

Music Preliminary Teaching Event Candidate Handbook 2009-10

Department of Secondary Education
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Adapted from the Music Teaching Event Candidate
Handbook, PACT Consortium, 2009

Overview of the PACT Preliminary Teaching Event

Focus on student learning

In this Preliminary Teaching Event, you will show the strategies you use to make music accessible to your students and develop their music skills, and how you support students in learning to read, write, and use the academic language critical to music. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Select a lesson

For the Preliminary Teaching Event, you will **plan a lesson (one class period)** that is designed to develop students' musical skills in artistic perception, creative expression, historical and cultural content, aesthetic valuing, and/or connections, relations, and applications. The lesson should include learning objectives for both the curriculum content and the development of academic language and skills critical to music. A Glossary of terms used in the Preliminary Teaching Event appears on pages 16-18.

Submit teaching artifacts and analysis

You will submit a lesson plan, copies of instructional and assessment materials, a video clip of your teaching, a summary of whole class learning, and an analysis of student performances. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student performances, and commentaries required in this Preliminary Teaching Event.

Assessment of your Preliminary Teaching Event

Your Preliminary Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations (TPEs)*. A list of the TPEs appears at the end of this Handbook.

Overview of Music Preliminary Teaching Event

Teaching Event Task	What to Do	What to submit
1. Context for Learning (TPEs 7,8)	<ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context and your students as music learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Context Form <input type="checkbox"/> Context Commentary
2. Planning Instruction & Assessment (TPEs 1,2,3,4,6,7,8,9, 10,12)	<ul style="list-style-type: none"> ✓ Select a lesson that develops students' musical knowledge and skills with respect to artistic perception, creative expression, historical and cultural content, aesthetic valuing, and/or connections, relations, and applications. ✓ Create an instruction and assessment plan and write a lesson plan. ✓ Write a commentary that explains your thinking behind the plan. ✓ Record a reflection, to submit in the reflection section of the Preliminary Teaching Event. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Planning Commentary
3. Instructing Students & Supporting Learning (TPEs 1,2,3,4,6,7,8,9, 10,12)	<ul style="list-style-type: none"> ✓ Review your plan and prepare to videotape your class. Identify opportunities for students to learn specific music skills and problem solving strategies used to perform, create, analyze, describe, or understand music. ✓ Videotape the lesson. ✓ Review the videotape to identify one video clip portraying the required features of your teaching. The total running time should not exceed 10 minutes. ✓ Write a commentary that analyzes your teaching and your students' learning in the video clip. 	<ul style="list-style-type: none"> <input type="checkbox"/> Video Clip <input type="checkbox"/> Instruction Commentary
4. Assessing Student Learning (TPEs 2,3,4,5,13)	<ul style="list-style-type: none"> ✓ Select one musical work to be performed during the lesson and analyze the rehearsal or performance using evaluative criteria (or a rubric). ✓ Record (audio or video) the work as performed by three students, three ensembles/sections, or the entire class. ✓ Write a commentary that analyzes the extent to which the standards/objectives were met, analyzes the learning of two individuals or groups represented in the performance sample(s), describes feedback to students, and identifies next steps in instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Audio/Videotapes of Student Performances <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Assessment Commentary
5. Reflecting on Teaching & Learning (TPEs 7,8,13)	<ul style="list-style-type: none"> ✓ Provide your post-lesson reflection. ✓ Write a commentary about what you learned from teaching this lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Post-Lesson Reflection <input type="checkbox"/> Reflective Commentary

Task 1. Context for Learning

Purpose

The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the lesson. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' music learning and the school environment. You'll be referring to your description of students and the teaching context in your responses in subsequent tasks.

Overview of Task

- Select a central focus for your lesson and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your lesson should provide opportunities to develop students' musical skills of artistic perception, creative expression, historical and cultural content, aesthetic valuing, and/or connections, relations, and applications.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

What Do I Need to Do?

- ✓ Complete the **Context for Learning Form**. The form is located after the instructions for this task.
- ✓ Respond to each of the prompts in the Context Commentary.

Context Commentary

Write a commentary of **2-3 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. Briefly describe the following:
 - a. Type of school/program in which you teach, (e.g., middle/high school, themed school or program)
 - b. Kind of class and grade levels you are teaching (e.g., third grade general music, high school marching band, middle school vocal ensemble) and organization of subject in school (e.g., departmentalized, interdisciplinary teams, sole instructor in school).
 - c. Degree of ability grouping or tracking, if any

2. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this lesson.** Be sure to describe what your students can do as well as what they are still learning to do.
 - a. Academic development
Consider students' prior knowledge, key music skills, developmental levels, and other special educational needs. (TPE 8)
 - b. Language development
Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks in your lesson. Describe the range in vocabulary and levels of complexity of language use within your entire class. When describing the proficiency of your English learners, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the lesson. (TPEs 7, 8)
 - c. Social development
Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
 - d. Family and community contexts
Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources.
3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, and performance-related expectations or limitations (e.g., festivals, available instrumentation, required programs, and community expectations).

Task 1. Context for Learning Form

Provide the requested context information for the class selected for this Preliminary Teaching Event. This form will be filled out in TaskStream.

About the subject area/course you are teaching

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

About the students in your class

2. How many students are in the class you are documenting? _____

3. How many students in the class are: English learners _____
Redesignated English Learners _____ Proficient English speakers _____?

4. Please complete the following table about your English Learners' latest CELDT scores (if available):

# of Students at Each CELDT Level in Different Modalities					
Score Level	Listening	Speaking	Reading	Writing	Overall
Beginning					
Early Intermediate					
Intermediate					
Early Advanced					
Advanced					

5. How many students have Individualized Education Plans (IEPs) or 504 plans? _____

About the school curriculum and resources

6. Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English.

7. If there is a particular textbook or instructional program you primarily use for music instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)

8. What other major resources (instruments, keyboards, other teaching materials) do you use for instruction in this class?

Task 2. Planning Instruction & Assessment

Purpose

The Planning Instruction & Assessment task describes and explains your plan for the lesson. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to music curriculum content.

Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for the lesson. The lesson should develop students' musical skills in artistic perception, creative expression, historical and cultural content, aesthetic valuing, and/or connections, relations, and applications.
- Identify objectives for developing academic language, taking into account students' prior language development and the language demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the lesson.

What Do I Need to Do?

- ✓ Complete a plan for the lesson.

- Be sure to address the learning of curriculum content and related academic language.
- To identify standards, please list the standard number, followed by the text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).
- Use the preferred lesson plan format in your program or the optional lesson plan format provided. The plan should include at least the following information: student academic content standards, ELD standards (if applicable), learning objectives, formal and informal assessments, instructional strategies and learning tasks, and resources and materials.

- ✓ Submit copies of all instructional materials, including class handouts, overheads, musical scores, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the lesson. If any of these are included from a textbook, please provide a copy of the appropriate pages. If any one of these items is longer than **four** pages, provide a summary of relevant features in lieu of a photocopy. (TPEs 1, 2,4,7,9)
- ✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.

- ✓ Respond to each of the prompts in the Planning Commentary.

- ✓ Record a **reflection** after teaching the lesson by responding to the following prompts:
(TPEs 12, 13)

1. What worked? What did not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)
2. How does this reflection inform what you plan to do in the next lesson?

Planning Commentary

Write a commentary of **2-3 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. What is the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the lesson important for your particular students to learn? (TPE 1)
2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both music and academic language during the lesson.
3. How do key learning tasks in your plan build on each other to develop students' musical skills in artistic perception, creative expression, historical and cultural content, aesthetic valuing, and/or connections, relations, and applications, and related academic language? Describe specific strategies that you will use to build student learning. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)
4. Given the description of students that you provided in Task 1.Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students informed the lesson plan, such as the choice of text or materials used in the lesson, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (TPEs 4,6,7,8,9)
5. Consider the language demands¹ of the oral and written tasks in which you plan to have students engage as well as the various levels of English language proficiency related to classroom tasks as described in the Context Commentary. (TPE 7)

¹ Language demands can be related to musical vocabulary, features of text types such as solfege or music notation, or other language demands such as oral and visual communications associated with musical direction.

- a. Identify words and phrases (if appropriate) that you will emphasize in this lesson. Why are these important for students to understand and use in completing classroom tasks in the lesson? Which students?
 - b. What oral and/or written academic language (organizational, stylistic, and/or grammatical features) will you teach and/or reinforce?
 - c. Explain how specific features of the learning and assessment tasks in your plan, including your own use of language, support students in learning to understand and use these words, phrases (if appropriate), and academic language. How does this build on what your students are currently able to do and increase their abilities to follow and/or use different types of text and oral formats?
6. Explain how the assessment in your plan allows you to evaluate your students' learning of specific student standards/objectives and provide feedback to students on their learning. (TPEs 2, 3)
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9, 12)

Task 3. Instructing Students & Supporting Learning

Purpose

The Instructing Students & Supporting Learning task illustrates how you work with your students to improve their musical skills and strategies. It provides evidence of your ability to engage students in meaningful music tasks and monitor their understanding.

Overview of Task

- Examine your plan for the lesson and identify learning tasks in which students are actively engaging in learning specific musical skills and problem solving strategies used in performing, creating, analyzing, describing, or understanding music.
- Videotape one of these tasks.
- View the video to check the quality, analyze your teaching, and select the most appropriate video clip to submit.

What Do I Need to Do?

Videotape your classroom teaching

- ✓ Provide **one video clip of no more than 10 minutes**. Select a clip that demonstrates how you engage students in learning specific musical skills and strategies used in performing, creating, analyzing, describing, or understanding music.
- ✓ The clip should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

Videotape Guidelines

- The video clip should be continuous and unedited, with no interruption in the events.
- The clip can feature either the whole class or ensembles/sections.
- Both you and your students should be visible and clearly heard on the video submitted.
- Tips for videotaping your class are available on the PACT website, www.pacttpa.org.
- Before you videotape, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the videotape.

- ✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Attach this document to the Instruction Commentary.
- ✓ Respond to each of the prompts in the Instruction Commentary.

Instruction Commentary

Write a commentary of **2-3 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. Other than what is stated in the lesson plan, what occurred immediately prior to and after the video clip that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clip.
2. Describe any routines (e.g., warm-ups, tuning, sightreading, preparation for movement, transitions between activities in primary grade classes) or working structures of the class (e.g., roles within sections, norms for critiquing performance) that were operating in the learning task(s) seen on the video clip. If specific routines or working structures are new to the students, how did you prepare students for them? (TPE 10)
3. In the instruction seen in the clip, how did you further the students' knowledge and skills and engage them intellectually in learning strategies used in performing, creating, analyzing, describing, or understanding music? Provide examples of both general strategies to address the needs of the entire class/group and strategies to address specific needs of individuals or sections. (TPEs 1, 2, 4, 5, 7, 11)
4. Given the language abilities of your students as described in Task 1. Context for Learning, provide examples of language supports seen in the clip that help your students understand the content and/or academic language central to the lesson. (TPEs 4, 7)
5. Describe the strategies you used to monitor student learning during the rehearsal or other musical activity shown on the video clip. Cite one or two examples of what students said and/or did in the video clip or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives. (TPEs 2, 3)

Task 4. **Assessing Student Learning**

Purpose

The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of musical performance. It provides evidence of your ability to 1) select a musical work and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze the performance in relation to student needs and the identified learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

Overview of Task

- Summarize and analyze meaningful patterns in performance of all or part of a musical work **from the lesson**. (The performance could be a performance during a general music class, a rehearsal, or a public performance.)
- Demonstrate a variety of student performances for the assessment using individual, ensemble/section, or whole class (for a general music class) work samples. Include any feedback provided to students.
- Analyze the performance of individual students, an ensemble/section, or the entire class/group and diagnose learning needs.

What Do I Need to Do?

- ✓ Provide a copy of any directions for the performance, e.g., pick up the tempo, improve tonal quality.
- ✓ Select a musical work or part of a musical work whose performance you will record (audio or video). Record three individuals² with differing levels of musical skills or three sections/ensembles. If you are teaching elementary students or a general music education class, you may instead record the class performing as a whole. Review the performance(s) and select clips of up to five minutes (ten minutes if the clip is from a whole class performance) to identify what students were generally able to accomplish and what a number of students were still struggling to demonstrate.
- ✓ Provide **any evaluative criteria (or rubric)** that you used to assess the performance(s). Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include responses to nonverbal conducting gestures, error detection, technical proficiency on instrument or voice, pitch control and tone production, and expressive dimensions of music-making.

² At least one of these individuals should be an English learner. If you do not have any English Learners, select a student who is challenged by academic English. Examples may include students who speak varieties of English or special needs learners with receptive or expressive language difficulties.

- ✓ Label multiple performances as “Student 1”, “Student 2”, etc. or as “Alto Section”, “Woodwinds”, “Jazz Band”, etc.
- ✓ Document your feedback to these three students, either as individuals or as part of a larger group. Provide a copy of any written feedback or write a summary of oral feedback (summary may be included with Commentary prompt #5 below).
- ✓ Respond to each of the prompts in the Assessment Commentary.

Assessment Commentary

Write a commentary of **3-4 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. Identify the specific standards/objectives measured in the performance(s) chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.
3. Describe your expectations for student performance on your evaluative criteria through a narrative, a rubric, or through completing the optional chart provided following the Assessment Commentary prompts. Attach your rubric or evaluative criteria, and note any changes from what was planned as described in Planning commentary, prompt 6. (TPEs 3, 5)
3. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis through specific references to relevant portions of the performance(s) you selected. (TPE 3)
4. For the students or groups represented in the performance(s), describe individual or group learning strengths and challenges (e.g., technical proficiency, private musical study, quality of the instrument, language proficiency, special needs). What did you conclude about their learning during the lesson? Cite specific evidence from the work samples and from other performances/assessments relevant to the same evaluative criteria (or rubric). (TPE 3)
5. What oral and/or written feedback was provided to individual students and/or the group as a whole? How and why do your approaches to feedback support students’ further learning? In what ways does your feedback address individual students’ needs and learning goals? Cite specific examples of oral or written feedback, and reference the three student work samples to support your explanation.
6. Based on the student performance on this assessment, describe the next steps for instruction for the class, specific ensembles/sections, or individual students. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language for the lesson. In your description, be sure to explain how these next steps follow from your analysis of the student performances. (TPEs 2, 3, 4, 13)

Task 4. Expectations for Student Learning Chart (Optional)

List the categories of evaluative criteria as well as the corresponding characteristics of student work and the percent of students in the class at levels of performance that increase in quality. This chart is designed to be completed electronically, so the blank space does not represent the space needed. Use as much space and as many rows as you need.

Evaluative Criteria Category	Characteristics of Student Performance		
	Performance Level 1	Performance Level 2	Performance Level 3, etc. (Insert more columns if needed)
	(provide description of student performance) & % of class)	(provide description of student performance & % of class)	(provide description of student performance & % of class)
	(provide description of student performance) & % of class)	(provide description of student performance & % of class)	(provide description of student performance & % of class)
	(provide description of student performance) & % of class)	(provide description of student performance & % of class)	(provide description of student performance & % of class)

The boxes indicating levels of student performance should include key characteristics of student work at that level.

Task 5. Reflecting on Teaching & Learning

Purpose

The Reflecting on Teaching & Learning Task describes what you learned from teaching the lesson. It provides evidence of your ability to analyze your teaching and your students' learning to improve your teaching practice.

Overview of Task

- Record your reflection after teaching the lesson, discussing how the lesson went for the class as a whole as well as for specific students. (See instructions in the daily reflection box in Task 2. Planning Instruction and Assessment.)
- Review this reflection and your analyses of the effectiveness of instructional and assessment strategies in previous tasks. Use these specific analyses and reflections to identify more general patterns within your planning, instruction, and assessment practices across the lesson.
- Reflect on your experience teaching the lesson in light of 1) your observations of the effectiveness of your teaching practice in helping your students learn; and 2) the theoretical perspectives and research principles that you learned during teacher preparation.

What Do I Need to Do?

- ✓ Submit the post-lesson reflection that was completed as part of Task 2. Planning Instruction & Assessment.
- ✓ Respond to each of the prompts in the Reflection Commentary.

Reflection Commentary

Write a commentary of **1-2 single-spaced pages** (including prompts) that addresses the following prompts. Please address each prompt separately, not through a holistic essay).

1. When you consider the music learning of your students and the development of their academic language skills, what do you think explains the learning or differences in learning that you observed during the lesson? Cite relevant research or theory that explains what you observed. (See Planning Commentary, prompt # 2.) (TPEs 7, 8, 13)
2. Based on your experience teaching this lesson, what did you learn about your students as music learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)? Please cite specific evidence from the lesson as well as **specific** research and theories that inform your analysis. (TPE 13)

3. If you could go back and teach this lesson again to the same group of students, what would you do differently in relation to logistics, planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics? (TPE 13)

Glossary

Academic Language: Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive and receptive modalities (see below).

Assessment: Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

Central focus: The target of the student learning that the standards, learning objectives, instructional tasks, and assessments within a learning segment are intended to produce. A central focus can be expressed by a theme, overarching concept, or essential question.

Curriculum content: The student learning that is expected to occur, including various areas of knowledge, e.g., facts, concepts, procedures, methods of inquiry and making judgments.

Engaging students in learning: When students are actively increasing their knowledge, skills, and abilities related to the learning objectives for the lesson. This is in contrast to **participating** in learning tasks where the students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

English Language Development standards: The standards in the *English-Language Development Standards for California Public Schools* (California Department of Education). This document organizes standards for English Learners in reading, writing, speaking, and listening in English according to sequential stages of development of English proficiency. It is intended to identify what English Learners must know and be able to do as they move toward full fluency in English.

Guiding question: Questions used by PACT to identify the focus of each rubric, i.e., what it measures about the candidate's teaching practice as documented in the Teaching Event. Each rubric level descriptor provides an answer to the related guiding question at a different level of performance. (See Rubric level descriptor)

Language Demands: In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language

demand also varies with the cognitive complexity of the content, a student’s current language development, a student’s relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students’ language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

Learning Objectives: Student learning outcomes to be achieved by the end of the lesson.

Learning Segment: A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

Learning Tasks: Purposefully designed activities in which students engage (not just participate – see Engagement in Learning) to meet the learning objectives for the lesson.

Productive modalities: Ways that students communicate to others, e.g., speaking, writing, drawing. Assessment of productive modalities focuses on student communication of their own understanding or interpretation. Examples of students’ demonstration of productive abilities with respect to understanding curriculum content are writing an analysis, drawing and labeling a scale model, sculpting a figure from clay.

Receptive modalities: Ways that students receive communications from others, e.g., listening, reading, viewing. Assessment of receptive modalities focuses on student communication of their understanding of the meaning of communications from others. Because this is done through a productive modality, assessment of students’ skills and abilities with respect to receptive modalities is not as straightforward as that of productive modalities. Examples of students’ demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate’s comment, describing how the key and tempo of a piece of music set a mood.

Redesignated English Learners: Students whose primary language is other than English and who have been reclassified from English Learners to Fluent English Proficient (FEP) by meeting district criteria for English proficiency.

Routines and working structures: Regular processes for conducting activities within a classroom. Once they are established, the rules and norms for routines and working structures are understood by the teacher and students and help classroom activities flow efficiently. Examples are roles during groupwork, how students signal that they have a question, procedures for taking turns during discussions, norms for what the rest of the class does when the teacher is working with a small group, types of questions expected to be asked when exploring a problem.

Rubric level descriptor: The text that describes performance at a particular rubric level.

Scaffolding: A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

Student academic content standards: A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. California's student academic content standards are published by the California Department of Education. They guide curriculum and instruction in California public schools.

Required Format for the Preliminary Teaching Event

The following guidelines should be used to prepare all parts of your Preliminary Teaching Event.

Student Work Samples

Student musical performances will be submitted in **Task 4. Assessing Student Learning**. Student performances should be submitted in the following format.

- Select samples to meet the criteria indicated by the Preliminary Teaching Event directions.
- If submitting video performance, make sure that the names of students, yourself, or the school are not inadvertently visible.
- Make sure audiotapes or videotapes are clearly labeled, e.g., Student A, Student B, Alto Section, Woodwinds, Jazz Band.

Use of Submitted Materials

Your Preliminary Teaching Event and related materials may be used for training scorers or university faculty/supervisors or for purposes of research for validating the assessment. Your name, school, and students' names will be kept absolutely confidential.

Teaching Performance Expectations (TPEs)

A. Making subject matter comprehensible to students

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

B. Assessing student learning

TPE 2. Monitoring Student Learning During Instruction

TPE 3. Interpretation and Use of Assessments

C. Engaging and supporting student learning

TPE 4. Making Content Accessible

TPE 5. Student Engagement

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

E. Creating and maintaining effective environments for student learning

TPE 10. Instructional Time

TPE 11. Social Environment

F. Developing as a professional educator

TPE 12. Professional, Legal, and Ethical Obligations

TPE 13. Professional Growth

The full text of the TPEs can be downloaded from www.pactpa.org.