

**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)?

[ K-12 ]

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 is a K-12th grade school with 361 students total. 63 students (17.5%) are on a free or reduced lunch, 10.5% of the student population qualifies for special education services, and 0.3% are English Language Learners. The school is not as diverse as many would anticipate or expect. There are 5.0% Hispanic/Latino, 0.6% Two or More Races, and the rest of the student population is White. There are 26 classroom teachers with only 24% of which have a master's degree. The school has an AVID program in which trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students who not necessarily excel in higher education. Teachers at Nicollet Public School are highly collaborative as they meet in grade-level, disciplinary, and staff wide to construct lesson plans in a way that is beneficial to all students while reviewing and assessing each student individually. Teachers can this use the information gathered from meetings to evaluate and reflect upon their teaching while proceeding to develop ways that they can better their instruction and lessons to suit the needs of their students. The school is located in a small town in southern Minnesota with a population of 1,126. This allows students to become familiar with one another before entering the school system. The students in the classroom come from homes in which they are cared for, groomed, provided shelter, and given the basic needs to survive as a child. All families have proven this to be true through returning paperwork, homework, and ensuring that their child's planner is signed and ready for the following day. As many students have already developed relationships and formed friendships, I encourage the students to interact with others that they may not usually interact with. It is important that students become familiar with all of their peers, especially while being a part of such a small school community.]

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.

<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.

[Students take the MCA (Minnesota Comprehensive Assessment) tests twice per school year which are state tests that help districts measure student progress toward Minnesota's academic standards. These tests are requirements of No Child Left Behind (NCLB). Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete classes in life sciences. Students are also administered FAST Bridge Testing which are district-wide tests to measure student progress and help teachers gauge where their students are at. Teachers can then have a better understanding on what needs to be re-taught or what lessons can be reviewed. The district aligns their curriculum with the Minnesota state standards. Teachers are then expected to adapt their lesson plans to meet the needs of their students. Nicollet Public School also incorporates PBIS (Positive Behavioral Interventions and Supports) into the school community. PBIS is a program that Nicollet is using to reinforce a positive atmosphere throughout our school and community. Raider Pride has four positive behavior expectations. They are: Be RESPONSIBLE, RESPECTFUL, POSITIVE, and SAFE.]

## About the Class Featured in this Learning Segment

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

[Mathematics instruction is covered diligently in first grade at Nicollet Public School. Instruction consists of a one hour block which can be divided amongst direct instruction, centers, and independent work time. This time block takes place in the morning when the students are attentive to the subject matter.]

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

[When it comes to ability grouping in math, students are grouped based on their mathematics ability during center work. However, during direct instruction, students are working at their desks which are grouped in pods, according to their personality.]

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.

[First grade uses Everyday Mathematics as their textbook and curriculum choice. This curriculum is used school-wide. Everyday Mathematics is published by Wright Group/McGraw-Hill and its date of publication is 2007.]

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

[In the classroom, the SmartBoard is used continuously throughout each lesson to engage the students as well as inform them of materials and support my lesson visually for the numerous visual learners in the class. This also promotes student participation and movement during lessons.]

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

1. Grade level(s):

[ 1<sup>st</sup> ]

2. Number of

- students in the class: 12

- males: 6 females: 6
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
Emotional/Behavior Disorder/Developmental Delay	1	Verbal and visual reminder for transitions, a shared special education paraprofessional is available, provide opportunities for sensory breaks and for movement (large motor/heavy lifting) prior to instructional periods to help with self-regulation and attending issues, take all tests, both classroom and school wide assessments, in a one-on-one setting
Specific Learning Disability	1	A shared paraprofessional will positively reinforce, provide visual supports (daily schedule, visual reminders of rules) to promote an understanding of school expectations, increase the ability to self monitor behaviors and assist in anticipating upcoming activities, provide preferential seating within the classroom by the classroom teacher, all tests (not testing reading ability) will be read aloud to him in a small group setting in a quiet area, provide sensory breaks and opportunities for movement on a regularly scheduled basis to help with self-regulation and attending issues, provide a range of sensory tools to help with self-regulation and attending issues, student

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

		will be given a modified spelling list that is at his ability level
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
No Students Applicable		
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Struggling Students (Math Facts)	5	Give each student a math fact flashcard before entering the room, randomly call upon students at various times of day to answer a math fact, math fact centers, etc.
Struggling Readers	1	Provide oral explanations for directions, provide opportunities to work in groups, visual examples
Talented and Gifted	2	Provide additional practice activities and allow these students to assist other struggling students – It is sometimes beneficial to have students explain to other students.