

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?

Preschool: []

Elementary 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.

[Bilingual]

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.

[PALS, Fountas and Pinnell, EDL 2 (Running Records), Common Core]

About the Class Featured in This Assessment

1. How much time is devoted each day to language and literacy instruction in your classroom?

[3.5 Hours (1.25 Reading, 1 English, .75 Writing, .50 Word Study)

2. Is there any ability grouping or tracking in language and literacy? If so, please describe how it affects your class.

[Guided Reading Groups . Geared towards needs of group.
Centers . Covers all areas of literacy]

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

[*Teaching for Biliteracy* Karen Beeman & Cheryl Urow (Caslow 2013)]

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

[Teacher made games off of Pinterest.com, Teachers Pay Teachers, Brainpopjr.com]

About the Children in the Class Featured in This Assessment

1. Grade level(s): [1]

2. Age range: [6-7]

3. Number of

- children in the class [14]
 - males [8] females [6]
4. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your children that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two 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., children with IEPs or 504 plans, English language learners, struggling readers, underperforming children or those with gaps in academic knowledge, and/or gifted children needing greater support or challenge).

Learning Needs Category	Number of Children	Supports, Accommodations, Modifications, and/or Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, large print text, window card to isolate text</i>
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions, guiding/scaffolding language, and literacy experiences (e.g., breaking down tasks)</i>
Intensive Struggling Readers	1	One on one instruction
English Language Learners	14	Visual cues, Oral language activities, Communication, Bridging languages
Struggling Readers	3	Interactive writing, Language experience approach