

**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:   X  \_\_\_\_\_  
 Other (please describe): \_\_\_\_\_

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)<sup>1</sup>

City:   X  \_\_\_\_\_  
 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.

[ School features: Pilot School, Gold Certified Linked Learning School, Arts & Entertainment Pathway School, Certified STEAM School ]

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.

[Required Curriculum: Illustrative Mathematics Curriculum  
 Standardized Tests: iReady Periodic Assessment in Reading & Mathematics, Periodic Interim Assessments for SBAC ]

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

1. What is the name of this course?

[CC Geometry B ]

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:   X  \_\_\_\_\_  
 One year: \_\_\_\_\_  
 Other (please describe):

[ ]

<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.

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?  
[ Monday: 48 minutes (1:50pm - 2:38pm)  
Wednesday/Friday: 106 minutes (10:41pm - 12:27pm) ]
4. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.  
[ No]
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.  
[ Geometry Units 3-5. Illustrative Mathematics by Kendall Hunt (2019) ]
6. List other resources (e.g., electronic whiteboard, graphing calculators, online resources) you use for mathematics instruction in this class.  
[ TI-84 Plus CE Python Graphing Calculator ]

### 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):  
[ All ninth grade ]
2. Number of students in the class: 24
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.<sup>2</sup>

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

<sup>2</sup> 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.

There are no students with IEPs/504 plans in this class. See "Students with Other Learning Needs"		
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
RFEP (Reclassified Fluent English Proficient) -8 or more years as an English Learner	12	Translate instructions and materials, opportunities for peer discussions, provide written and oral definitions of vocabulary/mathematical symbols, simple one-step instructions, variety of assessment methods, explicitly teach/review vocabulary, provide sentence frames
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Underperforming student: lack of participation, failure to complete assignments, & failure to pass three classes fall semester (Geometry A, Theater, English)	1	Frequent one-on-one check ins, opportunities to provide written feedback to teacher, use of equity sticks during instruction to ensure participation.
Struggling with basic mathematics skills (5th grade or below) -based on iReady diagnostic test scores	16	Review basic skills and concepts (use of rulers, protractors, and calculators, how to square numbers, vocabulary), use routine problem-solving strategy (WDIK, WDINTK, HCIST) to solve word problems, use of calculators on assignments
Struggling with basic reading comprehension (5th grade or below) -based on iReady diagnostic test scores	7	Provide sentence frames, read problems and instructions aloud, chunk instructions, provide visuals to accompany instructions, bold key words
GATE Learners	3	Ask high-level DOK questions, provide opportunities to demonstrate problem-solving skills to peers, provide rigorous and challenging practice problems