The *Culiminating Teaching Experience* Task

CalTPA

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook

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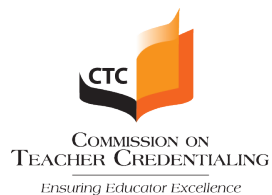
Chapter 6 of the CalTPA Candidate Handbook

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The *Culminating Teaching Experience* Task

Purpose of the Task

In this task, you will demonstrate your ability to design a standards-based lesson for a class of students, implement that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. You will also demonstrate your ability to assess student learning related to the lesson, and analyze the overall strengths and weaknesses of the lesson.

A. Task Overview

You are given:

A six-step set of questions to guide the planning, implementation, assessment, and analysis of a lesson:

        Step 1: Learning about the Whole Class and Two Focus Students

                Student 1: An English Learner
                Student 2: A Student Who Presents a Different Instructional Challenge

        Step 2: Learning Environment and Academic Instructional Planning for the Whole Class

        Step 3: Lesson Adaptations for the Two Focus Students

        Step 4: Teaching and Video Recording the Lesson: Whole Class, including Two Focus Students

        Step 5: Analyzing the Lesson

        Step 6: Reflection after Instruction

Task Steps	Information to be Provided in Your Response
Step 1: Learning about the Whole Class and Two Focus Students	Identify two focus students: Student 1, an English Learner; and Student 2, a student who presents a different instructional challenge. Describe what you learned about each of the students and explain how this information will influence planning of the instruction and the assessment.
Step 2: Learning Environment and Academic Instructional Planning for the Whole Class	Indicate the relevant state-adopted student academic content standards and/or frameworks for the selected learning goals, provide information about the classroom learning environment, and provide evidence of your academic instructional planning for the whole class.
Step 3: Lesson Adaptations for the Two Focus Students	Provide a rationale for any adaptations you make for these two students and explain the adaptations, as applicable.

Task Steps	Information to be Provided in Your Response
Step 4: Teaching and Video recording the Lesson: Whole Class, including Two Focus Students	A video recording of your teaching of this lesson in the classroom to the whole class, including the two focus students.
Step 5: Analyzing the Lesson	An analyze the entire lesson, including your teaching, the students' responses to the lesson, and the video recorded portion of the lesson.
Step 6: Reflection after Instruction	An indication of your goals for improving your teaching effectiveness, based on the lesson you taught.

You submit:

- Information on a class and two focus students
- Information on the classroom environment
- Information on the instructional plan
- A floor plan of your classroom
- Adaptations to the plan for the two focus students
- A 20 minute unedited video of teaching the lesson
- An assessment related to the learning goals of the lesson and sample student responses to the assessment
- An analysis of the lesson, of your teaching, and of student learning based on the lesson
- A reflection on the lesson and on your effectiveness as a teacher

B. What is Being Measured

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

Making Subject Matter Comprehensible to Students
TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
Assessing Student Learning
TPE 2 – Monitoring Student Learning During Instruction
TPE 3 – Interpretation and Use of Assessments
Engaging and Supporting Students in Learning
TPE 4 – Making Content Accessible
TPE 5 – Student Engagement
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

Creating and Maintaining Effective Environments for Student Learning
      TPE 10 – Instructional Time
      TPE 11 – School Environment

Developing as a Professional Educator
      TPE 13 – Professional Growth

Relationship of the TPEs to the *Culminating Teaching Experience* task

Candidate Competencies	TPE		Domain
Demonstrate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards and/or frameworks to all students.	TPE 1	Specific Pedagogical Skills for Subject Matter Instruction	A. Making Subject Matter Comprehensible to Students
Use progress monitoring at key points during instruction to determine whether students are progressing adequately and to provide detailed and accurate feedback to students.	TPE 2	Monitoring Student Learning During Instruction	B. Assessing Student Learning
Use classroom assessments and analyze student work accurately.	TPE 3	Interpretation and Use of Assessments	
Use relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content. Make plans for students who have special needs or abilities.	TPE 4	Making Content Accessible	C. Engaging and Supporting Students in Learning
Ensure the active and equitable participation of all students.	TPE 5	Student Engagement	
Use developmentally appropriate assessment practices.	TPE 6	Developmentally Appropriate Teaching Practices	

CULMINATING TEACHING EXPERIENCE TASK

Candidate Competencies	TPE	Domain
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. Know and apply instructional practices for English Language Development.	TPE 7 Teaching English Learners	
Obtain information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests.	TPE 8 Learning About Students	D. Planning Instruction and Designing Learning Experiences for Students
Establish goals for student learning, based on state-adopted student academic content standards and/or frameworks. Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards and/or frameworks. Select or adapt instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs.	TPE 9 Instructional Planning	

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Candidate Competencies	TPE	Domain
Allocate instructional time appropriately.	TPE 10 Instructional Time	E. Creating and Maintaining Effective Environments for Student Learning
Establish procedures for routine tasks and manage transitions to maximize instructional time. Develop and maintain expectations for academic and social behavior. Create and maintain a positive climate for learning.	TPE 11 Social Environment	
Provide reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness	TPE 13 Professional Growth	F. Developing as a Professional Educator

Hint: Review the complete text of these twelve 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 1: DIRECTIONS

Note: Before completing your response, you should read 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 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: "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 student academic content standards and/or frameworks, and unit of study with which you will be working. *(See Part 2 below, "Making Choices," for guidance in selecting the class and unit of study.)*
- 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 typical students of this age group.
- Select two focus 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 two focus 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.

For **Step 2: "Learning Environment and Academic Instructional Planning for the Whole Class,"** you will demonstrate your ability to plan appropriate instruction for all students in the class. In order for you to complete this step of your response, you will:

- Describe the classroom climate, expectations for students, and classroom procedures.
- Select or develop an academic lesson you will teach. *(See Part 2 below, "Making Choices," for guidance in selecting/developing the lesson.)*
- Identify the academic learning goal(s) and the state-adopted student academic content standards and/or frameworks addressed in the lesson.
- Describe the components of the lesson, including the strategies, activities, grouping, materials, assessment, and evidence of student learning 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 and make adaptations to the class instructional plan as 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 appropriate adaptations to the whole class instruction plan that are necessary 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.

> **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/.

For **Step 4: "Teaching and Video Recording the Lesson: Whole Class, Including Two Focus Students,"** you will demonstrate your ability to teach the lesson you have planned. In order for you to complete this step of your response, you will:

- Write a brief paragraph about your teaching context for this lesson.
- Draw a simple floor plan of your classroom.
- Submit a 20-minute continuous and unedited video of you teaching this lesson. Remember that you will need permission forms for students and adults who will be seen on the video *(See Chapter 7 for further guidance on privacy issues)*.

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 video as one reference for the analysis.
- Analyze the effectiveness of the lesson plan and of the adaptations for the two focus students.
- Score the assessment and collect evidence of student learning from the assessment, including the focus students' responses plus three student responses that represent the range of achievement on the assessment (total of five responses to be submitted).
- Label the five responses as indicated below. If the assessment was not given in written format, indicate the scoring criteria used and provide your assessment notes about the students' performance based on these scoring criteria (e.g., for a non-written, oral or other performance-based assessment).
  - English learner focus student (or Languages Other Than English second student who presents a different instructional challenge) focus student: remove her/his name and label as "Student 1."

- Student who presents a different instructional challenge focus student: remove her/his name and label as "Student 2."

- Student who scored well on the assessment: remove her/his name and label as "Student 3."

- Student who scored in an average range on the assessment: remove her/his name and label as "Student 4."

- Student who did not score well on the assessment: remove her/his name and label as "Student 5."

- Analyze the evidence of student learning for the class and for the two focus students.

Hint: It is helpful to write this analysis while reviewing the video.

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 on student learning as a result of the lesson.

- Describe how the outcome of the lesson and of the assessment will affect your future planning and teaching.

- Identify your professional development goals based on what you learned from this instructional experience.

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 instruction and assessment planning your teaching practices and your ability to analyze the evidence of student learning will be demonstrated 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 an academic lesson
4. Choosing an assessment

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 are a candidate for a Single Subject Preliminary Credential, choose a class within your content area that is different from the class you chose in the *Designing Instruction* and the *Assessing Learning* tasks.

■ 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 practice. For this reason, the best performing class may not be your best choice for this task.

2. **Choosing two focus students**

Select two students who are different than the students you chose for the *Designing Instruction* and the *Assessing Learning* task. Focusing on these two students as you progress through this task will allow you to demonstrate your ability to learn about and plan for students' individual learning needs. Selecting students who have distinctly different learning needs, and therefore present different instructional challenges, is important because it will give you the opportunity to demonstrate a broader range of skills in planning and implementing lessons and assessments than if you focused only on the class or on one type of challenge.

The two focus 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 they 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.

3. **Choosing an academic 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 that is different from the lessons you planned in the previous tasks. If you are a candidate for a Single Subject Preliminary Credential, you will plan a lesson within your subject area that is different from the lessons you planned in the previous tasks. Your teacher preparation program may provide you with additional guidance for making your content area selection.

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Select or develop a lesson that allows you to demonstrate your ability to address the instructional planning for the whole class with 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 lesson plan, or develop your own lesson plan. Depending on the age and grade range of the students, the lesson could be 15 to 90 minutes in duration. It should be a single, discrete lesson within a larger unit of study or within a series of lessons. Select, adapt, or develop a lesson that gives you the opportunity to address all of the components of effective instruction that are discussed in Step 2, and that allows for the kinds of adaptation you will need to make to meet the focus students' needs in Step 3.

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 student academic content standards and/or frameworks in your subject area will guide your lesson selection or development.

4. **Choosing an assessment**
    If you are a candidate for a Multiple Subject Preliminary Credential, you will plan and conduct an assessment in a core curriculum areas 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 and conduct an assessment within your subject area.

    Your first step in choosing an assessment is to consider where you are in the selected unit of study. The following chart provides a review of the three major purposes of assessment: entry level (typically used as the beginning of unit of study); progress monitoring (typically used in the middle of the unit of study), or summative (typically used at the end of the unit of study). In your task response, you will need to identify and describe the purpose of your assessment.

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 *Culminating Teaching Experience* 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 written and video evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. 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 and assessment, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining detailed and relevant information about the class as a whole and about selected students, including 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

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING   TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time appropriately
- establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time

- developing and maintaining clear and appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using relevant and developmentally-appropriate instructional 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
- ensuring the active and equitable participation of all students

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

ASSESSING STUDENT LEARNING TPE 2, 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students
- using classroom assessments appropriately and analyzing student work accurately

DEVELOPING AS A PROFESSIONAL EDUCATOR TPE 13

The candidate reflects on the instructional experience and student learning, as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Score Level 3. The response provides written and video evidence that clearly demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. 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 and assessment, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining relevant information about the class as a whole and about selected students, including 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 that assist students to achieve learning goals and meet students' needs

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING   TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time appropriately
- establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING   TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using developmentally-appropriate instructional 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
- ensuring the active and equitable participation of most students

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

ASSESSING STUDENT LEARNING	TPE 2, 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students
- using classroom assessments and analyzing student work accurately

DEVELOPING AS A PROFESSIONAL EDUCATOR	TPE 13

The candidate reflects on the instructional experience and student learning, as evidenced by:

- providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Score Level 2. The response provides written and video evidence that partially demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. 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.

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 and assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework

- obtaining cursory information about the class as a whole and 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

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING   TPE 10, 11

The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- sometimes appropriately and sometimes inappropriately allocating instructional time
- establishing inconsistent or minimal procedures for routine tasks and management of transitions
- developing and maintaining ambiguous or inconsistent expectations for academic and social behavior
- creating a climate that is sometimes appropriate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING   TPE 4, 5, 6, 7

The candidate minimally uses and adapts strategies and activities for instruction and learning, 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
- ensuring the active and equitable participation of some students

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

ASSESSING STUDENT LEARNING   TPE 2, 3

The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students

- using ambiguous classroom assessments and cursory or inconsistent analysis of student work

DEVELOPING AS A PROFESSIONAL EDUCATOR   TPE 13

The candidate minimally reflects on the instructional experience and student learning, as evidenced by:

- providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Score Level 1. The response provides written and video evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. 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 and assessment, as evidenced by:

- establishing inappropriate or no goals for student learning based on state-adopted academic content standards for students or state-adopted framework

- obtaining irrelevant or no information about the class as a whole and about selected students, including 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 instruction 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 do not meet students' needs

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING   TPE 10, 11

The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time inappropriately
- establishing inappropriate or no procedures for routine tasks and management of transitions
- developing and maintaining inappropriate or no expectations for academic and social behavior
- creating a climate that is inappropriate for learning

ENGAGING AND SUPPORTING STUDENTS IN LEARNING   TPE 4, 5, 6, 7

The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using developmentally-inappropriate or no instructional 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 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
- ensuring the active and equitable participation of few or no students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS   TPE 1

The candidate insufficiently knows 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

ASSESSING STUDENT LEARNING   TPE 2, 3

The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students
- using inappropriate or no classroom assessments and inaccurate or no analysis of student work

DEVELOPING AS A PROFESSIONAL EDUCATOR   **TPE 13**

The candidate insufficiently reflects on the instructional experience and student learning, as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

F. The *Culminating Teaching Experience* Task

Step 1: Learning about Students in the Whole Class and Two Focus Students

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Directions:
An important step in planning instruction is to learn about your students. Select one class, one content area, subject matter within that content area, and two focus students to work with as you complete this task. Respond to the questions about the whole class and the two focus students below.

A. Class Information

Grade Level: _____	Age range of students: _____
Content Area: _____	Total number of students: _____
Subject matter: _____	
Number of Male Students: _____	
Number of Female Students: _____	
Percentage of students receiving free or reduced lunch: _____	
Areas in which students live (check all that apply) _____ Urban _____ Suburban _____ Rural	

Ethnicity of students (provide numbers)	____ African American or Black ____ American Indian/Alaskan Native ____ Asian or Pacific Islander ____ White, not Hispanic ____ Hispanic or Latino Other (Specify) _____
Language proficiency of students (provide numbers)	____ Fluent English Proficient ____ English Learner(s) ____ English only (native speakers)

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Identified special need categories represented (provide numbers)	____ Specific Learning Disability ____ Hard of Hearing ____ Deaf ____ Deaf-Blind ____ Other Health Impaired ____ Multiple Disabilities ___ Brain Injury ___ Gifted /Talented	____ Speech/Language Impaired ____ Visually Impaired ____ Orthopedically Impaired ____ Emotionally Disturbed ____ Intellectual Disability ____ Autistic ____ Established Medical Disability (0-5 years)

B. Learning About the Whole Class

Student Characteristics

Directions:
Provide a general description of what you learned about the characteristics of students in this class, and describe how you will use this information in planning academic instruction in your selected subject matter.

Linguistic background:

Provide a general description of what you learned about students' linguistic background.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Academic language abilities, content knowledge, and skills related to this subject matter

Provide a general description of what you learned about students' academic language abilities, content knowledge, and skills related to this subject matter.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Cultural and health considerations

Provide a general description of what you learned about students' cultural and health considerations.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Interests and aspirations:

Provide a general description of what you learned about students' interests and aspirations.	Describe how you will use this information in planning academic instruction in your selected subject matter.

Developmental Factors That May Influence Instruction.
Directions:
Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class. Indicate how you will use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter.

Physical Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?

Social Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?

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Emotional Development

Provide a general description of developmental factors that may influence instruction of students within this age range and in the selected class.	How will you use this information regarding developmental factors in planning academic instruction for this class in your selected subject matter?

C. Focus Students

Directions:
Select two students from the class you just described above. Select one student who is an English learner and one student who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. In the boxed areas below, provide:

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

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 related to this subject matter?**

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 related 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, etc.).**

[ ]

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?**

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

4. **What did you learn about this student's academic language abilities related to this subject matter?**

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 interests and aspirations related 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 2: Learning Environment and Academic Instructional Planning for the Whole Class

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A. Information about the Learning Environment

Directions:
Consider what you learned about your students in Step 1. Respond to the prompts below about the learning environment. For each response include:

- a description of what you do to establish and/or maintain an effective environment for learning
- a rationale for why the decisions are appropriate for the class.

1. **In what ways do you establish and maintain a positive climate for learning?**

2. **In what ways do you establish and maintain rapport with all students and their families?**

3. **In what ways do you encourage students to take responsibility for their own learning and to work responsibly with others and independently?**

4. **In what ways do you establish clear expectations for academic and social behavior and respond to behavior that does not meet those expectations?**

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5. Discuss the classroom routines and procedures that you use, including how you establish and maintain them.

B. Information about Academic Instructional Planning

Directions:
As you begin to think about the lesson that you will present to this class of students, consider what you learned about them and what you want them to learn in the lesson. Respond to the questions below regarding your plan for instruction for the whole class.

1. At what point in the sequence of the unit is this lesson? Check 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. The video is a 20 minute portion of a _____ minute lesson.

3. List the state-adopted academic content standard(s) for students and/or state framework you will address in the lesson.

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

5. How is (are) the academic learning goal(s) related to the state-adopted academic content standards for students and/or state framework?

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

7. **How does the content of this lesson connect to the content of preceding and subsequent lessons?**

8. **What difficulties do you anticipate students may have with the lesson content? Why do you think these will be areas of difficulty?**

9. **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 made progress toward the academic learning goal(s)?**

10. **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 and provide a rationale for each of your decisions:**

   - Communicating the academic learning goal(s) to the students
   - Instructional strategies
   - Student activities
   - Student grouping
   - Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room
   - Monitoring of student learning

Instructional Plan	Rationale

11. **Discuss the specific classroom routines and procedures you will use in this lesson to maximize instructional time.**

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12. In what ways will you ensure the active and equitable participation of all students during the lesson?

13. Given the difficulties you anticipate students may have with the content, what additional steps might you take to foster access and comprehension for the students?

14. In what ways will you share the results of the instruction with students and/or families?

Step 3: Lesson Adaptations for the Two Focus Students

Directions:
Consider what you have learned about the two focus students in Step 1, and the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson that 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, explain that decision.

A. Adaptation for Student 1: An English Learner

1. What adaptations to the instructional plan will you make for the student?

2. Why are these adaptations appropriate for the student?

3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?

B. Adaptation for Student 2: A Student Who Presents A Different Instructional Challenge

1. What adaptations to the instructional plan will you make for the student?

2. Why are these adaptations appropriate for the student?

3. For the part(s) of the plan for instruction that you are not adapting, why are they appropriate for the student as planned?

Step 4: Teaching and Video Recording the Lesson: Whole Class, including Two Focus Students

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Directions:
Make a twenty-minute video of you teaching the lesson to this class of students.

Before beginning the lesson, review Chapter 7 of the Candidate Handbook, check to make sure that you have permission slips for any student and/or adult who will be visible on the video. Students who do not have permission to be videoed may participate in the lesson off-camera.

Provide a succinct description of your teaching context; include what you believe would be helpful for assessors to know when viewing the video. Consider including details of any state or district mandates that may shape your teaching (e.g., required curricula, standardized tests, pacing, texts). You might also include information regarding the degree to which you have access to current technologies.

Attach a simple floor plan of your classroom at the back of your completed response.

Step 5   Analyzing the Lesson

Directions:
Review the video of this lesson and consider all the student assessment responses. Select three responses of students other than your two focus students that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2. Submit all five assessment responses. Review carefully the evidence of student learning you are submitting. Answer the questions below.

1. **Did you teach this lesson as planned? If not, what changes did you make to the lesson and why?**

2. **How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities? Cite specific examples.**

3. **To what extent did the class as a whole achieve the academic learning goals of the lesson?**

4. **In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?**

Directions:
Think about the components of the lesson and the evidence of student academic learning that you see in your video. Respond for your whole class, and for each of the two focus students.

A. For the Whole Class

1. **In what ways was your lesson effective and what might you do differently to improve the lesson?**

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2. **How well did this lesson connect with the students' background and developmental information? Cite specific examples.**

3. **What will you do for the student(s) who did not achieve the academic learning goals?**

4. **What are your next steps with the class?**

B. For Student 1: An English Learner

1. **In what ways was your lesson effective and what might you do differently to improve the lesson?**

2. **How well did the lesson connect with the student's background and developmental information? Cite specific examples.**

3. **To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.**

4. **What will you do for the student(s) who did not achieve the academic learning goals?**

5. **What are your next steps with this focus student?**

6. **What would be your next steps in planning to facilitate this student's English Language Development?**

C. Student 2: A Student Who Presents A Different Instructional Challenge

1. In what ways was your lesson effective and what might you do differently to improve the lesson?

2. How well did the lesson connect with the student's background and developmental information? Cite specific examples.

3. To what extent did the student make progress toward the academic learning goals? Cite specific examples from the evidence of student learning that you reviewed.

4. What will you do for the student(s) who did not achieve the academic learning goals?

5. What are your next steps with this focus student?

Step 6: Reflection after Instruction

Directions:

Review your responses for Steps 1 to 5. Consider what you have learned through the Culminating Teaching Experience task about the lesson, the student learning as a result of the lesson, and your analysis of the lesson and the student learning. Answer the questions below.

1. **Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons?**

2. **After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.**

3. **What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?**

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