World Language Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

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: _____
   Middle school: _____
   High school: _____
   Other (please describe): _____

   Urban: ______
   Suburban: ______
   Rural: ______

2. List any special features of your school or classroom setting (e.g., supporting English language learners in English-only classrooms, focused on the socialization of recent immigrants as well as on language skills) 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 course?

2. What is length of the course? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   
   One semester: ______
   One year: ______
   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 world language? If so, please describe how it affects your class.

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

6. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language 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: _____

3. 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.
   - English language learners
   - Gifted students needing greater support or challenge
   - Students with Individualized Education Programs (IEPs) or 504 plans
   - Struggling readers
   - Students who are underperforming or those with gaps in academic knowledge
   - Heritage-language speakers of the target language (e.g., Spanish-speaking students in Spanish classes)

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