**Task 1: Context for Learning Information**

**What is the Context for Learning?**

* The context for learning provides your edTPA scorer with information to help them understand your classroom.
* It proves to your scorer that you know your classroom and your individual students.
* It allows you to plan effective lessons and to meet the learning needs of all of your students.

**About the School Where You Are Teaching:**

* Determine whether your school is located in a city, suburb, town, or rural territory (see Exhibit A for definitions of each). By searching your school’s location on Wikipedia, you should be able to determine the population.
* List any special features that might affect your teaching in the learning segment (3-5 lessons). (e.g. Is your school located on the Navajo reservation? Is your school a Montessori School? Does your school provide Bilingual education?)
* Describe any specific requirements or expectations that your school or supervising teacher require that will affect your planning of the learning segment. (e.g. Are you required to use a scripted curriculum? Does your supervising teacher want you to use a specific instructional strategy?)

**About the Class Featured in this Learning Segment:**

* Determine the length of the course you will be teaching. How long is it each day? Is it a full year course or only one semester?
* List whether you will use a specific textbook or instructional program to instruct your class. You will only want to identify a textbook or instructional program if you are actually using it during the learning segment.
* List any other resources you will use to instruct your class. (e.g. Smart Board, manipulatives, microscope, etc.)

**About the Students in the Class Featured in this Learning Segment:**

* For this section, you will need to ask your supervising teacher for your students’ Individualized Education Plans (IEPs) and 504-Plans.
* Record the student’s specific IEP category (e.g. autism, specific learning disability, other health impairment) and the types of supports, accommodations, modifications, and IEP goals that will need to be successful in the learning segment.
* Identify students with specific language needs (e.g. English Language Learners, students who use AAC devices) and students with other learning needs (e.g. struggling readers, students with gaps in their knowledge, gifted students). You should also record what supports, accommodations, and modifications these students will need to be successful in the learning segment.

