The Context for Learning assessment requires you to begin studying the contextual factors that determine teachers’ decision-making. Understanding the classroom context will enable you to make developmentally appropriate decisions for your students’ learning.
**Purpose**
The Context for Learning task is a brief overview of important features of your classroom context that influence instructional decisions. It provides evidence of: 1) your knowledge of students; and 2) your ability to identify and summarize important factors related to students’ learning and the school environment. These first steps are crucial to the next steps of teaching – planning, instruction, and assessment.

**Overview of Task**
- Reflect on the relevant features of your classroom context that would impact your cooperating teachers’ planning, instruction, and assessment.
- Provide descriptive information about your placement’s instructional context and instructional resources.
- Describe important features of your class that would affect your cooperating teachers’ instructional decisions.

**Context Commentary**
Write a commentary of 3-5 double-spaced pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Briefly describe the following:
   a. Type of school/program in which you teach, (e.g., elementary school, middle school, high school, themed magnet, charter school)
   b. Kind of class you are teaching (e.g., third grade self-contained, seventh grade core math, eleventh grade advanced biology)
   c. Organization of grade/subject in school (e.g., departmentalized, interdisciplinary teams)
   d. Degree of ability grouping or tracking, if any

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that affects teaching decisions.

3. List the resources (e.g., electronic whiteboard, graphing calculators, on-line resources, Macbooks, iPads, etc) you use for instruction in this class.

4. Provide the following information:
   a. Number of students in the class you are documenting and the state average for that age
   b. Number of students who have formal Individualized Education Plans (IEPs) or 504 plans and the diagnosis of each
   c. Number of students in a Gifted Education program and description of the program
d. Number of students who are Bilingual and/or English Language Learners and description of their support within the school

5. Describe your class with respect to the features listed below. **Focus on key factors that you believe influence your teacher’s planning and instruction.** Be sure to think and discuss what your students can do as well as what they are still learning to do.

a. **Academic development**
   - Give a specific example of how the teacher built on the students’ prior knowledge in planning instruction for the class.
   - Describe how the teacher prepares and plans for his/her students’ developmental level, key skills, or other special educational needs. Provide specific examples.

b. **Language development**
   - Describe the level of language proficiency in relation to oral and written English required to participate in classroom learning activities. What kinds of vocabulary is required of the students (in general or content specific)?

c. **Social development**
   - Describe examples you observed in the class when students had experiences expressing themselves in constructive ways, negotiating and solving problems, and getting along with others.

d. **Family and community contexts**
   - Describe how the cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources may have influence the teacher’s planning and instruction