Struggling readers in their first language</i> | 5 | <i>Provide oral explanations for grammar in the students’ first language, provide clear prompts as well as simplified text for cultural information</i> |
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