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.)
   - Elementary school: ___X___
   - Middle school: ______
   - High school: ______
   - Other (please describe): ______

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

3. Describe the physical facilities (e.g., hallway, parking lot, gym, tennis court) and equipment available to you for the learning segment.
   
   [The physical facility available is a gym that is also used as the cafeteria. The gym has six basketball hoops, a rock wall, tables that fold up into spaces on the wall, a stage, and a window where lunch is served. There are posters on the wall to remind students of gym rules. There are posters also hung with learning cues for the unit that the students are currently in. There is a whiteboard that is used during lessons to add reminders and learning cues for the focus on the specific lesson. The equipment available for the learning segment includes the basketball hoops which can be raised or lowered, basketballs, cones, polly spots, bean bags, scarves, dodgeballs, playing cards and cut up noodles that are used for tag games.]

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.
   
   [None, the teacher is allowed to design the course as they see fit. The teacher paces the lessons based off of student understanding. Some units that have been introduced in previous years’ progress quicker because students have mastered the skills in the unit. Units that are new to the students are slower paced in order to allow students the opportunity to practice the newly introduced skills within the unit.]

About the Class Featured in this Learning Segment

1. If a course:
   a. What is the name of the course?
      [Physical Education]
b. 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 _____
   - Other (please describe): ______

2. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
   [50 minutes, once per week. The students will enter the gym when prompted and immediately run laps until told to go to the middle for further instruction. The students will complete a fitness activity, and then the teacher will describe the lesson focus. The teacher will demonstrate tasks/skills and the students will complete them. The tasks are progressed based on difficulty level. The last task is always a competitive activity. At the end of class students will put away equipment and line up in no specific order on the black basketball baseline. The teacher will debrief the students on what happened in class and the students will answer teacher questions relating to the learning segment. The teacher will then tell the students what to expect for the next class.]

3. Is there any ability grouping or tracking? If so, please describe how it affects your class.
   [No, there is no ability grouping or tracking.]

4. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication.
   [There is not a primary textbook used for instruction. The instructional program primarily used for instruction is Grade-Level Outcomes for K-12 Physical Education. It was published by SHAPE America- Society of Physical Educators in 2013. This program is the national standards that should be achieved for all grade levels in Physical Education.]

5. List other resources (e.g., electronic whiteboard, heart monitors, stopwatches, online resources, tablets, pedometers, Polar® TriFit™ system, heart-rate monitors, BIAs [bioimpedence analysis], DDR equipment, Nintendo® Wii™) you use for instruction in this class.
   [Other resources that are available are stopwatches, overhead projector, iPod with speakers and pedometers. Pedometers are used during units to increase student activity time and to give students another form of motivation. Stopwatches are used to stay on track during activities that involve stations to ensure equal time at station. The iPod and speakers are used to play music during the activity time to appeal to students who are aural learners. The projector is used during various units to project videos that add as another way to present information and appeal to different learning styles.]

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 students are fourth grade.]

2. Number of
   - students in the class: ____24____
   - males: ____14____ females: ___10____

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>IEPs/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Acquisition</td>
<td>1</td>
<td>Close to the instructor, writing cues on the board, posters with cues, teacher demonstrations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Specific Language Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Needs</td>
</tr>
<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>Supports, Accommodations, Modifications</td>
</tr>
</tbody>
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<table>
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<tr>
<th>Students with Other Learning Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Learning Needs</td>
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<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>Supports, Accommodations, Modifications</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.