

**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.)<sup>1</sup>

City: \_\_\_\_\_  
 Suburb: \_\_\_\_\_  
 Town: \_\_\_\_\_  
 Rural: \_\_\_x\_\_

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

[ 1 ]

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.

[The school uses Love and Logic as their classroom management system. They also often break students into groups to give them what they need, so the math lessons I will be teaching will be in groups. ]

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.

[ There is a pacing plan set in place that determines that comparing and ordering numbers up to 99 and that students will be able to add and subtract within 20. Some of the activities have been modified from an activity commonly used to teach place value in this classroom. ]

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

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

[ One hour ]

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

[ Centers are sometimes organized based on ability, but often they are mixed. Right now they are organized by ability level. Students are often tested on each separate component or are given formative formal assessments to check their progress.]

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.

[ For these lessons I am using Mary Baratta-Lorton's book "Mathematics Their Way" published 1995]

\_\_\_\_\_

<sup>1</sup> 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.

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

[Often the electronic whiteboard is used, as well as games and worksheets in centers. This grade has also been trying to pilot ReadyMath so some work with that curriculum has been used, although it's been decided that they are not adopting it. Students also use iReady on the computer. ]

### About the Students in the Class Featured in this Learning Segment

- Grade level(s):

[ 1st ]

- Number of

- students in the class:   4
- males:   1   females:   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.<sup>2</sup>

| Students with IEPs/504 Plans          |                    |  |
|---------------------------------------|--------------------|--|
| IEPs/504 Plans: Classifications/Needs | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals |
| <i>Example: Visual processing</i>     | <i>2</i>           | <i>Close monitoring, graph paper for 3 digit numbers</i>     |
|                                       |                    |  |
|                                       |                    |  |
|                                       |                    |  |

  

| Students with Specific Language Needs |                    |   |
|---------------------------------------|--------------------|---|
| Language Needs                        | Number of Students | Supports, Accommodations, Modifications |
|                                       |                    |   |
|                                       |                    |   |
|                                       |                    |   |

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

|   |   |   |
|---|---|---|
| <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><br><br><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>   |
|   |   |   |
|   |   |   |
|   |   |   |

| <b>Students with Other Learning Needs</b> |                           |  |
|---|---------------------------|--|
| <b>Other Learning Needs</b>               | <b>Number of Students</b> | <b>Supports, Accommodations, Modifications</b>   |
| <i>Example: Struggling readers</i>        | 5                         | <i>Provide oral explanations for directions and simplified text for word problems</i>      |
| High achieving students                   | 4                         | Need modified lessons and enrichment activities to push their ability and reasoning skills |
|   |                           |  |
|   |                           |  |