

## COMPLETING YOUR RESPONSE

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

For Step 1: “Learning About Students in the Whole Class and Two Focus Students,” you will demonstrate your ability to collect information about the whole class and two focus students and describe how you will use the information for planning academic instruction in the selected subject matter. In order for you to complete this step of your response, you will:

- Select a class and identify the content area, subject matter, state-adopted academic content standards for students, and unit of study with which you will be working. (*See the section “Making Choices” for guidance in selecting the class.*)
- Collect and record information on the background and academic ability of the students in the class.
- Describe your students’ physical, social, and emotional development in relation to other students of this age group.
- Select two focus students, including an English learner and a student who presents a different instructional challenge. (*See the section “Making Choices” for guidance in selecting the students.*)
- Collect and record information regarding the characteristics of the two selected students.
- Explain how the information will influence your instructional planning for the two selected focus students.

For Step 2: “Learning Environment and Academic Instructional Planning for the Whole Class,” you will demonstrate your ability to plan instruction. In order for you to complete this step of your response, you will:

- Describe the climate, expectations, and procedures in the classroom.
- Select an academic lesson you will teach. (*See the section “Making Choices” for guidance in selecting the lesson.*)
- Identify the academic learning goal(s) and state-adopted academic content standards for students that are addressed in the lesson.
- Describe the components of the lesson, including the strategies, activities, grouping, materials, and evidence of student learning that you will collect.
- Explain why the plan for instruction is appropriate for the content of the lesson and for your students.

For Step 3: “Lesson Adaptations for the Two Focus Students,” you will demonstrate your ability to identify adaptations to the class instruction plan that are needed for the two focus students. In order for you to complete this step of your response, you will:

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

For Step 4: “Teaching and Videotaping the Lesson: Whole Class, Including Two Focus Students,” you will demonstrate your ability to implement the instruction that you have planned. In order for you to complete this step of your response, you will:

- Write a brief paragraph about your teaching context.
- Draw a simple floor plan of your classroom.
- Submit a 20-30 minute, continuous and unedited videotape of you teaching this lesson. Remember that you will need release forms for students and adults who will be seen on the videotape.

For Step 5: “Analyzing the Lesson,” you will demonstrate your ability to analyze the effectiveness of the lesson for the whole class and the two focus students. In order for you to complete this step of the response, you will:

- Analyze the effectiveness of the lesson you taught, using the videotape as a reference.
- Analyze the effectiveness of the plan and the adaptations for the two focus students.
- Score the evidence of student learning from the assessment.
- Submit copies of three student responses that represent the range of achievement on the assessment. Label them and explain why you selected each of the responses to represent the range of responses in the class.
- Submit copies of the two focus student responses.
- Analyze the evidence of student learning for the class and for the two focus students.

For Step 6: “Reflection After Instruction,” you will demonstrate your ability to use what you learned in this task to improve your future planning and instruction. In order for you to complete this step of your response, you will:

- Reflect on your analysis of the effectiveness of the lesson and student learning as a result of the lesson.
- Describe how this will affect your future planning and teaching.
- Identify your professional goals based on what you learned from this instructional experience.

**Note:** Submit any artifacts used. Artifacts are any relevant materials that help the assessor to understand the lesson. Your artifacts will include:

- A simple floor plan of your classroom.
- A total of **five** student responses: three representing the range of student achievement on the assessment, and one response from each of the two focus students.

In addition, your artifacts may include other information that the students will see during the lesson, such as directions, worksheets, overhead transparencies, etc. All artifacts must be submitted as 8 1/2 x 11 inch pages. The number of teaching artifacts is limited to 10 pages.

### **Lesson selection requirements**

If you are a candidate for a Multiple Subjects Preliminary Credential, you will select either English/language arts or mathematics content for this lesson, choosing the content area that you did not cover in Task 2. If you are a candidate for a Single Subject Preliminary Credential, you will work within your content area, but with a different class and a different topic than those chosen for Tasks 2 and 3.

## **MAKING CHOICES**

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

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

### **1 Selecting a Class and a Unit of Study**

You will need to collect and record information about students within a single class. If you are a candidate for a Multiple Subjects Preliminary Credential, these students need to be in one class within grades K-8. If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area. If you have more than one class from which to choose, it is important to select a class that gives you an

opportunity to fully demonstrate your knowledge, skills, and abilities. For this reason, the best performing class may not be your best choice for this task.

## **2. Selecting Two Focus Students within the Class**

Select two students within the class who are different than the students you chose for Tasks 2 and 3. Focusing on these two students as you move through this task will allow you to demonstrate your ability to learn about student characteristics that influence instruction, and to develop an instructional plan that meets individual student needs. One of the two students must be an English learner, so you can demonstrate your ability to learn about and plan for students who are English learners. The other student is one who presents a different instructional challenge, such as a student who is very active or high achieving or who has a short attention span or a special health consideration, etc. Selecting students who have distinctly different learning needs is important because it will give you the opportunity to demonstrate a broader range of your teaching practice than if you focus only on the class as a whole or on one additional type of instructional challenge. It is important for you to choose students who give you an opportunity to demonstrate the range of your ability to teach. Remember that the focus is on your practice, not on the level of student performance.

## **3. Selecting an Academic Lesson**

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

## **VIDEOTAPING THE LESSON**

Arrange for someone to videotape your lesson. If possible, arrange for that person to be available for several class sessions. Frequent experiences will help you and your students to adjust to the presence of the camera in the classroom.

Be sure to have the parents or guardians of all students who will be seen on the videotape, or whose work will be submitted, complete the [Student Release Forms](#). You and any other adults who appear in the videotape (teacher's aides, parents, student teachers, or colleagues) will need to sign an [Adult Release Forms](#) prior to videotaping. Begin the process of securing release forms as soon as possible. If the students already have a release on file, the site administrator can sign the [Administrator Release Form](#).

The videotape should be 20-30 minutes in length and be continuous and unedited. Stopping and restarting the camera during the lesson will be regarded as editing. It should be taken from an angle that includes as many of the students' faces in the class as possible. It should show as much of both you and the class as possible, but it is perfectly acceptable to focus on a particular student while he or she is talking. Medium to wide-angle shots allow for both you and the students to be seen. The videotape should be a standard VHS videotape cartridge, and the sound quality should enable the assessors to understand what is being said.