

## A 1. Teaching and Learning Context

# Students enrolled: 23	Grade level(s) in class: third	Ages in class (list all that apply): 8-10 years old						
<p>School and district factors: public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. Non-public schools should include similar data.</p> <p>Schoolwide we are working on closing the achievement gap in reading between those with and without free and reduced lunch. We are also working on closing the gap in math with special education students and free and reduced lunch. This will be done by focusing on curriculum and instruction and making sure that they are aligned with the state standards. Information from student work will also be used to make instructional decisions that will enhance the chances of success for all students. There will also be frequent use of local assessments to determine the progress of all students.</p>								
<p>Place a <input checked="" type="checkbox"/> beside the phrase that best describes the classroom setting.</p> <p> <input type="checkbox"/> self-contained                      <input type="checkbox"/> lab                      <input type="checkbox"/> field                      <input checked="" type="checkbox"/> collaborative classroom             </p>								
<p>Describe the resources (equipment, technology, and supplies) available to you for this class.</p> <p><b>We have two classroom computers, overhead and television that are always in the classroom. We can also utilize the school's mobile lab and ELMO. The computer lab and library are also available to us for projects such as resources, and are an excellent way to use technology in instruction.</b></p>								
<p>Place a <input checked="" type="checkbox"/> beside the phrase that describes the types of help available to you.</p> <p> <input checked="" type="checkbox"/> instructional assistant(s)                      <input type="checkbox"/> parent volunteers                      <input type="checkbox"/> peer (student) tutors  <input checked="" type="checkbox"/> resource teachers                      <input type="checkbox"/> classroom teacher                      <input type="checkbox"/> other (Please specify)             </p>								
<p>Indicate the # of students in each category below.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">ESL</td> <td style="text-align: center;"><b>5</b> IEPs</td> <td style="text-align: center;">504 modifications</td> </tr> <tr> <td style="text-align: center;">Title I</td> <td style="text-align: center;"><b>1</b> Gifted</td> <td style="text-align: center;">Other</td> </tr> </table>			ESL	<b>5</b> IEPs	504 modifications	Title I	<b>1</b> Gifted	Other
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<p>List types of differences in this box</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Languages</td> <td style="text-align: center;">Cultures</td> <td style="text-align: center;">Achievement/Developmental Levels</td> </tr> </table>			Languages	Cultures	Achievement/Developmental Levels			
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<p>If needed, explain differences:</p>								
<p>Indicate the # of students for each pattern of achievement.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>7</b> Below grade level</td> <td style="text-align: center;"><b>14</b> At grade level</td> <td style="text-align: center;"><b>2</b> Above grade level</td> </tr> </table>			<b>7</b> Below grade level	<b>14</b> At grade level	<b>2</b> Above grade level			
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<p>Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom.</p> <p>There are students in my classroom with IEPs who require modifications for instruction. I have students who are pulled out on a daily basis in accordance with their IEP. There is also one student who exceeds grade level in many areas and he receives Enrichment 2 days a week for an hour at a time.</p>								

Implications for instruction: List two or three ways the above factors influence planning and implementing instruction.

**Due to the above information I must plan my lessons and instruction to meet the needs of all of the students in my classroom. I have to collaborate with the special education teacher in order to modify the lesson for those students with IEPs. Also, I must provide one student in particular with enrichment activities throughout the day.**