Directions for the Special Education Teaching Event

The Special Education Teaching Event is an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing and reflecting. Adapted from the Performance Assessment for California Teachers (PACT), the Special Education Teaching Event consists of six tasks, including a video clip of a lesson. Descriptions, directions and commentary prompts for each Task follow.

Task 1: Context for Learning
The Context for Learning Task provides important information about the school, program, and class/small group in which your lesson is taught. The Context for Learning is an opportunity for you to demonstrate an understanding of your students, including identified special needs, IEP goals, English language development, and literacy development.

What Do I Need to Do?
✓ Identify three focus students representing different student clusters in the class/small group in which your lesson is taught. One focus student should be an English language learner.
✓ Respond to each of the following prompts in the Context Commentary.

Context for Learning: Commentary
Address each of the following prompts in the Context Commentary.

• Identify the classroom setting in which you will teach your lesson (elementary/middle/high school, RSP/SDP, subject). Describe the students in the class/small group you will be teaching. Summarize students’ disabilities, ELA/ELD levels, reading and writing development, and content knowledge in the subject you will be teaching.
• Describe instructional strategies you use with the class as a whole to provide all students with access to instruction and opportunity to demonstrate their competence.
• Describe the three focus students in depth. Reference observations, review of IEPs, recent ELA progress monitoring assessments, and any other pertinent information.
• Describe any instructional adaptations focus students need, in addition to the class instructional strategies, to access instructional content and demonstrate their competence.

Task 2: Planning for Instruction and Assessment
The Planning for Instruction and Assessment Task demonstrates your ability to organize curriculum and select and design activities to support and assess student learning. Use the lesson plan format provided to develop the lesson you will video.

What Do I Need to Do?
✓ Develop and submit a lesson plan that includes English/Language Arts objectives.
✓ Respond to each of the following prompts in the Planning Instruction and Assessment Commentary.
✓ Submit copies of all instructional materials that accompany the lesson plan (e.g., student handouts, power point presentations).

Planning Instruction and Assessment: Commentary
Provide the following information about the rationale for your lesson.

• Describe your rationale for teaching this lesson. Discuss your selection of standards and their alignment with your instructional objective. How does your lesson fit within the
curriculum sequence or unit of instruction? What student data suggest that your students have the prerequisite skills to meet your instructional objective?

• Discuss your grouping strategies and your rationale for these instructional arrangements.
• Discuss your rationale for the selection of the instructional materials, resources and technology. How do these support the instructional objective and student access to content through Universal Design for Learning?
• Identify two evidence-based practices you use in this lesson and describe how they support student learning.
• Identify English language development strategies you use in this lesson and describe how they support student learning.

Task 3: Instructing Students and Supporting Learning (Video)
The Instructing Students and Supporting Learning Task illustrates your ability to actively engage students in meaningful standards-based instruction.

What Do I Need to Do?
√ Videotape your entire direct instruction lesson (See directions for recording).
√ View the entire video and select a 20 minute unedited video clip that includes the opening and body (model, prompt, check) of the lesson. The lesson closure will not be evaluated.

Instructing Students and Supporting Learning: Commentary
Describe the setting of the lesson you video to help reviewers understand the context. Are there students participating in the lesson who are not visible? Where are the focus students?
If you are teaching a small group, what are the other students and staff doing during the video?

Instructing Students and Supporting Learning: Review Criteria
• Reviewers will examine your video in conjunction with your lesson plan.
• Reviewers will be looking for evidence of student engagement, use of evidence-based and ELD instructional strategies, and structured support for student learning. Please see rubric for a detailed description of the evaluation criteria.

Task 4: Assessing Student Learning
The Assessing Student Learning Task demonstrates your ability to select measures, analyze student performance and use that analysis to plan instruction for the whole class as well as individual students.

What Do I Need to Do?
√ Create and attach a summary chart or table of student learning for the entire class/small group in which your lesson is taught.
√ Collect and submit samples of student work from each of the focus students. Remember to black out any identifying student information and label with initials or a number to identify the student in your commentary.
√ Respond to each of the following prompts in the Assessing Student Learning Commentary.

Assessing Student Learning: Commentary
Write an Assessing Student Learning Commentary in response to the following prompts.
1. Describe the strategies you used to monitor student learning during the lesson. Explain how you used this information to address misunderstandings and student needs.
2. Describe the extent to which your students achieved the instructional objective for the lesson. Cite specific evidence from your group and focus students’ assessments to support your answer.
3. What feedback was provided to the group as a whole and to individual students? In what ways did your feedback support the lesson objective and provide guidance for improvement? Cite specific evidence from student work samples and/or your assessment results.

**Task 5: Creating and Maintaining an Effective Learning Environment for Students**

The Creating and Maintaining an Effective Learning Environment for Students Task is an opportunity for you to demonstrate your ability to make effective use of instructional time, classroom procedures and routines in ways that support the learning of all students.

**What Do I Need to Do?**

- Respond to each of the following prompts in the Creating and Maintaining Learning Environment Commentary.

**Learning Environment: Commentary**

- Describe any class routines and/or procedures that were operating during your lesson and/or on the video clip that maximized instructional time.
- Describe how you established and maintained standards for behavior. Provide specific examples from video clip as appropriate.
- What positive behavior support techniques did you implement to prevent or address inappropriate student behavior?

**Task 6: Reflection on Teaching and Learning**

The Reflection on Teaching and Learning Task is an opportunity for you to demonstrate the ability to analyze your instruction and your students’ learning for the purpose of improving your teaching practices.

**What Do I Need to Do?**

- Respond to the following prompts in the Reflection on Teaching and Learning Commentary.

**Reflection on Teaching and Learning: Commentary**

- Reflect on your entire lesson. What was effective in moving students toward your objective and for what reasons? What was less effective in moving students toward your objective and for what reasons? Describe the evidence that leads you to these conclusions.
- Based upon your reflection and the results of your assessment at the end of the lesson, discuss what you will do in the next few lessons in response to the learning needs of your students.
Submitting your work
All of your work (lesson plan, video, artifacts, commentary) will be submitted on Task Stream as a part of your SPED 580ACT, Supervised Teaching Seminar, requirements.

Your instructor will check to make sure that your work is complete and accessible before you submit it for review. To be eligible for review, your work must meet the following preconditions:

- All lesson plan components are present and complete.
- All supporting materials are present: instructional materials, assessment materials, samples of student work, chart or table of assessment results
- The audible video is observable, and includes the opening and body of a lesson with the teacher and students visible.
- All components of the Teaching Event are present and complete.