

CHECKLIST FOR TASK 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

Completing Your Response

<p>Step 1</p> <p>Academic Content Selection and Learning About Students</p>	<ul style="list-style-type: none"> • Select a class and identify the content area, subject matter, student academic content standards, and unit of study with which you will be working. • Describe the ways you will learn about the students in the class and how you will use the information.
<p>Step 2</p> <p>Learning About Two Focus Students</p>	<ul style="list-style-type: none"> • Select two students within the class, including one English learner and one student who presents a different instructional challenge. • Complete a detailed description of the background and characteristics of each of the two students as well as an explanation of how the information will influence your instructional planning.
<p>Step 3</p> <p>Planning for Academic Instruction for the Whole Class</p>	<ul style="list-style-type: none"> • Select a lesson with a clear academic learning goal(s) that addresses academic content standards for students. (You are not required to teach the lesson.) • Describe the lesson, including the strategies, activities, grouping, materials, etc. • Explain why the plan for instruction is appropriate for the lesson and the students.
<p>Step 4</p> <p>Lesson Adaptations for the Two Focus Students</p>	<ul style="list-style-type: none"> • Consider what you learned about the two focus students and the implications for instruction. Describe adaptations necessary to the plan for instruction to meet the needs of these students. • Explain your rationale for the adaptations.
<p>Step 5</p> <p>Reflection on Connecting Instructional Planning to Student Characteristics</p>	<ul style="list-style-type: none"> • Read your responses to the prompts in Steps 1- 4. • Reflect upon the information you collected about the whole class and two focus students and how it influenced your planning for this lesson. • Describe how you will use what you have learned in this task to improve your future planning.

After Completing Your Response

- | |
|--|
| <ul style="list-style-type: none"> • Remove all last names and identifying references to children and adults on the |
|--|

response and artifacts.
• Submit your response as directed by your program.

WHAT IS BEING MEASURED

The following seven Teaching Performance Expectations are measured in this task:

- A. Making Subject Matter Comprehensible to Students
 - TPE 1 – Specific Pedagogical Skills for Multiple and Single Subject Teaching Assignments

- C. Engaging and Supporting Students in Learning
 - TPE 4 - Making Content Accessible
 - TPE 6 - Developmentally Appropriate Teaching Practices
 - TPE 7 - Teaching English Learners

- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 8 - Learning About Students
 - TPE 9 - Instructional Planning

- F. Developing as a Professional Educator
 - TPE 13- Professional Growth

Note: Review the complete text of these seven Teaching Performance Expectations before you begin, periodically as you prepare your response to this task, and as a final check before submitting your response.