

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

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 for students 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 for students that you will cover at this time.

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:

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?

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?

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 would you 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) for students 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?

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

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

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

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

Instruction Plan	Rationale

Instructional strategies

Instruction Plan	Rationale

Student activities

Instruction Plan	Rationale

Student grouping

Instruction Plan	Rationale

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

Instruction Plan	Rationale

Progress monitoring of student learning

Instruction Plan	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.

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**

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, regarding 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 the information was influential and why you found it to be so.**

2. **How will you use what you have learned regarding connecting instructional planning to student characteristics in the future? In your response, consider connecting collecting student information and/or planning instruction based on student characteristics.**