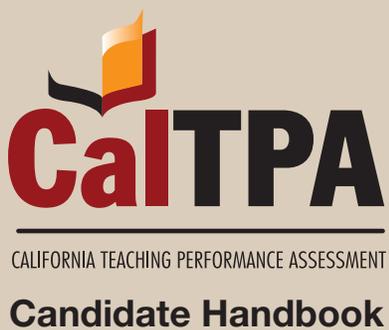


CHAPTER 4

The *Designing Instruction* Task





Chapter 4 of the CalTPA Candidate Handbook

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The *Designing Instruction* Task

Information for All Candidates

Purpose of the Task

In this task, you will demonstrate your ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. You will plan instruction that is shaped by and addresses those student characteristics, and you will demonstrate your ability to connect learning about students to instructional planning. You will submit your completed response to your teacher preparation program.

The *Designing Instruction* task requires you to make appropriate connections between what you know about the students in your class to instructional planning for those students. You will focus on how your instructional plan connects to the student characteristics of your whole class and to two focus students, an English learner and a student who presents a different instructional challenge.

A. Task Overview

You are given:

A five-step set of directions to guide your instructional planning based on information you have about your class and two focus students within your class:

Step 1: Academic Content Selection and Learning about Students

- A. Academic content selection
- B. Student characteristics

Step 2: Learning about Two Focus Students

- Student 1: An English learner
- Student 2: A student who presents a different instructional challenge

Step 3: Planning for Academic Instruction for the Whole Class

Step 4: Lesson Adaptations for the Two Focus Students

- Student 1: An English learner
- Student 2: A student who presents a different instructional challenge

Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

The following chart summarizes the information that should be covered in your responses to each of the task steps.

DESIGNING INSTRUCTION TASK

Task Step	Information to be Provided in Your Response
Step 1: Academic Content Selection and Learning about Students	Identify the subject/content area, subject matter selection and unit goals. Describe the students' characteristics and how you use this information about students to plan your instruction.
Step 2: Learning about Two Focus Students	For Student 1, an English learner, and for Student 2, a student who presents a different instructional challenge, describe what you learned about each of the students and explain how the information will influence your instructional planning.
Step 3: Planning for Academic Instruction for the Whole Class	Identify the relevant state-adopted academic content standards or frameworks that will be covered within the lesson, and indicate the specific learning goal(s) of lesson . Describe the lesson. Explain the appropriateness of the lesson's content for your students.
Step 4: Lesson Adaptations for the Two Focus Students	Indicate the adaptations you would make to your instructional plan for the two focus students.
Step 5: Reflection on Connecting Instructional Planning to Student Characteristics	Write your reflective thoughts about what you learned through this instructional planning process and its impact on your future planning.

You submit:

- Information about your selected class, content area, subject matter, state-adopted academic content standards or frameworks, and unit of study
- A summary of what you have learned about the two focus students
- A plan for whole class academic instruction, including standards to be addressed, including goals and instructional strategies
- Adaptations to the instructional plan for the two focus students
- Your reflection on connecting the students' characteristics to your instructional planning
- Your responses should be submitted to your teacher preparation program

B. What is Being Measured

The following seven *Teaching Performance Expectations* are measured in this task:

Making Subject Matter Comprehensible to Students

TPE 1- Specific Pedagogical Skills for Subject Matter Instruction

Engaging and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

Developing as a Professional Educator

TPE 13 – Professional Growth

Relationship of the TPEs to the *Designing Instruction* Task

Candidate Competencies	TPE	Domain
Demonstrate an understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards and frameworks to all students.	TPE 1 Specific Pedagogical Skills for Subject Matter Instruction	A. Making Subject Matter Comprehensible to Students
Select and adapt instructional strategies, grouping strategies and instructional materials to assist student to achieve learning goals and meet all student needs.	TPE 4 Making Content Accessible	C. Engaging and Supporting Students in Learning
Use strategies and activities according to purpose and lesson content.	TPE 6 Developmentally Appropriate Teaching Practices	

DESIGNING INSTRUCTION TASK

Candidate Competencies	TPE	Domain
<p>Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language.</p> <p>Know and apply instructional practices for English Language Development.</p>	<p>TPE 7 Teaching English Learners</p>	
<p>Use methods to obtain information about selected students that may influence instruction.</p> <p>Obtain information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests.</p>	<p>TPE 8 Learning About Students</p>	<p>D. Planning Instruction and Designing Learning Experiences for Students</p>
<p>Establish goals for student learning, based on state-adopted academic content standards or frameworks for students.</p> <p>Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or frameworks.</p>	<p>TPE 9 Instructional Planning</p>	
<p>Provide reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness.</p>	<p>TPE 13 Professional Growth</p>	<p>F. Developing as a Professional Educator</p>

Hint: Review the complete text of these seven Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

C. Completing Your Task Response

PART I: DIRECTIONS

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 and in Chapter 7 concerning preparing your written responses and maintaining student and candidate privacy.

Directions:

Prior to responding to the task, you should review Chapter 1 and read this chapter in its entirety. As you read the task, you should pay particular attention to the task steps and the associated questions and/or statements that will help you develop and organize your responses.

Follow the procedures provided to you by your teacher preparation program to obtain the Word version of the task. As you complete your responses to the task within the Word document, type your response to each question or prompt within the rectangular box provided. This box will expand as you type.

In the header on the Word document, you will see a number at the upper right hand corner. You should replace this number with the candidate ID number assigned to you by your program. When you have completed your responses to the entire task, you should follow the directions provided by your teacher preparation program for the actual submission of the task.

Use the information provided below to help you understand each of the task steps.

For Step 1: “Academic Content Selection and Learning About Students,” you will demonstrate your knowledge of how to learn about students and explain why this information is important. In order for you to complete this step of your response, you will:

- Select a class and identify the content area (e.g., mathematics), subject matter (e.g., geometry), student academic content standards or frameworks, and unit of study with which you will be working. *(See Part 2 below, “Making Choices,” for guidance in selecting the class.)*
- Identify the information you want to know about the students, describe the methods you will use to get the information and why you choose to use these methods, and explain how you will use this information in planning instruction in your selected content area.

For Step 2: “Learning about Two Focus Students,” you will demonstrate your ability to collect information about two specific students. In order for you to complete this step of your response, you will:

- Select two students, including an English learner and a student who presents a different instructional challenge. *(See Part 2 below, “Making Choices” for guidance in selecting the students.)*
- Collect and record information about the characteristics of the two selected students.
- Explain how the information will influence your instructional planning for the two selected focus students.

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For **Step 3: “Planning for Academic Instruction 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:

- Think about a lesson that you might teach to the students within the selected unit of study. (See Part 2 below, “Making Choices,” for guidance in selecting the lesson.) Identify the state-adopted academic content standards or framework for students that the lesson will address,

Single Subject Candidates

Lessons are to be based on state-adopted academic content standards for students unless there are no academic content standards for your single subject. If California does not have academic content standards for your single subject, then you are to use the state-adopted framework for your content area.

Refer to the Curriculum and Instruction area of the California Department of Education website, <http://www.cde.ca.gov/ci/>.

the learning goal(s) of the lesson, and the evidence of student learning that will show the extent to which the students made progress towards the learning goal(s). You are not required to teach this lesson.

- Describe the lesson, including the instructional strategies, student activities, grouping of students, use of materials, and progress monitoring of student learning.
- Explain why the plan for instruction is appropriate for the lesson’s content and for your students.

For **Step 4: “Lesson Adaptations for the Two Focus Students,”** you will demonstrate your ability to determine adaptations to the 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 necessary to the whole class instruction plan to meet the needs of these students.
- Explain the reasoning behind your instructional planning decisions relating to the two focus students. If you determine that no adaptations to the lesson are needed for one or both of the focus students, explain your reasoning why not.

For **Step 5: “Reflection on Connecting Instructional Planning to Student Characteristics,”** you will demonstrate your ability to use what you learned in this task to improve your future planning. In order for you to complete this step of the response, you will:

- Read your responses to the questions in Steps 1- 4. Consider what you have learned in this task about instructional planning.
- Reflect upon the information that you collected about the two focus students and how it influenced your instructional planning for this lesson.
- Describe how you will use what you learned in this task to improve your future planning for academic instruction.

PART 2: MAKING CHOICES

The suggestions in this section are provided to help you plan your responses and select your evidence so that your most effective instructional planning practice will be evident to the assessors who will score your response.

You have three important choices to make for this task. The choices you make will affect the quality of your response:

1. Choosing a class
2. Choosing two focus students within the class
3. Choosing a lesson

1. Choosing a class

You need to collect and record information about students within a single class.

- If you are a candidate for a Multiple Subject 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.

2. Choosing two focus students within the class

You will need to select two students to focus your exploration of student characteristics. 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. These two students must be:

Student 1: An English learner. 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. This student should have documented EL needs, such a CELDT score within the lower to mid-range of English proficiency. It would not be helpful for you to choose a student who has a high CELDT score or one who has been reclassified as English proficient as these students are not likely subjects for demonstrating your abilities in the this area.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 2: A student who presents a different instructional challenge. The other focus student is one who presents a “different instructional challenge,” such as a student who, for example, is very active, or high achieving, or who has a short attention span, or a special health consideration.

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.

DESIGNING INSTRUCTION TASK

3. Choosing a lesson

If you are a candidate for a Multiple Subject Preliminary Credential, you will plan a lesson in a core curriculum area such as English/language arts, mathematics, history/social science, or science. If you are a candidate for a Single Subject Preliminary Credential, you will plan a lesson within your subject area.

You will need to select or develop a lesson that allows you to demonstrate your ability to address instructional planning for the whole class, plus adaptations for the two focus students (Steps 3 and 4 of the task). For this task, you may use an existing lesson plan, adapt an existing plan, or design your own plan. This lesson may be one that you will teach or one you have previously taught, but teaching the lesson is not necessary to complete this task. Depending on the age and grade range of the students, the lesson could be 15 to 90 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 or develop 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-adopted academic content standards or state-adopted frameworks in your subject area should guide your lesson selection or development.

D. How Your Response Is Scored

Your response to this task is judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the *Designing Instruction* task rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4. The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to plan a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted frameworks; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- using relevant and appropriate methods to obtain information about selected students that may influence instruction
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students’ needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instructional planning, as evidenced by:

- using relevant and developmentally-appropriate strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

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MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate reflects on connecting learning about students to instructional planning, as evidenced by:

- providing detailed and relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Score Level 3. The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students or state-adopted frameworks; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- using appropriate methods to obtain information about selected students that may influence instruction
- obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate uses and adapts strategies and activities for instructional planning as, evidenced by:

- using developmentally-appropriate strategies and activities according to purpose and lesson content
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to all students

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate reflects on connecting learning about students to instructional planning, as evidenced by:

- providing relevant reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Score Level 2. The response provides evidence that partially demonstrates the teacher candidate's ability to select a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted frameworks; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

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PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate minimally learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students or state-adopted framework
- using limited methods to obtain information about selected students that may influence instruction
- obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate minimally uses and adapts strategies and activities for instructional planning as, evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate minimally reflects on connecting learning about students to instructional planning, as evidenced by:

- providing cursory or limited reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

Score Level 1. The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to select a developmentally-appropriate lesson based on state-adopted academic content standards for students or state-adopted framework; learn about students; plan for instruction; make adaptations to the plan to meet student needs; and reflect on the instructional planning. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 8, 9**

The candidate insufficiently learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing inappropriate or no goals for student learning or establishing goals not based on state-adopted academic content standards for students or state-adopted framework
- using inappropriate or no methods to obtain information about selected students that may influence instruction
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or that is not in accordance with state-adopted academic content standards for students or state-adopted framework
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate insufficiently uses and adapts strategies and activities for instructional planning, as evidenced by:

- using developmentally-inappropriate or no strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well

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as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language

- knowing and applying inappropriate or no instructional practices for English Language Development

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate has insufficient knowledge of the state-adopted content standards for students or state-adopted framework, as evidenced by:

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate insufficiently reflects on connecting learning about students to instructional planning, as evidenced by:

- providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness

F. The *Designing Instruction* Task

Step 1: Academic Content Selection and Learning about Students

Directions:

An important step in planning instruction is to learn about your students. Select one class, one content area, and the state-adopted academic content standards or state-adopted framework (if your single subject content area does not have content standards) for this task. Respond to the questions below about this class, unit of study, and how you learn about the students.

A. ACADEMIC CONTENT SELECTION

Grade Level: _____

Content Area: _____

Subject Matter: _____

- 1. List the state-adopted academic content standards or state-adopted framework that you will cover for this unit of study.**

- 2. Describe the unit of study that addresses those standards.**

- 3. What is (are) the academic learning goal(s) for this unit of study?**

Class Information

Age range of students: _____

Number of male students: _____

Total number of students: _____

Number of female students: _____

DESIGNING INSTRUCTION TASK

B. STUDENT CHARACTERISTICS

Linguistic Background

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

Academic Language Abilities; content knowledge and Skills

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

Physical, Social, and Emotional Development

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

Cultural and Health Considerations

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

Interests and Aspirations

1. What information that may influence instruction do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

DESIGNING INSTRUCTION TASK

Step 2: Learning about Two Focus Students

Directions:

Select two focus students from the class you identified in Step 1. Select one student who is an English learner and one student who presents a different instructional challenge. Use some of the methods you described in Step 1 to learn about these two students. Consider your selected content areas and subject matter when describing what you learned about the two focus students. Complete the section below. In each box below include:

- a description of what you learned about each of the students
- an explanation of how the information will influence your academic instructional planning

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 1: An English learner

Gender: _____

Age: _____

1. Why did you select this student?

2. What did you learn about this student's linguistic background?

3. What did you learn about this student's academic language abilities in relation to this academic content area?

4. What did you learn about this student's content knowledge and skills in this subject matter?

5. What did you learn about this student’s physical, social and emotional development relevant to this academic content area?

6. What did you learn about this student’s cultural background, including family and home relevant to this academic content area?

7. What did you learn about this student’s special considerations, including health issues relevant to this academic content area?

8. What did you learn about this student’s interests and aspirations relevant to this academic content area?

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, and so on).

Student 2: A Student Who Presents a Different Instructional Challenge

Gender: _____

Age: _____

1. Why did you select this student?

2. How is the instructional challenge that he or she presents different from that of the other student?

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3. What did you learn about this student's linguistic background?

4. What did you learn about this student's academic language abilities in relation to this academic content area?

5. What did you learn about this student's content knowledge and skills in this subject matter?

6. What did you learn about this student's physical, social and emotional development relevant to this academic content area?

7. What did you learn about this student's cultural background, including family and home relevant to this academic content area?

8. What did you learn about this student's special considerations, including health issues relevant to this academic content area?

9. What did you learn about this student's interest and aspirations relevant to this academic content area?

10. Describe other information, relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities, and so on).

Step 3: Planning for Academic Instruction for the Whole Class

Directions:

Consider your academic content selection in Step 1 and what you would want the students to learn. As you begin to think about a lesson that falls within the selected unit of study, respond to the questions below about your plan for academic instruction for the whole class.

1. At what point in the sequence of the unit is this lesson? Put an X next to one:

- At the beginning of the unit of study
- Between the beginning and the end of the unit of study
- At the end of the unit of study

2. List the state-adopted academic content standard(s) or state-adopted framework you will address in the lesson.

3. What is (are) your academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of the lesson?

4. How is (are) your academic learning goal(s) related to the state-adopted academic content standards or state-adopted framework?

5. How will the content of the lesson build on what the students already know and are able to do?

6. How will the content of the lesson connect to the content of preceding and subsequent lessons?

7. What difficulties do you anticipate students could have with the lesson content and why do you think these difficulties might arise?

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8. What evidence will you collect during the lesson and/or at the end of the lesson that will show the extent to which the students have learned what you intended?

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9. Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following prompts and provide a rationale for each of your decisions:

Communicating the academic learning goal(s) to the students

Instructional Strategies	Rationale

Instructional strategies

Instructional Strategies	Rationale

Student activities

Instructional Strategies	Rationale

Student grouping

Instructional Strategies	Rationale

Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Instructional Strategies	Rationale

Progress monitoring of student learning

Instructional Strategies	Rationale

10. Given the difficulties you anticipate students could have with the content, what additional steps would you take to foster access and comprehension for all students?

11. How would you share the results of student academic learning with students and families?

Step 4: Lesson Adaptations for the Two Focus Students

Directions:

Consider what you have learned about the two focus students in Step 2, along with the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for instruction, indicate and explain that decision. In each box below, include:

- Your decisions about lesson adaptations
- A rationale for those decisions

Student 1: An English Learner

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

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3. Communicating the academic learning goal(s) and/or expectations to the student

4. Instructional strategies

5. Student activities

6. Student grouping

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

8. Progress monitoring of student learning

9. Sharing results of the student learning with the student and/or the family

Student 2: A Student Who Presents a Different Instructional Challenge

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

3. Communicating the academic learning goal(s) and/or expectations to the student

4. Instructional strategies

5. Student activities

6. Student grouping

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

8. Progress monitoring of student learning

9. Sharing results of the student learning with the student and/or the family

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Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

Directions:

Read your responses to the questions in Steps 1-4. Think about what you have learned by completing this task, including the characteristics of the two focus students, your instructional planning for the whole class, and your adaptations for the focus students. Respond to the questions below:

- 1. What information that you collected for the whole class and/or for the two focus students most influenced your planning for this lesson? In your response, describe how and why the information was influential.**

- 2. How will you use what you have learned regarding connecting instructional planning to student characteristics in the future?**