

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: X

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

[5-8]

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.

[During the Math lesson, there can typically be between two and four adults in the room at one time. There is the primary teacher, the Title teacher, one or two paraprofessionals, and myself. The paraprofessionals help keep the students on task while the teacher is presenting the new lesson, and they help specific students (students who qualify for Title) with the assigned homework. I give my lessons to the Title teacher and the Special Education teacher prior to teaching the lesson. This allows them to pre-teach the new concepts to the students that they serve.]

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 are three separate fifth grade classes that my cooperating teacher teaches math for every day. Each class receives the same lesson. My cooperating teacher teaches directly to the Minnesota state standards for math. My cooperating teacher has scheduled and planned that I teach a new standard (new lesson) each day while I am student teaching. She wants to have enough time to review for the standardized tests at the end of the year. This gives me very few days to re-teach if students do not meet the objectives on the only day planned for teaching the lesson. The students are allowed to make corrections on any homework assignment and quiz to receive the full number of points. Students are allowed to make corrections on tests as well; however, they can only make corrections up to a 90%.]

About the Class Featured in this Learning Segment

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

[Only fifty-five minutes are devoted specifically to mathematics each day. With only fifty-five minutes for each class, I do not have much time to do any extra practice with the students. I

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.

have enough time to teach the new concept, practice it briefly with the students, give an assignment, and allow work time. I would prefer having more time so that I could include some more guided practice, give enrichment activities, or simply for more work time on homework. If I had longer class periods, my learning segment would not need three full days to teach the standard; however, it would be too much for these students to handle if I condensed it into just one or two days. There are not many other opportunities for them to work on math during the day. Four days of the week, there is a twenty-minute math and/or language arts “extension” time. This time allows for extra practice on either basic math facts and algorithms, or language art skills.]

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

[Students are seated in tables and groups of four or five students. They are not seated by their abilities, but they are simply randomized (with consideration of student behaviors). Students who are hard of hearing or cannot see as well are seated closer to the front of the SmartBoard. Each group of tables has a wide range of mathematical abilities, and so it is spread out evenly. This allows higher-achieving students to help students at their tables who are struggling with the lesson. There are two students who do not spend their full day in the general classroom, but come in just for the math class. These two students are not in the class that I am using for this learning segment.]

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.

[Textbook: Math Connects: Concepts, Skills, and Problem Solving; Glencoe McGraw-Hill; 2009. All teachers in this district follow the MN State Standards for mathematics. The standards that are addressed are written on the board for every lesson. The teacher has also provided each student with a math folder. The folder includes math vocabulary and blank work pages for students to complete the “Number of the Week.”]

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

[SmartBoard Notebook software, computer, individual whiteboards and markers, calculators, geometric shapes, net cutouts]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[5th]

2. Number of

- students in the class: 23
- males: 9 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
Specific Learning Disability	2	Only reading goals; not math specific
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
N/A	0	N/A
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Students who struggle with math and qualify for Title.	8	Small group instruction; pre-teach assignment with Title teacher; extra help with assignment. I have constant communication with special education teacher and title teacher. I give lessons ahead of time so that they can pre-teach.

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