

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.)¹

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.

[This school does have AP, honors and remedial courses. However, this class is a regular World History class. It does benefit though from the AVID program at this school. AVID is a program which looks to narrow the gap. It stands for Advancement Via Individual Determination. It’s goal is to help students who are willing to work hard gain the skills to be prepared for college. There are specific classes for AVID students, but there are also strategies that are used throughout the school. We use these other components, such as assignment types and reading strategies.]

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.

[The school district uses standardized tests which they call GVC’s. These are standard across all of the high school world history classrooms. Additionally, the AVID strategies are used school wide.]

About the Class Featured in this Learning Segment

1. What is the name of this course?

[World History]

2. What is the length of the course?

One semester:

One year:

¹ 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.

Other (please describe):
[One Year]

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

4. Is there any ability grouping or tracking in history/social studies? If so, please describe how it affects your class.
[No there is not.]

5. Identify any textbook or instructional program you primarily use for history/social studies instruction. If a textbook, please provide the title, publisher, and date of publication.

[We do have access to textbooks but we do not use them often for instruction. It is called *World History* and is written by Pearson, copyrighted in 2016]

6. List other resources (e.g., electronic whiteboard, resource library in classroom, online resources) you use for history/social studies instruction in this class.

[We have a smart board in our class and then we have materials by the teacher Karl Sagan available for use if we desire them.]

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):
[3 Freshman, 12 Sophomores, 10 Juniors]

2. Number of
 ■ students in the class: 25
 ■ males: 16 females: 9

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 these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.²

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

² California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

<i>Example: Learning disability</i>	2	<i>Close monitoring, copy of PowerPoint notes and follow up</i>
504	1	Allow for student to take breaks throughout class and provide any notes that the student may have missed. These notes cannot replace activities in experience but they can still cover the same learning.

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>
ELL	2	Strategic placement of students in the seating chart, individual attention is given to these students check for their understanding. Additionally, the teacher will check in with these students at additional points throughout the lesson and throughout any work time that is given in class to ensure learning and understanding for these students. This is a critical step as it opens the door for these students to receive help if necessary.

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>
Behind Cohort	1	This student is not on pace to graduate and struggles with reading. They will be assisted by providing additional guidance on assignments and by providing

		additional time to complete work. Additionally, this student is allowed to take a break from work when frustrated so that they can calm down and refocus on the task at hand.