

## Task 1: Context for Learning

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Respond to the prompts below to describe the school/classroom context, students and community in which you teach.

### About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Elementary school: \_\_\_\_\_

Middle school: \_\_\_\_\_

High school: \_\_\_\_\_

Other (please describe): \_\_\_\_\_

Urban: \_\_\_\_\_

Suburban: \_\_\_\_\_

Rural: \_\_\_\_\_

2. What course are you planning for and what grade level(s) of student will you have in your focus classroom?
3. 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.
4. 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.
5. Describe community and school assets (e.g., community organizations, public library, after school programs, elders, and community leaders) that can support your students' learning.

### About the Classroom

6. How long are the class periods for your focus class?
7. Is there any ability grouping or tracking? If so, please describe how it affects your class.
8. Please describe the degree to which a curriculum (a planned course of study) is being followed in the classroom? If there is a planned curriculum, is it followed in multiple classrooms in your school or across the district?

9. Identify any textbook or instructional program you primarily use for (literacy -- math -- English Language Arts -- History/Social Studies -- Science) instruction. If a textbook, please provide the title, publisher, and date of publication. Is the use of the instructional program or textbook required?
10. List other resources (e.g., electronic white board, online resources, graphing calculator) you use for (literacy -- math -- English Language Arts -- History/Social Studies -- Science) instruction in this class.
11. Please describe the grading practices in use in the classroom.

### About the Students and Community

12. Number of students in the focus class: \_\_\_\_\_

13. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your planning for this learning segment. As needed, consult with your cooperating teacher to complete the charts. Use as many rows as you need.

Consider the variety of learners in your class who may require/need different strategies/ supports or accommodations/modifications to instruction or assessment. For example, students

- with Individualized Education Plans (IEPs) or 504 plans
- with READ Plans
- with Advanced Learning Plans
- identified by ACCESS as English Language Learners

Students with: Individual Education Plans (IEPs/ 504 plans / READ Act plans / Advanced Learning Plans (ALPs)		
IEPs/504/ALPs/READ Plans: Classifications/needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Students identified by ACCESS as English Language Learners		

Domain	Number of Students at each Level (1 2 3 4 5 6)	What supports, accommodations or modifications are currently being provided?
<i>Listening</i>		
<i>Speaking</i>		
<i>Reading</i>		
<i>Writing</i>		

14. Describe the language proficiency in their native language of the students in your class. What do you know about proficiency from assessments and observations.

Student (use initials to identify)	Identify native language and describe level of proficiency (speaking, reading & writing)

15. Use the chart below to describe additional relevant student background. Consider and reference academic, behavioral and social background including students' and families' Funds of Knowledge.

Student Context		Number of Students	Potential Relevance to Planning
Strengths			
Growth Areas			

Interests			
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