

# **PACT**

## **History/Social Science**



**2011 - 2012**

# History / Social Science Teaching Event Candidate Handbook 2011-2012

**Performance  
Assessment for  
California  
Teachers**

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**Use of PACT Scores**

Individual candidate's 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.

## Overview of the PACT Teaching Event

### ***Focus on student learning***

In this Teaching Event, you will show the strategies you use to make history/social science accessible to your students, and how you support students in learning to read, write, and use academic language. 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/big idea 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 history/social science 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 hours of instruction)** that is designed to help students use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon. The learning segment should 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 s 21-22.

### ***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 by saving them to a CD. You will also type and save commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. You will upload your videos and commentaries to TEIS (Teacher Education Integrated Information System) when your teaching event is complete. 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)*. Abbreviated and full descriptions of the TPEs appear in Appendix A. Scoring rubrics have been developed to align with these professional expectations for classroom teachers and appear in the Appendix D.

# Overview of History/Social Science Teaching Event

Teaching Event Task	What to Do	What to Save
<b>1. Context for Learning</b> (TPEs 7,8)	<ul style="list-style-type: none"> <li>✓ Provide relevant information about your instructional context and your students as learners of history/social science.</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> (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 hours of instruction that help students use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon.</li> <li>✓ Create and save an instruction and assessment plan for the learning segment</li> <li>✓ Type and save lesson plans.</li> <li>✓ Type and save a commentary that explains your thinking behind the plans.</li> <li>✓ Type daily reflections, to save later in Task 5, 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> (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 critically evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their judgments.</li> <li>✓ Videotape the lesson(s) you have identified.</li> <li>✓ Review the videotape to identify two video clips portraying the required features of your teaching. The running time of each clip should not exceed 10 minutes.</li> <li>✓ Convert (if necessary) and save your video clip(s).</li> <li>✓ Type and save 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 Clips</li> <li><input type="checkbox"/> Instruction Commentary</li> </ul>
<b>4. Assessing Student Learning</b> (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.</li> <li>✓ Scan and save three student work samples that illustrate class trends in what students did and did not understand.</li> <li>✓ Type and save 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> (TPEs 7,8,,13)	<ul style="list-style-type: none"> <li>✓ Save your daily reflections.</li> <li>✓ Type and save 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>

## Required Format for the Teaching Event

The following guidelines should be used to prepare all parts of your Teaching Event. This format will allow faculty/supervisors to efficiently review and score all Teaching Events.

It is recommended that each teacher candidate retain copies of all Teaching Event documents that are saved to a CD.

### Commentaries

Commentaries are your typed, descriptive, analytic, and reflective responses to specific prompts in the Teaching Event directions. Commentaries should be in the following format:

- Follow TEIS instructions to save and compress your document as a PDF.  
(*Document Limitations: PDF documents must be 20 megabytes or smaller.*)
- In your PDF file, bookmark each task using the Task # and the name of the commentary. (i.e., "Task 1 Context Commentary".)
- **DOUBLE-spaced**, with a blank line between paragraphs, and **1.5" margins**
- Font size should be at least 12 point size and Times, Times New Roman, or Arial & no italics
- Length kept within suggested page and size limits, which are based on previous experience with Teaching Event submissions.
- Include a running header or footer with your Candidate ID# and page # on each page.
- Maximum PDF file size is 20 megabytes (MBs).

### Video Clips

Video clip(s) are submitted as part of **Task 3. Instructing Students & Supporting Learning**. Video should be submitted in the following format:

- The preferred video file format is: Quicktime .mov. Please refer to TEIS for approved video formats. Select appropriate equipment based on these requirements. **NO VIDEOS CAN BE SHOT IN HD!**
- Name your file using the Video File Naming Requirements found on page 14.
- The time length of the video to be submitted is specified in the Teaching Event directions.
- You and your students should be clearly visible and audible.
- Individual video clips should be continuous and unedited, with no interruption in events.
- If possible, use a tripod to prevent the camera from wobbling.
- Save the digital videos.
- Further recommendations and policies for videotaping your class are available in **Appendices B and C**, located on pages 36-38.
- **Maximum file size is 20 megabytes (MBs)**. After files have been compressed they cannot exceed 150 MBs.

## Student Work Samples

Student work samples will be submitted in **Task 4. Assessing Student Learning**. Student work samples should be submitted in the following format:

- TEIIS accepts .jpg and .gif image file types.
- Before saving the files, name them with “Work Sample 1”, “Work Sample 2”, or “Work Sample 3”.
- Select samples to meet the criteria indicated by the Teaching Event directions.
- Work samples should be written by the students.
- **Names of students, yourself, and the school should be hidden prior to photographing and/or scanning the work.**
- Save the image files to your CD
- Images may also be included in Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Works, and Adobe .pdf files
- **Maximum file size is 20 megabytes (MBs).**

## Documentation of Lessons

Electronic documentation of lessons such as lesson plans, handouts, assessments, rubrics, overhead transparencies, or other instructional materials will be scanned and saved with various Teaching Event tasks to demonstrate the events that occurred in the learning segment. Documentation should be uploaded in the following format:

- Acceptable image files types are .jpg and .gif
- Acceptable file formats also include, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Works, and Adobe .pdf files.
- Before uploading, name all documents with a number corresponding to the relevant lesson plan(s). (i.e., “Lesson Plan 1”.)
- **Maximum file size is 20 megabytes (MBs).**

## Page Numbering

Number every page of the paper copy of your Teaching Event sequentially from beginning to end, *including pages of student work and documentation of lessons*.

## Candidate Identification Number

Your PACT Candidate ID number is available to you when to log into TEIIS and select PACT. Include your PACT Candidate ID number as a running header or footer on every page of every file. Use your PACT Candidate ID on the PACT Demographic Survey as well.

**Use only your PACT Candidate ID#.**

**Do NOT use your name on any of the files uploaded.**

## Use of Submitted Materials

Your Teaching Event and related materials may be used for training scorers or university faculty/supervisors or for purposes of research for validating the assessment. Your name, school, and students’ names will be kept absolutely confidential.



## 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' 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/big idea for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities for your students to use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

### What Do I Need to Do?

- ✓ Complete the **Context for Learning Form**.
- ✓ Respond to each of the prompts in the Context Commentary.
- ✓ Save your responses to your PACT CD.

### Context Commentary

Type a commentary of about **seven DOUBLE-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. Save your responses to your PACT CD (See pages 4-5 for accepted file types, formatting and file naming requirements).

1. Briefly describe the following:
  - a. Type of school/program in which you teach, (e.g., middle/high school, themed school or program)
  - b. Kind of class you are teaching (e.g. ninth grade World History – untracked, American History – College Prep) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
  - c. Degree of ability grouping or tracking, 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 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 English required to participate in classroom learning and assessment tasks. Describe the range in vocabulary and levels of complexity of language use within your entire class. When describing the proficiency of your English learners, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the learning segment. (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 contexts  
Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, 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 required curricula, pacing, use of specific instructional strategies, or standardized tests.

## Task 1. Context for Learning Form

Please 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. Save your completed form to your PACT CD.

### About the course you are teaching

1. What is the name of the course you are documenting? \_\_\_\_\_
2. What is the length of the course?     one semester     one year     other (describe) \_\_\_\_\_
3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

### About the students in your class

4. How many students are in the class you are documenting? \_\_\_\_\_
5. How many students in the class are: English learners \_\_\_\_\_  
Redesignated English Learners \_\_\_\_\_    Proficient English speakers \_\_\_\_\_?
6. How many students have Individualized Education Plans (IEPs) or section 504 plans? \_\_\_\_\_
7. What is the grade-level composition of the class? \_\_\_\_\_

### About the school curriculum and resources

8. Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English.
9. If there is a particular textbook or instructional program you primarily use for history/social science instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)  
What other major resources do you use for instruction in this class?

## 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 history/social science curriculum content.

### Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for the learning segment. The 3-5 hours of instruction in the learning segment should help students use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon.
- Identify objectives for developing academic language, taking into account students' prior language development and the language demands of the learning tasks and assessments. Language demands include such things as grammatical structures, vocabulary, or language conventions within a genre such as chronological accounts or historical interpretation.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the learning segment.

### 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.
  - 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. The plan should include at least the following information: student academic content standards, ELD standards (if applicable), learning objectives, formal and informal assessments, instructional strategies and learning tasks, and resources and materials.
  - If you are using multiple texts, indicate the text on each lesson plan.
- ✓ Save digital/scanned photos, or copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the learning segment to your PACT CD. If any of these are included from a textbook, please save a copy of the appropriate pages. If any of these items is longer than **four** pages, save a typed summary of relevant features in lieu of a photocopy. (TPEs 1, 2,4,7,9)
- ✓ Name each document or group of documents with a corresponding lesson number before save to your PACT CD.
- ✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.

- ✓ Type your responses to each of the prompts in the Planning Commentary.

Type a **daily reflection\*** (see page 4 for accepted file formats) after teaching each lesson by responding to the following prompts: (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.)
2. How does this reflection inform what you plan to do in the next lesson?

**\*Daily reflections will be saved on your PACT CD with  
Task 5: Reflecting on Teaching & Learning.**

## Planning Commentary

Type a commentary of about **eleven DOUBLE-spaced pages** 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. Save your completed responses to your PACT CD. (Please see pages 4-5 for accepted file types and formats and other requirements).

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? (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 English-language arts and academic language during the learning segment.
3. How do key learning tasks in your plans build on each other to support students' use of facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon, and to develop related academic language? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed. (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, 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. (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 English 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?
  - 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 what your students are currently able to do 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 and provide feedback to students on their learning. (TPEs 2, 3)
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9, 12)

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<sup>1</sup> Language demands can be related to vocabulary, features of text types such as chronological accounts or historical interpretation, or other language demands such as understanding oral presentations or participating in role plays.

## Task 3. Instructing Students & Supporting Learning

### Purpose

The Instructing Students & Supporting Learning task illustrates how you work with your students to improve their ability to critically evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their judgments. It provides evidence of your ability to engage students in meaningful history/social science 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 evaluating sources of information, forming individual interpretations of the event or phenomenon, and defending their judgments.
- 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.
- If necessary, convert your video clip(s) to digital video files (see pages 4-5 for accepted file formats).
- Save your video clip(s) to your PACT CD as a separate file.

### What Do I Need to Do?

#### Videotape your classroom teaching

- ✓ Save **two video clips of no more than ten minutes each**. The first clip should illustrate what you did as a teacher to help students critically evaluate a source of an account or interpretation of an historical event or social science phenomenon. Sources include such things as the textbook, a map, a documentary film, or a political cartoon. The second clip should focus on what you did to support students as they offered and defended their judgments about the event or phenomenon. (This should not be a discussion of students' personal opinions, but of judgments informed by facts, social science concepts, and scholarly interpretations.) The clips 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

- A video clip should be continuous and unedited, with no interruption in the events.
- The clips can feature either the whole class or a small group of students.
- **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.
- Both you and your students should be visible and clearly heard on the video submitted.
- Before uploading your clips into TEIS please name them using the **Video File Naming Requirements** guidelines in TASK 3.
- Tips for videotaping your class are available in Appendices B-D.

- ✓ Provide digital or scanned photos of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Save these images with the Instruction Commentary.

- ✓ Respond to each of the prompts in the Instruction Commentary. Save your responses to your PACT CD.

### **Instruction Commentary**

Type a commentary of about **nine DOUBLE-spaced pages** 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. Save your responses to your PACT CD. Please see pages 4-5 for accepted file types and formats and file naming requirements.

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after each video clip 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 clips.
2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning tasks seen on the video clips. If specific routines or working structures are new to the students, how did you prepare students for them? (TPE 10)
3. In the instruction seen in the clips, how did you further the students' knowledge and skills and engage them intellectually in evaluating sources of information, forming individual interpretations of the historical event or social science phenomenon, and defending their judgments? Provide examples 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 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 clips. Cite one or two examples of what students said and/or did in the video clips or in assessments related to the lesson(s) that indicated their progress toward accomplishing the lesson(s)' learning objectives. (TPEs 2, 3)



## Video File Naming Requirements

Since the file name of your video clip will be the name that appears after you save it, please remember to name your video clip file with the following information **before uploading your video clip(s)**.

### **Clip #1:**

Teaching Event Topic

**AND**

Lesson from which clip came: Lesson # \_\_\_\_\_

### **For Example:**

Topic: History / Social Sciences  
Lesson #: 1

**Name your file:**  
SocSci\_Lesson1

### **Clip #2:**

Teaching Event Topic

**AND**

Lesson from which clip came: Lesson # \_\_\_\_\_

### **For Example:**

Topic: History / Social Sciences  
Lesson #: 2

**Name your file:**  
SocSci\_Lesson2

## 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.
- Analyze the performance of two individual students and diagnose individual learning needs.

### What Do I Need to Do?

- ✓ Save a copy of the directions/prompt for the assessment to your PACT CD, 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 correct identification of key historical facts or people, supportive evidence for an argument or interpretation, or appropriate application of specific concepts.
- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. *At least one of these students should be an English Learner<sup>2</sup>*. If multiple drafts of the assessment were collected, you may include all drafts as the work sample.
- ✓ Scan (or take digital photographs) and name these work sample files as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If your students use invented spelling, please write a translation directly on the work sample. Save to your PACT CD. (See pages 4-5 for information regarding the use of student 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, save a copy of any written feedback or a summary of oral feedback (summary may be included with Commentary prompt #5 below).

<sup>2</sup> If you do not have any English Learners, select a student who is challenged by academic English. Examples may include students who speak varieties of English or special needs learners with receptive or expressive language difficulties.

- ✓ Respond to each of the prompts in the Assessment Commentary. Save your responses to your PACT CD.

## Assessment Commentary

Type a commentary of about **eleven DOUBLE-spaced** 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. Save your responses to your PACT CD. Please see pages 4-5 for accepted file types and formats and file naming requirements.

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 you selected. (TPE 3)
4. From the three students whose work samples were selected, choose two students, at least one of which is an English Learner. For these two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). 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)
5. 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 to support your explanation.
6. Based on the student performance on this assessment, describe the next steps for instruction for the class. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include feedback to students, 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 class or individual student performances. (TPEs 2, 3, 4, 13)

## Task 4. Summary of Student Learning Chart

(Use of this chart is optional. You may use a chart of your own design)

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. Save the completed form to your PACT CD

Evaluative Criteria Category	Characteristics of Student Work		
	Performance Level 1	Performance Level 2	Performance Level 3, etc. (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

- Type your reflections after teaching each lesson (see pages 4-5 for accepted file formats), 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.

### What Do I Need to Do?

- ✓ Save to your PACT CD the daily reflections completed as part of Task 2. Planning Instruction & Assessment.
- ✓ Respond to each of the prompts in the Reflection Commentary. Save your responses to your PACT CD

### Reflection Commentary

Type a commentary of about **seven DOUBLE-spaced pages** 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. Save your responses to your PACT CD. (See pages 4-5 for accepted file types and formats and file naming requirements).

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 explains what you observed. (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 history/social science learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)? 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, 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? (TPE 13)

## Checklist for Your Teaching Event

Use this checklist to make sure that all of the required items have been completed and saved to your PACT CD, and are ready to upload as one PDF file format and TWO video files into TEIIS.

### Required Forms/Survey to Complete

- PACT Demographic Survey Complete this survey online.  
USE YOUR PACT Candidate ID# when asked for "Your Candidate ID Number".

### Task 1. Context for Learning

- Context for Learning Form
- Commentary on your instructional context

### Task 2. Planning for Instruction & Assessment

- Lesson Plans for learning segment
- Instructional materials, e.g., class handouts, overheads, and formal assessments (including evaluation criteria) labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each document will be used
- Commentary explaining your thinking behind your instruction and assessment plans

### Task 3. Instructing Students & Supporting Learning

- Video clips saved on a separate CD
- Commentary explaining and analyzing the teaching and learning portrayed in the video

### Task 4. Assessing Student Learning

- Work samples from three students to illustrate what students generally understood and what a number of students were still struggling to understand
- Evaluative criteria or rubrics used to assess student performance on the assessment
- Commentary analyzing student learning and identifying next steps in instruction

### Task 5. Reflecting on Teaching & Learning

- Daily reflections for each lesson taught within your learning segment
- Commentary analyzing what you learned about your students and your teaching practice from teaching the learning segment and identifying changes you might make in your teaching practice based on this analysis

# Submitting Your Teaching Event

## Electronic Teaching Events

- Your Teacher Supervisor will be able to access your Teaching Event
- Follow the instructions from your program as to when Teaching Event should be completed.
- You will upload your teaching events as three files. (ONE PDF file and TWO video files.
- A link to the PACT Demographic Survey is available on TEIS. **Completion of this survey is mandatory.**  
USE YOUR PACT Candidate ID# when asked for "Your Candidate ID Number".
- It is recommended that each teacher candidate retain copies of all Teaching Event documents that are save to your PACT CD and/or submitted to their teacher supervisors.

# 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.

**Complex text:** For PACT, this is defined as a text that is complex in relationship to the level of skill that your students bring to it. It should be just beyond students' current abilities to understand, interpret, or respond to it, but within their zones of proximal development with scaffolding.

**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.

**Download:** To copy a file from a remote computer to your computer. Though the term is normally used to describe the transfer, or downloading, of data from the Internet, it is also used to describe the transfer of photos from a camera memory card to the computer. Example: I downloaded photos to my PC. Opposite: save to your PACT CD.

**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 *English-Language Development Standards for California Public Schools* (California Department of Education) 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.

**Redesignated English Learners:** Students whose primary language is other than English and who have been reclassified from English Learners to Fluent English Proficient (FEP) by meeting district criteria for English proficiency.

**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.

**Save to your PACT CD:** To transfer a file from a desktop computer to a remote location, usually a web server. Opposite: download.

# **APPENDIX A**

## **Teaching Performance Expectations Description**

# Teaching Performance Expectations (TPEs)

## (Abbreviate Descriptions)

### **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 read starting on the next page.

# Teaching Performance Expectations (TPEs)

## (Full Descriptions)

### **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

#### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

#### **TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

##### **Teaching Reading-Language Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful

indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **Teaching Mathematics in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

### **Teaching Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

### **Teaching History-Social Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

## **TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

### **Teaching English-Language Arts in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **Teaching Mathematics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

### **Teaching Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

### **Teaching History-Social Science in a Single subject Assignment**

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

## **TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

## **TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.



## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 4: Making Content Accessible**

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

### **TPE 5: Student Engagement**

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

### **TPE 6: Developmentally Appropriate Teaching Practices**

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one

developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.<sup>3</sup>

### **TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

### **TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

### **TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

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<sup>3</sup> TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

## **TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon 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, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.<sup>4</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

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<sup>4</sup> Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

## **D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

### **TPE 8: Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

### **TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

## **E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

### **TPE 10: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

### **TPE 11: Social Environment**

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

## **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

### **TPE 12: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **TPE 13: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

## **APPENDIX B**

# **PACT Policies Regarding the Use of Videotape and Related Materials**

## **PACT Policies Regarding the Use of Videotape and Related Materials**

The PACT consortium will use the materials in your Teaching Event as data for a study of the technical quality of the Teaching Event as an assessment tool. The study of technical quality will have no effect upon you as an individual, but is likely to result in revisions to the Teaching Event materials and scoring process.

Specifically, your Teaching Event materials will be used to:

- conduct research related to the validity and reliability of the Teaching Event as an assessment;
- train scorers, including college/university faculty and distinguished classroom teachers;
- inform potential professional development of supervisors and cooperating teachers to prepare them to better assist teacher candidates in completing Teaching Events; and
- improve the fit between the Teaching Event, coursework within the teacher preparation program, and the context of the student or intern teaching assignments.

Materials used for the purposes described above will not include any identifying information, such as your name, the name of your school, or names of your students. In addition, educators serving as scorers, supervisors, or cooperating teachers will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the professional development or training session.



# **APPENDIX C**

## **Procedures for Classroom Videotaping**

## Procedures for Classroom Videotaping

### Introduction

These procedures are provided to help you produce video clips that clearly represent the teaching and learning in your classroom. In order to capture elements of instruction and student learning, you will need to produce video clips of high audio and video quality. If not using a digital camera, be sure to use a new, better quality VHS videotape. The procedures below will help you successfully produce video clips with minimum problems.

### Preparation and Practice

First, we do NOT expect a Hollywood production. It is important, however, that the quality of the videotaped activities be sufficient for scorers to understand what happened in your classroom. As a general rule of thumb, sound quality is generally more important than video quality to understanding the teaching and learning being captured.

- ⇒ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:
  - your cooperating/master teacher (who can identify potential resources in the school as well as assist you with videotaping);
  - your university supervisor;
  - Technology staff within your program's institution who are knowledgeable about videotaping;
  - another student teacher who has done or is doing videotaping; or
  - friends and family (for equipment).
- ⇒ **Schedule/reserve** the necessary video/audio equipment well in advance.
- ⇒ **Advise your cooperating/master teacher and the principal** at your school of your need to videotape lessons for your Teaching Event.
- ⇒ **Think** about where you and your students will be during the activities to be portrayed on the videotape. Will different activities require students to regroup and move around the classroom? How will the use of instructional materials be recorded? What will the camera need to capture? If applicable, when should the camera operator zoom in or rotate the camera to a new position?
- ⇒ **Meet** with the camera operator to plan the taping prior to videotaping your lesson. Share your lesson plan and discuss your plans to capture the teaching and learning.
- ⇒ **Use a sturdy tripod** to avoid shaking images which often stem from shots from a hand-held camera.
- ⇒ **Practice the videotaping process.** This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.
- ⇒ **Adjust**, if necessary, **for the light source** each time a recording is made. Newer cameras may have a switch for recording in incandescent, florescent, or daylight or may be completely automatic. Do not place the camera facing the window or other bright sources of light.
- ⇒ If you are having trouble hearing yourself and/or the students, try placing the camera closer to the action OR use an external omnidirectional dynamic microphone plugged into the "EXT MIC" jack

on the camera. Confirm that this turns the internal microphone off. If the camera operator wears headphones plugged into the camera, the sound quality can be monitored during taping.

- ⇒ For safety reasons, as much as possible, **tape extension cords** to the floor with duct tape.
- ⇒ During videotaping, don't worry about calling students by name, or having them address you by name. Note that names or other identifying information heard on the videotape will remain confidential to the scorers.
- ⇒ **BEFORE SUBMITTING YOUR VIDEO FOR CONVERSION:** View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clip(s) to submit.
- ⇒ **SUBMITTING YOUR VIDEO FOR CONVERSION:**  
In an envelope, submit the following materials:
  1. UCR GSOE PACT Video Conversion Request Form (Appendix E)
  2. Blank CD-R labeled with your Name
  3. Rewind PACT Videotape (must be labeled with your Name)

The "PACT drop off" box located in the Teacher Education Office (Sproul Hall 1124). You may purchase the above materials from the UCR Campus Store.  
*Materials will not be supplied by the office.*

**Don't forget to sign the Tracking Sheet when you drop off and pick-up your video conversion!**

**IMPORTANT!** Contact your Teacher Supervisor for more specific information regarding your university's rules and regulations regarding videotaping. Also ask the site administrator and the teacher of record, for the class in which you plan to videotape, for their permission and any rules and regulations they may have regarding the use of video cameras/cameras inside the classroom.

# **APPENDIX D**

## **Rubrics for History/Social Science 2011-2012**

PLANNING		ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS	
H1: How do the plans support student learning of how to use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon? (TPEs 1,4,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments either have <b>no central focus or a one-dimensional focus</b> (e.g., solely on facts or a singular interpretation of an historical event or social science phenomenon).</li> </ul>	<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments have an overall focus that is primarily one-dimensional (e.g., learning facts or a singular interpretation of an historical event or social science phenomenon).</li> <li>The focus includes <b>vague connections</b> among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks <i>or</i> the set of <b>assessment tasks</b> focus on multiple dimensions of history-social science learning through <b>clear connections</b> among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</li> <li>A <b>progression</b> of learning tasks and assessments is planned to build understanding of the central focus of the learning segment.</li> </ul>	<ul style="list-style-type: none"> <li>Both learning tasks <i>and</i> the set of <b>assessment tasks</b> focus on multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</li> <li>A progression of learning tasks and assessments guides students to build <b>deep understandings</b> of the central focus of the learning segment.</li> </ul>

PLANNING		MAKING CONTENT ACCESSIBLE	
H2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1,4,5,6,7,8,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Plans <b>refer</b> to students' experiential backgrounds<sup>5</sup>, interests, or prior learning<sup>6</sup> that have <b>little or no relationship</b> to the learning segment's standards/objectives.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>There are <b>significant content inaccuracies</b> in plans that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Plans <b>draw on</b> students' experiential backgrounds, interests, or prior learning to <b>help students reach</b> the learning segment's standards/objectives.</li> <li>Plans for implementation of learning tasks include <b>support<sup>7</sup> to help students</b> who often struggle with the content.</li> </ul>	<ul style="list-style-type: none"> <li>Plans draw on students' prior learning <b>as well as</b> experiential backgrounds or interests to help students reach the learning segment's standards/objectives.</li> <li>Plans for learning tasks include <b>scaffolding or other forms of structured support<sup>8</sup></b> to provide <b>access to grade-level standards/objectives</b>.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>Plans include <b>well-integrated</b> instructional strategies that are <b>tailored</b> to address a <b>variety of specific student learning needs</b>.</li> </ul>

<sup>5</sup> Cultural, linguistic, social, economic

<sup>6</sup> In or out of school

<sup>7</sup> Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

<sup>8</sup> Such as multiple ways of representing content; modeling strategies for interpreting primary sources or history-social science data; providing graphic organizers, rubrics, or sample work.

<b>PLANNING</b>		<b>DESIGNING ASSESSMENTS</b>	
<b>H3: What opportunities do students have to demonstrate their understanding of the standards/objectives? (TPEs 1,5,11)</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>• There are <b>limited</b> opportunities provided for students to learn what is measured by assessments.</li> <li style="text-align: center;">OR</li> <li>• There is a <b>significant mismatch</b> between one or more assessment instruments or methods and the standards/objectives being assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are provided for students to <b>learn what is assessed</b>.</li> <li>• It is not clear that the assessment of one or more standards/objectives go beyond <b>surface-level</b> understandings.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are provided for students to learn what is assessed.</li> <li>• The assessments allow students to show <b>some depth of understanding or skill</b> with respect to the standards/objectives.</li> <li>• The assessments <b>access both productive (speaking/writing) and receptive (listening/reading) modalities</b> to monitor student understanding.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>• Assessments are <b>modified, adapted, and/or designed</b> to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.</li> </ul>

INSTRUCTION		ENGAGING STUDENTS IN LEARNING	
H4: How does the candidate actively engage students in their own understanding of how to critically evaluate accounts of an historical event or social science phenomenon and defend their judgments? (TPEs 1,5,11)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The clips <b>focus solely on building student knowledge of facts or understanding of concepts related to the standards/objectives and do not focus</b> on analyzing, interpreting, or critically evaluating accounts of an historical event or social science phenomenon.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Classroom management is problematic and <b>student behavior interferes with learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clips <b>offer opportunities</b> for students to <b>analyze or interpret accounts</b> of an historical event or social science phenomenon and to <b>explain their reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clips offer <b>structured opportunities</b> for students to <b>actively evaluate</b> accounts or interpretations about an historical event or social science phenomenon <b>and to defend</b> their own judgments.</li> <li>These strategies reflect <b>attention to student characteristics, learning needs, and/or language needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clips offer structured opportunities for students to actively evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their own judgments.</li> <li>These strategies are <b>explicit</b>, and <b>clearly reflect attention</b> to students with diverse characteristics, learning needs, and/or language needs.</li> </ul>

INSTRUCTION		MONITORING STUDENT LEARNING DURING INSTRUCTION	
H5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2,5)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The candidate primarily monitors student understanding by asking <b>surface-level questions</b> and evaluating student responses as <b>correct or incorrect.</b></li> <li>Candidate responses are <b>not likely to promote student thinking.</b></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Materials or candidate responses include <b>significant content inaccuracies</b> that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate monitors student understanding by <b>eliciting student responses that require evaluations of history/social science accounts or interpretations.</b></li> <li>Candidate responses represent <b>reasonable attempts to improve student abilities to critically evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their judgments.</b></li> </ul>	<ul style="list-style-type: none"> <li>The candidate monitors student understanding by eliciting student responses that require evaluations of history/social science accounts or evaluations of interpretations.</li> <li>Candidate responses <b>build on student input to guide improvement</b> of students' abilities to critically evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their judgments.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>The candidate <b>elicits explanations</b> of student evaluations or interpretations, and uses these explanations to <b>further the understanding</b> of all students.</li> </ul>

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
H6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The criteria/rubric and analysis have <b>little connection</b> with the identified standards/objectives.</li> <li>OR</li> <li>Student <b>work samples do not support the conclusions</b> in the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The criteria/rubric and analysis <b>focus on what students did right or wrong</b> in relationship to identified standards/objectives.</li> <li>The analysis of whole class performance describes <b>some differences in levels</b> of student learning for the content assessed.</li> </ul>	<ul style="list-style-type: none"> <li>The criteria/rubric and analysis <b>focus on patterns of student errors, skills, and understandings</b> to analyze student learning in relation to standards/objectives.</li> <li>Specific patterns are identified for <b>individuals or subgroup(s)</b> in addition to the whole class.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>The criteria/rubric and analysis focus on <b>partial understandings</b> as well.</li> <li>The analysis is <b>clear and detailed</b>.</li> </ul>

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
H7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Next steps are <b>vaguely related to or not aligned with the identified</b> student needs.</li> <li>OR</li> <li>Next steps are <b>not described in sufficient detail</b> to understand them.</li> <li>OR</li> <li>Next steps are <b>based on inaccurate conclusions</b> about student learning from the assessment analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>general support that addresses some identified student needs</b>.</li> <li>Next steps are <b>based on accurate conclusions about student performance</b> on the assessment and are described in sufficient detail to understand them.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>targeted support</b> to individuals and groups to address specific <b>identified needs</b>.</li> <li>Next steps are <b>based on whole class patterns</b> of performance and <b>some patterns for individuals and/or subgroups</b> and are described in sufficient detail to understand them.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>Next steps demonstrate a <b>strong understanding</b> of both the identified <b>content and language standards/objectives</b> and of <b>individual students and/or subgroups</b>.</li> </ul>



<b>ASSESSMENT</b>		<b>USING FEEDBACK TO PROMOTE STUDENT LEARNING</b>	
<b>H8: What is the quality of feedback to students? (TPEs 3,4)</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>• Feedback is <b>general and provides little guidance for improvement</b> related to learning objectives. OR</li> <li>• The feedback contains <b>significant inaccuracies</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timely</b> feedback <b>identifies what was done well and areas for improvement</b> related to specific learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and timely <b>feedback helps the student understand what s/he has done well</b>, and provides <b>guidance for improvement</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and timely comments are <b>supportive and prompt analysis by the student of his/her own performance</b>.</li> <li>• The feedback shows <b>strong understanding of students as individuals</b> in reference to the content and language objectives they are trying to meet.</li> </ul>

REFLECTION		MONITORING STUDENT PROGRESS	
H9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment? (TPEs 2,10,12,13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Daily reflections indicate <b>inconsistent monitoring</b> of student performance.</li> <li>There is <b>limited evidence of adjusting</b> instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management.</li> </ul>	<ul style="list-style-type: none"> <li>Daily reflections <b>identify what students could or could not do within each lesson.</b></li> <li>Adjustments to instruction are focused on <b>improving directions for learning tasks, time management, or reteaching.</b></li> </ul>	<ul style="list-style-type: none"> <li>Daily reflections indicate <b>monitoring of student progress toward meeting the standards/objectives for the learning segment.</b></li> <li>Adjustments to instruction are focused on <b>addressing some individual and collective learning needs.</b></li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>Adjustments to instruction are focused on <b>deepening key skills and understandings related to using facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon.</b></li> </ul>

REFLECTION		REFLECTING ON LEARNING	
H10: How does the candidate use research, theory, and reflections on teaching and learning to guide practice? (TPEs 10,11,12,13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Reflections on teaching practice are <b>erroneously supported through a significant misapplication</b> of theory or research principles.</li> <li>Changes in teaching practice are <b>not based on reasonable assumptions</b> about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul> <p style="text-align: center;">OR</p>	<ul style="list-style-type: none"> <li>Reflections on teaching practice are <b>consistent with principles</b> from theory and research.</li> <li>Changes in teaching practice are <b>based on reasonable assumptions</b> about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on teaching practice are based on <b>sound knowledge of research and theory linked to knowledge of students</b> in the class.</li> <li>Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on teaching practice <b>integrate</b> sound knowledge of <b>research and theory</b> about effective teaching practice, <b>knowledge of students</b> in the class, and <b>knowledge of content.</b></li> <li>Changes in teaching practice are <b>specific and strategic</b> to improve <b>individual and collective</b> student understanding of standards/objectives.</li> </ul>

ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS <sup>9</sup> AND RESOURCES			
H11: How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Candidate's <b>description of students' academic language proficiency at lower levels is limited to what they CANNOT do.</b></li> <li>• <b>Language genre(s)</b><sup>10</sup> discussed are <b>only tangentially related to the academic purposes</b> of the learning segment.</li> <li>• Candidate <b>identifies unfamiliar vocabulary</b> without considering other linguistic features.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Candidate did <b>not identify any language demands</b> within the learning and assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes academic language strengths and needs of students <b>at different levels of academic language proficiency.</b></li> <li>• The language genre(s) discussed are <b>clearly related</b> to the academic purposes of the learning segment and <b>some language demands are identified.</b></li> <li>• Candidate <b>identifies vocabulary that may be problematic for students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes academic language strengths and needs of students at different levels of academic language proficiency.</li> <li>• The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. <b>One or more linguistic features and/or textual resources of the genre are explicitly identified.</b></li> <li>• Candidate identifies <b>essential vocabulary</b> for students to actively engage in specific language tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes academic language strengths and needs of students <b>at the full range of academic language proficiency.</b></li> <li>• The language genre discussed is clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources <b>of the specific tasks/materials</b> are explicitly identified and <b>related to students' varied levels of academic language proficiency.</b></li> <li>• Candidate identifies for instruction <b>related clusters of vocabulary.</b></li> </ul>

<sup>9</sup> Language demands might include: *word choice patterns* that signal an accumulative negative appraisal of a position, *patterns of conjunctions* between concepts that modify or reformulate given concept, *grammatical structures* that hide the agent of an activity (e.g., passive voice, abstract subject), *reference patterns* (e.g., pronoun-noun patterning) to help readers keep track of participants; and *nominalizations* (turning verbs into nouns) so that processes can be packed into a single sentence (e.g., It is essential to describe the processes of collecting, analyzing and reporting data in detail).

<sup>10</sup> Key genres in history-social science might include: *Recounts* (public records of people and the agents and agencies of their lives and times- temporal connections and concrete participants); b) *Accounts* (causal connections of episodes and abstract participants); c) *Explanations* (complex factors and consequences of episodes); d) *Exposition* (positions that need justifying with evidence); e) *Rebuttal Challenge* (problematic interpretation that needs to be challenged); *Discussion & adjudicating* (more than one interpretation needs adjudicating). Different genres require different rhetorical moves and linguistic choices at multiple levels of text to accomplish various academic purposes.

ACADEMIC LANGUAGE		DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE	
H12: How do the candidate's planning, instruction, and assessment support academic language development? (TPEs 1,4,7,8)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The candidate gives <b>little or sporadic support to students</b> to meet the language demands of the learning tasks.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li><b>Language and/or content is oversimplified</b> to the point of limiting student access to the core content<sup>11</sup> of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate uses scaffolding or other support<sup>12</sup> to <b>address identified gaps</b> between students' current language abilities and the language demands of the learning tasks and assessments, <b>including selected genres and key linguistic features.</b></li> <li><b>Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development.</b></li> </ul>	<ul style="list-style-type: none"> <li>The candidate's use of scaffolding or other support provides access to core content while also providing <b>explicit models, opportunities for practice, and feedback for students to develop further language proficiency</b> for selected genres and key linguistic features.</li> <li>Candidate articulates why the instructional strategies chosen are likely to support <b>specific</b> aspects of students' language development for <b>different levels</b> of language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.</li> <li>Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the <b>full range</b> of language proficiency and <b>projects ways in which the scaffolds can be removed</b> as proficiency increases.</li> </ul>

<sup>11</sup> Core content is the set of facts, concepts, skills, and abilities that are absolutely necessary to participate at least minimally in the learning/assessment tasks in the learning segment.

<sup>12</sup> Such support might include one or more of the following: modeling of strategies for comprehending or constructing texts such as chronological accounts; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.

# **APPENDIX E**

## **UCR Graduate School of Education PACT Video Conversion Request Form**

UCR GSOE PACT Video Conversion Request

- Please read this form and make your choices carefully.
- Consult your PACT handbook for video requirements specific to your program and content area.
- Include this form with your video when it is dropped off in the Teacher Education Student Services office
- You may submit only ONE videotape.
- This tape must be from only ONE lesson.

*This form must be completed and signed before your PACT videotape can be converted for submission to the UCR Teacher Education Program.*

Your Name \_\_\_\_\_ Supervisor Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

Multiple Subject       Single Subject      Content Area: \_\_\_\_\_

I have read this form carefully and confirm the choices indicated below.

Your Signature \_\_\_\_\_

Check the box next to the PACT event that you are submitting:

Elementary Mathematics (Multiple Subject)  
You may choose either ONE or TWO video clips of no more than fifteen minutes total.

I am requesting ONE clip of NO MORE THAN 15 minutes  
Start clip at: \_\_\_\_\_ End clip at: \_\_\_\_\_

I am requesting TWO clips for a total of NO MORE THAN 15 minutes  
Start first clip at: \_\_\_\_\_ End first clip at: \_\_\_\_\_  
Start second clip at: \_\_\_\_\_ End second clip at: \_\_\_\_\_

Secondary English-Language Arts (Single Subject)  
OR  
 Secondary History-Social Science (Single Subject)  
OR  
 Secondary Science (Single Subject)  
OR  
 Secondary World Languages (Single Subject)

Provide TWO video clips of NO MORE THAN 10 minutes each:  
Start first clip at: \_\_\_\_\_ End first clip at: \_\_\_\_\_  
Start second clip at: \_\_\_\_\_ End second clip at: \_\_\_\_\_

Secondary Mathematics (Single Subject)  
You may choose either ONE or TWO video clips of no more than twenty minutes total.

I am requesting ONE clip of NO MORE THAN 20 minutes  
Start clip at: \_\_\_\_\_ End clip at: \_\_\_\_\_

I am requesting TWO clips for a total of NO MORE THAN 20 minutes  
Start first clip at: \_\_\_\_\_ End first clip at: \_\_\_\_\_  
Start second clip at: \_\_\_\_\_ End second clip at: \_\_\_\_\_

# **APPENDIX F**

## **UCR Classroom Permission Slips (ENGLISH / SPANISH)**

# University of California, Riverside

## ***Parent Release Form for Videotaping During Instruction***

(To be completed either by the parents/legal guardians of minor students involved in this project,  
or by students more than 18 years of age who are involved in this project)

**Dear Parent(s)/Guardian(s)/Caregiver(s),**

As part of my work to earn my teaching credential at the University of California, Riverside, I am required to videotape some segments of my teaching in your daughter or son's class with the support of my cooperating teacher, \_\_\_\_\_ (mentor's name). The purpose of the video is to analyze the impact of my teaching on student learning. I would therefore like permission for your son or daughter to be visible in the video. I will use the videotape for my course work for my institution. Neither your child's name nor the name of his or her school will be used in any reports or presentations of the video. Selected teacher candidates and teacher educators may also view the videos to assess my work or to improve our understanding of effective teaching, but it will not be posted in any public venue.

Please use the form at the bottom of this letter to indicate whether or not you are willing to have your child appear in the video. Your decision about this matter will not affect his/her academic standing or grades and we foresee no risks to your child from participating in my video.

\_\_\_\_\_  
(Signature of Teacher Candidate)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Print Teacher Candidate's name)

\_\_\_\_\_  
(School District)

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### **Permission Slip**

Student Name: \_\_\_\_\_

I am the parent/guardian/caregiver of the child named above. I have read your letter requesting consent for my child to be in a videotape that is being recorded for your licensure, and agree to the following:

*(Please check the appropriate box below.)*

**I DO** give permission to you to include my child's image on videotape as he or she participates in class and/or to reproduce lesson materials that my child may produce as part of classroom activities. No names will appear on any materials submitted.

**I DO NOT** give permission to videotape my child or to reproduce materials that my child may produce as part of classroom activities.

**Signature of Parent or Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

**I DO** give permission to you to include image on videotape as I participate in this class conducted and/or to reproduce materials that I may produce as part of classroom activities.

**I DO NOT** give permission to videotape me or to reproduce materials that I may produce as part of classroom activities.

**Signature of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_



# University of California, Riverside

## **Consentimiento para Participar en la Grabación Durante la Clase**

(Este documento debe ser firmado por los padres/guardianes del estudiante si él/ella es menor de 18 años de edad)

### **Queridos Padres/Guardianes/Personas Responsables,**

Me llamo \_\_\_\_\_ (name of teacher candidate). Actualmente estoy trabajando para obtener mis credenciales para maestro/a en la Universidad de California, Riverside. Uno de los requisitos de mis estudios universitarios es grabar un video de mi enseñanza durante la clase de su hijo/a con el apoyo y bajo la supervisión de \_\_\_\_\_ (name of mentor). El propósito de este video es analizar el impacto de mis enseñanzas en el aprendizaje de los estudiantes. Los videos serán usados exclusivamente como parte de mis estudios en la universidad. Es posible que otros profesores de la Universidad también usen el video-grabación como parte de mi evaluación. Un formulario de permiso está incluido aquí en el cual ustedes puedan indicar si están de acuerdo o no con la participación de su hijo/a en el video. Su decisión en cuanto a la participación de su hijo/a no afectará de ninguna manera su calificación en la clase ni presentará ningún riesgo para su hijo/a.

Atentamente,

\_\_\_\_\_  
(Signature of Teacher Candidate)

\_\_\_\_\_  
(School Site)

\_\_\_\_\_  
(Print Teacher Candidate's name)

\_\_\_\_\_  
(School District)

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### **Permiso del Padre/Guardian/Persona Responsable**

Nombre del estudiante: \_\_\_\_\_

**Soy el padre/guardian/ persona responsable del estudiante. He recibido y leído su carta pidiendo consentimiento para que mi hijo/a participe en la video-grabación.**

*(Favor de indicar la caja apropiada abajo)*

**DOY** mi consentimiento para que la imagen de mi hijo/a sea incluida en la video-grabación y/o materiales que mi hijo/a produzca como parte de las actividades de la clase sean reproducidas y utilizados para este proyecto. Su nombre **NO** aparecerá en ningún material entregado por el/la maestro/a.

**NO DOY** consentimiento para que graben en video a mi hijo/a o que reproduzcan materiales que mi hijo/a produzca como parte de las actividades de la clase.

Firma del padre/guardián: \_\_\_\_\_ Fecha: \_\_\_\_\_

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**Soy el estudiante y soy mayor de 18 años de edad. He leído y comprendido la descripción del proyecto escrito arriba. Entiendo que mi participación NO se evaluará por este proyecto y que mi nombre **NO** se usará en ningún material.**

**DOY** mi consentimiento para que incluyan mi imagen en la video-grabación como participante de esta clase y/o que reproduzcan materiales que haga como parte de las actividades de la clase.

**NO DOY** consentimiento para que me graben en video o reproduzcan materiales que haga como parte de las actividades de la clase.

Firma del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Fecha de nacimiento: \_\_\_\_/\_\_\_\_/\_\_\_\_  
MM DD YYYY (año)