

**Elementary Context for Learning Information
(revised from edTPA templates)**

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: _____ Other (please describe): _____

Urban: _____ Suburban: _____ Rural: _____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment. (1 points)

3. Describe any district, school, or host 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. (1 points)

About the Field Experience Class

1. How much time is devoted each day to instruction in your classroom? (1 point)

| Literacy | Mathematics | Science | Social studies |
|----------|-------------|---------|----------------|
| | | | |

2. Is there any ability grouping or tracking? If so, please describe how it affects your class. (1 point)

| | |
|----------------|--|
| Literacy | |
| Mathematics | |
| Science | |
| Social studies | |

3. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication. (1 point)

| | |
|----------------|--|
| Literacy | |
| Mathematics | |
| Science | |
| Social studies | |

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) used for instruction in this class. (1 point)

| |
|---|
| About the Students in the Field Experience Class |
|---|

1. Grade-level(s): _____

2. Number of students in the class: _____ Number of males: _____ females: _____

3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your literacy instruction in this learning segment. As needed, consult with your host teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need. (6 points)

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

- English language learners
- Gifted students needing greater support or challenge
- Students with Individualized Education Programs (IEPs) or 504 plans
- Struggling readers
- Underperforming students or those with gaps in academic knowledge
- **Note: Support/accommodations could be specific to content area. Please indicate this in the chart.**

| Student 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 (all content areas)</i> |
| | | |
| | | |

| Language Needs | Number of Students | Supports, Accommodations, Modifications |
|----------------------------------|--------------------|--|
| <i>Example: English language</i> | <i>2</i> | <i>Pre-teach key words and phrases</i> |

| | | |
|---|---|---|
| <i>learners with only a few words of English</i> | | <i>through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i> <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i> |
| <i>Example: Students who speak a variety of English other than that used in textbooks</i> | 5 | <i>Make connections between the language students bring and the language used in the textbook</i> |

| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
|---------------------------|--------------------|---|
| <i>Struggling readers</i> | 5 | <i>Leveled text, targeted guided reading, ongoing reading assessment (ELA)</i> <i>Auditory directions (all subjects)</i> |
| | | |

4. Complete the chart below to summarize assessment data for this class. As needed, consult with your host teacher to complete the chart. Please use the most current data your teacher can provide. This information will be used to guide instructional decisions. (2 points)

| Assessment Information | Number of Student | | |
|------------------------|-------------------|----------------|-------------------|
| | Above grade level | On grade level | Below grade level |
| MAP - ELA | | | |
| MAP – Math | | | |

5. Complete the chart below to summarize interests and styles of learning of your students. As needed, consult with your host teacher and students to complete the chart. This information will also be used to guide instructional decisions. (2 points)

| Types of Learners | Number of Students | Instructional Strategies to support students |
|--------------------|--------------------|--|
| <i>Auditory</i> | | |
| <i>Kinesthetic</i> | | |
| <i>Visual</i> | | |

| Interests | Number of Students | Examples |
|---------------|--------------------|--|
| <i>Sports</i> | 5 | <i>4 play football, 1 plays soccer</i> |
| | | |
| | | |