Directions for Task 4

Academic Lesson Design, Implementation, Assessment and Reflection after Instruction

This task asks the candidates to design a standards-based lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson.

Overview of Task 4

<table>
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<th>You are given:</th>
<th>A six-step set of questions to guide the planning, implementation, assessment, and analysis of a lesson</th>
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| You submit:   | • information on a class and two focus students  
                • information on classroom environment and on the instructional plan  
                • adaptations to the plan for the two focus students  
                • a videotape of teaching the lesson  
                • an assessment and student responses to the assessment  
                • an analysis of the lesson and student learning  
                • reflection on the lesson |
A. WHAT IS BEING MEASURED

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

Making Subject Matter Comprehensible to Students
- TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning
- TPE 2 - Monitoring Student Learning During Instruction
- TPE 3 - Interpretation and Use of Assessments

Engaging and Supporting Students in Learning
- TPE 4 - Making Content Accessible
- TPE 5 - Student Engagement
- TPE 6 - Developmentally Appropriate Teaching Practices
- TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students
- TPE 8 - Learning About Students
- TPE 9 - Instructional Planning

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

Developing as a Professional Educator
- TPE 13 - Professional Growth

Note: Review the complete text of these twelve Teaching Performance Expectations before you begin and periodically again as you prepare your response to this task.

B. COMPLETING YOUR RESPONSE

For Step 1: “Learning About Students in the Whole Class and Two Focus Students,” you will demonstrate your ability to collect information about the whole class and two focus students and describe how you will use the information for planning academic instruction in the selected subject matter. In order for you to complete this step of your response, you will:

- Select a class and identify the content area, subject matter, state-adopted frameworks and academic content standards for students, and unit of study with which you will be working. (See Section D, “Making Choices,” for guidance in selecting the class.)
- Collect and record information on the background and academic ability of the students in the class.
- Describe your students’ physical, social, and emotional development in relation to typical students of this age group.
- Select two focus students, including an English learner and a student who presents a different instructional challenge. (See Section D, “Making Choices,” for guidance in selecting the students.)
- Collect and record information regarding the characteristics of the two selected students.
- Explain how the information will influence your instructional planning for the two selected focus students.
For **Step 2: “Learning Environment and Academic Instructional Planning for the Whole Class,”** you will demonstrate your ability to plan instruction. In order for you to complete this step of your response, you will:

- Describe the climate, expectations, and procedures in the classroom.
- Select or develop an academic lesson you will teach. (*See the section “Making Choices” for guidance in selecting/developing the lesson.*)
- Identify the academic learning goal(s) and state-adopted frameworks and academic content standards for students that are addressed in the lesson.
- Describe the components of the lesson, including the strategies, activities, grouping, materials, assessment, and evidence of student learning that you will collect.
- Explain why the plan for instruction is appropriate for the content of the lesson and for your students.

For **Step 3: “Lesson Adaptations for the Two Focus Students,”** you will demonstrate your ability to identify adaptations to the class instruction plan that are needed for the two focus students. In order for you to complete this step of your response, you will:

- Consider what you learned about the two focus students as well as the implications for instruction of the two students. Describe any adaptations to the whole class instruction plan that are necessary to meet the needs of these students. If you determine that no adaptations are needed, indicate that decision.
- Explain your rationale for your decisions.

For **Step 4: “Teaching and Videotaping the Lesson: Whole Class, Including Two Focus Students,”** you will demonstrate your ability to implement the instruction that you have planned. In order for you to complete this step of your response, you will:

- Write a brief paragraph about your teaching context.
- Draw a simple floor plan of your classroom.
- Submit a 20-30 minute, continuous and unedited videotape of you teaching this lesson. Remember that you will need release forms for students and adults who will be seen on the videotape.

For **Step 5: Assessing Student Learning “Analyzing the Lesson,”** you will demonstrate your ability to analyze the effectiveness of the lesson for the whole class and the two focus students. In order for you to complete this step of the response, you will:

- Analyze the effectiveness of the lesson you taught, using the videotape as a reference.
- Analyze the effectiveness of the plan and the adaptations for the two focus students.
- Score the evidence of student learning from the assessment.
- Submit copies of three student responses that represent the range of achievement on the assessment. Label them and explain why you selected each of the responses to represent the range of responses in the class.
- Submit copies of the two focus student responses.
- Analyze the evidence of student learning for the class and for the two focus students.

For **Step 6: “Reflection After Instruction,”** you will demonstrate your ability to use what you learned in this task to improve your future planning and instruction. In order for you to complete this step of your response, you will:
• Reflect on your analysis of the effectiveness of the lesson and student learning as a result of the lesson.
• Describe how this will affect your future planning and teaching.
• Identify your professional development goals based on what you learned from this instructional experience.

**Lesson selection requirements**
If you are a candidate for a Multiple Subject Preliminary Credential, you will select a different core curriculum area that you did not cover in Task 2 or 3. If you are a candidate for a Single Subject Preliminary Credential, you will work within your content area, but with a different class and a different topic than those chosen for Tasks 2 and 3.

**C. HOW YOUR RESPONSE IS SCORED**

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 4 Rubric that follows.

The rubric follows for Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction.

**KEY SCORE LEVEL CRITERIA**

**LEVEL 4**  
Appropriate, relevant, accurate, and clear or detailed

**LEVEL 3**  
Appropriate, relevant, or accurate

**LEVEL 2**  
Minimal, limited, cursory, inconsistent, and/or ambiguous

**LEVEL 1**  
Inappropriate, irrelevant, inaccurate or missing
**TASK 4, Score Level 4:** The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

**Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)**
The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:
- establishing clear and appropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining detailed and relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks and 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

**Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)**
The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:
- allocating instructional time appropriately
- establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining clear and appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

**Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)**
The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:
- using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first 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
- ensuring the active and equitable participation of all students

**Making Subject Matter Comprehensible to Students (TPE 1)**
The candidate knows the state-adopted content standards for students, as evidenced by:
- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students

**Assessing Student Learning (TPE 2, 3)**
The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:
- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students
- using classroom assessments appropriately and analyzing student work accurately

**Developing as a Professional Educator (TPE 13)**
The candidate reflects on the instructional experience and student learning, as evidenced by:
- providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness
**TASK 4, Score Level 3:** The response provides evidence that clearly demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

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<td>• selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students’ needs</td>
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<td>• making appropriate plans for students who have special needs or abilities</td>
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<td>• 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</td>
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<td>• ensuring the active and equitable participation of most students</td>
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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 frameworks and academic content standards to all students

Assessing Student Learning (TPE 2, 3)
The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:
  • using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students
  • using classroom assessments and analyzing student work accurately

Developing as a Professional Educator (TPE 13)
The candidate reflects on the instructional experience and student learning, as evidenced by:
  • providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness
TASK 4, Score Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Planning Instruction and Designing Learning and Experiences for Students (TPE 8, 9)
The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining cursory information about the class as a whole and about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted frameworks and 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

Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)
The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:

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

Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)
The candidate minimally uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first 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
- ensuring the active and equitable participation of some student
Making Subject Matter Comprehensible to Students (TPE 1)
The candidate minimally 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 frameworks and academic content standards to students

Assessing Student Learning (TPE 2, 3)
The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:
  • using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students
  • using ambiguous classroom assessments and cursory or inconsistent analysis of student work

Developing as a Professional Educator (TPE 13)
The candidate minimally reflects on the instructional experience and student learning, as evidenced by:
  • providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness
**TASK 4, Score Level 1:** The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

**Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)**
The candidate insufficiently learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:
- establishing inappropriate or no goals for student learning based on state-adopted frameworks and academic content standards for students
- obtaining irrelevant or no information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or instruction not in accordance with state-adopted frameworks and 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

**Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)**
The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:
- allocating instructional time inappropriately
- establishing inappropriate or no procedures for routine tasks and management of transitions
- developing and maintaining inappropriate or no expectations for academic and social behavior
- creating a climate that is inappropriate for learning

**Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)**
The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:
- using developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first 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
- ensuring the active and equitable participation of few or no students
Making Subject Matter Comprehensible to Students (TPE 1)
The candidate insufficiently knows the state-adopted content standards for students, as evidenced by:
• demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students

Assessing Student Learning (TPE 2, 3)
The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:
• using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students
• using inappropriate or no classroom assessments and inaccurate or no analysis of student work

Developing as a Professional Educator (TPE 13)
The candidate insufficiently reflects on the instructional experience and student learning, as evidenced by:
• providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness
D. MAKING CHOICES

The suggestions in this section are designed to help you to 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 and a unit of study, (2) selecting two focus students within a class, and (3) selecting or developing an academic lesson.

1 Selecting a Class and a Unit of Study

You will need to collect and record information about students within a single class. If you are a candidate for a Multiple Subject Preliminary Credential, these students need to be in one class within grades K-8. If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area. If you 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 within the class who are different than the students you chose for Tasks 2 and 3. 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 is 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.

(Special note for Single Subject Foreign Language credential candidates only: You may choose to select an English learner as one of your two focus students, or you may choose two students who present different instructional challenges, as appropriate to the framework-related content area for the lesson.)

3. Selecting or Developing an Academic Lesson

Select or develop 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. The state frameworks and state-adopted frameworks and academic content standards for students in your subject area will guide your lesson selection.

E. VIDEOTAPING THE LESSON

Arrange for someone to videotape your lesson. If possible, arrange for that person to be available for several class sessions in advance of the session to be taped for CA TPA purposes. Frequent experiences will help you and your students to adjust to the presence of the camera in the classroom.

Be sure to have the parents or guardians of all students who will be seen on the videotape, or whose work will be submitted, complete the Student Release Forms. You and any other adults who appear in the videotape (teacher’s aides, parents, student teachers, or colleagues) will need to sign an Adult Release Forms prior to videotaping. Begin the process of securing release forms as soon as possible. If the students already have a release on file, the site administrator can sign the Administrator Release Form.

The videotape should be 20 to 30 minutes in length and be continuous and unedited. Stopping and restarting the camera during the lesson will be regarded as editing. The videotape should be taken from an angle that includes as many of the students’ faces in the class as possible. It should show as much of both you and the class as possible, but it is perfectly acceptable to focus on a particular student while he or she is talking. Medium to wide-angle shots allow for both you and the students to be seen. The videotape should be a standard VHS videotape cartridge, and the sound quality should enable the assessors to understand what is being said.