

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): _____

Urban: _____

Suburban: _____

Rural: _____

2. 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.

[The science classes in this middle school are piloting an integrated general science program. This means that in grades 6-8, students will be covering all areas of science including life science, physical science, and Earth science each year. Standards in each area have been distributed throughout each grade level.]

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.

[This school is in its second year of a piloted integrated general science program. The science teachers within the school have developed their own curricula, and each grade level will meet standards in all areas of science based on NGSS. Each year has specific standards that need to be met to build on the previous year. This program begins in sixth grade and goes through eighth grade. The school has also implemented a mandatory PBL science project to be done throughout the year at each grade level. The success of the integrated science program will be determined based on quarterly standardized growth assessments.]

About the Class Featured in this Learning Segment

1. What is the name of this course?

[Seventh Grade Integrated Science]

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)?

[50 Minutes every day]

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

[There is an advanced class for students who excel in science, so the students with higher abilities are grouped into one class and taken out of my class setting.]

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

[A variety of instructional resources are used to deliver science instruction. One textbook is visited during the Earth Science unit. The textbook is Prentice Hall Science Explorer: Inside Earth. Publisher: Pearson. Date: 2003.]

- List other resources (e.g., electronic whiteboard, graphing calculators, on-line resources) you use for science instruction in this class.

[SmartBoard, iPads, laptops]

About the Students in the Class Featured in this Learning Segment

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

[All seventh grade]

- Number of

- students in the class: 19
- males: 8 females: 11

- 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 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
<i>Example: Visual processing</i>	<i>2</i>	<i>Close monitoring, large size graph paper</i>

¹ California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Presentation	6	Clarification on directions, read directions and test questions, check for understanding
Setting	6	Individual or small group setting
Timing/Scheduling	6	Multiple breaks, extending time on assessments, extended time to complete work and written assignments
Response Format	5	Verbalize ideas before writing, access to word processing, computer provided for longer assignments, copy of class notes provided, speech to text, calculator
Modifications	1	Modified curriculum and grading

Students with Specific Language Needs

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

Students with Other Learning Needs

Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions</i>
Social anxiety	1	Provide short breaks with a feelings check-in, provide visual written schedule, consistent coaching to support organizational skills
Behavioral	2	Provide extra time to process information, and time to cool down if upset, allow to go visit with counselor