

Context for Learning Form

VCSU Student: Olivia Hammerschmidt Semester Spring Year 2020

Field Experience: ☐ EDUC 250 ☐ EDUC 350/351 ☒ Student Teaching

Placement Information:

Please provide the requested context information for the class selected for this assessment. **Students will complete this for one classroom during their experience.***

Name of school Bennett Elementary School City Fargo State ND

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

Subject: Science

Number of students in the class:

Total	<u>23</u>
Males	<u>10</u>
Females	<u>13</u>
English language learners (ELL):	<u>0</u>
Identified as gifted and talented:	<u>5</u>
Individualized Education Plans (IEPs) or 504 plans:	<u>4</u>
Federal School Lunch Assistance:	<u>7</u>

Racial/Ethnic Distribution

White	<u>20</u>
Black	<u>2</u>
American Indian/Alaskan Native	<u>2</u>
Hispanic	<u>1</u>
Asian/Pacific Islander	<u>0</u>
Other (Mixed Racial/Ethnic)	<u>0</u>

Cooperating Teacher (Please check one box)

<input checked="" type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Hispanic
<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Other (Mixed Racial/Ethnic)		

**Elementary majors often work with one class of students all day. Secondary and K-12 majors typically have multiple classes of students. If you are student teaching, select the class that connects with your Teaching for Learning Capstone (TLC) unit. If you are not student teaching, select one typical class of students.*

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? 45 minutes
2. Is there any ability grouping or tracking for this content area? If so, please describe how it affects your class. There is not ability grouping or tracking used for science.
3. Identify any textbook or instructional program you primarily use for the instruction of this learning segment. (Name, publisher, and date of publication)
Exploring Science, National Geographic Learning, Cengage Learning, 2015.
4. List any other resources (e.g., SmartBoard, ACTIVBoard, manipulatives, on-line resources, other technology) you use for instruction in this class.
Projector, Computer, Document Camera, and YouTube.
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.

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
Autism/ Language	2	Close monitoring; restating directions; assistance from paraprofessionals; modified T-charts, worksheets, and assessments.
Gifted and Talented	5	Ask higher-level thinking questions, implement leadership skills, and modify by having the students complete a different task.