Home Economics Preliminary Teaching Event Candidate Handbook 2012-13

Department of Secondary Education
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Adapted from the Home Economics Teaching Event Candidate Handbook, PACT Consortium, 2012

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 Home Economics accessible to your students, and how you support students in learning to read, write, and use academic language. 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 centered around developing students' abilities to organize and structure work and to draw upon their knowledge and technical skills to produce an FHA-HERO Competitive Recognition Event (CRE). The lesson should include learning objectives for both the curriculum content and the development of academic language related to that content. A Glossary of terms used in the Preliminary Teaching Event appears on pages 18-20.

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' learning. 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.

Home Economics Preliminary Teaching Event

Teaching Event Task	What to Do	What to submit
1. Context for Learning (TPEs 7,8)	✓ Provide relevant information about your instructional context and your students as learners of Home Economics.	☐ Context Form ☐ Context Commentary
2. Planning Instruction & Assessment (TPEs 1,2,3,4,6,7,8,9, 10,12)	✓ Select a lesson that is centered around developing students' abilities to organize and structure work and to draw upon their knowledge and technical skills to produce an FHA-HERO Competitive Recognition Event (CRE). ✓ Create an instruction and assessment plan and write a lesson plan. ✓ Write a commentary that explains your thinking in writing the plan. ✓ Record daily reflections, to submit in the reflection section of the Preliminary Teaching Event.	☐ Lesson Plan ☐ Instructional Materials ☐ Planning Commentary
3. Instructing Students & Supporting Learning (TPEs 1,2,4,5,6,7,10, 11)	✓ Review your plan and prepare to videotape your class. Identify opportunities for students to be introduced to the FHA-HERO CRE and to apply their knowledge, technical skills, and strategies to it. ✓ 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.	☐ Video Clip ☐ Instruction Commentary
4. Assessing Student Learning (TPEs 2,3)	✓ Select one student assessment from the lesson and analyze student work. ✓ Identify three student work samples that illustrate class trends in what students did and did not understand. ✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction.	☐ Student Work Samples ☐ Evaluative Criteria or Rubric ☐ Assessment Commentary
5. Reflecting on Teaching & Learning (TPEs 12,13)	✓ Provide a post-lesson reflection. ✓ Write a commentary about what you learned from teaching this lesson.	☐ Post-Lesson Reflection ☐ 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' 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/big idea 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 organize and structure work and to draw upon their knowledge and technical skills to produce an FHA-HERO Competitive Recognition Event (CRE)[1].
- Select an FHA-HERO CRE for your class to complete, either as individuals or in teams. If the work is done in teams, you need to plan opportunities for assessment of the work of the individual students, e.g., a reflection or evaluation of the group work.
- 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, rural/urban)
   b. Organization of subject in school (e.g., departmentalized, interdisciplinary teams such as a Career Academy or a house within a school)
   c. Size of Home Economics program and pathways

[1] The website listing CRE topics and categories is www.hect.org/fhahero/. Click on CRE Event Information Required Topics and Themes. Students should complete one of these events, but need not participate in the competition.

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 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. FHA-HERO experiences
      Consider the variety of students' previous FHA-HERO experiences, if any, related to the lesson.

   e. 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 resources (e.g., Perkins or ROP funding) or expectations (e.g., required curricula, pacing, use of specific instructional strategies, or standardized tests) that might impact your planning or delivery of instruction.

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

6. 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					

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

8. What is the grade-level composition of the class? _____

About the school curriculum and resources

9. Describe the specialized features of your classroom setting, e.g, meets A-G requirements, counts as a mathematics or visual arts course for graduation.

10. If there is a particular textbook or instructional program you primarily use for Home Economics 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 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 Home Economics curriculum content.

Overview of Task

- Identify the central focus, relevant standards from the *California Career Technical Education Model Curriculum Standards* (California Department of Education, 2005) and/or other student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for the lesson. The lesson should develop students' abilities to organize and structure work and to draw upon their technical knowledge and skills to produce an FHA-HERO Competitive Recognition Event (CRE)[2].
- Select an FHA-HERO CRE for your class to complete, either as individuals or in teams.
- 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 source of the standard (e.g., industry sector and foundation or pathway) and 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, 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

[2] The website listing CRE topics and categories is www.hect.org/fhahero/. Click on CRE Event Information Required Topics and Themes. Students should complete one of these events, but need not participate in the competition.

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 home economics and academic language during the lesson.

3. How do key learning tasks in your plan build on each other to support the development of students' abilities to organize and structure work and to draw upon their technical knowledge and skills to produce an FHA-HERO CRE project? 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 plans, such as the choice of text or materials used in lessons, 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 demands[3] 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)
    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 collection of assessments from 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)

[3] Language demands can be related to vocabulary and acronyms; features of text types such as recipes, symbols, or laws; or other language demands such as understanding oral presentations.

Task 3. Instructing Students & Supporting Learning

Purpose

The Instructing Students & Supporting Learning task illustrates how you introduce the FHA-HERO CRE project to students and support their learning while they complete it. It provides evidence of your ability to engage students in meaningful learning tasks and monitor their understanding.

Overview of Task

- Examine your plan for the lesson and identify learning tasks in which you are preparing your students for an FHA-HERO CRE project and supporting their learning as they apply their knowledge, technical skills, and strategies to the project.
- 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 up to 10 minutes**. The clip should include interactions between and among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)
- ✓ The clip should either 1) illustrate how you introduce the FHA-HERO CRE project to students and check for student understanding, 2) illustrate how you monitor and support students as they apply their knowledge, technical skills, and strategies to the project, or 3) both.

Videotape Guidelines

- The video clip should be continuous and unedited, with no interruption in the events.
- The clip can feature the whole class, a team of students, or a series of interactions with individual students.
- 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.

- ✓ 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., team work roles, class discussion norms) that were operating in the learning tasks 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 while introducing the FHA-HERO CRE and supporting students' application of knowledge, technical skills, and strategies to the project? 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, 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 learning 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 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 student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus/big idea, student standards, and learning objectives; 2) analyze student performance on an assessment 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 whole class performance on a selected student assessment **from the lesson**. The assessment should be the work of individuals, not groups, although it can be an individual reflection on or evaluation of a team task.
- Demonstrate a variety of student performances for the assessment using three student work samples. Include feedback to students on the 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 understanding across the class.

- ✓ Provide any **evaluative criteria (or rubric, e.g., the FHA-HERO CRE rubric)** that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning. For example, for a four-day menu plan for a summer camp, categories of evaluative criteria might include 1) the appropriate classification of foods into food groups and 2) the reflection of the food pyramid recommendations in the proportions of food groups represented.

- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. At least one of these students should be an English Learner[4]. If appropriate, photograph the three work samples that you have selected for analysis and provide jpg image files or photographs as documentation. If you elect to submit student oral presentations as a work sample, select a an excerpt of up to five minutes for each student.

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[4] 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 these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If there is feedback on written work, 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. 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 what most students appear to understand well, and, if relevant, any misconceptions, confusions, or 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 which is an English Learner. For these two students, describe their prior knowledge of the content 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 learning you analyzed. 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/big idea, 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. 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' 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 content learning of your students and the development of their academic language, 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 Home Economics learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language)? 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 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.

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.

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.

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/photographing and should not be visible on the video.
- Label work samples or images 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.pacttpa.org.