**Context for Learning Information- Hour 2**

**Task:** Provide the requested context information for the class selected for this assessment. This format is designed to be completed electronically. Use as much space as needed to respond.

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| About the school where you are teaching |
|  |  |  |  |  |  |  |
| 1. Where are you teaching?
 |  |  |
|  | Middle school |  | X | High school |  |  |
|  | Other (please describe)  |  |
|  |  |  |  |  |  |  |
| 1. List any specialized features of your school or classroom setting (e.g., themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
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|  | **Answer:** There 15 tables set up across the room arranged in pairs. In doing this, the teacher asks them to work as a pair to solve problems. The classroom is rather full so students in the back of the room are far away from the board, which makes it difficult at times to keep them involved during direct instruction. It is important to keep asking questions and using partner work to keep the students’ attention. With a class of 30 students, it will be helpful to co-teach so one can instruct and the other can check with students working on their whiteboards. |
| 1. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.
 |
|  | **Answer:** In this class, the teacher is expected to get through a certain amount of curriculum during the semester. The teacher uses guided notes during her class that students follow along in as she lectures. They are given a chapter of all the notes prior to the unit and as they go through each lesson they fill in notes and examples that were created by the teacher. The guided notes are used to keep pace with a department curriculum map that all math teachers at Waseca Junior/Senior High cooperatively created. As teacher candidates, we have been given a certain portion of the guided notes to complete using specific types of examples to explain the concept.  |

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| About the subject area/course you are teaching |
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| 1. What is the name of the course you are documenting?
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| Pre-Calculus (2nd hour) |
|  |  |  |  |  |  |  |  |  |  |
| 1. What is the length of the course?
 |  | one semester  |  |  | **one year**  |  |
|  |  | other (describe) | One year = 3 trimesters |
|  |  |  |  |  |  |  |  |  |  |
| 1. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
 | 48 minute class periods that meet everyday |

1. Is there any ability grouping or tracking? If so, please describe.

As 7th graders, students are put on a track dependent on their previous success in math classes. Some students will be on the path to be in calculus by their senior year where other students will be on track to be in pre-calculus by their senior year. When students enter 9th grade, there are ways to adjust a students’ track if they wish. Students are not confined to their original track with the ability to choose which they would prefer.

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

Students do have access to a textbook but they typically do not use it. Instead, it is used mostly by the teacher to see what will be coming up in the next few lessons, how to progress through content, etc. One resource our teacher told us about that may be helpful is chaoticgolf.com. This website contains videos and examples of lessons as well as the guided notes she utilizes in her classroom. The website could potentially be a useful resource in the future.

1. List other resources (e.g., SmartBoard, graphing calculators, on-line resources) you use for your instruction in this class.

There is a smartboard present in the room that the teacher relies on during instruction. She uses it as she goes through the guided notes with her students every day. Students also have access to all of the answer keys to their homework assignments through Google docs. This way students can check their work and make sure they are doing it correctly at any time. Another resource present in the classroom is having whiteboards and markers at each table for partner work. Students have access to work out problems on these whiteboards during instruction. Additionally, students are expected to have a graphing calculator to do calculations during class on examples or assignments. There are 3 extras available at the front of class for those who forget.

# About the students in the class featured in this assessment

1. Grade level composition of the class \_\_\_10-12 grade\_\_\_\_\_\_\_\_\_

Number of:

* 1. students in the class \_30\_\_ males \_\_20\_\_ females \_\_10\_
	2. English language learners \_0\_\_\_

d. students identified as gifted and talented \_\_0\_\_\_

e. students with Individualized Education Plans (IEPs) or 504 plans \_2\_\_\_

1. Complete the chart below to summarize the required accommodations or modifications for special education students or gifted and talented **students that will affect your instruction in this learning segment**. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.

There are no students who require any accommodations or modifications in this class period.

|  |  |  |
| --- | --- | --- |
| **Special Education Category** | **Number of Students** | **Accommodations/Pertinent IEP Objectives** |
| *Example:**Learning Disability* | *Example:**4* | *Example:**Close monitoring, follow up, and Resource Room* |
| Health condition (back fusion) | 1 | There are no accommodations needed for this student during the class period |
| Autistic spectrum (social) | 1 | There are no accommodations needed for this student during the class period. Instead, if this student is not making eye contact or doesn’t voice their answers in class, the teacher will know why.  |
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