# **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: X

High school: \_\_\_\_\_

Other (please describe): \_\_\_\_\_

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)[[1]](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-US&rs=en-US&wopisrc=https%3A%2F%2Fmyeasternct-my.sharepoint.com%2Fpersonal%2Fneumuthj_my_easternct_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2Fa74b8e7e28a24172a3986cfa31fd5ef5&wdprevioussession=6b37301c%2Df5f8%2De405%2D22b4%2D1586ea4b2804&wdnewandopenct=1742494593793&wdo=4&wdorigin=wacFileNew&wdpreviouscorrelation=78e56679%2D669b%2D42f9%2D8960%2D32ee929e1c13&wdnd=1&wdtpl=blankNew&wdenableroaming=1&mscc=1&wdodb=1&hid=256F8CA1-008F-8000-41A8-1745722EDE6E.0&uih=sharepointcom&wdlcid=en-US&jsapi=1&jsapiver=v2&corrid=9f56c6c0-0ae9-226c-96d4-f04df693f792&usid=9f56c6c0-0ae9-226c-96d4-f04df693f792&newsession=1&sftc=1&uihit=docaspx&muv=1&cac=1&sams=1&mtf=1&sfp=1&sdp=1&hch=1&hwfh=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fmyeasternct-my.sharepoint.com%22%2C%22pmshare%22%3Atrue%7D&ctp=LeastProtected&rct=Normal&csc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn1)

City: \_\_\_\_\_

Suburb: \_\_\_\_\_

Town: X

Rural: \_\_\_\_\_

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

[ For this learning segment, the physical facilities available include a large, older gymnasium with dim lighting and a high ceiling. The gym floor shows some wear but provides ample space for activities. There are two basketball courts with faded lines, six retractable basketball hoops, and wall-mounted climbing ropes that are rarely used. The bleachers are old and creaky but functional for seating during activities.

The school does not have a tennis court, but there is an outdoor blacktop area with faded markings from an old four-square and hopscotch layout. The blacktop is sometimes used for warm-up activities or modified games. Outside, there are two separate parking lots—one near the main entrance and another behind the gym, which is often used for recess overflow or outdoor drills when weather permits.

Additional equipment includes a well-stocked storage closet with cones, hula hoops, jump ropes, medicine balls, and a variety of foam and rubber balls. A set of scooters is available but often in disrepair, and there are parachutes used for team-building exercises. The school also has a limited supply of floor hockey sticks and foam paddles for adapted games. While the gym lacks a sound system, a portable Bluetooth speaker is available for music during activities.]

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 district requires alignment with state PE and health standards, emphasizing skill development, teamwork, and fitness. There is no mandated curriculum, but lessons should follow a structured pacing plan that ensures progression in skills. The school encourages a mix of direct instruction and cooperative learning strategies, with a focus on inclusivity and student engagement. Standardized fitness assessments, such as the PACER test and push-up test, must be incorporated. Additionally, my cooperating teacher expects clear learning objectives, active supervision, and consistent use of positive reinforcement during instruction]

## **About the Class Featured in this Learning Segment**

1. If a course:

a. What is the name of the course?

[ Physical Education/Health]

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)?

[30 mins a day, every other day ]

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

[There is no formal ability grouping or tracking in PE classes. Students of varying skill levels participate together, which requires differentiated instruction to ensure all students are engaged and challenged appropriately. Some students excel in physical activities, while others need modifications or additional support. To accommodate this, I incorporate station-based activities, tiered challenges, and peer-assisted learning strategies. Competitive games are often adjusted to emphasize teamwork over individual performance, ensuring that all students, regardless of ability, can actively participate and experience success]

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 used for instruction. Lessons are designed using a combination of state PE standards, district guidelines, online resources, and my cooperating teacher’s past lesson plans. I also incorporate instructional strategies from professional development materials, reputable PE websites, and cooperative learning frameworks to create engaging and effective activities.]

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.

[ Available resources include a projector, whiteboard, Bluetooth speaker, stopwatches, pedometers, and various PE equipment like cones, hula hoops, and jump ropes. Online resources (OPEN Phys Ed, PE Central) support lesson planning, while fitness assessments use measuring tapes and push-up counters. No advanced tech like heart-rate monitors or gaming systems is available, but interval training apps and student-led data tracking enhance engagement. ]

## **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):

[ 8th grade ]

2. Number of students in the class: 25

1. 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]](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-US&rs=en-US&wopisrc=https%3A%2F%2Fmyeasternct-my.sharepoint.com%2Fpersonal%2Fneumuthj_my_easternct_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2Fa74b8e7e28a24172a3986cfa31fd5ef5&wdprevioussession=6b37301c%2Df5f8%2De405%2D22b4%2D1586ea4b2804&wdnewandopenct=1742494593793&wdo=4&wdorigin=wacFileNew&wdpreviouscorrelation=78e56679%2D669b%2D42f9%2D8960%2D32ee929e1c13&wdnd=1&wdtpl=blankNew&wdenableroaming=1&mscc=1&wdodb=1&hid=256F8CA1-008F-8000-41A8-1745722EDE6E.0&uih=sharepointcom&wdlcid=en-US&jsapi=1&jsapiver=v2&corrid=9f56c6c0-0ae9-226c-96d4-f04df693f792&usid=9f56c6c0-0ae9-226c-96d4-f04df693f792&newsession=1&sftc=1&uihit=docaspx&muv=1&cac=1&sams=1&mtf=1&sfp=1&sdp=1&hch=1&hwfh=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fmyeasternct-my.sharepoint.com%22%2C%22pmshare%22%3Atrue%7D&ctp=LeastProtected&rct=Normal&csc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftn2)

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| --- | --- | --- |
| **Students with IEPs/504 Plans** | | |
| **IEPs/504 Plans: Classifications/Needs** | **Number of Students** | **Supports, Accommodations, Modifications, Pertinent IEP Goals** |
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| Physical impairment | 1 | Modified equipment, softer objects |
| ADHD/Focus-related challenges | 1 | Preferential seating, clear and consistent routines, frequent redirection, movement breaks |
| Trouble processing information at a fast rate | 2 | Step-by-step directions, extra wait time before responding, check-ins for understanding |
| Students with Specific Language Needs | | |
| Language Needs | Number of Students | Supports, Accommodations, Modifications |
| None | None | None |
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| Students with Other Learning Needs | | |
| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| Struggling reader | 1 | Read-aloud options, paired reading, vocabulary preview before written activities |
| Below grade-level in math | 2 | Extra practice on game scoring, number-based drills with visual guides and repetition |
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[[1]](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-US&rs=en-US&wopisrc=https%3A%2F%2Fmyeasternct-my.sharepoint.com%2Fpersonal%2Fneumuthj_my_easternct_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2Fa74b8e7e28a24172a3986cfa31fd5ef5&wdprevioussession=6b37301c%2Df5f8%2De405%2D22b4%2D1586ea4b2804&wdnewandopenct=1742494593793&wdo=4&wdorigin=wacFileNew&wdpreviouscorrelation=78e56679%2D669b%2D42f9%2D8960%2D32ee929e1c13&wdnd=1&wdtpl=blankNew&wdenableroaming=1&mscc=1&wdodb=1&hid=256F8CA1-008F-8000-41A8-1745722EDE6E.0&uih=sharepointcom&wdlcid=en-US&jsapi=1&jsapiver=v2&corrid=9f56c6c0-0ae9-226c-96d4-f04df693f792&usid=9f56c6c0-0ae9-226c-96d4-f04df693f792&newsession=1&sftc=1&uihit=docaspx&muv=1&cac=1&sams=1&mtf=1&sfp=1&sdp=1&hch=1&hwfh=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fmyeasternct-my.sharepoint.com%22%2C%22pmshare%22%3Atrue%7D&ctp=LeastProtected&rct=Normal&csc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref1) 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.

[[2]](https://usc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-US&rs=en-US&wopisrc=https%3A%2F%2Fmyeasternct-my.sharepoint.com%2Fpersonal%2Fneumuthj_my_easternct_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2Fa74b8e7e28a24172a3986cfa31fd5ef5&wdprevioussession=6b37301c%2Df5f8%2De405%2D22b4%2D1586ea4b2804&wdnewandopenct=1742494593793&wdo=4&wdorigin=wacFileNew&wdpreviouscorrelation=78e56679%2D669b%2D42f9%2D8960%2D32ee929e1c13&wdnd=1&wdtpl=blankNew&wdenableroaming=1&mscc=1&wdodb=1&hid=256F8CA1-008F-8000-41A8-1745722EDE6E.0&uih=sharepointcom&wdlcid=en-US&jsapi=1&jsapiver=v2&corrid=9f56c6c0-0ae9-226c-96d4-f04df693f792&usid=9f56c6c0-0ae9-226c-96d4-f04df693f792&newsession=1&sftc=1&uihit=docaspx&muv=1&cac=1&sams=1&mtf=1&sfp=1&sdp=1&hch=1&hwfh=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fmyeasternct-my.sharepoint.com%22%2C%22pmshare%22%3Atrue%7D&ctp=LeastProtected&rct=Normal&csc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_ftnref2) 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 underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.