

World Languages Preliminary Teaching Event Candidate Handbook 2009-10

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

Overview of the PACT Preliminary Teaching Event

Focus on student communicative proficiency

In this Preliminary Teaching Event, you will show the strategies you use to make the target language accessible to your students, and how you support students in reading, writing, using, and understanding the target language in cultural context. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to help students develop communicative proficiency in the target language in culturally appropriate ways. You will examine the effects of your instructional design and teaching practices on student communicative proficiency, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and needs.

Select a lesson

For the Preliminary Teaching Event, you will **plan a lesson (one class period)** that is designed to provide opportunities for students to develop and demonstrate communicative proficiency (both productive and receptive) in the target language and familiarity with cultures that use that language. The lesson should include objectives for the communicative proficiency of students and for learning about cultural content. A Glossary of terms used in the Preliminary Teaching Event appears on pages 17-19.

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 work samples. 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' acquisition of the target language. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, 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 World Languages Preliminary Teaching Event

Teaching Event Task	What to Do	What to submit
1. Context for Learning (TPEs 8)	<ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context and your students as learners of the target language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Context Form <input type="checkbox"/> Context Commentary
2. Planning Instruction & Assessment (TPEs 1,2,3,4,6,8,9, 10,12)	<ul style="list-style-type: none"> ✓ Select a lesson that provides opportunities for students to develop and demonstrate communicative proficiency (both productive and receptive) in the target language and familiarity with cultures that use that language. ✓ Create an instruction and assessment plan and write a lesson plan. ✓ Write a commentary that explains your thinking in writing the plans. ✓ 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 & Developing Communicative Proficiency (TPEs 1,2,3,4,5,6,10, 11)	<ul style="list-style-type: none"> ✓ Review your plan and prepare to videotape your class. Identify opportunities to a) introduce one or more language functions and text types to your students in cultural context; and b) promote communication between students in the target language. ✓ Videotape the lesson. ✓ Review the videotape to identify a video clip portraying the required features of your teaching. The total running time of the clip should not exceed 10 minutes. ✓ Write a commentary that analyzes your teaching and your students' communicative proficiency 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 student assessment from the lesson and analyze student work. ✓ Identify three student work samples that illustrate class trends in students' communicative proficiency. ✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual communicative proficiency of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Assessment Commentary
5. Reflecting on Teaching & Learning (TPEs 8,13)	<ul style="list-style-type: none"> ✓ Provide a 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 the school environment and important factors related to your students' development of communicative proficiency. 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 for students to develop and demonstrate communicative proficiency (both productive and receptive) in the target language and familiarity with cultures that use that language.
- 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 you are teaching (e.g., French II, Spanish for Native Spanish speakers, English as a Second Language) and organization of subject in school (e.g., departmentalized, only one teacher of target language 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
 3. Consider students' prior knowledge of the target language (oral and written) and culture, key skills, and developmental levels as defined by the Language Learning Continuum (LLC) in the Foreign Language Framework for California Public Schools (Sacramento, CA: California Department of Education, 2003, pp. 9-14). Also consider any other special educational needs. (TPE 8)
 - a. Language development in languages other than the target language
Consider aspects of language proficiency required to participate in oral and written classroom learning and assessment tasks in your lesson, both in English as well as in other languages that are spoken by the students. (TPE 8)
 - b. 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)
 - c. 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.
4. 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, or standardized tests.

Task1. Context for Learning Form

Please provide the requested context information for the class selected for this Preliminary Teaching Event. This form will be completed in TaskStream.

About the course you are teaching

1. What is the name of the course you are documenting? _____
2. What is the length of the course? one semester one year other (describe) _____
3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

About the students in your class

4. How many students are in the class you are documenting? _____
5. The primary language of how many students is:
The target language ____?

English _____

A third language ____?
6. How many students have Individualized Education Plans (IEPs) or Section 504 plans? _____
7. What is the grade-level composition of the class? _____

About the school curriculum and resources

8. Describe any specialized features of your classroom setting, e.g., supporting English Learners in English Only classrooms, focused on the socialization of recent immigrants as well as on language skills.
9. If there is a particular textbook or instructional program you primarily use for language instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.) What other major resources do you use for instruction in this class?

Task 2. Planning Instruction & Assessment

Purpose

The Planning Instruction & Assessment task describes and explains your plans for the lesson. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students acquire communicative proficiency (both productive and receptive) relative to the standards represented by the appropriate stage in the Language Learning Continuum in the California World Language Standards¹. It provides evidence of your ability to select, adapt, or design language tasks and materials that offer your students equitable access to acquiring the target language in cultural context.

Overview of Task

- Identify the central focus, expected learning outcomes for the relevant and learning objectives for the lesson. The lesson should develop students' proficiency (both productive and receptive) in the target language and their familiarity with cultures that use that language.
- Identify objectives for developing automaticity, fluency, and accuracy in language functions and familiarity with cultures that use that language, taking into account your students' prior language development and the language demands of the language tasks and assessments.
- Select/adapt/design and organize instructional strategies, language tasks, and assessments to promote and monitor your students' acquisition of the target language during the lesson and learning about cultures that use that language.

What Do I Need to Do?

- ✓ Complete a plan for the lesson.

- Be sure to address the acquisition of one or more language functions and text types in cultural context and the learning about cultures that use that language.
- List the expected learning outcomes in the LLC and learning objectives being targeted in the lesson.
- 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: expected learning outcomes in the LLC, language objectives and objectives for learning about cultures, formal and informal assessments, instructional strategies and language tasks, and resources and materials.

- ✓ Submit copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) used during

¹ As of August 2009, these standards were not yet available on the CDE website, but they are available from the California Language Teachers Association at <http://www.clta.net/standards/index.html>.

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, 2,4,9)

- ✓ Provide appropriate citations for all materials whose sources are from published texts, 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 acquisition of communicative proficiency in the target language as well as familiarity with cultures that use the target language.)
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 or the student academic content 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' communicative competency in the target language and familiarity with the cultures using that language during the lesson.
3. How do key language tasks in your plans build on each other to support student development of communicative proficiency (both productive and receptive) relative to the LLC and related language objectives, and their familiarity with cultures that use that language? Describe specific strategies that you will use to build student learning across the lesson. 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 language tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students informed the lesson plans, such as the choice of the text or materials used in the lessons, how groups were formed or structured, using student language experiences (in or out of school) as a resource, or structuring the acquisition of new language functions and text types to take advantage of specific student strengths. (TPEs 4,6,8,9)

5. Consider the language demands³ of the oral and written tasks in which you plan to have students engage as well as the various levels of language proficiency related to classroom tasks as described in the Context Commentary. (TPE 1B, 3, 4)
 - 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 developing communicative proficiency in the target language relative to your language objectives. 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 1) evaluate your students' acquisition of the target language in cultural context relative to the expected standards/objectives that you have selected and 2) provide feedback to students on their learning. (TPEs 2, 3)

7. Describe any instructional 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 language tasks, including assessments, will provide students access to the curriculum and allow them to demonstrate their acquisition of the target language in cultural context. (TPEs 9, 12)

³ Demands of language tasks include such things as language functions, text types, grammatical structures, vocabulary, and context-related cultural conventions. For ESL and advanced language courses, there will also be academic language demands reflecting subject-specific texts and the more formal language used in academic settings.

Task 3. Instructing Students & Developing Communicative Proficiency

Purpose

The Instructing Students & Developing Communicative Proficiency task illustrates how you work with your students to improve their communicative proficiency in the target language and their understanding of its cultural context. It provides evidence of your ability to create a meaningful context to support students' development of communicative proficiency in the target language and to monitor their understanding of the cultural context.

Overview of Task

- Examine your plan for the lesson and identify language tasks where you a) introduce one or more language functions and text types to your students in cultural context; and/or b) promote communication between students in the target language.
- 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 ten minutes**. The clip should either 1) illustrate what you did as a teacher to introduce one or more language functions and/or text types to your students in cultural context, 2) highlight your role in promoting communication between students in the target language, or 3) both. The clip should include interactions among you and your students and your responses to students' use of the target language, 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 a small group of students.
- Both you and your students should be visible and clearly heard on the 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 or working structures of the class (e.g., group work roles, routines for practicing language production/comprehension) that were operating in the language 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 engage the students in further developing their communicative proficiency with respect to specific language functions and/or text types? Provide examples of both general strategies to address the needs of all of your students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 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 comprehend the vocabulary, targeted language functions, and/or text types and understand the cultural context central to the lesson(s). (TPEs 4)
5. Describe the strategies you used to monitor student communicative proficiency and understanding of the cultural context during the language tasks 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 objectives. (TPEs 2, 3)

Task 4. **Assessing Student Learning**

Purpose

The Assessment of Student Learning task illustrates how you diagnose students' language needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and objectives; 2) analyze students' performance on an assessment in relation to student needs and the relevant expected learning outcomes in the LLC and language 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 whole class performance on a selected student assessment **from the lesson**. The assessment should allow individuals to demonstrate their communicative proficiency in the target language.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on any written work.
- Analyze the performance of two individual students and diagnose individual learning needs.

What Do I Need to Do?

- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Collect student work from your entire class. Analyze the student work to identify patterns in communicative proficiency in the target language across the class.
- ✓ Provide any **evaluative criteria (or rubric)** that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include listening or reading comprehension, use of language functions, or understanding of cultural conventions.
- ✓ Select three student work samples which together represent what students generally were able to produce/comprehend and what a number of students were still struggling with. At least one of these students should be a student who is challenged by language production/comprehension.⁴ If multiple drafts of a written assessment were collected, you may include all drafts as the work sample.

⁴ Examples may include a special needs learner with receptive or expressive language difficulties, a native English speaker having difficulty with acquisition of the target language, or a heritage speaker with oral but not written language proficiency in the target language.

- ✓ Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If written work samples, be sure that reviewers can distinguish any feedback to students from the students’ own work.
- ✓ Document your feedback to these three students, either as individuals or as part of a larger group. If it is not written directly on a written work sample, 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 by the assessment chosen for analysis.
2. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). Attach your rubric or evaluative criteria, and note any changes from what was planned as described in Planning commentary, prompt 6. (You may use the optional chart provided following the Assessment Commentary prompts to provide the evaluative criteria, including descriptions of student performance at different levels.) (TPEs 3, 5)
3. Discuss students’ communicative proficiency relative to the expected learning outcomes in the LLC and/or language objectives including both strengths and, if relevant, any needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected. (TPE 3)
4. From the three students whose work samples were selected, choose two students, at least one of whom meets the selection criteria specified on page 11. For these two students, describe their prior communicative proficiency in the target language and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). What did you conclude about their learning during the lesson? Cite specific evidence from the work samples and from other classroom 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 your students. If different, describe any individualized next steps for the two students whose individual communicative proficiency you analyzed. These next steps may include a

specifically structured language task or other forms of re-teaching to support or extend continued development of communicative proficiency with respect to the language objectives, standards, central focus, and/or relevant academic language (if applicable) for the learning segment. 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. Summary of 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 Work		
	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, as well as the approximate percentage of the class performing 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' communicative proficiency 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 develop communicative proficiency in the target language in cultural context; and 2) the theoretical perspectives and research principles that you learned during teacher preparation.

What Do I Need to Do?

- ✓ Submit 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 development of your students' communicative proficiency in the target language, what do you think explains the proficiency levels or differences in levels that you observed during the lesson? Cite relevant research or theory that explains what you observed. (See Planning Commentary, prompt # 2.) (TPEs 8, 13)
2. Based on your experience teaching this lesson, what did you learn about your students as learners of the target language in cultural context (e.g., easy/difficult language functions/tasks/text types, common challenges)? 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 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 students' productive and receptive communicative proficiency in the target language, understanding of the cultures using that language, or thinking 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 listening to students as they use the target language. Formal assessments at different levels of communicative proficiency may include such things as role plays, quizzes, homework assignments, written paragraphs, essays, and journals.

Central focus: The target of the student learning that the expected learning outcomes of the LLC, language 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.

Communicative proficiency: the production and/or comprehension of oral/written language in context.

Curriculum content: The communicative proficiency and knowledge of cultural context that is expected to occur, including various areas of knowledge, e.g., facts, vocabulary, language functions, text types, and cultural contexts of the target language.

Engaging students in learning: When students are actively increasing their communicative proficiency related to the expected learning outcomes in the LLC and language objectives for the lesson. This is in contrast to **participating** in language tasks where the students complete the activities, but little communicative proficiency and understanding of its cultural context 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.

Language objectives: Targets for student communicative proficiency 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.

Language tasks: Purposefully designed activities in which students engage (not just participate – see Engagement in Learning) to meet the language 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 at different levels of communicative proficiency include initiating a ritualized, participating in a structured role play, and writing an analysis of a literary work in the target language.

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 at different levels of communicative proficiency include responding to an initiation of a ritualized exchange, using tonal qualities of voice to help convey meaning from a passage read aloud, and restating a classmate’s comment.

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 class discussions, and norms for what the rest of the class does when the teacher is working with a small group.

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 work samples will be submitted in **Task 4. Assessing Student Learning**. Student work samples should be submitted in the following format.

- Select samples to meet the criteria indicated by the Preliminary Teaching Event directions.
- Work samples should be written by the students.
- Names of students, yourself, and the school should be removed with correcting fluid, tape, or marker prior to copying/scanning.
- Your written feedback to the students should be included with the work samples. If feedback was oral, provide a summary of the oral feedback.
- Label work samples as Work Sample 1, 2, or 3.

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.