

Secondary Mathematics Context for Learning Information

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): _____

Urban: X

Suburban: _____

Rural: _____

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

My school has Coteaching, and offers remedial and honor courses. My teaching segment will be taught in a remedial course.

3. *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.*

My district uses a district-wide Mathematics curriculum called AgileMind. I will be required to use and/or reference AgileMind, since their homework assignments will be AgileMind based. I will also have to use a standardized departmental unit test at the end of my teaching segment unit.

About the Class Featured in this Learning Segment

1. *What is the name of this course?*

Algebra I Repeat

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): _____

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

The class schedule is 7 classes a day with 50 minutes for each class.

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

There is ability grouping in my school, but it will not affect my class in a negative way.

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.*

My school uses AgileMind as their instructional program. That program includes pdf print offs that are used as instructional materials for class.

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

My classroom has an electronic whiteboard, access to AgileMind, and laptops.

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):*
___ 18 Sophomores and 2 Juniors ___

2. *Number of*

- *students in the class: ___ 20 ___*
- *males: ___ 9 ___ females: ___ 11 ___*

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. For example, students

- *With Individualized Education Programs (IEPs) or 504 plans*
- *With specific language needs*
- *Needing greater challenge or support*
- *Who struggle with reading*
- *Who are underperforming students or have 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.¹

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Learning Disability	4	<p>Give one-on-one instructional aide when possible</p> <p>Give more visual examples and link them to Mathematical expressions and vocabulary</p> <p>Extra time to complete in-class assignments such as quizzes and tests</p> <p>Help with organizational skills</p>
Emotional Disturbance	1	<p>Give the student more opportunities to interact with other students in an engaging and positive manner</p> <p>Use small group settings as much as possible</p> <p>Extra time to complete in-class assignments such as quizzes and tests</p>

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
Students who speak a variety of English other than that used in textbooks	2	<p>Give more visual examples and link them to Mathematical expressions and academic vocabulary</p> <p>Gets them to speak more academic language and vocabulary</p> <p>Pair up with a bi-lingual student who speaks their native language</p> <p>Uses AgileMind's translation abilities for online work</p>

		Extra time to complete in-class assignments such as quizzes and tests
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Students with Other Learning Needs		
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Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Severe Medical Condition	1	<p>Giving a specific assigned seat and periodically checking the student and checking his/her progress</p> <p>Extra time to complete in-class assignments such as quizzes and tests</p>