**Part 1: About the School Where You Are Teaching**

**1.** In what type of school do you teach?

* Elementary school

\_\_\_\_ Middle school

\_\_\_\_ Other (please describe)

2. Setting

\_\_\_\_ Urban

\_\_\_\_ Suburban

* Rural

3. List any special features of your school or classroom setting (e.g., themed magnet, students are tracked into the class, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

The classroom is an inclusion classroom within a Title I school.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

Currently the second grade classroom is using the Common Core Standards. The teachers for the grade level plan together.

**Part 2: About the Class Featured in this Assessment**

1. How much time is devoted each day to literacy instruction in your classroom?

There are 2.5 hours devoted to literacy instruction each day in the classroom.

1. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.

Yes, there are three reading groups based on ability to read.

1. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

The textbook used for literacy instruction is Balanced Literacy, Treasures McGraw-Hill, 2008.

1. List other resources (e.g., SmartBoard, hands on materials, on-line technology resources) you use for literacy instruction in this class.

Other resources for literacy include Units of Study for Primary Writing by Lucy Calkins,

trade books for guided reading, and teacher selected read alouds.

**Part 3: About the Students in the Class Featured in this Assessment**

1. Grade level(s): 2
2. Number of students in the class: 20
   1. Number of males: 9
   2. Number of females: 11
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your literacy instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need.

|  |
| --- |
| Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.   * English language learners * Gifted students needing greater support or challenge * Students with Individualized Education Programs (IEPs) or 504 plans * Struggling readers * Underperforming students or those with gaps in academic knowledge |

|  |  |  |
| --- | --- | --- |
| Learning Needs Category | Number of Students | Supports, Accommodations, Modifications, and/or Pertinent IEP Goals |
| *IEPs* | *5* | *Extra Instruction with specialized teacher. Leveled text, targeted guided reading, ongoing reading assessment (e.g.,*  *running records, miscue, conferencing)* |
| *Struggling Readers* | *7* | *Leveled text, targeted guided reading,*  *ongoing reading assessment (e.g.,*  *running records, miscue, conferencing)* |
| ADD | 3 | Preferential seating, close monitoring, behavior plan |
| Behavior Concerns | 5 | Preferential seating, close monitoring, behavior plan |
| ELL | 0 |  |
| Gifted | 0 |  |