Task 1: Context for Learning Information

Respond to the prompts below (no more than 3 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. In what type of school do you teach? (Type an “X” next to the appropriate description.)
   - Urban: _____
   - Suburban: X
   - Rural: _____

2. What grade levels are at your school site (e.g., K–6)?
   [The school serves students from kindergarten through 5th grade. The school wide vision is, “Committed to the education of all students in the skills needed to become responsible members of society and to instill in them the value of learning as a lifelong process. We are dedicated to preparing our diverse population to meet the challenges of the future.”]

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 that I am teaching cooperatively at this year is classified as a Title 1 school. All grade levels have access to instructional aides who specifically assist students who classify as tier 1 or tier 2 intervention students. The special education pullout model provides students who qualify through an IEP or 504 with modifications and/or accommodations. Bilingual students are self-contained in K-2 classrooms, with teachers and fellow students who speak their native language, Spanish in this case. Third grade is the transition year when all students are placed in classrooms where English is the primary language spoken. The school provides an enhanced curriculum with teachers in physical education, music, and art. The school counselor works to provide academic support, future school readiness, and personal planning for every student.]

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.
   [Common Core is the adopted curriculum of the school district. This is the curriculum I will be using during the planning and delivery of my teaching segment. I will follow the pacing plan, instructional strategies, and management plan that my cooperating teacher has established in the classroom.]

About the Class Featured in This Assessment

1. How much time is devoted each day to mathematics instruction in your classroom?
   [The students spend approximately 60-80 minutes everyday exclusively on mathematics. This time is varied involving math online practice with IXL, small group instruction, whole group instruction, and individual study on worksheets and testing.]

2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.
   [The instructional strategies of my cooperating teacher include ability grouping of the students. The class is divided into four groups, allowing each group to have roughly six students. Groups]
one, two, and three contain students who are at grade level, those who need some support, and those who need much support. The fourth group is composed of highly functioning students.]

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.

[The school plans their curriculum and lessons to satisfy the Common Core learning targets. My cooperating teacher works with the other 3rd grade teachers to develop a yearlong plan for mathematics. The textbook referenced is Investigations in Numbers, Data, and Space. (Foresman, S. Wesley, A. (2008). Investigations in Numbers, Data, and Space. Wittenburg, AL: Pearson). ORIGOmath is also used as a resource for the instruction of mathematics.]

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

[In my cooperating teachers classroom she uses a whiteboard, classroom library, math manipulatives, a document camera, and an online math program called IXL. These resources help enhance student learning and provide varied methods of instruction.]

About the Students in the Class Featured in This Assessment

1. Grade-level(s): [Grade 3]

2. Number of

- students in the class: 25
- males: 13 females: 12

3. Complete the chart 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 chart. Some rows have been completed in italics as examples. Use as many rows as you need.

<table>
<thead>
<tr>
<th>IEP/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP: Reading, Writing, Math, and Speech Therapy</td>
<td>1</td>
<td>Assessment directions can be read verbatim. Check for understanding of instruction.</td>
</tr>
<tr>
<td>504: Medical complications have slowed academic development.</td>
<td>1</td>
<td>Provided extra time to complete assignments and assessments. Check understanding of concepts.</td>
</tr>
<tr>
<td>Other Learning Needs</td>
<td>Number of Students</td>
<td>Supports, Accommodations, Modifications</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Highly Capable Students</td>
<td>2</td>
<td>Will lead/help struggling students and/or be provided with an extension of the topic. For example, rather than solving the problem, they will be asked to create their own problem based on the concept.</td>
</tr>
</tbody>
</table>