Early Childhood 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?
   - 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.

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 language and literacy instruction in your classroom?

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

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.

4. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language and literacy instruction in this class.
About the Children in the Class Featured in This Assessment

1. Grade level(s): ________________________________

2. Age range:

3. Number of
   - children in the class ______
   - males ______ females ______

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. 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 children needing greater support or challenge
   - Children with Individualized Education Programs (IEPs) or 504 plans
   - Struggling readers
   - Children who are underperforming or those with gaps in academic knowledge

<table>
<thead>
<tr>
<th>IEP/504 Plans: Classifications/Needs</th>
<th>Number of Children</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Visual processing</td>
<td>2</td>
<td>Close monitoring, large print text, window card to isolate text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Children</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Provide oral explanations for directions, guiding/scaffolding language, and literacy experiences (e.g., breaking down tasks)</td>
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</tbody>
</table>