About the Placement and Your Role in the Focus Learner’s Instruction

1. Context for Learning
   a. Provide information about the context in which you teach so that another educator can understand your teaching decisions for the instruction in the learning segment. Address the following:
      - Type of setting (e.g., first grade classroom in an elementary school, self-contained classroom, a home, a job site)
      - Your role in the focus learner’s instructional program (e.g., teach all academic subjects plus support a behavioral plan; pull out of general education classroom for supplementary instruction in reading; coordinate services to the family and model working with the focus learner)
      - The schedule for instructional time with the focus learner for the primary and supporting/secondary learning targets (e.g., Tuesdays for 15 minutes; every day for six hours with two hours on reading instruction)
      - The primary language of instruction, if other than English (e.g., ASL)

   [I am teaching in a self-contained classroom within a multi-district public school for students with severe disabilities. The classroom is composed of a range of seventh and eighth grade girls who are classified with emotional disturbances. There are a total of seven females in this classroom. The girls function on an assortment of cognitive levels from first through eighth grade. As a student teacher in this classroom, I assist my cooperating teacher with all academic subjects to my focus learner. I also make sure that I am applying my focus learner’s behavioral plan and using instructional practices that support my focus learner’s Individualized Education Plan. In addition, I will individually be conducting one-to-one teaching sessions during a specific period in the morning. Every day, I work with my focus learner on her primary learning target for forty-five minutes during the one-to-one sessions. I also work throughout the day with my focus learner on her secondary learning target for six hours, which includes the one-to-one session; the secondary learning target frames the use of socially appropriate communication during instruction for each academic period. The primary language of instruction is English.]

   b. If instruction of the focus learner for the learning segment does not occur in a group setting, explain why.

   [The instruction for the focus learner for the learning segment will not occur in a group setting because each student in the classroom is on a different academic level. Due to the assortment of levels, differentiation and individualized instruction is fundamental for all lessons. Given data from my cooperating teacher, my focus learner lies on a second grade level. With individualized instruction, the primary and secondary learning targets can be worked on in order to see growth and meet the objectives.]
c. Describe any district, school, or cooperating teacher, or student teaching requirements or expectations that might affect your planning or instructional delivery (e.g., prescribed reading curriculum).

[There are no requirements or expectations that might affect my planning or instructional delivery.]

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

[I will be taking the content information from the seventh grade curriculum science textbook, *Concepts and Challenges in Earth Science* by Globe Book Company, published in 1991 for my primary learning target; however, this textbook will not be read during my lessons. A unit from this text will be used to follow the seventh grade curriculum.]

e. If group instruction, describe the size and composition of the group (e.g., 6 special education learners; 3 learners with IEPs and 23 general education learners).

[The instruction for my focus learner will not occur in a group setting.]

**About the Focus Learner's Characteristics**

1. Age: [12 years old]
2. Gender:
   - Male [ ]
   - Female [X]
3. Grade level: [My focus learner is a seventh grade student but she functions on a second grade level.]
4. Primary language:
   - English [X]
   - Bilingual in English and other language (please identify): [ ]
   - Other language (please identify): [ ]
5. List any type of augmentative or alternative communication used by the learner (e.g., communication boards, signing, AlphaSmart keyboard, optical-character-recognition devices, speech generation technology).

[My focus learner does not use any augmentative or alternative communication; however, to support her reading and writing, she will often use Microsoft Word on a computer to type up her essays. This is beneficial to her so she can use spell check and it will help identify sentence fragments. She also uses text-to-speech software, *Read and Write Gold*, in order to help listen and process what is being read.]