

**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.)<sup>1</sup>

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

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

Town: \_\_\_\_\_

Rural:   X  

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.

[ There are no special features of my school classroom setting that will affect my teaching in this learning segment. This area has many snow days. Since the Covid-19 pandemic restrictions, inclement weather days have become remote learning days where we teach virtually online via Google Meet. ]

4. Describe the physical facilities (e.g., regular classroom, specially equipped art room, portable, storage space), materials, and equipment (e.g., easels, potter’s wheel, kiln) available to you for the learning segment.

[ The physical facility available to me for the learning segment is a regular classroom equipped with four desktop computers, four rows of large tables, three rows of desks have internal power outlets, there are several cabinets full of supplies such as acrylic paint, various paper, various yarn, drawing utensils, and various items for still-life drawing. We have 6-8 standing easels, as well as 22 desk easels. ]

5. Describe any district, school, or cooperating teacher requirements, expectations, or scheduling that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[ Due to having morning busy duty, my first block planning time is cut short by approximately 20 minutes. We do not have any standardized tests for visual arts in North Carolina, and teacher-made tests are allowed. Due to the Covid-19 pandemic restrictions, we are teaching in the 2x3 hybrid where students attend class in-person two days a week and work at home 3 days a week. ]

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<sup>1</sup> 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.

## About the Class Featured in this Learning Segment

1. How much time is devoted each day to visual art instruction in your classroom?

[ 75-80 of the 90-minute block is dedicated to art instruction, art making, informal assessment, and leading classroom discussion regarding the topic. ]

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

[ We do not use a textbook or instructional program for visual art instruction. ]

3. List other resources (e.g., electronic whiteboard, hands-on materials, online resources, art posters, slides of artwork, and/or materials for art production) you use for visual art instruction in this class.

[ Other resources I use for visual art instruction in this class include a smart board which works with my personal laptop via cable, a document-cam which I can share instructional artmaking procedure online via Google Meet presentation or in the classroom via Smartboard, online resources such as instructional videos, Google Slides presentations, and lesson plan information provided by me via the Canvas classroom platform, posters of artworks on all of the classroom walls, signs detailing examples and information on the principles of design and element of art in the classroom on the storage cabinets, a paper-cutting table against the back wall, and a few working sinks on a long countertop along a side wall, accompanied by soap and paper towel dispensers. ]

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

1. Grade level(s):

[ 9-12 ]

2. Number of students in the class:   8

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.<sup>2</sup>

<sup>2</sup> 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>Example: Physical limitations</i>	2	<i>Classroom aide or extra time</i>
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i>  <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i>
<i>Example: Students who speak a variety of English other than that used in textbooks</i>	5	<i>Make connections between the language students bring and the language used in the textbook</i>
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions and checking for understanding</i>
Academically Gifted	4	Providing more challenging options, use of different materials, and independent research to go more in depth with their ideas.
Innovation Academy (early collage program)	1	Providing more challenging options, use of different materials, and independent research to go more in depth with their ideas.

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