**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: ______
   - 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.)
   - City: ______
   - Suburb:   x 
   - Town: _____
   - Rural: _____

3. **Describe the physical facilities (e.g., hallway, parking lot, gym, tennis court) and equipment available to you for the learning segment.**

   [There are multiple gym locations that are available for teacher and student use. They have a field house with 2 dividing curtains that can divide space into three parts. They also have another location that houses gyms one and two. In these locations, 8 courts will be set up, 4 in a row, each with a net. This will allow a total of 32 players to participate at one time in one half of the gymnasiums. There is also a large variety of equipment to use. For this learning segment, the available equipment will be 40 pickleball rackets, and three different sized and colored pickleball balls. Ranging from official size to a larger size and the colors being orange, yellow, and white.]

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.**

   [In this district, there is a curriculum that is followed which lists out of variety activities that are to be taught and completed within a typical common time frame that is about three weeks long. With this time frame, teaching and mastering must be completed to the best of the ability by the teacher and the students. Teachers are to instruct in a timely manner that is beneficial for the student’s success in each and every skill related activity.]

### About the Class Featured in this Learning Segment

1. **If a course:**
   a. **What is the name of the 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](https://nces.ed.gov/surveys/ruraled/definitions.asp)) or consult with your placement school administrator.
[The course name is Freshman Physical Education 2.]

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: __x___
   One year: ______
   Other (please describe): ______

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

   [The class period itself is 50 minutes in length every day. The students have 5 minutes at the beginning and at the end of the period to change in and out of P.E. clothes. This leaves 40 minutes of in-class instruction. Every day, the students will enter the classroom, they will line up in alphabetical order based on their last names. While the teacher is taking attendance, the students will take part in their dynamic stretches. After the students have finished their dynamic stretches, they will wait for further instructions, which in most cases will be to sit in front of the teacher and listen about the activities and explanation for those activities from the teacher. After this, students will begin working in these activities, while the teacher will monitor classroom, giving feedback when necessary to the class or to individuals. As the class period comes to an end, the teacher will have the students stop what they are doing, collect the materials they were using and return them to the designated spots. The teacher will then have a quick closing with the students and then dismiss them to the locker to change.]

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

   [There is no ability group or tracking for this class. Physical education is randomly selected based on what period a student has free in their schedule. However, the students that are in this class have successfully passes their first semester freshman P.E. course. These students do not have a decision whether or not they are in this class, but after they pass this, they will be able to choose from all the physical education elective classes. Specifically, in my class, I like to pair students with each other students who are not their close friends, this allows for growth in communication skills for both students. There will be times when students can choose, but it is in the best interest of students who have trouble focusing or working with certain students, to be paired up by the teacher, so they can have the most success in my classroom.]

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 no textbook or instructional program that is used for instruction. Lesson were taught based from the SHAPE national standards which assisted students in becoming more well-rounded as well as educated 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.

   [There are a variety of resources that can be used for instruction. There are rolling whiteboards available that can be used to write instruction as well as anything else that students many need supports with. Both the teachers and students have the ability to access iPads with a variety of support apps. They also use a Polar system every day that gives the teacher the ability to track students heart rate and heart rate zones. There is also a projector that gives the teacher the ability to project things from the iPad for all students do see important materials. One online resource that is used on a consistent basis is Schoology. This app allows teachers and students]
communicate online as well as allows the teacher to post any important class materials or change in instruction.]

**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):
   [The class is made up of all freshmen; twenty-six male and female students.]
2. Number of
   - students in the class: ___26___
   - males: ___13___ females: ___13___
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

### Students with IEPs/504 Plans

<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>504 Plan: Anxiety</td>
<td>1</td>
<td>The teacher will have the activity and cues written on a white board. The student will also receive extended time on assignments and tests, if they feel the need for it.</td>
</tr>
<tr>
<td>IEP: Other health impairments</td>
<td>1</td>
<td>Cues to slow down skill will be provided to aid in mastery of skills. They will also have the ability to use different pieces of equipment to allow them to be successful and feel confident when performing various skill and actions.</td>
</tr>
</tbody>
</table>

### Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of</th>
<th>Supports, Accommodations,</th>
</tr>
</thead>
</table>

² California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
### Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling Learner: Easily Distracted</td>
<td>1</td>
<td>For this student need’s, they will have check ins to see the progress to make sure they understand what is going on and that they are staying on task. The student will also be placed close to the teacher to ensure positive classroom activity. The student will also be given a partner that is beneficial for them.</td>
</tr>
</tbody>
</table>