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.   In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Middle school: _____
High school: _____
Other (please describe): _____

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

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

3.   List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

[ ]

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.

[ ]

About the Class Featured in this Learning Segment

1.   What is the name of this course?

[ ]

2.   What is the length of the course? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

One semester: _____
One year: _____
Other (please describe):

[ ]

3.   What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

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[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.

[ ]

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

[ ]

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

[ ]

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

[ ]

About the Students in the Class Featured in this Learning Segment

1.   Grade-level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):

[ ]

2.   Number of students in the class: _____

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 the focus students must have an identified learning need** (for example, an English language learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.[2]

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**

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[2] California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

Example: Visual processing	2	Close monitoring, translating information in word problems into sketches

Students with Specific Language Needs		
Language Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: English Language Learners with only a few words of English	2	Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals) Have students use pre-taught key words and graphic organizers to complete sentence starters
Example: Students who speak a variety of English other than that used in textbooks	5	Make connections between the language students bring and the language used in the textbook

Students with Other Learning Needs		
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers	5	Provide oral explanations for directions and simplified text for word problems