Task 1: Planning Instruction and Assessment

Part A: Context for Learning Information

	Directions
1.	Save a copy of this file on your personal computer and name it **MTH_Context_Inf_template.**
2.	Provide the requested context information for the class selected for this assessment.
3.	Format your response in Arial 11 pt single spaced text with 1" page margins.
4.	Limit your response to **no more than 2 pages total including prompts. Scorers will not read beyond page 2.**
5.	Save your file in one of the following formats: .doc, .docx, .odt, .pdf
6.	Submit your file electronically.

About the School Where You Are Teaching

1. In what type of school do you teach?

Middle school: For this assignment I am using a class I taught in Highline Big Picture Middle School.
Suburban: Burien is an ethnically and socio-economically diverse suburb of Seattle.

2. List any special features of your school or classroom setting (e.g., themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

The school does not give grades but narrative assessments. The two classes I taught were two groups of approximately 15 students each which made up one 7th grade cohort at the school.

3. 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.

There were no specific requirements imposed on this course, but we did attempt 3 lessons in a POGIL (Process Oriented Guided Inquiry Learning) style.

About the Class Featured in This Assessment

1. What is the name of the course?

Big Picture Middle School Math Class

2. What is the length of the course?

One year: class runs the whole year

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

Class meets 50 minutes every Monday.

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

During this POGIL-unit, we did not do any ability grouping or tracking.

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

Copyright © 2011 Board of Trustees of the Leland Stanford Junior University.
All rights reserved.

During this POGIL-unit we did not use any textbook, but rather 3 POGIL-style worksheets that were designed by me.

6. List other resources (e.g., SmartBoard, graphing calculators, online resources) you use for mathematics instruction in this class.

We used a document projector and a normal overhead projector PC during this unit.

About the Students in the Class Featured in This Assessment

1. Estimated percentage of students eligible for free/reduced lunch:

According to OSPI for 2010-2011 for the High School, we are 63.2% FNR. General consensus is that this is low for the Middle School.

2. Grade level composition (e.g., all seventh grade; 2 sophomores and 30 juniors):

Students are all 7th graders.

3. Number of
   a. students in the class: 31
   b. males: 13
      females: 18
   c. English language learners: 02
   d. students with Individualized Education Programs (IEPs) or 504 plans: 02

4. Complete the chart below to summarize required accommodations or modifications for students receiving special education services and/or students who are gifted and talented as they **will affect your mathematics 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.

Special Education Category	Number of Students	Accommodations, Modifications, and/or Pertinent IEP Goals
IEP/504	*2*	*Focus issues, Executive Function Impairment, Needs extra time.*

Copyright © 2011 Board of Trustees of the Leland Stanford Junior University.
All rights reserved.