

COMPLETING YOUR RESPONSE

Note: Before completing your response, read through all of these directions and all of the prompts within the task.

For Step 1: “Academic Content Selection and Learning About Students” you will demonstrate your knowledge of how to learn about students and why this information is important. In order for you to complete this step of your response, you will:

- Select a class and identify the content area (e.g., mathematics), subject matter (e.g., geometry), student academic content standards, and unit of study with which you will be working. (*See the section “Making Choices” for guidance in selecting the class.*)
- Discuss the information you want to know about the students, describe the methods you will use to get the information and why you choose to use them, and explain how you will use this information in planning instruction in your selected content area.

For Step 2: “Learning about Two Focus Students” you will demonstrate your ability to collect information about two specific students. In order for you to complete this step of your response, you will:

- Select two students, including an English learner and a student who presents a different instructional challenge. (*See the section “Making Choices” for guidance in selecting the students.*)
- Collect and record information regarding the characteristics of the two selected students.
- Explain how the information will influence your instructional planning for the two selected focus students.

For Step 3: “Planning for Academic Instruction for the Whole Class” you will demonstrate your ability to plan instruction. In order for you to complete this step of your response, you will:

- Think about a lesson that you might teach to the students within the selected unit of study. (*See the section “Making Choices” for guidance in selecting the lesson.*) Identify the state-adopted academic content standards for students that the lesson will address, the learning goal(s) of the lesson, and the evidence of student learning that will show the extent to which the students made progress towards the learning goal(s). You are not required to teach this lesson.
- Describe the lesson, including the instructional strategies, student activities, grouping of students, use of materials, and progress monitoring of student learning.
- Explain why the plan for instruction is appropriate for the lesson’s content and for your students.

For Step 4: “Lesson Adaptations for the Two Focus Students” you will demonstrate your ability to determine adaptations to the instruction plan that are needed for the two focus students. In order for you to complete this step of your response, you will:

- Consider what you learned about the two focus students as well as the implications for instruction of the two students. Describe any adaptations necessary to the whole class instruction plan to meet the needs of these students.
- Explain your rationale for the adaptations.

For Step 5: “Reflection on Connecting Instructional Planning to Student Characteristics” you will demonstrate your ability to use what you learned in this task to improve your future planning. In order for you to complete this step of the response, you will:

- Read your responses to the prompts in Steps 1- 4. Consider what you have learned in Task 2 about instructional planning.
- Reflect upon the information that you collected about the two focus students and how it influenced your instructional planning for this lesson.
- Describe how you will use what you learned in this task to improve your future planning for academic instruction.

Note: Submit any teaching artifacts that you might use during the lesson. Artifacts are any relevant materials that help the assessor to understand the lesson. Artifacts may include information that the students will see during the lesson such as directions, worksheets, overhead transparencies, etc. All artifacts must be submitted as 8 1/2 x 11 inch pages. The number of teaching artifacts is limited to 3 pages.

Lesson selection requirements

If you are a candidate for a Multiple Subjects Preliminary Credential, you will select an English/ language arts or mathematics lesson for this task. If you are a candidate for a Single Subject Preliminary Credential, you will select a lesson within your subject area. See the next section, “Making Choices,” for guidance in selecting a lesson.

MAKING CHOICES

The suggestions in this section are designed to help you plan your responses and choose your evidence so that your best teaching practice will be evident to the assessors who will score your entries.

You have three important choices to make for this task: (1) selecting a class; (2) selecting two focus students within the class; and (3) selecting an academic lesson.

1. Selecting a Class

You need to collect and record information about students within a single class. If you are a candidate for a Multiple Subjects Preliminary Credential, these students need to be in one class within grades K-8. If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area. If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your knowledge, skills, and abilities. For this reason, the best performing class may not be your best choice for this task.

2. Selecting Two Focus Students within the Class

Select two students to focus your exploration of student characteristics. Focusing on these two students as you move through this task will allow you to demonstrate your ability to learn about student characteristics that influence instruction and to develop an instructional plan that meets individual student needs. One of the two students must be an English learner, so you can demonstrate your ability to learn about and plan for students who are English learners. The other student should be one who presents a different instructional challenge, such as a student who is very active or high achieving or who has a short attention span or a special health consideration, etc. Selecting students who have distinctly different learning needs is important because it will give you the opportunity to demonstrate a broader range of your teaching practice than if you focus only on the class as a whole or on one additional type of instructional challenge. It is important for you to choose students who give you an opportunity to demonstrate the range of your ability to teach. Remember that the focus is on your practice, not on the level of student performance.

3. Selecting an Academic Lesson

Select a lesson that allows you to demonstrate your ability to address the instructional planning outlined in Step 3 and Step 4. For this task, you may use an existing lesson plan, adapt an existing plan, or design your own plan. Depending on the age and grade range of the students, the lesson may be 15-60 minutes in duration. It is meant to be a single, discrete lesson within a larger unit of study or within a series of lessons. Select a lesson that gives you the opportunity to address all of the components of effective instruction that are discussed in Step 3, and that allows for the kinds of adaptation you will need to make to meet the focus students' needs in Step 4. A lesson in which students are only memorizing procedures or are involved in rote learning may not be the best choice for this lesson. This lesson may be one that you will teach or have already taught, but teaching the lesson is not necessary to complete this task. You will have an opportunity to demonstrate your ability to teach a lesson in Task 4 of the CA Teaching Performance Assessment. The state frameworks and state-adopted academic content standards for students in your subject area will guide your lesson selection.