

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: _____
 Suburb: X
 Town: _____
 Rural: _____

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.

[The school featured in this Learning Segment is a large suburban STEM Magnate school attended by 1451 students in grades 9-12 in 2021. Though the school is primarily white, the school does rank in the top 30% of the state for diversity as reflected in the chart below for the school, and that ultimately reflects the classroom as well

White	51%
Hispanic/Latino	18%
Asian	13%
2+ races	10%
African American/Black	6%
Native/Pacific Islander	1.5%

Approximately 28% (406) are on free/reduced price lunch. Additionally, 105 (7.5%) students are English Language Learners, 132 (9%) students receive special education or academic accommodations via 504 plans, and 105 (7.5%) students are tested as gifted/highly-capable. The gender breakout registers at 56% male, 43% female, and 1% as gender X.

As a STEM magnet, this particular school has opted for self-selected College in High school courses, honors, and Advanced Placement Curriculums in Math, English, History, and the Sciences content areas. Self-selection removes access barriers to both high level instruction and the highly regarded academic programs. The arts are another considerable factor in this school community, with over 400 students participating in the arts the highlight of which are the award winning jazz bands, and nationally recognized media programs.]

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.

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 that this Learning Segment will be carried out in does not require any specific standards to be met beyond that of the state English language arts standards which are the Common Core Learning Standards. While this Learning Segment is taking place during a time where we are still in a fairly reactive moment as we begin the hybrid model, I have had the opportunity to provide influence and plot our path forward. The pace is mostly set by these freshmen students who, in a hasty transition to hybrid, are setting foot in their high school classrooms for the first time a mere 2 months from the end of the school year. Our schedule and pacing are reflective of the observations and feedback from the students in surveys and participation activities. This will affect the pace and content that I am able to teach the students. The co-teaching style my cooperating teacher and I have built allows for consistency so that the students are not hurt by the transition when I leave the placement. This will also affect the physical set up of the class, which is currently in a configuration that makes it difficult to move around to assist students, as pandemic social distancing requirements demand.]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to English Language Arts instruction in your classroom? What is the name of this course?

[The school in which this Learning Segment is carried out operates on a 6 period daily schedule, and each student has English for 1 class period. The specific course name is English 9 Honors.]

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: X_____

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

[The school in which this Learning Segment is taking place operates on a the 6 period 45 minutes (50 in pre-covid) per class each day, with a 7 minute passing period in order to accommodate safety precautions and staggering of releases during the end of class procedures. All courses have Wednesday specifically as a no new work day, to allow for students to manage their workloads in the continuing hybrid learning environment.]

4. Is there any ability grouping or tracking in English Language Arts? If so, please describe how it affects your class.

[Though there is no standard strategy for tracking or ability grouping in the school that this Learning Segment takes place within, each teacher does execute grouping as appropriate within their own classroom environment and subject matter. Further the school employs a combination of inclusion and pull-out strategies as recommended for accommodation of special education depending on the content and needs of individual student goals.]

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

[While the school in which this Learning Segment is occurring does not require a specific curriculum be taught in the English language arts honors class, the department members collaborate and agree on the independent reading expectations each student must meet and agree to in the beginning of the course contract, and further complete outside of class time with

little to no support. State learning standards are taken into consideration during the development, and because of this freedom the staff is able to create Universally Designed Lessons incorporating choice, diversity in representation, and relevancy to the students. The staff are further encouraged to share, evaluate, and learn from one another's successes, failures, and ideas. This approach has resulted in flexibility, sensitivity, and consistent high rate of students meet state ELA test standard (80% or more of 10th grade students meet or beat state set standard score).]

6. List other resources (e.g., electronic white board, online resources) you use for English Language Arts instruction in this class.

[The classroom in which this Learning Segment is carried out utilizes a variety of resources. This school district provides a Chromebook and assigns each student a google account for school use. The Chromebook has its settings set by the district for safety, and students are expected to bring their school issued Chromebook to each class. Each classroom is also equipped with a document camera and mic to transmit to the digital Zoom environment, and a projector to replicate the same. In the specific class in which this Learning Segment is occurring, Canvas is used to organize and manage course materials, and additional technological resources are used to facilitate lessons (i.e. GimKit for games or visual features, Peardeck for interactive slidedeck, etc.). The students are familiar with these as they are utilized consistently from the beginning of the year on as part of the class procedures, and scaffolded activities are used initially in introducing the technology and expected uses.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[The students featured in this Learning Segment are in 9th grade.]

2. Number of students in the class: 39 (of which 17 identify as female and 22 as male.)
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 the focus students must have an identified learning need** (for example, an English language learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.²

² California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Hearing loss</i>	1	<ul style="list-style-type: none"> • Seating placement close to sound origin • Close monitoring & speaker tracking • Use visual aids & text in addition to verbal instruction. • Provide closed-captioning for any videorecorded lectures.
<i>Anxiety</i>	2	(No current plans on record) <ul style="list-style-type: none"> • Early publishing of material and structure to allow for preparation • Extra-time as needed • Personal Check-ins & communication
<i>ADD/ADHD</i>	4	(No current plans on record) <ul style="list-style-type: none"> • Early publishing of material and structure to allow for preparation • Chunking sections of instruction • Sensory activities • Extra time for pressure based activities • Creative/choice based options • Movement at least once during class • Positional freedom during independent study time. • Fidget station in back of class • Assessments come in a variety of formats (oral, written, creative etc.).
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Gifted Learners</i>	5	<ul style="list-style-type: none"> • Prepare additional layers as challenges, • Offer opportunities to deepen understanding/enrichment activity, • Engage students in choice to tutor/teach sections to show what they know via leadership (Do not just assign more work...)

underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.