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Elementary Mathematics Instruction (edTPA)

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**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.

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### About the School Where You Are Teaching

1. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)
   - City: _____
   - Suburb: _____
   - Town: _____
   - Rural: __X__

2. What grade levels are at your school site (e.g., K–6)?
   - My school site is a K-6 school.

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.

   - The school at which I am student teaching is an urban school. The school itself lies in the middle of a residential area that is a mix of both homes and apartment complexes. Due to the boundary system that the school district has in place, all the students live in the surrounding neighborhood. One special feature of this school is that they have a really strong special education program and they provide excellent support for their special education students. My mentor teacher has three children in her classroom that benefit from these services. Daily, a special education teacher will come into the room and help children work on the particular math or reading lesson. It is not exactly team teaching but at times throughout the day there are multiple adults in the classroom. This school has also implemented a program called Mind Up which focuses on having students practice being mindful in order to regulate their brains for the day. Neuroscience shows that when a child’s amygdala is open or ‘flipped’ they are unable to focus on the lesson and no learning will occur. At the beginning of the day and after lunch we take time to do core practice. In the morning, we encourage the children to sit still and silently focus on their breathing while we ring a chime. They listen to the chime for as long as they can and then simply focus on their breathing and keeping their body still. After about a minute, we ring the chime again and when the children can go longer hear the chime they may open their eyes and direct them on the teacher for instruction on what to do next. After lunch, we watch a mindful video, which features calm music and a pleasant video such as fish in an aquarium, flowers blooming, or birds flying. We watch the video for two to three minutes and the students are encouraged to stay silent and to keep their eyes focused on the screen or closed. During my student teaching experience, I have noticed this system to be very effective. It gives children time to transition between moments of high activity or high stress such as the beginning of the school day or right after lunch. After core practice, I have noticed that the students are more capable of sitting for a fifteen-minute mini lesson, they are kinder and more patient towards one another in collaborative situations, and they are more open and receptive to the content.

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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) or consult with your placement school administrator.
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.

[One thing that will affect the planning of my instruction is the team teaching format that the third-grade teachers at my school follow. For the most part, each third-grade classroom follows the same general format and participates in similar activities. The third-grade team has outlined a chapter schedule for the Go Math curriculum to ensure that each class is working on the same chapter at the same time. This is done to ensure that all third-graders are receiving the same information and material. It also allows them to compare data from pre-assessments, mid-chapter checkpoints, and summative chapter assessment. Through this comparison they can identify the students who would benefit from intervention and which would benefit from extension activities. I will need to make sure that I am coordinating my lessons with both my mentor teacher and the other two third grade teachers.]

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

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

[My mentor teacher and school as a whole has a daily schedule with specific times for each area of instruction. There is 60 minutes allocated for mathematics instruction in the morning from 9:00 to 10:00. There is also a 45-minute period for intervention time or what the school calls CAT Time (their mascot is the saber cat). Sometimes this time is for math intervention and sometimes it is used for literacy work.]

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

[During intervention time, the students work on a program offered by Renaissance called Accelerated Math 2.0 (AM). AM allows children to work in their zone of proximal development by pulling data from their STAR Mathematics test. The program requires the students to pass a variety of practices and tests before moving on to the next topic. This ensures that students are working on problems that are appropriate for them instructionally. Sometimes multiple students in the classroom will be working at similar levels and they will work together to solve challenging problems. In this sense, it positively affects the class by creating an environment where children can collaborate.

The third grade team has also used ability grouping during intervention time. Recently, we chose to focus on fractions during intervention time as this is a critical concept that is assessed on the summative state assessment. We pulled data from a practice test that we had done with all the third graders to form groups based on who needed significant intervention with fractions, who would benefit from enrichment in the topic of fractions, and which students could continue to work at a 3rd grade level. This ability grouping has allowed us to differentiate instruction in a way that is truly beneficial for the students.]

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

[This year, the district has adopted an instructional program called Go Math. This program is broken into chapters with workbooks for each student and aligns with the Common Core State Standards. Go Math comes with many online tools and physical manipulatives to aid instruction. It was published by Houghton Mifflin Harcourt in 2015.]

4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.
My mentor teacher’s classroom is equipped with an electronic whiteboard or SMART board that can be used in the similar way as a normal computer but has the added feature of touch interactivity. She also has an extensive library of manipulatives like counters, white boards, unifix cubes and base ten blocks that we often use to aid instruction. As I mentioned, the school district has access to Renaissance that includes Accelerated Math 2.0 and Math Facts in a Flash that students can work on independently or in small groups on a computer.

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):
   [The class featured in the learning segment are in the third grade.]

2. Number of
   - students in the class: _15____
   - males: __9____ females: __6____

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>Other health impairment</td>
<td>1</td>
<td>Reading Goal: 40th percentile or better on STAR Reading exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Goal: 25th percentile or better on STAR Math exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Earn at least a score of 2 on standards based report card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended time, can be read to by an adult, different location for test takings</td>
</tr>
<tr>
<td>Learning disabled</td>
<td>2</td>
<td>Scribe, tests can be read to them, different location for test taking, extended time</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.
### Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>First language other than English but fluently speaks English now</td>
<td>1</td>
<td>Encourage to communicate through speech. Very strong reader but often shies away from orally communicating. Was given speech support in first and second grade but so far has not received any support thus far in third grade. Use visuals such as anchor charts and manipulatives to increase understanding.</td>
</tr>
</tbody>
</table>

### 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>Students below grade level based on STAR Math</td>
<td>2</td>
<td>Small group instruction</td>
</tr>
<tr>
<td>Students below grade level based on STAR Reading</td>
<td>3</td>
<td>Intervention time</td>
</tr>
<tr>
<td>Students above grade level based on STAR Reading</td>
<td>8</td>
<td>Extension and enrichment activities during intervention time</td>
</tr>
<tr>
<td>Students above grade level based on STAR Math</td>
<td>8</td>
<td>Accelerated Math at their level as identified by STAR</td>
</tr>
<tr>
<td>Students with Specific Language Needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>