**Context for Learning Information Directions:** Respond to the prompts below (**no more than 3 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

### **About the School Where You Are Teaching**

**1.** In what type of school do you teach?

Urban: [ **X** ]

Suburban: [ ]

Rural: [ ]

**2.** What grade levels are at your school site? (e.g., K–6)

[**K-4**]

**3.** 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.

[ **STEM Certified, Title 1 School- This is incorporated school wide. Teachers now use a program called Mystery Science. This is a very hands on program for science. Students really enjoy the different experiments that they get to do with this program. Math instruction is changed with different hands on materials such as task cards instead of a lecture type class.**]

1. 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.

[ **Differentiation for students with special needs. There are different activities planned for the different levels. Students in the higher levels will often help the students in the lower level. This helps tremendously during math because there arent as many interruptions for questions that are easily answered.** ]

### **About the Class Featured in This Assessment**

**1.** How much time is devoted each day to mathematics instruction in your classroom?

[**60 minutes**]

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

[ **Yes, enrichment group gets pulled 3X per week. Some students will go to other third grade teachers for a reading group. Some students will go to groups with other teachers to work on things that they may be struggling with. Some students will go to groups because they are above level and they will work on more challenging material in the groups. I have to coordinate with others to plan what will be done with each of these students when they are pulled from my classroom.**]

**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 Mathematics is used for their math instruction. This is the main resource for math instruction that is taught in 3rd grade. This program is very well put together with the lesson and flipchart for teacher and an assessment to see if mastery was achieved. Zearn goes along with the Eureka Math and is very well put together with math lessons and assessments that are good for measuring mastery.**]

1. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.

[ **Dreambox-an online math program that is very competitive and is based on the students’ learning levels. Zearn- Math curriculum that goes along with common core and is very well put together lessons. Promethean Board- Students use this for every day learning- helpful for them to come up and work out problems in front of class. Laptop- Used everyday in the classroom for lessons in every subject. Desktop- Students do all of their work at their desks- it is important for them to keep their desks neat and organized.**]

### **About the Students in the Class Featured in This Assessment**

**1.** Grade level(s):[ **3rd Grade** ]

**2.** Number of

* students in the class [**21**]
* males [**11**] females [**10**]

**3.** Complete the chart 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 chart. 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 IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

|  |  |  |
| --- | --- | --- |
| **Students with Specific Learning Needs** | | |
| **IEP/504 Plans: Classifications/Needs** | **Number of Students** | **Supports, Accommodations, Modifications, Pertinent IEP Goals** |
| *Example: Visual processing* | *2* | *Close monitoring, graph paper for 3 digit numbers* |
| **504** | **1** | **Needs access to bathroom anytime** |
| **IEP** | **5** | **3 gifted services/ Autism/ 1 Behavior Modified assignments and additional supports** |
|  |  |  |
| **Other Learning Needs** | **Number of Students** | **Supports, Accommodations, Modifications** |
| *Example: Struggling readers* | *5* | *Provide oral explanations for directions and simplified text for word problems* |
| **ESL** | **2** | **Additional Time and Support** |
|  |  |  |
|  |  |  |