# TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 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): \_\_\_\_\_

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)[[1]](#footnote-1)

City: \_\_\_\_\_

Suburb: \_\_\_\_\_

Town: \_\_\_\_\_

Rural: \_\_\_\_\_

3. 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.

[ ]

4. 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 Learning Segment

1. What is the name of the course?

[ ]

2. What is the 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 Learning Segment

1. Grade level(s):

[ ]

2. Number of students in the class: \_\_\_\_\_

3. Complete the charts 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 charts. 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 (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge, students who are heritage-language speakers of the target language [e.g., Spanish-speaking students in Spanish classes).

For Assessment Task 3, you will choose work samples from 3 focus students. **At least one of the focus students must have an identified learning need** (for example, an English language learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.[[2]](#footnote-2)

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| --- |
| Students with IEPs/504 Plans |
| IEPs/504 Plans: Classifications/Needs  | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals  |
| Example: Visual processing  | *2* | *Close monitoring and the use of video and pictures to represent new concepts and ideas in the target language* |
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|  |  |  |
| Students with Specific Language Needs |
| Language Needs  | Number of Students | Supports, Accommodations, Modifications |
| Example: English language learners with only a few words of English | *2* | *Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)**Have students use pre-taught key words and graphic organizers to**complete sentence starters* |
| Example: Students who speak a variety of English other than that used in textbooks | *5* | *Make connections between the language students bring and the language used in the textbook* |
|  |  |  |
|  |  |  |
|  |  |  |
| Students with Other Learning Needs |
| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| Example: Struggling readers in their first language | *5* | *Provide oral explanations for grammar in the students’ first language; provide clear prompts as well as simplified text for cultural information* |
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|  |  |  |
|  |  |  |

1. If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your placement school administrator. [↑](#footnote-ref-1)
2. California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content. [↑](#footnote-ref-2)