

## Assessment of the Instructional Environment

### Directions

**The Assessment of the Instructional Environment** is completed during the first week of student teaching. The purpose of this assessment is to provide the teacher candidates with contextual information for planning and implementing effective instruction. The objective is to gather information about individual learners in the classroom, their diverse learning needs, the classroom organization, possible interruptions/disruptions to the learning environment, and available educational resources. Teacher candidates are to complete the assessment form and narrative statement and discuss the implications for instruction with the university supervisor during the first visit.

**Teacher Candidate Name** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_

**Clinical Faculty** \_\_\_\_\_

**School /Division/district** \_\_\_\_\_

**Subject** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Semester** \_\_\_\_\_

<i>Date</i>	<i>General Information</i>
	Grade Level (s)
	Ages
<i>Number</i>	<i>Student Information</i>
	Total Typically Present
	Male
	Female
	Total Race
	Hispanic
	Asian
	African American
	Native American
	Hawaiian/ Pacific Islander
	White
	Two or more races
	Total English Language Learners (ELL)
	ELL Receiving Services
	ELL Not Receiving Services
	Learners with 504 Plans
	Learners Involved in Child Study Process
	Learners Involved in Eligibility Process
	Learners Identified as Eligible for Special Education Services
	Learners with Learning Disabilities
	Learners with Emotional and Behavioral Disabilities
	Learners with Autism Spectrum Disorder
	Learners with Other Health Impairments
	Learners with Physical Disabilities
	Learners with Speech and Language Disabilities

	Learners with other disabilities (please identify)
	Total Learners in Pull-out or Supplementary Programs
	Specify Programs in your narrative statement
	Learners who are unusually demanding of time or energy not identified in other categories (e.g., disruptive, withdrawn, dependent, etc)
	Learners with excessive absences and/or tardiness
<b>Rating</b>	<b>Levels of Diversity by Category (Rating L=Low, M=Medium, H=High)</b>
<b>L M H</b>	Ages
<b>L M H</b>	Languages
<b>L M H</b>	Developmental Levels
<b>L M H</b>	Cultures
<b>Check one</b>	<b>Teaching Interruptions</b>
	Few Interruptions
	Some Interruptions (describe in narrative)
	Many Interruptions (describe in narrative)
<b>Check one</b>	<b>Room Organization</b>
	Well Organized
	Adequately Organized
	Poorly Organized
<b>Check One</b>	<b>Resources: Equipment and Supplies</b>
	Well Equipped and Supplied
	Adequately Equipped and Supplied
	Poorly Equipped and Supplied
<b>Time</b>	<b>Time On Task</b>
	Time spent each day on instruction
	Time spent each day on transitions
	Time spent each day on “non-academic activities” (free time, waiting, trying to start class or redirect inappropriate behavior, etc.)

### Narrative

Describe your instructional environment and learners. In the description, review the composition of your learners and their learning needs. Also, discuss the “average” number of disruptions in your class per day and the type of disruptions. How will these disruptions and how well your learning environment is equipped and supplied impact how you will plan and deliver your instruction? This information should be reviewed with your university supervisor as your first classroom journal assignment.