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: X
   High school: ______
   Other (please describe): ______

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)
   City: ______
   Suburb: ______
   Town: X
   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.

   [Marlboro middle school has 426 students and consists of predominately-white students, who make up 71% of the student population. However, the school is diverse in other ways with 36% of students listed as economically disadvantaged and 17% of students that have a disability. This class includes three of the five English language learners in the school and an English language learner teacher. I will need to communicate with the English language learner teacher in order plan lessons and assessments, as well as make any necessary adaptations or accommodations.]

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.

   [This school has a history department meeting once a month that I will need to attend in order to discuss student progress, teaching techniques and strategies, and other aspects of student learning. This school has a program named OLWEUS, which is a bullying and violence prevention program. Once a month I will need to go over slides that are provided to my mentor teacher on a particular topic relating to bullying and violence and inform students on the seriousness of these issues and how to go about preventing them. In addition, there is a student development committee that my mentor teacher is a part of and I will need to attend in order to discuss any behavioral or academic problems with students.]

About the Class Featured in this Learning Segment

1. What is the name of this course?

   ______________________________

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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.
[ History of the United States and New York State I ]

2. What is the length of the course?
   - One semester:
   - One year: X
   - Other (please describe):

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
   [This course meets for 42 minutes every day of the week. This is shortened to a mere 28 minutes on days that the school has a 2 hour delay and 35 minutes on days that OLWEUS takes place. This will shorten my lessons considerably and I will need to be prepared to adjust my plans for these days.]

4. Is there any ability grouping or tracking in history/social studies? If so, please describe how it affects your class.
   [There is no official ability grouping or tracking, however, my mentor teacher informed me that this something to keep in mind because it will help me properly differentiate my instruction and adapt lessons to meet particular student needs.]

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.
   [I will use the textbook for some homework assignments, but mainly as a guideline to gauge the order in which units are to be covered. My mentor teacher has a lot of supplemental material available that I intend on using in most of my instruction. The textbook is America History Of Our Nation, Davidson Stoff, Pearson, 2009.]

6. List other resources (e.g., electronic whiteboard, resource library in classroom, online resources) you use for history/social studies instruction in this class.
   [This class has a Smart board, chrome books, and primary and secondary source documents. My mentor teacher uses Google Classroom for homework and other in class assignments. The school also has a computer lab and school library that is available to bring students to.]

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 seventh grade]

2. Number of
   - students in the class: 24
   - males: 15 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

<table>
<thead>
<tr>
<th>Students with IEPs/504 Plans</th>
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</thead>
<tbody>
<tr>
<td>IEPs/504 Plans: Classifications/Needs</td>
</tr>
<tr>
<td>Example: Learning disability</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Students with Specific Language Needs</th>
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<tbody>
<tr>
<td>Language Needs</td>
</tr>
<tr>
<td>Example: English language learners with only a few words of English</td>
</tr>
<tr>
<td>Example: Students who speak a variety of English other than that used in textbooks</td>
</tr>
<tr>
<td>Students who speak English, but have some trouble reading and writing in English.</td>
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</tbody>
</table>

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<tr>
<th>Students with Other Learning Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Learning Needs</td>
</tr>
<tr>
<td>Example: Struggling readers</td>
</tr>
</tbody>
</table>

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