

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.*

The school where I will be conducting my student teaching is ethnically, culturally, and socioeconomically diverse. This diversity has led to the school having a wide variety of course offerings. The basic academic courses (English, Math, and Science) has many different course offerings including remedial, regular track, and honor. In addition to regular academic courses, Pike also has a Career and STEM Center that offers dual credit courses where students can earn up to 3 credit hours per class they take. The Career and STEM Center's course offerings include: Computer Networking, Culinary Arts, Cosmetology, and accounting. The school also utilizes staff members by having Co-teaching in a variety of content areas.

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 the students will be assigned unit homework on AgileMind. I will have to use department homework assignments and bellwork during my learning segment. The use of the bellwork also includes my cooperating teacher's expectation that I will conduct bellwork similarly to her. This includes having student volunteers putting their work on the board, and then I will lead the class in a discussion over their peer's work.

About the Class Featured in this Learning Segment

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

Algebra I

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 for Pike is 7 class periods a day with 50 minutes for each class, with a 25 minute lunch. Teachers are given a minimum of 1 prep period a day, so they teach a maximum of 6 classes a day. .

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. The grouping will affect the class featured in my learning segment by controlling the students I will have in class. Due to the fact that honors courses are offered, I will have less High Ability students in my class. My class will be comprised mainly of 9th graders on the regular graduation track.

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 for all Mathematics classes. The program includes pdf print offs that are bound to be used as workbooks for the students and instructional materials for the teacher.

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

My classroom has numerous classroom resources including: an electronic whiteboard (smartboard), calculators, 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):*
_____ all ninth grade _____

2. *Number of*

■ *students in the class:* 19

■ *males:* 7 *females:* 12

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	1	<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>

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	1	<p>Give more visual examples and link them to Mathematical expressions and academic vocabulary.</p> <p>Get them to speak more academic language and vocabulary in small groups and in a class discussion.</p>

		<p>Extra time to complete in-class assignments such as quizzes and tests.</p> <p>Modified Tests that highlight the important language in the questions.</p>
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Student with gaps in academic knowledge	1	<p>Giving a specific assigned seat and periodically checking the student and his/her progress</p> <p>Extra time to complete in-class assignments such as quizzes and tests</p> <p>Vocabulary support.</p>