

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

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

Directions:

An important step in planning instruction is to learn about your students. Select one class, one content area, a subject matter, 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) <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural			
Ethnicity of students (provide numbers)	<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other (Specify) _____		
Language proficiency of students (provide numbers)	<input type="checkbox"/> Fluent English Proficient <input type="checkbox"/> English Learner(s)		
Identified special need categories represented (provide numbers)	<input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Hard of Hearing <input type="checkbox"/> Deaf <input type="checkbox"/> Deaf-Blind <input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Brain Injury <input type="checkbox"/> Gifted	<input type="checkbox"/> Speech/Language Impaired <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Orthopedically Impaired <input type="checkbox"/> Emotionally Disturbed <input type="checkbox"/> Mental Retardation <input type="checkbox"/> Autistic <input type="checkbox"/> 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 general 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. Tell 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?

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 for 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

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?

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 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 the lesson?

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

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 the 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
- Progress monitoring of student learning

Instruction Plan	Rationale

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

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 could 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

Directions:

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

Before beginning the lesson, 1) review the “Video Safeguards” section of the Candidate Handbook. 2) check to see 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.

Write, succinctly, about 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 (including required curricula, standardized tests, pacing, texts, and so on). 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 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 the 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?**

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? (Refer to the components of your plan for the instructional sequence in question 8 of Step 2.)**

2. How well did the 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? *(Refer to the components of your plan for the instructional sequence in question 8 of Step 2.)*

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? *(Refer to the components of your plan for the instructional sequence in question 8 of Step 2.)*

- []
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?

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Step 6: Reflection after Instruction

Directions:

Read your response for Steps 1 to 5. Consider what you have learned in Task 4 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?

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2. After reflecting upon this instructional experience in Task 4, 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.

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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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