



You are given:

A five-step set of prompts to guide the collection of important information about two students and instructional planning that is shaped by the characteristics of the students.

You submit:

- information about your selected class, content area, subject matter, state-adopted academic content standards for students, and a unit of study
- a description of methods that can be used to learn about student information about two focus students
- a plan for academic instruction, including standards to be addressed, goals, strategies, etc.
- adaptations to the plan for the two focus students
- a reflection on connecting student characteristics to instructional planning

Teaching Performance Expectations measured:

- A: Making Subject Matter Comprehensible to Students (TPE 1)
- C: Engaging and Supporting Students in Learning (TPE 4, 6, 7)
- D: Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)
- F: Developing as a Professional Educator (TPE 13)

CHECKLIST FOR TASK 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

Completing Your Response

<p>Step 1 Academic Content Selection and Learning About Students</p>	<ul style="list-style-type: none"> • Select a class and identify the content area, subject matter, student academic content standards, and unit of study with which you will be working. • Describe the ways you will learn about the students in the class and how you will use the information.
<p>Step 2 Learning About Two Focus Students</p>	<ul style="list-style-type: none"> • Select two students within the class, including one English learner and one student who presents a different instructional challenge. • Complete a detailed description of the background and characteristics of each of the two students as well as an explanation of how the information will influence your instructional planning.
<p>Step 3 Planning for Academic Instruction for the Whole Class</p>	<ul style="list-style-type: none"> • Select a lesson with a clear academic learning goal(s) that addresses academic content standards for students. (You are not required to teach the lesson.) • Describe the lesson, including the strategies, activities, grouping, materials, etc. • Explain why the plan for instruction is appropriate for the lesson and the students.
<p>Step 4 Lesson Adaptations for the Two Focus Students</p>	<ul style="list-style-type: none"> • Consider what you learned about the two focus students and the implications for instruction. Describe adaptations necessary to the plan for instruction to meet the needs of these students. • Explain your rationale for the adaptations.
<p>Step 5 Reflection on Connecting Instructional Planning to Student Characteristics</p>	<ul style="list-style-type: none"> • Read your responses to the prompts in Steps 1- 4. • Reflect upon the information you collected about the whole class and two focus students and how it influenced your planning for this lesson. • Describe how you will use what you have learned in this task to improve your future planning.

After Completing Your Response

<ul style="list-style-type: none"> • Remove all last names and identifying references to children and adults on the response and artifacts.
<ul style="list-style-type: none"> • Submit your response as directed by your program.

MAKING CHOICES

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

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

1. *Selecting a Class*

You need to collect and record information about students within a single class. If you are a candidate for a Multiple Subjects Preliminary Credential, these students need to be in one class within grades K-8. If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area. If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your knowledge, skills, and abilities. For this reason, the best performing class may not be your best choice for this task.

2. *Selecting Two Focus Students within the Class*

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

3. *Selecting an Academic Lesson*

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

SCORING YOUR RESPONSE Your response to this task will be judged on the extent to which it provides **clear, consistent, and convincing evidence** of your ability to connect student characteristics to instructional planning. The criteria are reflected in the Task 2 Rubric.

Rubric for Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students, 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
- using relevant and appropriate methods to obtain information, that may influence instruction, about selected students
- 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
- 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 languages, 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

Making Subject Matter Comprehensible to Students (TPE 1)

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

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

Rubric for Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

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, 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
- using appropriate methods to obtain information, that may influence instruction, about selected students
- 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
- 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 languages, 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 as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards 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

Rubric for Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

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, 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.

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 some appropriate and some inappropriate goals for student learning, based minimally or ambiguously on state-adopted academic content standards for students
- using limited methods to obtain information, that may influence instruction, about selected students
- 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
- 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 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 languages, 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 knows the state-adopted content standards for students as evidenced by:

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

Developing as a Professional Educator (TPE 13)

The candidate 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

Rubric for Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning

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

- establishing inappropriate or no goals for student learning that may not be based on state-adopted academic content standards for students
- using inappropriate or no methods to obtain information, that may influence instruction, about selected students
- 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 that may not be related to the content area and subject matter to be taught and/or is not in accordance with state-adopted academic content standards for students
- 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

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 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 languages, 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

Making Subject Matter Comprehensible to Students (TPE 1)

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

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

Developing as a Professional Educator (TPE 13)

The candidate 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

Qualitative Language

Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to select a developmentally appropriate lesson based on state-adopted academic content standards for students, 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.

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, 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.

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, 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.

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, 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.