## TASK 4: MATHEMATICS 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.)

Elementary school: X
Middle school: $\qquad$
Urban: $\qquad$
Suburban: X
Rural: $\qquad$
2. 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.
[The school where I teach is a kindergarten to eighth grade suburban school with 563 total students. The school is very diverse, with an ethnic and racial subgroup division of $46 \%$ White, 20.6\% Black, 24\% Hispanic, 3.6\% Asian, 0.5\% American Indian, 0.4\% Pacific Islander, and $5 \%$ of students who are two or more races. The main language that is primarily spoken within these students' homes is English (89.4\%), while Spanish (6.5\%) and Chinese ( $0.9 \%$ ) are the second and third most prominent languages that are spoken amongst the students. Due to English being the main language spoken at home, only 28 students (5\%) were deemed as Limited English Proficient in the 2013-2014 school year. Among the 563 students enrolled at my school, there are 88 students (16\%) with a disability, and 384 students ( $68.2 \%$ ) who are economically disadvantaged.
A basic skills teacher is present in the classroom when mathematics is taught. The basic skills teacher assists the classroom teacher in any way that she is needed. The basic skills teacher generally pulls small groups and circulates the classroom to help individual students.]
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.
[Within the school, there is one kindergarten classroom, three first grade classrooms, and three second grade classrooms that are piloting the Eureka Math program. This program contains a strict pacing plan that must be followed in order to effectively teach the students pertinent information. I must follow the structure of each pre-made lesson and utilize the pre-made materials, which include problem set worksheets, exit tickets, and homework sheets. Therefore, I am not required to create my own materials or develop my own lessons. For first grade, there are 6 modules that should be taught throughout the year. At the beginning of each module, the students are given a binder with all the materials that they will need during the module. Again, there is not much leniency within the mathematics instruction.]

## About the Class Featured in this Learning Segment

1. How much time is devoted each day to mathematics instruction in your classroom?
[There is one hour of mathematics instruction each day.]
2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.
[There is no ability grouping or tracking in mathematics.]
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.
[Eureka Math is the instructional program utilized within the classroom. Here is the link to the website where all of the lessons and materials can be found for each grade in PDF form: http://greatminds.net/maps/math/home]
4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.
[Numerous manipulatives are utilized within the classroom, such as rekenreks, counters, base 10 blocks, centimeter cubes, and centimeter rulers, as well as nonstandard measuring units: paper clips and string. The students occasionally use the iPad app called Dreambox.]

## About the Students in the Class Featured in this Learning Segment

1. Grade-level(s):
[ First grade ]
[Among the students in this class, six of them are English Language Learners. Additionally, two students receive speech therapy, and one student is removed from the classroom three times a week in order to be transported to a partial care facility due to behavioral issues.]
2. Number of

- students in the class: 17
- males: 8 females: 9

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your mathematics 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 Mathematics Assessment Task 4, 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: | Number of | Supports, Accommodations, <br> Classifications/Needs |
|  | Students | Modifications, Pertinent IEP Goals |
|  |  |  |


|  | Students with Specific Language Needs |  |
| :--- | :---: | :--- |
| Language Needs | Number of <br> Students | Supports, Accommodations, <br> Modifications |


| Early Intermediate ELL- | 2 | One of these students was pulled out of |
| :--- | :--- | :--- | Students who are somewhat able to comprehend contextualized information and are able to communicate verbally with some mistakes, but are unable to adequately communicate through writing and contain a limited proficiency to communicate ideas.

> the first grade classroom when mathematics was taught and was placed in the kindergarten classroom, since he had no prior schooling and therefore no mathematics background. However, this arrangement no longer works and the student is back in the first grade classroom during mathematics instruction. The basic skills teacher or classroom teacher typically assist these students, since extra support is certainly needed. However, since the program is scripted and all the materials are premade, none of the instruction or materials are differentiated for these students. The classroom teacher and basic skills teacher provide as many visual aids as possible, so the students are able to see math drawings and diagrams to help them better understand. Information is often repeated numerous times and presented in different ways for the purpose of instilling familiarization over time. These students are also given the opportunity to explain their thinking orally in addition to writing. These students are often included in small group instruction.

The basic skills teacher or classroom teacher typically assist these students, but only when needed. These students are mathematically intelligent and

Intermediate ELL- Students who are able to comprehend contextualized information and have the ability to

[^0]| communicate verbally with lack of error, but struggle to formulate coherent ideas. |  | typically comprehend the information that they learn and are able to successfully apply these math skills when solving problems. If assistance or aid is needed, the classroom teacher and basic skills teacher provide as many visual aids as possible, so the students are able to see math drawings and diagrams to help them better understand. Information is often repeated numerous times and presented in different ways if necessary. These students may be included in small group instruction. |
| :---: | :---: | :---: |
| Early Advanced ELLStudents who have very good comprehension of material and a heightened proficiency to communicate orally and in writing, but may have difficulty in making connections. | 2 | These students are some of the top mathematics students within the classroom, so support is not often needed. Visuals, graphs, diagrams, and labels are provided when needed, as well as occasional small group instruction. |
| Students with Other Learning Needs |  |  |
| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| Struggling Readers | 4 | Directions and problems, specifically word problems, are read aloud in small groups to aid those who have difficulty reading and comprehending the material. |
| Speech | 2 | Students receive speech therapy support twice a week to promote speech and language skills |
| Behavioral Issues that cause off-task behavior | 1 | Constant redirection and prompting is provided. Student is removed from the classroom three afternoons a week in order to be transported to a partial care facility where is taught behavior management strategies. |


[^0]:    ${ }^{1}$ California candidates-If you do not have any English language learners, select a student who is challenged by academic English.

