

Context for Learning Information Directions: Respond to the prompts below relative to the type of field experience you are taking. The targeted instruction will be the focus of the field experience (ex: general, social studies, math, reading, science, etc.)

About the School Where You Are Teaching

1. In what type of school do you teach?

Elementary school: []

Middle school: []

Other (please describe): []

Urban: []

Suburban: []

Rural: []

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) 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. How much time is devoted each day to the targeted instruction (literacy, math, science, social studies, etc.) in your classroom?
2. Is there any ability grouping or tracking? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for the targeted instruction. If a textbook, please provide the title, publisher, and date of publication.
4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for instruction in this class.

About the Students in the Class Featured in This Assessment

1. Grade level(s): []
2. 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>	<i>2</i>	<i>Close monitoring, large print text, window card to isolate text</i>
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	<i>5</i>	<i>Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)</i>