

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)¹

City: _____
Suburb: _____
Town: _____
Rural: _____

2. What grade levels are at your school site (e.g., K–6)?

[Infant-Fourth Grade]

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[Christopher House is a charter/ CPS school. There is one teacher. There is one child in the classroom that has a paraprofessional educator.]

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.

[Christopher House does multiple different testing methods over the course of the year. We also have a curriculum in place for the year that was created by the grade level teachers.]

About the Class Featured in this Learning Segment

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

[1.5-2.0 hours]

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

[There are no grouping methods in place right now. Once the testing gets back from the beginning of the year, the children will be able to be in groups based on like ability.]

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

[Engage NY, Math Expressions Common Core (Houghton Mifflin Harcourt 2013.)

4. List other resources (e.g., electronic whiteboard, manipulative, online resources) you use for mathematics instruction in this class.

[Promethean Smart Board, Overhead projector, Easel.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

¹ If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your placement school administrator.

[3rd]

2. Number of

- students in the class: 26
- males: 12 females: 14

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some 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 (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.²

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, graph paper for 3 digit numbers</i>
Learning Disability	2	Give choices, visual timers, extra time for in class work, 50% extra time for take home work, check for understanding, give clear steps, one step at a time, verbal directions, small group testing, tests read aloud and in a different location for all subjects.
Language Impairment	1	Give a heads up to the child when you are going to call on them to reduce anxiety, allow for extra time to gather thoughts, fill in the blank notes during class discussions to help maintain focus.
Emotional Disability	1	Pull out minutes, paraprofessional assistance, provide motivational and verbal rewards on a daily basis.
ADHD	1	Testing is done in small group, extra time for testing, unlimited bathroom and water breaks.

² California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Asthma	1	Let out of class 15 minutes before gym to take inhaler.
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i> <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i>
<i>Example: Students who speak a variety of English other than that used in textbooks</i>	5	<i>Make connections between the language students bring and the language used in the textbook</i>
English Language Learners	16	Pull out for content areas for lower proficient speakers, push in for mid and high proficient speakers.
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions and simplified text for word problems</i>
Behavioral Problems	1	Behavioral charts to stimulate motivation and self reflection, teacher and self rating system.