English as an Additional 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?
   - Pre-K:
   - Elementary:
   - Middle school:
   - High school:
   - Other (please describe):

   - Urban:
   - Suburban:
   - Rural:

2. List any special features of your school or classroom setting (e.g., push-in ESL, pull-out ESL, bilingual, self-contained, co-taught, newcomer) 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 class? (Include English language proficiency level of students.)

2. What is length of the class?
   a. One semester:
   b. One year:
   c. 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 English as an additional language? If so, please describe how it affects your class.

5. Identify any textbook or instructional program you primarily use for English 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 English language instruction in this class.
About the Students in the Class Featured in This Assessment

1. Grade level(s) ______
2. English language proficiency/development level(s)—please explain your state’s ELPD levels
3. Number of
   - students in the class ______
   - males ______ females ______
4. 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. The first two rows have been completed in italics as examples. Use as many rows as you need.

<table>
<thead>
<tr>
<th>Learning Needs Category</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, and/or Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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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</tbody>
</table>