

**Bilingual  
Elementary Literacy  
Teaching Event  
Candidate Handbook  
2016-17**

**Performance  
Assessment for  
California  
Teachers**

PACT expresses appreciation to the following for their work on PACT and the Bilingual Elementary Literacy Teaching Event:

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and to Steve Athanases, George Bunch, Ann Elkund, Francisco Garcia, Jacki Gilmore, Valerie Henry, Rachel Lotan, Barbara Merino, Lori Rangel, Nadeen Ruiz, Misty Sato, Tine Sloan, Kip Tellez, Terry Underwood, and Andrea Whittaker for their work on developing the PACT assessment system, as well as to the hundreds of anonymous faculty, supervisors, and students who provide feedback and suggestions for improvement.

### **Use of PACT Scores**

The scores from this Teaching Event will be combined with scores from the Subject Matter Tasks in core content areas to determine whether or not candidates for a Multiple Subject Teaching Credential pass the PACT teaching performance assessment. Individual candidates' PACT scores, like other licensing test scores and academic records, are confidential and should not be released without the prior consent of individual teachers to employers or induction programs.

### **Use of PACT Materials**

Content developed to support the PACT assessment is proprietary. Any use of the PACT assessment beyond meeting the licensure requirements established by the California Commission on Teacher Credentialing (CTC) must be pre-approved by PACT leadership. For permission to use, reproduce, build derivative products or to widely distribute PACT materials please contact Nicole Merino ([nmerino@stanford.edu](mailto:nmerino@stanford.edu)), PACT Director at Stanford Center for Assessment, Learning and Equity (SCALE).

# Overview of the PACT Teaching Event

## *Focus on student learning*

In this Teaching Event, you will show the strategies you use to make literacy accessible to your students, and how you support students in learning to read, write, and use academic language in the language(s) of instruction. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

## *Select a learning segment*

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach literacy to more than one class of students, focus on only one class.

For the Teaching Event, you will **plan a learning segment of about one week (approximately 3-5 lessons)** that is designed to develop students' ability to comprehend and/or compose text. The learning segment should develop literacy skills and strategies in the language(s) of instruction, and include learning objectives for both the curriculum content and the development of academic language related to that content. A Glossary of terms used in the Teaching Event appears on pages 23-25.

## *Submit teaching artifacts and analysis*

You will submit lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, a summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event.

## *Assessment of your Teaching Event*

Your Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations (TPEs)*. A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

To download this Handbook or for more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at [www.pacttpa.org](http://www.pacttpa.org).

# Overview of Bilingual Elementary Literacy Teaching Event

| Teaching Event Task   | What to Do  | What to submit   |
|---|---|--|
| <b>1. Context for Learning</b><br>(TPEs 7,8)  | <ul style="list-style-type: none"> <li>✓ Provide relevant information about your instructional context and your students as learners of literacy.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Context Form</li> <li><input type="checkbox"/> Context Commentary</li> </ul>   |
| <b>2. Planning Instruction &amp; Assessment</b><br>(TPEs 1,2,3,4,6,7,8,9, 10,12)        | <ul style="list-style-type: none"> <li>✓ Select a learning segment of 3-5 lessons that develops students' ability to comprehend and/or compose text and that develops their reading, writing, and use of academic language in the language(s) of instruction.</li> <li>✓ Create an instruction and assessment plan for the learning segment and write lesson plans.</li> <li>✓ Write a commentary that explains your thinking behind the plans.</li> <li>✓ Record daily reflections, to submit in the reflection section of the Teaching Event.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson Plans for Learning Segment</li> <li><input type="checkbox"/> Instructional Materials</li> <li><input type="checkbox"/> Planning Commentary</li> </ul> |
| <b>3. Instructing Students &amp; Supporting Learning</b><br>(TPEs 1,2,3,4,5,6,7,10, 11) | <ul style="list-style-type: none"> <li>✓ Review your plans and prepare to videotape your class. Identify opportunities for students to use relevant skills and strategies to comprehend and/or compose text in the language(s) of instruction.</li> <li>✓ Videotape the lesson you have identified.</li> <li>✓ Review the videotape to identify one or two video clips portraying the required features of your teaching. The total running time should not exceed 15 minutes.</li> <li>✓ Write a commentary that analyzes your teaching and your students' learning in the video clip(s).</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Video Clip(s)</li> <li><input type="checkbox"/> Video Label Form</li> <li><input type="checkbox"/> Instruction Commentary</li> </ul>                         |
| <b>4. Assessing Student Learning</b><br>(TPEs 2,3,4,5,13)                               | <ul style="list-style-type: none"> <li>✓ Select one student assessment from the learning segment and analyze student work using evaluative criteria (or a rubric).</li> <li>✓ Identify three student work samples that illustrate class trends in what students did and did not understand.</li> <li>✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction.</li> </ul>                            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Student Work Samples</li> <li><input type="checkbox"/> Evaluative Criteria or Rubric</li> <li><input type="checkbox"/> Assessment Commentary</li> </ul>      |
| <b>5. Reflecting on Teaching &amp; Learning</b><br>(TPEs 7,8,13)                        | <ul style="list-style-type: none"> <li>✓ Provide your daily reflections.</li> <li>✓ Write a commentary about what you learned from teaching this learning segment.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Reflections</li> <li><input type="checkbox"/> Reflective Commentary</li> </ul>   |

# Task 1. Context for Learning

## Purpose

The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' literacy learning and the school environment. You'll be referring to your description of students and the teaching context in your responses in subsequent tasks.

## Overview of Task

- Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The learning segment can occur in the context of another content area, but if so, it should focus on the development of subject-specific literacy (e.g., reading historical accounts or scientific explanations of phenomena, writing lab reports or a chronology of key events).
- The focus of your learning segment should provide opportunities to develop students' ability to comprehend and/or compose text by developing literacy skills and strategies in the language(s) of instruction.
- Additional required features depend on the setting of your placement.
  - If the bilingual program model for your setting includes literacy instruction by you in each language, this should be reflected in the learning segment documented.
  - If the bilingual program model for your setting includes literacy instruction in only one language, select a learning segment that illustrates the connections to the other language of instruction, e.g., cognates, development of narratives in both languages, contrastive analysis.
  - In exceptional circumstances where you do not have responsibility or control over literacy instruction in one of the languages (e.g., another educator teaches in one language and you teach in the other), you should plan the learning segment in the language in which you teach. In this circumstance, you must supplement your plan with a design of instructional activities that illustrate the relationship between the two languages. This is to demonstrate your ability to design such instruction, even though it is not possible in your setting.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.
- You may complete the Context for Learning form and write the Context for Learning commentary in either language of instruction.

## What Do I Need to Do?

- ✓ Complete the **Context for Learning Form**. The form is located after the instructions for this task.
  
- ✓ Respond to each of the prompts in the Context Commentary.

## Context Commentary

Write a commentary of **3-5 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Briefly describe the following:
  - a. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
  - b. Kind of class you are teaching (e.g., third grade bilingual, sixth grade sheltered English/social science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
  - c. Degree of ability grouping or tracking, if any
  - d. Language distribution across the curriculum, e.g., math/science in English; preview/review
  - e. Approach to grouping by language, if any
  
2. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
  - a. Academic content development  
Consider students' prior knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
  
  - b. Language development  
Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks, e.g., range of vocabulary, levels of complexity of language use. Describe it separately for each of the following, as applicable: English, the other language of instruction, and the students' primary languages (if different). (TPEs 7, 8)
  
  - c. Social development  
Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
  
  - d. Family and community context

Consider key resources and challenges in the home and community such as socio-economic factors, cultural context, knowledge acquired outside of school, access to technology, and home/community resources.

3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as policies on language use, required curricula, pacing, use of specific instructional strategies, or standardized tests.

# Task 1. Context for Learning Form

Provide the requested context information for the class selected for this Teaching Event. This form is designed to be completed electronically. The blank space does not represent the space needed. Use as much space as you need.

## About the program in which you are teaching

1. What is the grade-level composition of the class? \_\_\_\_\_

2. What type of program are you teaching in?

\_\_\_\_\_ Early Exit Bilingual \_\_\_\_\_ Structured English Immersion

\_\_\_\_\_ Late Exit Bilingual \_\_\_\_\_ Two-Way Immersion

\_\_\_\_\_ Other (please specify) \_\_\_\_\_

3. Please indicate the language(s) of instruction. (*Check all that apply*)

\_\_\_\_\_ Cantonese \_\_\_\_\_ Spanish

\_\_\_\_\_ English \_\_\_\_\_ Vietnamese

\_\_\_\_\_ Other (*please specify*) \_\_\_\_\_  
\_\_\_\_\_

## About the subject area/course you are teaching

4. How much time is devoted each day to specific instruction in reading, writing, and other aspects of literacy in your classroom?

a. In English \_\_\_\_\_

b. In the other language of instruction \_\_\_\_\_

## About the students in your class

5. Please list the number of students in the class you are documenting:

\_\_\_\_\_ total # \_\_\_\_\_ # native English speakers

\_\_\_\_\_ # native speakers of the other language of instruction \_\_\_\_\_ # bilingual in both languages of instruction



6. Please indicate the number of students in the following categories:

\_\_\_\_\_ with IEPs or Section 504 plans                      \_\_\_\_\_ in GATE

7. Please complete the following table about your students' latest available CELDT scores (if applicable):

| <b># of Students at Each CELDT Level in Different Modalities</b> |                  |                 |                |                |                |
|--|------------------|-----------------|----------------|----------------|----------------|
| <b>Score Level</b>   | <b>Listening</b> | <b>Speaking</b> | <b>Reading</b> | <b>Writing</b> | <b>Overall</b> |
| Beginning  |                  |                 |                |                |                |
| Early Intermediate   |                  |                 |                |                |                |
| Intermediate   |                  |                 |                |                |                |
| Early Advanced   |                  |                 |                |                |                |
| Advanced   |                  |                 |                |                |                |

8. Is information (e.g., teacher tests, test scores, parent descriptions) about students' proficiency in their primary language(s) available? If yes, please describe the source or name of the assessment. (You will describe students' primary language proficiency, if known, in the Context for Learning Commentary.)

### About the school curriculum and resources

9. What instructional program do you primarily use for literacy instruction?

10. What other major resources (e.g., posters, technology, classroom library books and materials, school library books and materials) do you use for literacy instruction and the development of academic language in this class and what language(s) are they in? (If you use a textbook, please provide the name, publisher, and date of publication.)

11. What personnel resources are available to support literacy instruction (e.g., bilingual aides, literacy coaches, bilingual speech/language/hearing specialists)?

## Task 2. Planning Instruction & Assessment

### Purpose

The Planning Instruction & Assessment task describes and explains your plans for the learning segment. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students **equitable** access to language arts curriculum content. If the placement is a bilingual setting, select a learning segment that includes literacy instruction in both English and in the target language and makes explicit linkages between the two languages, e.g., cognates, development of narratives in both languages, contrastive analysis.

### Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards or language standards in the other language of instruction (if applicable), and learning objectives for the learning segment. The 3-5 lessons in the learning segment should develop students' abilities to comprehend and/or compose text by developing literacy skills and strategies. If the instruction is in the context of another content area, be sure to focus on subject-specific literacy instruction (e.g., reading historical accounts or scientific explanations of phenomena, writing lab reports or a chronology of key events).
  - If the bilingual program model for your setting includes literacy instruction in each language, the learning segment should as well.
  - If the bilingual program model for your setting includes literacy instruction in only one language, select a learning segment that illustrates the connections to the other language of instruction, e.g., cognates, development of narratives in both languages, contrastive analysis.
  - In exceptional circumstances where you do not have responsibility or control over literacy instruction in one of the languages, you should plan the learning segment in the language in which you teach. In this circumstance, you must supplement your plan with a design of instructional activities that illustrate the relationship between the two languages.
- Identify objectives for developing academic language in the language(s) of instruction, taking into account students' prior language development, the language demands of the learning tasks and assessments, and connections between the two languages.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning of language and literacy content during the learning segment.
- You may write the Planning commentary in either language of instruction. However, when you refer to directions that you give to students, key vocabulary, questions that you plan to ask students, or specific responses to varied student questions and comments, these should be in the planned language of instruction.

## What Do I Need to Do?

- ✓ Complete a plan for each lesson in the learning segment.

- Be sure to address the learning of curriculum content and related academic language in the language(s) of instruction.
- To identify standards, please list the standard number, followed by the text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).
- Use the preferred lesson plan format in your program or the optional lesson plan format provided. The plan should include at least the following information: student academic content standards, ELD standards and/or language standards in the other language of instruction (if applicable), learning objectives, formal and informal assessments, instructional strategies and learning tasks, and resources and materials. The plans should clearly identify the language(s) to be used in the instructional materials and by you and your students within each learning and assessment task. Any planned instructions or questions should be in the language of instruction.

- ✓ Upload PDFs of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the learning segment. Do not translate the materials; just copy the original. If any of these are included from a textbook, please provide a copy of the appropriate pages. If any of these items are longer than **four** pages, provide a summary of relevant features in lieu of a copy. (TPEs 1, 2,4,7,9)
- ✓ Label each document or group of documents with a corresponding lesson number.
- ✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.
- ✓ Respond to each of the prompts in the Planning Commentary.

Record a **daily reflection** after teaching each lesson by responding to the following prompts: Your reflection can be in either language of instruction, but if you refer to something you or your students said or wrote, please use the original language. (TPEs 12, 13)

1. What is working? What is not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development in the language(s) of instruction.)
2. How does this reflection inform what you plan to do in the next lesson?

**Daily reflections will be submitted with Task 5. Reflecting on Teaching & Learning.**

## Planning Commentary

Write a commentary of **5-8 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or standards for ELD or development in the other language of instruction, why is the content of the learning segment important and how is it meaningful for your particular students? (TPE 1)
2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both literacy and academic language during the learning segment.
3. How do key learning tasks in your plans build on each other to develop students' abilities to comprehend and/or compose text, and to develop related academic language? Describe specific strategies that you will use to build student learning across the learning segment and, if in a bilingual placement, across the two languages. Reference the instructional materials you have included, as needed. If teaching in two languages, include a rationale for your decisions in allocating the use of languages across the learning tasks. (TPEs 1, 4, 9)
4. Given the description of students that you provided in Task 1.Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students' backgrounds, interests, strengths, and needs? Be specific about how your knowledge of **your** students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths across both languages. What will you do to draw upon or make home/school connections within this learning segment? (TPEs 4,6,7,8,9)
5. Consider the language demands<sup>1</sup> of the oral and written tasks in which you plan to have students engage as well as the various levels of language proficiency related to classroom tasks as described in the Context Commentary. (TPE 7)
  - a. Identify words and phrases (if appropriate) that you will emphasize in this learning segment. Why are these important for students to understand and use in completing classroom tasks in the learning segment? Which students?
  - b. What oral and/or written academic language (organizational, stylistic, and/or grammatical features) will you teach and/or reinforce? What language strengths do your students bring to these tasks?

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<sup>1</sup> Language demands can be related to vocabulary, features of text types such as narrative or expository text, or other language demands such as understanding oral presentations. For early readers/writers, this will include sound-symbol correspondence and a word as a text but might also involve the development of oral skills which are antecedents to reading and writing, oral narratives and explanations.

- c. Explain how specific features of the learning and assessment tasks in your plan, including your own use of language, support students in learning to understand and use these words, phrases (if appropriate), and academic language. How does this build on your students' strengths in both languages and increase their abilities to follow and/or use different types of text and oral formats?
6. Explain how the collection of assessments from your plan allows you to evaluate your students' learning of specific student standards/objectives (both language and literacy content) and provide feedback to students on their learning. In a bilingual setting, be sure to justify the choice of language(s) used in the assessments. (TPEs 2, 3)
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., newcomers, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum, support academic language development, and allow them to demonstrate their learning. (TPEs 9, 12)

## Task 2. Lesson Plan Template (Optional)

You may use the lesson plan format preferred by your program if it includes the following information or you add any missing information. Otherwise, please use this format for your lesson plans, using as much space as you need. **Be sure to clearly identify the language(s) to be used in the instructional materials, especially directions, and by you and your students within each learning and assessment task. If your plan includes specific questions or directions or target vocabulary, please provide them in the language of instruction. Provide sufficient detail so that the plans can be replicated.**

Lesson \_\_\_\_\_

Content standards that are the target of student learning (list the text of the relevant parts of each standard): (TPE 1)

Standards for English Language Development (ELD) or for the other language of instruction (if applicable): (TPE 1)

Learning Objectives (both content and language): (TPE 1)

Formal and Informal Assessments: (TPE 2)

Instructional Strategies and Learning Tasks to Support Student Learning (what you and the students will be doing) (TPEs 1,4,5,6,9,10)

Resources and Materials: (TPEs 4,9)

## Task 3. Instructing Students & Supporting Learning

### Purpose

The Instructing Students & Supporting Learning task illustrates how you work with your students to improve their language and literacy skills and strategies during instruction. It provides evidence of your ability to engage students in meaningful literacy tasks and monitor their understanding.

### Overview of Task

- Examine your plans for the learning segment and identify learning tasks in which students are actively engaging in learning specific skills and strategies to comprehend and/or compose text. If your learning segment includes instruction in both languages, select learning tasks that collectively illustrate instruction in both languages.
- Videotape one or more of these tasks.
- View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clip(s) to submit.
- You may write the Instruction commentary in either language of instruction. However, when you refer to what you or your students said on the tape, please use the original language.

### What Do I Need to Do?

#### Videotape your classroom teaching

- ✓ Provide **one or two video clips of no more than fifteen minutes total**. Select clip(s) that demonstrate how you engage students in learning specific skills and strategies to comprehend and/or compose text.
  - If your learning segment includes instruction in both languages, one clip should show instruction in English and one in the other language, showing connections between the two languages as appropriate.
  - If you elect to use two clips in a placement where instruction is solely or overwhelmingly in one language, the clips should be from the same lesson and portray key events that cannot be portrayed in a continuous fifteen minute clip, e.g., whole group instruction and your monitoring or work with students as they apply what they have learned.
- ✓ The clip(s) should include interactions among you and your students and your responses to student comments, questions, and needs. (TPEs 1, 2, 4, 5, 6, 11)

### Videotape Guidelines

- Each video clip should be continuous and unedited, with no interruption in the events.
- The clip(s) can feature either the whole class or a small group of students.
- Both you and your students should be visible and clearly heard on the video submitted.
- Tips for videotaping your class are available on the PACT website, [www.pacttpa.org](http://www.pacttpa.org).
- Before you videotape, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the videotape.

- ✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Attach this document to the Instruction Commentary.
- ✓ Complete the Video Label Form and upload on to TaskStream. The form is located after the instructions for this task.
- ✓ Respond to each of the prompts in the Instruction Commentary.

### Instruction Commentary

Write a commentary of **4-7 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clip(s) that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clip(s).
2. Describe any routines or working structures of the class (e.g., use of the two languages by you and your students, language scaffolds, group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). Explain and justify your decisions about language use during the events seen in the clips. (TPE 10)
3. In the instruction seen in the clip(s), how did you further the students' knowledge and skills and engage them intellectually in comprehending and/or composing text? Provide examples from the clips of both general strategies to address the needs of all of your students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11)



4. Given the language abilities of your students as described in Task 1. Context for Learning, provide examples of language supports seen in the clips (including connections between the two languages of instruction, if applicable) that help your students understand the content and/or academic language central to the lesson. (TPEs 4, 7)
5. Describe the strategies you used to monitor student learning during the learning task shown on the video clip(s). Cite one or two examples of what students said and/or did in the video clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives. (TPEs 2, 3)

### Task 3. Video Label Form

Candidate ID # \_\_\_\_\_

#### Elementary Literacy Clip(s)

Lesson from which the (first) clip came: Lesson # \_\_\_\_\_

**Focus of Clip(s) (Check all that apply.)**

- Student Comprehension of Text
- Student Composition of Text

**Language(s) of Instruction (Check all that apply.):**

- English
- Other language of instruction \_\_\_\_\_

If you have a second clip, which lesson is it from? Lesson # \_\_\_\_\_

**Focus of That Clip (Check all that apply.)**

- Student Comprehension of Text
- Student Composition of Text

**Language(s) of Instruction (Check all that apply.):**

- English
- Other language of instruction \_\_\_\_\_

**Video Format of Clip(s): (check one)**

- Quicktime
- Real One
- Windows Media Player
- Other (please specify) \_\_\_\_\_

## Task 4. **Assessing Student Learning**

### **Purpose**

The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; 3) provide feedback to students; and 4) use this analysis to identify next steps in instruction for the whole class and individual students.

### **Overview of Task**

- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment **from the learning segment**. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on the work. If student work did not produce a work sample (e.g., oral reading), you may use anecdotal records, running records, or other documentation of the student work. In that case, provide copies of the documentation for three students.
- Analyze the performance of two individual students and diagnose individual learning needs.
- You may write the Assessment commentary in either language of instruction.

### **What Do I Need to Do?**

- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class.
- ✓ Provide **any evaluative criteria (or rubric)** that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning. Categories of evaluative criteria include decoding errors during oral reading, use of supporting detail in a paragraph, use of appropriate adverbs to move a story through time.
- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. To the extent possible, include students who show a range of proficiencies in the language(s) in which they are being assessed. **In the case of a pre- and post-assessment or multiple drafts using the writing process or both languages, both assessments or you may include all drafts as the work sample.**

- ✓ Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If your students use invented spelling, please write the standard spelling directly on the work sample. Be sure that reviewers can distinguish any written feedback to students from the students’ written work.
- ✓ Document your feedback to these three students, either as individuals or as part of a larger group. If it is not written directly on the work sample, provide a copy of any written feedback or write a summary of oral feedback (summary may be included with Commentary prompt #6 below).
- ✓ Respond to each of the prompts in the Assessment Commentary.

## Assessment Commentary

Write a commentary of **5-8 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.
2. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). Attach your rubric or evaluative criteria, and note any changes from what was planned as described in Planning commentary, prompt 6. (You may use the optional chart provided following the Assessment Commentary prompts to provide the evaluative criteria, including descriptions of student performance at different levels.) (TPEs 3, 5)
3. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples or the documentation of student work you selected. (TPE 3)
4. Based on your analysis of the assessment results, was the assessment appropriate for your students in terms of their language and cultural backgrounds? Explain why or why not.
5. From the three students whose work samples were selected, choose two students. If possible, select students with different language proficiencies in English and in the other language of instruction. For the two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, special needs). In addition, describe significant experiences that might have affected their performance such as their prior educational history, e.g., years of formal schooling in the U.S. and in other countries, years living in the United States, and their language experiences in home and community settings. What did you conclude about their learning during the learning segment? Cite specific evidence from the work

samples and from other classroom assessments relevant to the same evaluative criteria (or rubric). (TPE 3)

6. What oral and/or written feedback was provided to individual students and/or the group as a whole (refer the reviewer to any feedback written directly on submitted student work samples)? How and why do your approaches to feedback support students' further learning? In what ways does your feedback address individual students' needs and learning goals? Cite specific examples of oral or written feedback and reference the three student work samples or the documentation of student work to support your explanation.
7. Based on the student performance on this assessment, describe the next steps for instruction for your students. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include a conference with the student's family, a specific instructional activity, or other forms of re-teaching to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the student performances. (TPEs 2, 3, 4, 13)

## Task 4. Summary of Student Learning Chart (Optional)

List the categories of evaluative criteria as well as the corresponding characteristics of student work and the percent of students in the class at levels of performance that increase in quality. This chart is designed to be completed electronically, so the blank space does not represent the space needed. Use as much space and as many rows as you need.

| Evaluative Criteria Category | Characteristics of Student Work                            |   |  |
|------------------------------|--|---|--|
|                              | Performance Level 1  | Performance Level 2                                       | Performance Level 3, etc.<br>(Insert more columns if needed) |
|                              | (provide description of student performance) & % of class) | (provide description of student performance & % of class) | (provide description of student performance & % of class)    |
|                              | (provide description of student performance) & % of class) | (provide description of student performance & % of class) | (provide description of student performance & % of class)    |
|                              | (provide description of student performance) & % of class) | (provide description of student performance & % of class) | (provide description of student performance & % of class)    |

The boxes indicating levels of student performance should include key characteristics of student work at that level, as well as the approximate percentage of the class performing at that level.

## Task 5. Reflecting on Teaching & Learning

### Purpose

The Reflecting on Teaching & Learning Task describes what you learned from teaching the learning segment. It provides evidence of your ability to analyze your teaching and your students' learning to improve your teaching practice.

### Overview of Task

- Record your reflections after teaching each lesson, discussing how the lesson went for the class as a whole as well as for specific students. (See instructions in the daily reflection box in Task 2. Planning Instruction and Assessment.)
- Review your daily reflections and your analyses of the effectiveness of instructional and assessment strategies in previous tasks. Use these specific analyses and reflections to identify more general patterns within your planning, instruction, and assessment practices across the learning segment.
- Reflect on your experience teaching the learning segment in light of 1) your observations of the effectiveness of your teaching practice in helping your students learn; and 2) the theoretical perspectives and research principles that you learned during teacher preparation.
- You may write the Reflection commentary in either language of instruction.

### What Do I Need to Do?

- ✓ Submit the daily reflections that were completed as part of Task 2. Planning Instruction & Assessment.
- ✓ Respond to each of the prompts in the Reflection Commentary.

### Reflection Commentary

Write a commentary of **3-5 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? Cite relevant research or theory that helps you understand what you observed. Consider areas such as second language acquisition, bilingual development, and biliteracy. (See Planning Commentary, prompt # 2.) (TPEs 7, 8, 13)
2. Based on your experience teaching this learning segment, what did you learn about your students as literacy learners, including their bilingual/biliterate development?

Consider such things as easy/difficult concepts and skills, easy/difficult learning tasks, common misunderstandings, cross-linguistic transfer. Please cite specific evidence from previous Teaching Event tasks as well as **specific** research and theories that inform your analysis. (TPE 13)

3. If you could go back and teach this learning segment again to the same group of students in order to enhance their content knowledge and bilingual/biliterate development, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics, e.g., different language experiences, years of formal education? (TPE 13)
4. If the program model or school/cooperating teacher policies restricted your choices (for example, if the program model did not allow the use of primary language or if school/district policies restricted your ability to adapt or supplement curriculum materials), how would you change your planning, instruction, and assessment if you were not so restricted?



# Glossary

**Academic Language:** Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive and receptive modalities (see below).

**Assessment:** Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

**Bilingual placement:** A placement in which instruction and assessment is provided in two languages, in some proportion appropriate to the program design and the grade level.

**Central focus:** The target of the student learning that the standards, learning objectives, instructional tasks, and assessments within a learning segment are intended to produce. A central focus can be expressed by a theme, overarching concept, or essential question.

**Curriculum content:** The student learning that is expected to occur, including various areas of knowledge, e.g., facts, concepts, procedures, methods of inquiry and making judgments.

**Engaging students in learning:** When students are actively increasing their knowledge, skills, and abilities related to the learning objectives for the lesson. This is in contrast to **participating** in learning tasks where the students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

**English Language Development standards:** The standards in the *English-Language Development Standards for California Public Schools* (California Department of Education). This document organizes standards for English Learners in reading, writing, speaking, and listening in English according to sequential stages of development of English proficiency. It is intended to identify what English Learners must know and be able to do as they move toward full fluency in English.

**Guiding question:** Questions used by PACT to identify the focus of each rubric, i.e., what it measures about the candidate's teaching practice as documented in the Teaching Event. Each rubric level descriptor provides an answer to the related guiding question at a different level of performance. (See Rubric level descriptor)

**Language Demands:** In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This

includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

**Learning Objectives:** Student learning outcomes to be achieved by the end of the lesson.

**Learning Segment:** A set of lessons that build one upon another toward a central purpose, with a clearly defined beginning and end.

**Learning Tasks:** Purposefully designed activities in which students engage (not just participate – see Engagement in Learning) to meet the learning objectives for the lesson.

**Productive modalities:** Ways that students communicate to others, e.g., speaking, writing, drawing. Assessment of productive modalities focuses on student communication of their own understanding or interpretation. Examples of students' demonstration of productive abilities with respect to understanding curriculum content are writing an analysis, drawing and labeling a scale model, sculpting a figure from clay.

**Receptive modalities:** Ways that students receive communications from others, e.g., listening, reading, viewing. Assessment of receptive modalities focuses on student communication of their understanding of the meaning of communications from others. Because this is done through a productive modality, assessment of students' skills and abilities with respect to receptive modalities is not as straightforward as that of productive modalities. Examples of students' demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate's comment, describing how the key and tempo of a piece of music set a mood.

**Routines and working structures:** Regular processes for conducting activities within a classroom. Once they are established, the rules and norms for routines and working structures are understood by the teacher and students and help classroom activities flow efficiently. Examples are roles during groupwork, how students signal that they have a question, procedures for taking turns during discussions, norms for what the rest of the class does when the teacher is working with a small group, types of questions expected to be asked when exploring a problem.

**Rubric level descriptor:** The text that describes performance at a particular rubric level.

**Scaffolding:** A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is

designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

**Student academic content standards:** A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. California's student academic content standards are published by the California Department of Education. They guide curriculum and instruction in California public schools.

# Teaching Event Authenticity Sign-Off Form

Submit this form with your completed Teaching Event.

This Teaching Event has been submitted as part of an assessment whose passage will be required for completing the requirements for a California Multiple/Single Subject(s) Teaching Credential under S.B. 2042. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential candidate. However, credential candidates are encouraged to seek assistance, input and feedback from their university supervisors, cooperating/master teachers, university instructors, or other credential candidates during the Teaching Event development process.

## Attestation by Credential Candidate

- I have primary responsibility for teaching the students/class during the learning segment profiled in this Teaching Event;
- The video clip(s) submitted show me teaching the students/class profiled in this Teaching Event;
- The student work included in the documentation is that of my students who are profiled in the learning segment documented in this Teaching Event;
- I am sole author of the teacher commentaries and other written responses to prompts and forms in this Teaching Event;
- Appropriate citations have been made for all materials in the Teaching Event whose sources are from published text, the Internet, or other educators.

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*Teacher Candidate's Signature*

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*Teacher Candidate's Name (printed)*

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*Date*

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*Teacher Candidate ID #*

## Attestation by University Supervisor

To the best of my knowledge, the statements above are accurate.

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*University Supervisor's Signature*

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*University Supervisor's Name (printed)*

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*Date*

# Teaching Performance Expectations (TPEs)

## **A. Making subject matter comprehensible to students**

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

## **B. Assessing student learning**

TPE 2. Monitoring Student Learning During Instruction

TPE 3. Interpretation and Use of Assessments

## **C. Engaging and supporting student learning**

TPE 4. Making Content Accessible

TPE 5. Student Engagement

TPE 6. Developmentally Appropriate Teaching Practices

TPE 7. Teaching English Learners

## **D. Planning instruction and designing learning experiences for students**

TPE 8. Learning about Students

TPE 9. Instructional Planning

## **E. Creating and maintaining effective environments for student learning**

TPE 10. Instructional Time

TPE 11. Social Environment

## **F. Developing as a professional educator**

TPE 12. Professional, Legal, and Ethical Obligations

TPE 13. Professional Growth

The full text of the TPEs can be downloaded from [www.pacttpa.org](http://www.pacttpa.org).