

### Context for Learning Form

VCSU Student: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Field Experience:  EDUC 250     EDUC 350/351     EDUC 352     Student Teaching

#### Placement Information:

Please provide the requested context information for the class selected for this assessment. Teacher Candidates will complete this for **one** classroom during their experience. **\*Student teachers should complete a Context for Learning Form for each placement.** \*Elementary majors often work with one class of students all day. Secondary and K-12 majors typically have multiple classes of students, please select one typical class of students.

Name of school \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Grade(s):  K    1    2    3    4    5    6    7    8    9    10    11    12

Subject: \_\_\_\_\_

Number of students in the class:

Total \_\_\_\_\_  
Males \_\_\_\_\_  
Females \_\_\_\_\_  
English language learners (ELL): \_\_\_\_\_  
Identified as gifted and talented: \_\_\_\_\_  
Individualized Education Plans (IEPs) or 504 plans: \_\_\_\_\_  
Federal School Lunch Assistance: \_\_\_\_\_  
\*If classroom information is readily available, if not, please use school percentage. (classroom\*)

OR \_\_\_\_\_ (school\*)

#### Racial/Ethnic Distribution

White \_\_\_\_\_  
Black \_\_\_\_\_  
American Indian/Alaskan Native \_\_\_\_\_  
Hispanic \_\_\_\_\_  
Asian/Pacific Islander \_\_\_\_\_  
Other (Mixed Racial/Ethnic) \_\_\_\_\_

Cooperating Teacher (Please check one box)

White     Black     American Indian/Alaskan Native     Hispanic  
 Asian/Pacific Islander     Other (Mixed Racial/Ethnic)

*The reverse side must be completed by those enrolled in Student Teaching.*



The following information is completed by student teachers who are working on their Teaching for Learning Capstone (TLC) unit.

1. How much time is devoted each day to teaching this content to the class? \_\_\_\_\_
2. Is there any ability grouping or tracking for this content area? If so, please describe how it affects your class. \_\_\_\_\_
3. Identify any textbook or instructional program you primarily use for the instruction of this learning segment. (Name, publisher, and date of publication)  
 \_\_\_\_\_
4. List any other resources (e.g., SmartBoard, ACTIVBoard, manipulatives, on-line resources, other technology) you use for instruction in this class.  
 \_\_\_\_\_
5. Complete the following chart below to summarize the required accommodations or modifications for special education students or gifted and talented students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart.

The first row has been completed in italics as an example. Use as many rows as you need.

| <b>Special Education Category</b>   | <b>Number of Students</b> | <b>Accommodations/Pertinent IEP Objectives</b>                |
|-------------------------------------|---------------------------|---|
| <i>Example: Learning Disability</i> | <i>Example: 5</i>         | <i>Example: Close monitoring, follow up and Resource Room</i> |
|                                     |                           |   |
|                                     |                           |   |
|                                     |                           |   |
|                                     |                           |   |