Special Education Context for Learning Information

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

About the Placement and Your Role in the Focus Learner's Instruction

1. Context for Learning
   a. Provide information about the context in which you teach so that another educator can understand your teaching decisions for the instruction in the learning segment. Address the following:
      • Type of setting (e.g., first grade classroom in an elementary school, self-contained classroom, a home, a job site)
      • Your role in the focus learner's instructional program (e.g., teach all academic subjects plus support a behavioral plan; pull out of general education classroom for supplementary instruction in reading; coordinate services to the family and model working with the focus learner)
      • The schedule for instructional time with the focus learner for the primary and supporting/secondary learning targets (e.g., Tuesdays for 15 minutes; every day for six hours with two hours on reading instruction)
      • The primary language of instruction, if other than English (e.g., ASL)
   b. If instruction of the focus learner for the learning segment does not occur in a group setting, explain why.
   c. Describe any district, school, or cooperating teacher, or student teaching requirements or expectations that might affect your planning or instructional delivery (e.g., prescribed reading curriculum).
   d. Identify any textbook or instructional program you primarily use for instruction for the learning targets. If a textbook, please provide the title, publisher, and date of publication.
   e. If group instruction, describe the size and composition of the group (e.g., 6 special education learners; 3 learners with IEPs and 23 general education learners).
About the Focus Learner’s Characteristics

1. Age: _____
2. Gender:
   - Male _____
   - Female _____
3. Grade level: _____
4. Primary language:
   - English _____
   - Bilingual in English and other language (please identify): ________________
   - Other language (please identify): ________________
5. List any type of augmentative or alternative communication used by the learner (e.g., communication boards, signing, AlphaSmart keyboard, optical-character-recognition devices, speech generation technology).